

# **Academic Regulations**

## **2021-22**

## Introduction and meanings

1. In these Academic Regulations (“regulations”), “you” and “your” mean the student or applicant as relevant to the context; “we”, “us” and “our” mean London Metropolitan University.
2. These regulations are divided into a number of sections. They should be read in conjunction with the course specification, module specifications and any course specific regulations for a course:

Number	Section Name
01	Principles for the Structure and Delivery of Courses
02	Generic Principles for Admission to Courses and the University’s Minimum Entry Requirements
03	Student Status: Offers, Registration, Enrolment, Termination, Break of Studies
04	Post-Enrolment Obligations
05	Fitness to Study
06	Undergraduate Assessment Regulations: Bachelors Degrees, Foundation Degrees and Preparatory Courses
07	Integrated Masters Assessment Regulations
08	Taught Postgraduate Assessment Regulations
09	Professional and Personal Development Awards Assessment Regulations
10	Graduate Certificate and Graduate Diploma Assessment Regulations
11	Open Language Programme Regulations
12	Mitigating Circumstances Regulations
13	Appeals Regulations and Procedure
14	Complaints Regulations and Procedure
15	Academic Misconduct Regulations and Procedure
16	Student Conduct
17	Accreditation of Prior Learning (APL) Procedures
18	Examinations
19	Conduct of Progression and Award Assessment Boards
20	Regulations for Certification
21	Research Degrees Awards Framework
22	Research Degree Regulations for MPhil, PhD, PhD(Eur), PhD by Prior Output, DLitt, DSc
23	Regulatory Framework for Professional Doctorate Programmes
24	Procedures for the Conduct of the Research Degree Oral Examination

3. The regulations ensure that:
  - the structures of our courses are appropriate and meet expectations for higher education in the UK;
  - we treat students fairly and consistently in the management and assessment of courses; and
  - the academic standards of our awards are maintained.
4. These regulations apply to all taught courses and research degree courses. Certain sections apply only to a particular type of award or groups of awards as identified in those sections.
5. These regulations refer to related regulations and to related policies and procedures which provide further information on how we deliver and manage aspects of the regulations.
6. We will make reasonable adjustments to learning, teaching and assessment to support students with a disability or other ongoing medical or mental health condition. You should notify us of any such condition when you enrol with us or as soon as possible after enrolment so that we can put in place the support that you need.
7. The regulations and related regulations, policies and procedures form a part of the contract between you and us. We regularly review the regulations and will involve students in any proposed changes. Further information on how we make changes to these regulations are set out below.

## **Changes to the Academic Regulations**

8. We will inform you of any changes to the regulations that will apply to you at enrolment or re-enrolment each academic year. The process of enrolment/re-enrolment will confirm your acceptance of the regulations and of any amendments made that are applicable to you for the academic year.
9. Changes to these regulations will usually be applied to new students only (that is, those who have not already enrolled with us as students at the time of the proposed change). Such changes will usually take effect at the start of the academic year and be published on our website prior to the start of the academic year.
10. We may change the regulations for continuing students (that is, those who have already enrolled with us as a student at the time of the proposed change), where the changes are:
  - non-material; or
  - beneficial to students; or
  - reasonably required to address unanticipated circumstances that affect the quality, standards or delivery of a course; or
  - reasonably required to comply with a recommendation, direction or order made by a court, the Office for Students (OfS), the Quality Assurance Agency (QAA), the Office of the Independent Adjudicator (OIA) or other external regulatory, validating or accrediting body; or
  - reasonably required to comply with our legal obligations (including but not limited to health and safety obligations and equality obligations); or
  - required as a result of circumstances outside of our control; or
  - agreed by the majority of affected students directly or by their representatives.
11. Where a course is part-time or a student will not complete within the usual period for their course, it may not be reasonably practicable to continue to apply previous versions of the regulations.

Where this is the case, we may make changes to the regulations for affected students and these will usually take effect at the start of the academic year.

12. If you are a continuing student, we will make reasonable endeavours to provide you with reasonable notice in advance of any changes that will affect you arising from paragraphs 9 or 10 above. We will notify you of changes by email and publish them on our website.
13. If you are a continuing student affected by a change to the regulations, you may make a request in writing to the Pro Vice-Chancellor: Student Services (or nominee) that an exceptional change is made to your programme of studies or an alternative remedy given to you to mitigate any specific detriment to you.

# Academic Regulations

## Section 01

### Principles for the Structure and Delivery of Courses

2021-22

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## **Section 1.1 Generic principles for schemes and courses leading to the University's Awards**

### **University awards list and specifications**

1. The University Awards Frameworks set out:
  - the definitive list of the awards offered by us;
  - the accepted abbreviations of these awards;
  - a description of the knowledge, understanding, skills, values and attitudes that the holder of an award at that level will have developed;
  - the number and level of credits required for the award;
  - the level of the award;
  - the maximum period of registration in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.
2. The level of each award is determined by reference to the standards generally accepted in UK Higher Education and the qualifications descriptors in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies published by the Quality Assurance Agency for Higher Education.
3. The awards may be offered internally and/or externally in partnership with another institution, in accordance with our procedures for managing the quality and standards of our courses.
4. Courses leading to our awards are divided into modules. If a student successfully completes a module demonstrating that they have met the learning outcomes, they will be awarded academic credit at the specified level. The amount of credit is based on the total number of notional learning hours required for the module.
5. The University Awards Frameworks refer to two credit schemes. The Credit Accumulation and Transfer Scheme (CATS) is the recognised scheme within the UK for quantifying credit. The European Credit Transfer Scheme (ECTS) is the recognised scheme within the European Higher Education Area, which makes it easier for students to move between countries and have their academic qualifications and study periods abroad recognised.

### **Schemes and courses**

6. Each of our taught courses has a course specification, which is determined through our course validation process and our procedures for course modifications. The course specification will include:
  - 6.1 the name of the course, the award/s and award title/s to which it leads, its level and credit-rating, and the name of any overarching scheme;
  - 6.2 the aims and learning outcomes of the course in relation to appropriate national benchmarks;

- 6.3 the maximum duration and mode(s) of study of the course;
  - 6.4 the outline curriculum and structure of the course, with an indicative assessment scheme, and cross-reference to associated module specifications which provide the details of the modules;
  - 6.5 the academic regulations or course specific regulations governing the admission, assessment and progression of students and the conferment of the relevant award/s and credit.
7. Courses leading to awards at the same level are normally grouped together into a scheme (i.e. undergraduate; integrated masters; taught postgraduate; professional and personal development; research degree). The assessment, progression and award of students on each scheme is governed by a specific set of regulations (“scheme assessment regulations”). Scheme groupings are determined by Academic Board.
  8. Courses that are not part of a scheme are governed by course specific regulations.
  9. Initial approval of and any subsequent changes to course specifications, module specifications, scheme regulations and course specific regulations, is given by or on the authority of Academic Board.
  10. The course specification and module specifications are provided to students online and/or in the handbook for their course.

### **Course and scheme names, title/s of awards, credit-rating and level**

11. Each scheme and each course are given a name. Each award which a course of study leads to is given a specific title. The specific title for any award that a student qualifies for will be stated on the award certificate conferred by us.
12. The name of the course and the specific title/s of award/s will be simple and accurate. They will reflect the normal expectations of relevant professional bodies, employers, students, higher education bodies and further education bodies about the knowledge and skills to be expected from a person holding such an award.
13. Where a collaborative provision course and the award to which it leads are similar but not identical to the course and award delivered solely by us, the name of the course and award will normally be different from the University course and award.
14. All taught courses are credit-rated at a specific level.

### **Generic and aims of a scheme; aims and learning outcomes of a course**

15. Each scheme has generic aims and learning outcomes which all courses within that scheme will comply with. They are provided within the scheme awards framework.
16. The stated aims and learning outcomes of a course are the objectives that the curriculum, structure and teaching methods are designed to fulfil. To pass a course, a student must achieve the learning outcomes. The assessment scheme of a course will be designed to test whether the learning outcomes have been achieved.



17. The course aims and learning outcomes will be specified at the appropriate standard and level required for the award, in relation to a body of knowledge and skills appropriate to the subject of study reflecting recent academic developments in that subject and benchmarked against courses in the UK and overseas leading to similar awards. The aims and learning outcomes will be recorded in the course specification.
18. The generic aims of a scheme and the aims of a course will align with the general aims of the University.
19. In courses leading to professional qualifications and/or licences to practise, some components of both study or work experience may have dual aims and learning outcomes, satisfying both the University's requirements and professional requirements. Other components may be designed to satisfy either one or the other.

### **Maximum duration and mode(s) of study**

20. The course specification will state the maximum duration of the course in academic or calendar years, semesters or weeks, as appropriate. This maximum duration will be the same as that set out in the relevant awards framework.
21. The planned learning hours for a taught course indicate its minimum duration. Awards frameworks or course specifications indicate the planned learning hours associated with each module.
22. Courses may be designed to have more than one entry point in order to accommodate students with different levels of prior knowledge and skills or for other valid reasons.
23. The course specification will state whether the course is full-time, part-time or mixed-mode, whether it is a sandwich course, whether it is delivered by distance learning, and whether it is delivered during the day, evening or both.
24. The maximum duration of a designated sandwich course leading to an undergraduate honours degree award 'in the sandwich mode' will include at least 44 compulsory weeks of supervised work experience, the aims and learning outcomes of which will be assessed.
25. The maximum duration of a course will:
  - 25.1 relate to the expected time taken by students to achieve the learning outcomes of the course, depending on the mode of study, the level of knowledge and skills required on admission, and the curriculum and structure of the course, including periods of work experience or equivalent;
  - 25.2 take account of the length of time the curriculum and learning will remain current;
  - 25.3 reflect the right for students to have opportunities to make good any failure in an assessment, absence in an examination, or non-submission of assessed work;
  - 25.4 reflect the right of a student to interrupt their studies, subject to permission of the appropriate authorities, as set out in Section 3 of the Academic Regulations;
  - 25.5 take account of the length of time required for study which is not full-time throughout the course;

- 25.6 take account of any required supervised work experience whether or not this is designed to support the student in fulfilling and being assessed on the aims and learning outcomes of the course;
- 25.7 take account of whether courses are designed to fulfil the requirements of a professional or licensing body, even where these requirements are in addition to the achievement of the aims and learning outcomes of the University course.
26. Within the maximum duration, the planned learning hours for a module or course will take account of the need to provide students with reasonable study time in contact with teaching staff (including by distance-learning), and reasonable time for private study and consolidation.
27. The maximum duration of a course in any one or two named modern languages leading to an undergraduate honours degree award will include a compulsory period of residence abroad, the aims and learning outcomes of which will be assessed. Where one main language is studied, the period of residence will be at least 36 weeks. Where two main languages are studied to the same level, a student will spend a minimum of four consecutive months in the country of each language.
28. If a student has an approved programme of study comprising one module per semester, the maximum duration of the course will be waived.
29. A student may exceptionally be allowed by the Chair of the University's Awards Board to continue their study beyond the maximum length of their course. The student must submit valid reasons to the Student Casework Office with the support of the relevant course leader or Academic Tutor.

### **Outline curriculum structure**

30. The outline curriculum of a course comprises the names of the modules of the course.
31. The outline curriculum will be appropriate to the title, aims and learning outcomes of the course and the level of the award.
32. The structure of a course will support progression of the student from the level of knowledge and skills required to enter the course, to meet the learning outcomes and the level required to qualify for the award.
33. The structure of a course will specify the level at which modules are normally required to be studied and which modules are prerequisite, corequisite, core and option modules.
34. Core modules for a course are compulsory and must be taken all students enrolled on that course. Option modules are chosen by students from a range of modules.
35. A prerequisite module is a module which must be taken in order for a student to subsequently be able to take another module. A corequisite module is a module which must be taken at the same time as another corequisite module. Prerequisite modules may be set between levels of a course but not within a single level. Corequisite modules may be set within a single level of a course.
36. All undergraduate degree courses will make provision for students to undertake work-related learning modules of at least 15 credits at either level 5 or level 6.

37. The structure of a course will be appropriate to the duration of the course, mode of study, teaching methods, assessment scheme and periods of work experience or equivalent.
38. If a course is of sufficient length, it will be structured so that an award is available at each level and/or exit point in the course. Where this is so, the curriculum and structure will ensure that all students have the opportunity to qualify for the highest award that the course leads to, if they meet the learning outcomes and academic requirements of the course.
39. Students who do not achieve the highest award but achieve the learning outcomes appropriate to a lower level of award will qualify for that award.
40. Provision will be made for students to transfer between courses, with permission, where, within the maximum duration of the course, they are unable to fulfil the learning outcomes for the course on which they are registered.
41. Provision will be made for sandwich courses to lead to an alternative award for students who are unable, for valid reasons, to undertake or complete the required period of work experience, unless exemption from this has been granted.
42. Provision will be made for modern languages courses to lead to an alternative award for students who are unable, for valid reasons to undertake or complete the period of residence abroad component, unless exemption from this has been granted.
43. Provision may be made for courses including professional qualifications to lead to an alternative award to distinguish those students who have gained a professional qualification from those who have not.
44. The structure of a course within a scheme will conform to any structural principles approved by or on behalf of Academic Board for that scheme, unless a variant has been specifically approved on behalf of Academic Board. Any variant will normally be temporary and eventual compliance will be expected.

**Scheme regulatory frameworks and course specific regulations governing the admission, assessment and progression of students and the conferment of the relevant award/s or credit**

45. A student's studies will normally be governed by the scheme regulations (and course specific regulations, where applicable) that apply on admission, as amended from time to time.
46. If a student is admitted with credit (see Section 2), they will normally be governed by the scheme regulations or course specific regulations that apply to the whole group of students studying at that level or stage.
47. Short courses which do not lead to award will also be subject to course specific regulations where a Statement of Credit or Completion (see Section 20) is offered.
48. Scheme regulations will govern all courses grouped together within that scheme.
49. Course specific regulations may be approved on behalf of Academic Board for specific courses where there is good reason. This will usually be to meet requirements imposed

by professional bodies. Course specific regulations will augment but be subservient to the scheme regulations.

## **Admissions**

50. The scheme regulations will cross-refer to the University's minimum entry requirements (see Section 2).
51. Course specific regulations will describe the basis on which a student may be admitted to the beginning or to subsequent stages of a course, where this differs from or augments the position stated in the minimum entry requirements by:
  - 51.1 identifying the knowledge and skills required at admission and relating these to the length, content and learning outcomes of the course and the standard of the award, as set out in the awards framework/s; and
  - 51.2 identifying any specific qualifications additional to the minimum entry requirements; and
  - 51.3 setting out the criteria and procedures by which a student will be admitted on the basis of certificated and/or uncertificated prior learning to the start of the course, or to a later point in the course with credit. The selection procedures may include interview, oral examination, production of a portfolio or other means of assessment of a student's prior learning and skills (see also the APL Procedures in Section 17).

## **Assessment**

52. The Academic Regulations, together with course/module specifications (and course-specific regulations, where applicable), set out the assessment scheme, which includes:
  - 52.1 the modules to be assessed and the normal timing of the assessment;
  - 52.2 the minimum and maximum number of modules to be attempted;
  - 52.3 which or how many modules must be passed to obtain an award;
  - 52.4 the weighting each module carries in the final assessment of the student's overall performance;
  - 52.5 procedures for assessing APL credit and exemptions and how this is weighted within the final assessment of a student's overall performance;
  - 52.6 how a student may make good any failure, absence at examination or non-submission of assessed work, and the limits to their rights in this respect;
  - 52.7 how a student may progress from one level or exit point to the next through the course, noting that postgraduate taught courses are at a single level;
  - 52.8 how a student will be informed of their results and given guidance on their general progress;

- 52.9 the arrangements for assessing any supervised work experience or periods abroad;
  - 52.10 criteria for the conferment of each award that the course may lead to;
  - 52.11 criteria for the conferment of an award with Distinction or with Merit, where appropriate;
  - 52.12 criteria for first class, second class (first and second division), third class honours and unclassified, where appropriate;
  - 52.13 how module marks are determined and the composition and terms of reference of the Assessment Boards (Awards Boards and Subject Standards Boards), and any subsidiary Assessment Boards.
53. Scheme and course regulations make reference to the Procedures for the submission of Appeals against decisions of assessment Boards (Section 13), Procedures on Student Academic Misconduct (Section 15) and Regulations concerning enrolment, renewal and termination of enrolment (Section 13) and payment of fees (General Student Regulations, Section 3 Part 1), and where information on these can be found, which will normally be via our web pages.

## **Disability**

54. Schemes and courses, their objectives and learning outcomes and competency standards, will be designed in line with the obligation on us to set no unnecessary barriers to access to higher education by disabled people. On the recommendation of Student Services, and following appropriate consultation with the School and, Student Services, we will make reasonable adjustments to teaching, learning and assessment arrangements for individual disabled students.

## Section 1.2 Undergraduate Awards Framework including Integrated Masters degrees

### Summary of the Undergraduate Awards Framework, including Preparatory awards and Integrated Masters Degrees

Note: Maximum periods of registration stated provided below are the time in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.

#### Preparatory Certificates and Diplomas

These provide adequate preparation for entry to study at HE level in the area studied. They may be recognised as HE awards for funding purposes when they form an integral part of an undergraduate course and extend the duration of the undergraduate course by one further year full-time (or the part-time equivalent).

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
University Certificate	3	30 credits at Level 3		2 years
Preparatory Certificate	3	60 credits at Level 3		2 years
Preparatory Diploma	3	120 credits at Level 3		3 years

#### Work Based Learning Awards

The majority of the learning takes place in the workplace, with teaching normally offered by the University in appropriate formal sessions. All learning outcomes at the appropriate level will be assessed by the University or under its auspices.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
Work Based Learning Awards	4/5/6	45 credits all at Levels 4, 5 or 6 (see below for individual awards)	22.5	2 years

#### Level 4 awards

The holder of an award at Level 4 will have a sound knowledge of the basic concepts of a subject and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The holder of a Certificate of Higher Education (Foundation Degree) will achieve these outcomes in a work context.

(Source: QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
University Certificate	4	30 credits at Level 4 or above	22.5	3 years
University Certificate (Work-Based Learning)	4	30 credits at Level 4 or above	22.5	3 years

Certificate of Higher Education (Foundation Degree) (CertHE (FD))	4	120 credits at Level 4	60	4 years
Certificate of Higher Education (CertHE)	4	120 credits at Level 4	60	4 years

### Level 5 awards

The holder of an award at Level 5 will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. The holder of a Foundation Degree will achieve these outcomes in a work context.

(Source: QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
Intermediate Diploma (Work-Based Learning)	5	45 credits at Level 5	22.5	2 years
University Diploma	5	120 credits at Level 4 and 45 credits at Level 5	82.5	5 years
Diploma of Higher Education (DipHE)	5	240 credits, min 120 credits at Level 5	120	5 years
Foundation Degree (Arts) (FDA) Foundation Degree (Science) (FDSc)  Foundation degrees will have been designed in collaboration with relevant employers and will include a period of work experience.	5	120 credits at Level 4 and 120 credits at Level 5	120	5 years

### Level 6 awards

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

(Source: QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
Unclassified Bachelor of Arts (BA) Unclassified Bachelor of Science (BSc) Unclassified Bachelor of Laws (LLB) Unclassified Bachelor of Engineering (BEng)	6	300 credits, max 120 credits at Level 4, 120 at Level 5, min 60 credits at Level 6	150	6 years
Bachelor of Arts with Honours (BA Hons)	6	360 credits, max 120 credits at Level 4, min 90 credits at Level 6	180	6 years

Bachelor of Science with Honours (BSc Hons) Bachelor of Laws with Honours (LLB Hons) Bachelor of Engineering with Honours (BEng Hons)				
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### Integrated Masters awards

Integrated Masters programmes provide an extended and enhanced programme of study. The period of study is typically equivalent to at least four years of academic learning (480 credits) of which at least 120 credits are at postgraduate level, and the programme

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
Master of Engineering (MEng) Master of Science (MSci)	7	480 credits, at least 120 credits at Level 7, min 90 credits at Level 6 and a max of 120 credits at Level 4	240	6 years

### Introduction

1. This undergraduate awards framework applies to all our undergraduate courses including higher education courses at Preparatory level (Level 3 of the National Qualifications Framework) and Integrated Masters Degrees and should be read in conjunction with the undergraduate assessment regulations and the integrated masters assessment regulations.
2. The awards framework describes the structure of Preparatory Certificates and Diplomas, Foundation Degrees, Bachelors Degrees and Integrated Masters Degrees.
3. Variations to the awards framework and scheme assessment regulations or additional detailed regulations may be approved on behalf of Academic Board for specific courses where there is good reason. This will usually be to meet requirements imposed by professional bodies. Variations will be included in course specific regulations, which will augment, but be subservient to the scheme assessment regulations
4. Our undergraduate courses are divided into a series of modules. The aim of the undergraduate modular scheme is to provide a higher education programme within an intellectual environment which addresses our general educational aims, the subject(s) studied and the wider context of students' studies, and develops skills, competencies and attitudes to enhance employability.
5. Integrated Masters courses provide an extended and enhanced programme of study with increased emphasis on industrial relevance. They are defined as undergraduate courses and are therefore included within this undergraduate awards framework.
6. An Integrated Masters course is a four-year full-time programme of study, integrating three years of study at undergraduate honours level comprised of modules at Levels 4, 5 and 6 (minimum 360 credits) and at least the equivalent of one year of study (minimum 120 credits) at Masters Level 7.



7. The awards framework is based on principles of flexibility of admission and educational choice through provision of a range of modes of study and compatible awards enabled by a credit transfer and accumulation system.
8. Subject specific entry requirements will be set out in the course specification.

### **Course structure – general**

9. Study at Levels 3, 4, 5 and 6 will be based on a teaching year comprising 24 weeks of structured support for learning, augmented, where appropriate by a summer studies period. Study at Level 7 will be based on a teaching year comprised of an autumn and a spring semester of 12 weeks each and, where appropriate, a summer studies period of 18 weeks.
10. In the case of Foundation degrees, Undergraduate degrees and sandwich degrees, at least one period of work experience will be integrated into this structure.
11. Standard modules will be worth:
  - 11.1 Undergraduate level: either 30 credits (equivalent to 15 ECTS credits) or 15 credits (equivalent to 7.5 ECTS credits). One credit denotes 10 learning hours.
  - 11.2 Masters Level: 20 credits (equivalent to 10 ECTS credits). One credit denotes 10 learning hours.
12. Larger or smaller modules may be approved on behalf of Academic Board and will contribute proportionately to the calculation of a student's overall mark.
13. 15 credit modules will normally be delivered in a single 12 week period (either Autumn or Spring semester, as described in the Academic Year Plan). Where it is possible to accommodate them in the course structure and the timetabling arrangements 15-credit modules may be delivered over 24 weeks or via intensive block study patterns.
14. 30 credit modules will normally be delivered over the full 24 week teaching year. Where it is possible to accommodate them in the course structure and the timetabling arrangements 30 credit modules may be proposed that are taught intensively over 12 weeks.
15. 20 credit modules will normally be delivered in a single semester.
16. Each module (of any size) will be ascribed to one of Level 3, Level 4, Level 5, Level 6 or, for Integrated Masters courses, Level 7 (Masters Level). Modules will normally be designed expressly for a Preparatory level award, a Foundation Degree, or an Honours Degree/Integrated Masters.
17. Where a course taken in full-time mode has a normal duration in excess of one year, the standard model for each level of a course will comprise 120 credits.
18. Course specifications will specify the modules that students must take at each level as part of their programme of study (*core modules*) and the modules that may be taken where students are offered a choice from a range of modules (*option modules*). Modules offered as options should identify whether they are available as:

- Subject modules
  - Accreditation of learning acquired in work or work-related contexts
  - Extension of Knowledge modules
19. Where a course operates with more than one entry point (e.g. Autumn or Spring intakes) separate course structures will be produced with the Spring entry structure demonstrating progression to Level 5 at the end of the summer studies period.
20. Unless approved at validation, the core modules required for the award will be identical for all entry points and locations of study. For operational efficiency reasons, there may be different lists of option modules for students enrolling at different entry points or locations.

### **Course Structure: Preparatory Awards**

21. Preparatory level courses aim to equip learners with the factual and conceptual knowledge base and learning skills necessary for progression to Level 4 of HE courses, either as an integral part of a specific undergraduate course (i.e. an extended degree) or as a freestanding award. In this context an extended degree is defined as a programme of study recognised by the Office for Students as an integral part of an undergraduate course, normally consisting of 120 credits at Preparatory level (Level 3), extending the duration of the undergraduate course normally by one further year full-time (or the part-time equivalent).
22. A Preparatory Diploma course will consist of 120 credits, normally consisting of four 30 credit core modules. Students passing at least 60 credits from the programme at Level 3 or above will be awarded a Preparatory Certificate.
23. Each module will be at Level 3 unless modules at Level 4 are approved at validation. No more than one quarter of the modules leading to the award may be at Level 4.
24. Preparatory level courses will normally be designed so that students are provided with defined opportunities for transfer to undergraduate courses or other educational or professional awards. Course specific regulations for the course that a student has a defined opportunity to transfer to will specify whether and how students awarded particular Preparatory level awards or reaching particular progression points may progress to that course. A student may be required to achieve a higher threshold to transfer to a particular course than that required for the award of Preparatory Certificate or Preparatory Diploma.

### **Course Structure: Foundation Degrees**

25. Foundation degrees are a distinctive mix of academic and work-based learning, which aim to equip learners with the skills and knowledge relevant to their employment and to the needs of employers. Academic learning is integrated with the development of vocational work-based skills where employer involvement is required. Foundation degrees may be delivered wholly or partially through the workplace, subject to these regulations and our systems and arrangements in place for managing the quality and standards of taught provision.
26. A Foundation degree course will include:
- 120 credits of core (compulsory) modules at Level 4;

- 120 credits of modules at Level 5.
27. Foundation degree courses will be designed so that students are provided with defined opportunities for transfer to at least one Honours degree course without the requirement for further study. A period of further study may be required following the award of a Foundation degree before students are permitted to enrol on other Honours degree courses or educational or professional awards. Course specific regulations of such receiving courses will specify progression requirements for students awarded particular Foundation degrees.

### **Course Structure: Bachelors Degrees**

28. All undergraduate students will initially enrol on a course leading to a Single Honours award.
29. Course Specifications will identify the (subject related) skills and attributes that are developed through the programme of teaching, learning and assessment. A mapping across the modules that make up the course will identify where these are introduced, practiced and/or assessed.

#### Level 4

30. The programme of modules for a Single Honours course will include 120 credits of core (compulsory) modules.

#### Levels 5 and 6

31. The balance of core and option modules will be determined as part of the approval process with course specifications identifying any modules affording opportunities in either *work related learning* or *extension of knowledge*; such modules may contribute up to 30 credits at each of levels 5 and 6.
32. A programme at Level 5 for a student may 'design in' up to 30 credits of modules at Level 4 or, at least 30 credits of modules at Level 6.
33. A programme at Level 6 for a student may 'design in' up to 30 credits of modules at Level 5.
34. All courses leading to an Honours degree must include at least 15 credits of modules identified as '*project or equivalent*'.
35. Some courses require a period of work or study outside the University. A sandwich course will include 30 credits additional to those specified above at Level 6, for a compulsory work placement module. A course requiring a year of study or work experience abroad will also include 30 credits additional to those specified in paragraphs 31-34 above, normally at Level 6.

### **Course Structure: Integrated Masters Degrees**

36. Integrated Masters courses will be offered as Single Honours only.
37. Level 4 of each course will be designed so that on successful completion, students are provided with defined opportunities for transfer to a standalone Bachelors degree. Such transfers will normally involve a student transferring to the start of Level 5 of the

Bachelors degree. However, if the transfer is one not normally anticipated, specific credit or pre-requisites of the receiving course may result in an extension to the total length of the student's programme of study.

38. The general principles in this awards framework apply to Level 4, Level 5 and Level 6 of Integrated Masters courses. In addition, course specifications will demonstrate that either Level 6 or Level 7 includes the necessary underpinning in research methods. This may be a dedicated core module or part core module(s), or may be demonstrated across the core module provision at either Level 6 or Level 7.
39. Unless variations are approved on behalf of Academic Board, students will be required to produce a dissertation of a minimum of 40 credits (equivalent to 20 ECTS credits) at Level 7. This is defined as a substantial piece of independent work, synthesising earlier learning, and which may be a written piece of work or a project incorporating a report, that is critically reflective and normally produced under supervision unless exceptional circumstances prevail.
40. Integrated Masters courses will normally provide opportunities for students to undertake a period of work or study outside the University. A course requiring a year of study or work experience abroad will include 30 credits additional to those specified in Section 7 paragraphs 1-6, normally at Level 6, but this will not be treated as an additional module for the purposes of Section 7 paragraph 1.
41. Course specific regulations will specify any other variations from the standard course structure template for the undergraduate scheme, to credit and assessment contributions towards the final degree classification.

## **Modes of Study**

42. Students will be able to study full-time, part-time, during the day and/or the evening or by distance learning or any other approved mode of delivery as stated in the relevant course specification. Students will be able to switch between approved modes of study within 14 days of enrolment without needing to repeat parts of the course that they have already successfully completed.
43. A full-time programme of study at undergraduate level will normally comprise 120 credits in an academic year. Exceptionally, an authorised programme approver may approve a full-time programme that comprises 90 credits in an academic year or, a maximum of 150 credits; this will be established at the outset of the academic year and not retrospectively. Such arrangements exclude transferred credit.
44. A full-time Masters Level year of an Integrated Masters programme will normally comprise 60 credits in a semester (120 credits in an academic year).
45. A part-time programme of study will be one comprising no more than 90 credits in an academic year.
46. Where a student is taking no more than 90 credits and is repeating one or more modules from a previous year or does not need to take more than 90 credits in an academic year to complete their level, they may be designated as part time repeating on a full-time course.
47. A student's mode of study will be formally designated by us at the outset of their academic year. Their mode of study will be amended only if their authorised programme

of study changes or where their programme is such that their mode of study changes from one semester to another.

## **Award titles**

48. Award titles for individual courses will be determined through our arrangements for managing quality and standards of taught provision, sometimes in conjunction with professional body procedures as follows.

48.1 Students may receive a Foundation Degree (Arts) or a Foundation Degree (Science), as specified at validation. The award of Foundation Degree (Arts) (FDA) will be associated with art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate. The award of Foundation Degree (Science) (FDSc) will be associated with social science, computing, science or mathematics and their applications.

48.2 Students may receive a Bachelor of Arts, Bachelor of Science, Bachelor of Laws, or Bachelor of Engineering. Single Honours will be approved to lead to these awards, as specified at validation and consistent with professional body regulations, where appropriate.

48.3 The award of Bachelor of Arts (BA) will be associated with art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate.

48.4 The award of Bachelor of Science (BSc) will be associated with social science, computing, science or mathematics and their applications.

48.5 The award of Bachelor of Laws (LLB) will be reserved for undergraduate courses of specialised study in law.

48.6 The award of Bachelor of Engineering (BEng) will be reserved for undergraduate courses of specialised study in engineering.

48.7 The award of Master of Engineering (MEng) will be reserved for the undergraduate Integrated Masters course of specialised study in engineering.

48.8 The award of Master of Science (MSci) will be associated with undergraduate Integrated Masters course with social science, computing, science or mathematics and their applications.

## Section 1.3 Taught Postgraduate Awards Framework

### Summary

Note: Maximum periods of registration stated provided below are the time in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.

For Integrated Masters programmes, refer to the Undergraduate Awards Framework (Section 1.2)

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
<p><b>Masters level awards</b></p> <p>Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Masters graduates will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.</p> <p>(Source: QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies)</p>				
<p><b>Independent research requirement</b></p> <p>A Masters course will include at least one compulsory component of independently researched, advanced work, such as a dissertation, project including a report, an artefact including a commentary or an equivalent piece of work. This will normally be of at least 60 credits at Level 7. For the MA/MSc by project, this will normally be of at least 90 credits, which may be across more than one module.</p>				
Postgraduate Certificate (PGCert)	7	60 (including at least 40 credits at Level 7)	30	2 years
Postgraduate Diploma (PGDip)	7	120 (including at least 100 credits at Level 7)	60	3 years
Master of Arts (MA) Master of Science (MSc) Master of Laws (LLM) Master of Education (MEd) Master of Public Administration (MPA) MA/MSc by Project Master of Business Administration (MBA) Master of Professional Practice (MProf) Master of Enterprise (MEnt)	7	180 (including at least 160 credits at Level 7)	90	3 years
European Masters Degree (A Masters degree involving study in at least two European countries, conferred by several European HE institutions with degree awarding powers)	7	240	120	3 years

Awards and awards descriptors	FHEQ Level	Maximum period of registration
<p><b>Advanced Practitioner Diploma (AdvPracDip)</b></p> <p>The holder of an AdvPracDip will have completed a programme of advanced professional and research training within an appropriate theoretical context and will have developed specialist professional skills and competencies.</p>	7	4 years

## Introduction

1. This awards framework applies to all our taught postgraduate courses and describes the structure of these courses. It should be read in conjunction with the taught postgraduate assessment regulations.
2. Variations to the regulatory framework and scheme regulations or additional detailed regulations may be approved on behalf of Academic Board for specific courses where there is good reason. This will usually be to meet requirements imposed by professional bodies. Variations will be included in course specific regulations, which will augment, but be subservient to the scheme regulations.
3. Our taught postgraduate courses are divided into a series of modules. The aim of the postgraduate modular scheme is to provide a higher education programme within an intellectual environment which is of direct relevance to industry, commerce, the professions and the not-for-profit sector, as well as offering a foundation for a research degree.
4. The awards framework is based on principles of flexibility of admission and educational choice through provision of a range of modes of study and compatible awards enabled by a credit transfer and accumulation system.

## Course structure

5. Full-time Masters, Postgraduate Diploma and Postgraduate Certificate courses will normally be based on a teaching year comprising an autumn and a spring semester of 12 weeks and a summer studies period, making 42 weeks in total.
6. Part-time courses may operate using the same pattern with students studying over a longer period, or may be designed to meet the requirements of the target market through block, weekend or other non-standard delivery specified at validation.
7. Taught modules will normally be worth 20 credits (equivalent to 10 ECTS credits), denoting 200 learning hours. Taught modules will normally be delivered in a single semester.
8. Larger or smaller taught modules worth 10, 30 or 40 credits may be used to make up the programme with the rationale for these module sizes tested at validation. Marks will contribute proportionately according to credit size in the calculation of a student's overall classification average.
9. Research Methods will be an identified part of each Masters award with the skills required for completing the dissertation identified in one or more modules.

10. All Masters courses will require students to produce a dissertation which is defined as a substantial piece of independent work worth 60 credits (30 ECTS credits) unless the need for variation is demonstrated at validation.
11. The dissertation will need to synthesise earlier learning, be critically reflective and normally produced under supervision. It may be a written piece of work, a project incorporating a report, an artefact, performance or composition.
12. The dissertation will normally be completed during the summer studies period for full time students who commence in September and at other defined periods for all other candidates.
13. Where variation to the dissertation requirement is approved at validation (normally in respect of vocationally focused courses) the requirement for independent study towards a dissertation or other project-based work may be reduced to 20 credits (10 ECTS credits).
14. Courses may allow students an element of choice between modules. In order to qualify for a named award, students must complete an approved programme of core, and option modules as outlined in the course specification.

### **Modes of Study**

15. Students will be able to study full-time, part-time, and/or in short blocks of full-time study, during the day and/or the evening or by distance learning as stated in the relevant course specification. Students will be able to switch between approved modes of study within 14 days of enrolment without needing to repeat the parts of the course that they have already completed.
16. A full-time programme of study will normally comprise 60 credits (normally 3 modules) in each semester and a dissertation module worth 60 credits completed in two semesters and the summer studies period. 60 credits denote 600 learning hours.
17. A part-time programme of study will normally be completed over a period of more than two semesters and the summer studies period.
18. A student's mode of study will be formally designated by us at the outset of a student's academic year. Their mode of study will be amended only if their authorised programme of study changes or where their programme of study is such that their mode changes from one semester to another.

### **Award titles**

19. Award titles for individual courses will be determined through our arrangements for managing quality and standards of taught provision, sometimes in conjunction with professional body procedures as follows.
  - 19.1 Students may receive a Master of Arts, Master of Science, Master of Laws, Master of Education, Master of Business Administration or Master of Public Administration, as specified at validation and consistent with professional body regulations where appropriate.
  - 19.2 The award of Master of Arts (MA) (including Master of Arts by Project) will be associated with art and design, the arts and humanities, combined studies in the



arts and social studies, and in areas of social or business studies where it is appropriate.

19.3 The award of Master of Science (MSc) (including Master of Science by Project) will be associated with studies substantially based on social sciences, computing, science or mathematics and their applications.

19.4 The award of Master of Laws (LLM) will be reserved for postgraduate courses of specialised study in law.

19.5 The award of Master of Education (MEd) will be reserved for postgraduate courses of specialised study in education.

19.6 The award of Master of Business Administration (MBA) will be reserved for postgraduate courses which focus on the general principles and functions of management and the development of management skills.

19.7 The award of Master of Public Administration (MPA) will be reserved for postgraduate courses which focus on the principles and functions of management within the public sector and the development of management skills.

## Section 1.4 Professional and Personal Development Awards Framework

### Professional Awards Framework Summary

Note: Maximum periods of registration stated provided below are the time in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
<b>Professional Graduate Certificate in Education (PGCE)</b>  Entry requirement of honours degree; minimum duration of 1 or 2 years full-time	6	120 credits at Level 6	60	2 years
<b>Postgraduate Certificate in Education (PGCE)</b>  Entry requirement of honours degree; minimum duration of 1 or 2 years full-time	7	60 credits at Level 6 and 60 credits at Level 7	60	2 years
<b>MArch Architecture</b>  Academically and professionally orientated programme, giving RIBA Part 2 exemption; minimum duration 2 years full-time	7	240 credits at Level 7	120	5 years
<b>Professional Diploma in Architecture</b>  Academically and professionally orientated programme, giving RIBA Part 2 exemption; minimum duration 2 years full-time	7	240 credits (120 credits at Level 6 and 120 credits at Level 7)	120	5 years
<b>Professional Diploma in Designing Architecture</b>  Academically and professional orientated programme; minimum duration 2 years full-time	7	240 credits (120 credits at Level 6 and 120 credits at Level 7)	120	5 years

## Personal Development Awards Framework Summary

Note: Maximum periods of registration stated provided below are the time in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
<b>Certificate in Professional Development</b>  Entry requirement of work experience at supervisory level	4	45 credits at Level 4	22.5	3 years
<b>Intermediate Diploma in Professional Development</b>  Entry requirement of work experience equivalent to higher technician or junior management	5	45 credits at Level 5	22.5	3 years
<b>Diploma in Professional Development</b>  Entry requirement of work experience equivalent to middle management	6	45 credits at Level 6	22.5	3 years
<b>Advanced Diploma in Professional Development</b>  Entry requirement of work experience equivalent to experienced middle management	7	40 credits at Level 7	20	3 years
<b>Certificate of Achievement</b>  Demonstrating basic skills-related proficiency in a particular subject, e.g. Certificate of Proficiency in Languages – proficiency in a non-native language, leading to an award at 5 recognised stages		15 credits	7.5	2 years
<b>Advanced Certificate of Achievement</b>  Providing basic skills-related proficiency in a particular subject		30 credits gained from two consecutively graded stages	15	3 years

### Introduction

1. This framework provides a structured and flexible framework for personal and professional development courses and career advancement. It has been designed to allow progression through awards levels in addition to direct entry to a particular level. It should be read in conjunction with the scheme assessment regulations for Professional and Personal development awards.

### Non-award bearing courses

2. We offer two categories of non-award bearing courses distinguished by the volume of learning (one credit denotes 10 learning hours):

- Courses that are smaller than a standard module, which are designed and validated at School level.
  - Courses which are of at least the size of one standard module, which are approved through our normal validation procedures and, where appropriate, assessed in line with our normal assessment arrangements.
3. Students may, where appropriate, use these courses as a progression route towards study on an award-bearing professional and personal development course.
  4. Non-awarding bearing courses are governed by regulations specific to each course. Course-specific regulations will specify the following minimum requirements:
    - Name of the course;
    - Operating School;
    - Admissions criteria;
    - Aims and learning outcomes;
    - Learning hours and mode(s) of study;
    - Level of study and credit, where appropriate;
    - Arrangements for assessment where appropriate, including pass mark and reassessment opportunities;
    - Completion criteria
    - Credit-relationship and progression routes to other courses within the personal and professional regulatory framework, where appropriate;
    - Evidence of compliance with our diversity and equality policies.

### **Award bearing courses**

5. Award bearing personal and professional development courses are governed by the regulations below.

### **Admission**

6. Applications to a professional and personal development course will be considered in line with our generic principles for admissions (see Section 2). Course specific regulations will specify minimum entry requirements.

### **Course structure**

7. The nature of delivery of a professional and personal development course will be determined via our procedures for managing the quality and standards of taught courses.
8. Each Level 3, 4, 5 and 6 module will be worth either 30 credits (equivalent to 15 ECTS credits) or 15 credits (equivalent to 7.5 ECTS credits). One credit denotes 10 learning hours.
9. Each Level 7 module will normally be worth 20 credits (equivalent to 10 ECTS credits), denoting 200 learning hours.
10. The course specification will specify how each module will be delivered. 30 credit modules will normally be delivered over the full 24 week teaching year.

11. The course specification will outline the modules that must be taken and passed for an award to be conferred.
12. Students will normally be required to take and pass all the required modules.
13. Students who have been given credit for prior learning in accordance with the APL procedures (see Section 17) will be exempted from taking those module(s) for which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit.

### **Progression routes**

14. Course specific regulations will specify progression routes to associated courses that sit outside the professional and personal development course framework, where these routes are available.
15. Students who have achieved a named award within the framework will be eligible to progress to the next level of that named award, if one is available.

### **Modes of study**

16. Course specific regulations will specify the modules of study available and will have regard to Section 1.2 paragraphs 42-47 (Undergraduate) and Section 1.3 paragraphs 15-18 (Postgraduate).

## Section 1.5 Graduate Certificate and Graduate Diploma Awards Framework

### Summary

Note: Maximum periods of registration stated provided below are the time in which a student is normally expected to complete the award, including any break from studies (interruption/intermission) or other absence.

Awards and awards descriptors	FHEQ Level	CATS points	ECTS credits	Maximum period of registration
Graduate Certificate	6	60 credits, min 30 credits at Level 6	30	2 years
Graduate Diploma	6	120 credits, min 60 credits at Level 6	60	5 years

### Introduction

1. Our Graduate Certificate and Graduate Diploma courses are designed to prepare students for progression to Masters level work or equivalent professional work. Courses may equip students already in possession of a first degree with knowledge and skills in a different subject area to that of their first degree, or refresh or improve knowledge and skills gained from an earlier first degree in the same subject area. Courses may also enable students with appropriate professional experience and/or qualifications who do not have a first degree to progress to a Masters course.
2. Graduate Certificate and Graduate Diploma courses lead to awards conferred at undergraduate level (see paragraph 7 below).

### Course structure

3. Graduate Certificate and Graduate Diploma courses are based on a teaching year comprising an autumn and a spring semester of 12 weeks each and, where appropriate, a summer studies period.
4. Each module will be worth 15 credits (equivalent to 7.5 ECTS credits), denoting 150 learning hours. Modules normally be delivered in a single semester.
5. Double modules worth 30 credits may be delivered in a single semester or over two consecutive semesters. Double modules will contribute proportionately to the calculation of a student's overall mark.
6. In these regulations, the word 'module' refers to a 15 credit module unless otherwise stated.
7. Each module (of any size) will be at Level 4, 5 or 6.

### Modes of study

8. Students will be able to study full-time, part-time, during the day and/or the evening or by distance learning as stated in the relevant course specification.

9. A full-time programme of study will normally comprise 4 modules in a semester.
10. A part-time programme of study will comprise no more than 6 modules in an academic year and no more than 3 modules in a semester.

# Academic Regulations

## Section 02

### Generic Principles for Admission to Courses and the University's Minimum Entry Requirements

2021-22

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## **Admission to the University's courses**

1. We wish to recruit students who have the potential to benefit from a higher education course and to achieve an award. Our process for admission is the way in which we determine whether an applicant should be accepted on to one of our courses.
2. When we consider an application for admission to a course, we (or the institution delivering the course/award on our behalf) will require evidence of prior learning to determine that the applicant has the academic potential and ability to achieve the learning outcomes and standard of the course, as well as organisational ability, interpersonal skills and an ability to communicate.
3. Evidence that we may use to assess an application may include the applicant's formal qualifications, or appropriate alternative evidence of their personal, professional and educational experience.
4. The Vice-Chancellor determines which of our staff have delegated authority to decide whether or not to admit applicants to our courses ("Admissions Officers").
5. Admissions Officers will adhere to the principle of equality of opportunity in admissions processes, subject to our right to limit the number of students who may be admitted to particular courses.
6. Admission to our courses is at our discretion and we reserve the right not to admit an applicant. The Admissions Officer will give the reasons for this decision to the applicant on request. (See the Regulations concerning enrolment, renewal and termination of enrolment in Section 3 of the Academic Regulations) and payment of fees (in Section 2 Part 1 of the General Student Regulations).
7. The admission of individual applicants is subject to them meeting certificated minimum entry requirements as stated below, or alternatively demonstrating non-certificated experiential learning, appropriate to the relevant types of courses and awards.
8. An offer of a place is based on the information provided by the applicant at any point during the application process.
9. We will decline to admit any applicant to a course if the application is found to have been based on, or to have included, false or incomplete information.
10. We will exclude any applicant or student whose application is based upon or included false or incomplete information that would be regarded as material to the decision to admit them or where it might affect, for example, the fees to be charged.
11. The normal point of entry will be the start of the course. Applicants may be admitted with credit to a later point than the start of the course subject to the procedures in paragraphs 33-36.

## **Applicants with Criminal Convictions**

12. We aim to treat applications from candidates with criminal convictions fairly, while having due regard for our duty of care to all members of the University community and any

professional or regulatory requirements of the course. Applicants and offer-holders must disclose convictions when required to do so by our regulations on Criminal Convictions (see General Student Regulations, Section 2).

13. Disclosure of a conviction does not mean that we will automatically reject an application, refuse to register someone as a student, or terminate a student's registration. However, we reserve the right to do so in line with our regulations on Criminal Convictions. Failing to disclose convictions when required by our regulations on Criminal Convictions is considered to be a serious act of misrepresentation, and we may withdraw any offer or terminate a student's registration on this basis in line with our regulations on Criminal Convictions.

### **Applicants with Disabilities/Additional Needs**

14. We will assess disabled applicants using the same criteria as all other applicants as set out below. We will take into account any reasonable adjustments related to disability as part of this process. A disabled candidate must be able to meet the required competency standard of the course with reasonable adjustments in place.

### **Non-certificated entry to the start of the course**

15. Admissions Officers will consider applicants with prior learning which is not certificated. The written application will need to demonstrate that the learning is equivalent to our minimum entry requirements and that the applicant has the ability to fulfil the aims and learning outcomes and standard of the course.

### **Certificated minimum entry requirements – undergraduate**

16. Our minimum entry requirements for future applicants at Level 4 and above are set out below. The nature of some courses (e.g. integrated masters courses) may set minimum requirements that are higher than these requirements and/or be subject to course specific regulations.
17. Applicants must provide evidence of English language skills demonstrated as follows, unless they are studying a course taught and assessed entirely in a language other than English:
  - a pass in English Language at GCSE at grade C or above, or a Grade 4 or higher for applicants sitting GCSE English Language in 2017 or later years, *or*
  - level 2 communications key skills unit, *or*
  - IELTS test at band 6 or above with a minimum score of 5.5 in each component, *or*
  - Pearson PTE of 53 or more in each component of the test or equivalent, *or*
  - a pass in the University's English language test, *or*
  - **for International Students only** - equivalent as judged by the Admissions Officer in accordance with the advice of the University's International Office.
18. Additionally, applicants whose enrolment will be subject to the conditions of a Tier 4 Student Visa will be required to hold qualifications that demonstrate the English Language criteria as set out in the Immigration Guidance current at the time of application and/or issuance of a Confirmation of Acceptance for Study (CAS). In particular, separate competence equivalent to the IELTS requirements described above must be demonstrated in the individual areas of *reading, writing, speaking and listening*.

19. Applicants resident outside the UK, for whom English is not the first language, should normally have gained the required English language qualification not more than two years prior to entry.
20. The minimum English language requirement for applicants seeking admission with credit to undergraduate courses (see paragraph 35) will normally be the same as that required for entry to postgraduate courses. This is described in paragraph 25.
21. Applicants seeking entry on the basis of formal certified educational, vocational or professional qualifications will need to provide evidence of:
- 21.1 Normally three passes in GCSEs or equivalent at Grade C or above including English Language and where required Maths; and,
- 21.2 General minimum entry to a Foundation Degree:
- One GCE A level or Vocational A level pass or equivalent; or,
  - Four passes in Scottish Qualifications Certification of which one is at Higher grade; or
  - Passes in the Irish Certificate in grade C in two subjects and passes at grade D in three subjects.
- 21.3 General minimum entry to a Bachelors Degree:
- Two GCE A level or Vocational A level passes; or,
  - Three GCE A level or Vocational A level passes; or,
  - Five passes in the Scottish Certificate of Education, of which two are at Higher grade or passes in four subjects all of which are at Higher grade; or,
  - A pass in an Access course recognised by QAA and designed to provide a preparation for higher education; or,
  - A pass in a Foundation course in art and design validated by Edexcel; or,
  - The award of the Diploma of the International Baccalaureate; or,
  - A pass of 60% in the European Baccalaureate; or,
  - The Irish Leaving Certificate with passes at grade C or above in five subjects; or,
  - The award of an Edexcel National Diploma or Certificate.
22. Alternative certification to that in paragraph 21 above will also be acceptable as the basis for entry, in the form of:
- 22.1 passes in precursor or successor qualifications to those specified above, the equivalence to be assessed by the Admissions Officer;
- 22.2 other vocational and professional qualifications where course specific regulations specify them as appropriate for entry;
- 22.3 other qualifications judged by the Admissions Officer to be of equivalent standard to the minimum entry requirement.
23. Individual courses may specify additional requirements for entry to that course.

### **Certificated minimum entry requirements – postgraduate taught courses**

24. Our minimum entry requirements for future applicants to postgraduate taught courses are set out below.
25. Applicants must provide evidence of English language skills demonstrated as follows, unless they are studying a course taught and assessed entirely in a language other than English:
- level 3 communications key skills unit, *or*
  - IELTS test at band 6.0 or above with a minimum score of 5.5 in each component, *or*
  - Pearson PTE of 53 or more in each component of the test, *or* equivalent, *or*
  - a pass in the University's English language test, *or*
  - **for International Students only** - equivalent as judged by the Admissions Officer in accordance with the advice of the University's International Office.
26. Additionally, applicants whose enrolment will be subject to the conditions of a Tier 4 Student Visa will be required to hold qualifications that demonstrate the English Language criteria as set out in the Immigration Guidance current at the time of application and/or issuance of a Confirmation of Acceptance for Study (CAS). In particular, separate competence equivalent to the IELTS requirements described above must be demonstrated in the individual areas of *reading, writing, speaking and listening*.
27. Applicants resident outside the UK, for whom English is not the first language, should normally have gained the required English language qualification not more than two years prior to entry.
28. Individual courses may specify a requirement for more advanced English language skills, where this is relevant to the course content.
29. Applicants seeking entry on the basis of formal certified educational, vocational or professional qualifications will need to provide evidence of a UK Honours undergraduate degree normally in the particular or related subject.
30. Alternative certification to that in paragraph 29 will also be acceptable as the basis for entry in the form of:
- 30.1 Pre-Masters qualifications gained through successful completion of a short course of study designed to equip a student for study on a particular Masters course, where they meet the minimum entry requirement apart from a lack of some subject specific knowledge and/or skills required for the course;
  - 30.2 other vocational and professional qualifications where the course regulations specify them as appropriate for entry;
  - 30.3 other qualifications judged by the Admissions Officer to be equivalent standard to the minimum entry requirement.
31. Individual courses may specify additional requirements for entry to that course.

### **Minimum entry requirements for other courses**

32. Minimum entry requirements for research degree programmes are specified in the research degree regulations (see Section 21). Course regulations will specify minimum entry requirements for other types of courses.

## **Admission with credit**

33. Applicants may transfer from one of our higher or further education courses to another, or from higher or further education courses elsewhere. This will be at the discretion of the School Accreditation of Prior Learning (APL) Coordinator in the receiving School and will depend on the match of subjects previously studied with the course to which they are being admitted and the currency of credit gained previously.
34. Where a student is given admission with credit, the credit is normally recorded without marks and a student's classification will be based on their study with us. However, marks may be carried forward under certain conditions. Regulations relating to APL within the regulatory frameworks and the APL Procedures (Section 17) will be followed.
35. Applicants seeking admission with credit to a later point than the start of the course will need to provide evidence of certificated or uncertificated learning at a more advanced level than the minimum entry requirements, as appropriate to the course to which entry is sought. Regulations relating to APL within the regulatory frameworks and the APL Procedures (Section 17) will be followed.
36. Our systems and arrangements for managing the quality and standards of taught provision may determine that applicants with a qualification are to be admitted regularly with a standard amount of credit. Approved arrangements will be reported to the APL Board.

# Academic Regulations

## Section 03

### Student Status: Offers, Registration, Enrolment, Termination, Break of Studies

2021-22

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## Offers

1. All offers of a place to study a course or programme of study at the University are made subject to the Academic Regulations, the General Student Regulations, and the Course Handbook.
2. Acceptance of an offer can be via UCAS, via another agent of the University specified in the offer, via the University's admissions portal website or directly to the University. Acceptances communicated directly to the University must be in writing (email is acceptable, provided it is sent to [accept@londonmet.ac.uk](mailto:accept@londonmet.ac.uk)).
3. Once an offer-holder has accepted the offer and complied with any conditions of enrolment set out in the offer or the Academic Regulations, the General Regulations or the Course specific regulations the offer-holder will be entitled to enrol for the academic year set out in the offer.
4. The University may withdraw an offer and refuse to register an offer-holder as a student
  - 4.1 At any time before the offer has been accepted;
  - 4.2 After it has been accepted but before the offer-holder has registered as a student, where:
    - 4.2.1 there is a change in the offer-holder's circumstances; or
    - 4.2.2 further information becomes available which, in the reasonable opinion of the University Secretary or Pro Vice-Chancellor: Student Services, indicates that it would be inappropriate for the offer-holder to join the University or study on the course, that the offer-holder is not fit to study or if the offer-holder is joining a course which has professional accreditation that they are not fit to practise that profession; or
    - 4.2.3 in the University's opinion, the course is not viable (whether financially, logistically or academically) due to the number of students who have accepted offers.
5. The offer-holder may request that the Pro Vice-Chancellor: Student Services reviews any such decision to withdraw an offer after acceptance.

## Registration and Enrolment

6. All offer-holders must register as students and enrol on a programme/module(s) during the designated session notified to them by the University or (with the written agreement of the University) no later than the second week of their course. If an offer-holder has been offered a place during the second week of their course, the offer-holder must register as a student and enrol within 7 calendar days of the date of the offer.
7. If an offer-holder does not register as a student in the academic year set out in the offer, the offer shall lapse and offer-holder shall not be entitled to register as a student or enrol in any other academic year. An offer-holder may ask the University to agree to defer their

offer to the next year, provided such request is in writing, but this shall be at the University's discretion;

8. An offer-holder may only register as a student and enrol if:
  - 8.1 they meet the conditions of the offer or the requirements of the Course or Module regulations;
  - 8.2 they provide satisfactory evidence:
    - 8.2.1 of the qualifications on which the offer was based;
    - 8.2.2 to establish their full name, date of birth, and current address;
  - 8.3 they disclose any criminal convictions (see section 2 of the General Student Regulations);
  - 8.4 they pay their tuition fees in full or make arrangements for payment that are acceptable to the University before enrolment;
  - 8.5 they accept to be bound by all relevant regulations, procedures, policies and codes of conduct applicable to students, including but not limited to the Academic Regulations, the General Student Regulations and any relevant Course Specific Regulations;
  - 8.6 they can demonstrate that they are legally entitled to study in the UK;
  - 8.7 they acknowledge receipt of the University's data protection privacy notice.
9. Notwithstanding the requirements of paragraph 8.2, the Pro Vice-Chancellor: Student Services or nominee may permit an offer-holder to register as a student and enrol subject to the condition that the required evidence is provided within a certain period of time and in any event no later than one month after their registration. If the student fails to provide satisfactory evidence within the period stipulated their registration shall be terminated.
10. Notwithstanding the requirements of paragraph 8.4, the Chief Operating Officer may permit an offer-holder to register as a student and enrol subject to the condition that their tuition fees are paid in full or arrangements for payment that are acceptable to the University are made within a certain period of time and in any event no later than one month after their registration. If the student fails to pay in full or make acceptable arrangements within the period stipulated their registration shall be terminated.
11. The University Secretary may publish additional rules and/or policies relating to the registration of offer-holders who are under 18 on the day of registration (referred to in these regulations as the "Under 18s Code"), which may include (but is not limited to) additional requirements, permissions or conditions. An offer-holder who is under the age of 18 on the day of registration may only register and enrol in accordance with the Under 18s Code.
12. A person who is not registered as a student may not enrol or re-enrol on a programme of studies.



## **Subsequent Enrolment**

13. A student is entitled to re-enrol for the subsequent academic year or session provided that they:
  - 13.1 are registered as a student of the University and they/their registration has not been suspended (or if they are suspended that the suspension will expire before the start of teaching on the programme of studies for which they wish to re-enrol);
  - 13.2 are in good financial standing with the University. Good financial standing means that the student does not owe the University any money in respect of tuition fees. The University at its discretion may permit a student to enrol despite the fact they owe the University money and enrolment should not be considered proof that no money is owed or that any outstanding debt will not be enforced;
  - 13.3 remain fit to study;
  - 13.4 have made sufficient academic progress in accordance with the Academic Regulations; and
  - 13.5 have paid their tuition fees for the forthcoming year in full or made arrangements for payment that are acceptable to the University before enrolment.
14. A student will not be permitted to re-enrol after the Friday of the second week of scheduled teaching.
15. A student's right to re-enrol is subject to the Academic Regulations, the General Student Regulations and any relevant Course Regulations (which set out circumstances when a student may not be permitted to re-enrol).
16. Subject to any changes made in accordance with Academic Regulations and the General Student Regulations re-enrolment is subject to the regulations prevailing at the time of the student's initial registration.
17. The University may only allow a student to re-enrol on academic probation, where conditions will be applied to their re-enrolment to ensure their engagement (including, but not limited to, attendance) with their course.
18. Where a student has been suspended by the University for outstanding tuition fees or cannot re-enrol because of outstanding tuition fee debt and the tuition fee debt is paid after the last date of enrolment, they shall not normally be permitted to re-enrol until the next enrolment point for their course.
19. If a student does not re-enrol within 2 calendar months of their expected re-enrolment date and they have not applied for intermission, their registration may be terminated at the discretion of the Pro Vice-Chancellor: Student Services (or nominee).

## **Termination of Registration**

20. A student's registration shall be terminated:

- 20.1 When they have completed their programme of studies and been awarded a degree (when they will become an Alum);
- 20.2 On the student's written request to withdraw, provided such request is addressed to the Pro Vice-Chancellor: Student Services (or nominee). The date of withdrawal shall be taken as the date on which the student's written notification of withdrawal is received by the Pro Vice-Chancellor: Student Services(or nominee). The last date of attendance shall normally be calculated from the student's last recorded access to the University;
- 20.3 By the Awards Board where it determines that under the relevant scheme regulatory framework or course specific regulations it is not possible and/or not likely that a student can successfully complete the course on which they are enrolled because of failure of modules, unsatisfactory standards of work or other academic reasons, their student status shall be terminated;
- 20.4 By the Pro Vice-Chancellor: Student Services (or nominee)
- 20.4.1 if the student is not regularly attending tuition;
- 20.4.2 on the grounds that the student is shown to have given false or misleading evidence in support of their application or enrolment. This includes providing false information about qualifications obtained or failing to disclose a previous enrolment with any Higher Education Institution;
- 20.4.3 where a student has taken a break from their studies (intermitted/interrupted) for more than one calendar year without the prior approval;
- 20.4.4 on grounds of breaches of Health and Safety legislation or the University's policy on health and safety;
- 20.4.5 where a student does not have (or no longer has) the right to study in the United Kingdom;
- 20.5 Pursuant to a decision taken under:
- 20.5.1 The Academic Regulations, in particular (but not limited to):
- Termination on Academic Grounds;
- Section 16 – Student Conduct;
- 20.5.2 the General Regulations, in particular (but not limited to):
- Section 3 – Criminal Convictions;
- Section 4 – Fees and Bursaries;
- 20.6 By the Vice-Chancellor for other good cause, where in the opinion of the Vice-Chancellor it is appropriate to do so.

21. On termination of registration:

21.1 the person shall no longer be a student of the University;

21.2 all enrolments on a programme of studies shall terminate;

21.3 the student must return all property belonging to the University (including their ID card) to the School Office as soon as reasonably practicable and in any event within 2 weeks of the date termination; and

21.4 Where termination is before the end of week 6 of the semester, all module registrations for that semester shall be cancelled and the relevant modules removed from the student's record whether or not the student has already submitted work.

22. Where a student's registration has been terminated pursuant to paragraphs 20.3 – 20.6, they may make representations in respect of or appeal against the termination.

22.1 Where termination was in respect of Misconduct (that is under Section 16 - the Student Conduct) in accordance with that section;

22.2 Where termination was in respect of fitness to study (that is pursuant to Section – 5 the Fitness to Study Regulations), in accordance with that section

22.3 In all other cases, in accordance with the Academic Regulations.

23. Where a student's registration has been terminated on the grounds of:

23.1 Academic misconduct;

23.2 Misconduct under the Disciplinary Regulations;

23.3 Non-attendance;

23.4 Non-payment of tuition fees which remain unpaid; or

23.5 providing false or misleading evidence in connection with their application, registration or enrolment.

that student shall not normally be permitted to register as a student again (whether on the same course or another course).

24. Where a student's registration has been terminated, an award shall be conferred based on the credits obtained prior to termination in accordance with the Academic Regulations.

## **Break of studies**

### **General**

25. Taking a break from studies encompasses three processes, namely:

- 25.1 Interruption - an approved break from studies whilst a student is not enrolled (made pursuant to paragraph 37);
  - 25.2 Intermission - an approved break from studies whilst a student is enrolled (agreed pursuant to paragraph 38); or
  - 25.3 Exceptional Changes to a Programme of Study – variation(s) to a student’s programme of modules or its assessment in response to exceptional, unforeseen circumstances during their studies (agreed pursuant to paragraph 42).
26. A break in studies is not intended for short absences of 3 weeks or less; in such cases an authorised absence can be requested pursuant to section 3 paragraph 4 of the Academic Regulations).
  27. Research degree students should refer to the provisions for intermitting their studies as detailed in Sections 22 and 23 of the Academic Regulations and this section shall not apply to them.
  28. Should a student wish to apply for a break in studies, an application must be made to the Pro Vice-Chancellor: Student Services (or nominee). The Pro Vice-Chancellor: Student Services (or nominee) may refuse any request for a break from studies.
  29. The minimum period for a break from studies shall be:
    - 29.1 Until the start of the next semester for courses principally following a semester based pattern of module delivery; or
    - 29.2 until the start of the next academic year, for courses principally following a year-long module structure.
  30. The maximum permitted break from studies shall normally be one year. Any exceptional request above one year must be approved by the Pro Vice-Chancellor: Student Services (or nominee) who may approve a maximum total break, during the course of a student’s registration, in excess of one year.
  31. A break from studies shall be counted as part of the stated period of registration for the award/course a student is enrolled on as will any unauthorised periods where a student is not enrolled.
  32. Students whose residence in the UK is only permitted by the terms of a student visa cannot remain resident in the UK during a break from studies. The University will notify the relevant authorities if a break is agreed under these provisions. A student’s return from a break in studies is subject to their right to continue studying in the United Kingdom; approval of a break in studies does not guarantee that a student will be permitted to return if the immigration rules (or other relevant legal requirements) mean that they do not have the right to study in the UK. A student’s immigration status may affect how long they have to complete following a break in studies.
  33. During a break from studies a student will remain registered as a student, but will not normally have access to University facilities and premises, but may be granted limited access at the discretion of the Pro Vice-Chancellor: Student Services (or nominee).

34. If, during an approved break, a student intends to resume their studies at the start of a semester or for the reassessment period, they must inform the Pro Vice-Chancellor: Student Services (or nominee) in writing of their intention to do so.
35. A student who fails to resume their studies after the end of the agreed period of the break from studies will be deemed to have withdrawn and will have their registration as a student terminated
36. The Pro Vice-Chancellor: Student Services (or nominee) may impose conditions in respect of a student's return to studies.

### **Interruption**

37. A student who wishes to take a break from his/her studies after the completion of an academic year for the following year (for example during the summer vacation period), must notify the University, via completion of the prescribed form or through online reenrolment, of their intention to take a break before they enrol and must specify the duration of their intended break from studies (refer to paragraphs 29 and 30 above).

### **Intermission**

38. Where an enrolled student's ability to complete their programme of studies is severely affected by circumstances which could not have been reasonably foreseen they may formally request an approved break from studies (intermission) provided such request is received before the University's published deadline for such requests.
39. A request for intermission shall be made by completing and submitting the prescribed Taking a Break from Studies Request Form, by the relevant published University deadlines. The Request shall include all relevant, supporting evidence and confirmation from the student that all necessary advice has been sought in respect of the implications of break in studies being approved.
40. Requests for intermission shall be considered by the Pro Vice-Chancellor: Student Services (or nominee) and a senior member of the School in which the student is based.
41. Students should continue to attend while a decision on their request for intermission is pending.

### **Exceptional Change to a Programme of Study**

42. Where an enrolled student's ability to complete their programme of studies is severely affected by circumstances which could not have been reasonably foreseen, but the student has not applied for intermission prior to the University's published deadline for intermission requests, they may formally request a change in their programme (Exceptional Change to a Programme of Study). This is an exceptional decision agreed by the University to support students whose circumstances are such that they are unable to complete the programme of study they registered for when they enrolled for the academic year.

This can include, but is not limited to, reducing the number of modules studied within an academic year, making changes to assessment deadlines, and varying the mode of delivery.

If you have unforeseen circumstances that are acute, severe, unforeseen and outside of your control, and that occur immediately before or during an assessment period, you may find that, depending on your circumstances, the University's Mitigating Circumstances procedure is more appropriate.

43. An Exceptional Change to a Programme of Study request shall be made by completing and submitting the Exceptional Change to Programme of Study Request Form. It is imperative that you discuss your request with your course leader in the first instance, prior to submitting the request. The request shall include all relevant, supporting evidence and details of the requested variation(s) to the student's programme.

44. Requests for an Exceptional Change to a Programme of Study shall be considered by the Pro-Vice Chancellor: Student Services (or nominee) and the Head of Student Experience and Academic Outcomes in the School which the student is based. The student must have the support of their Course Leader for a request to be considered.

45. Students should continue to attend while a decision on their request for an Exceptional Change to a Programme of Study is pending.

# Academic Regulations

## Section 04

### Post-Enrolment Obligations

2021-22

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## **Post-enrolment Obligations on the University**

1. After a student has registered and enrolled the University shall:
  - 1.1 provide the student with the tuition and learning support associated with their Course with reasonable care and skill;
  - 1.2 make reasonable efforts to deliver the student's Course as described in the relevant Course Handbook for the appropriate academic year; and
  - 1.3 Examine the student in accordance with the Academic Regulations and confer any awards to which they are entitled under the Academic Regulations.

## **Post-enrolment Obligations on Students**

2. All students enrolled on a programme of study must
  - 2.1 Take responsibility for their own learning and make appropriate use of all the resources available;
  - 2.2 Pursue their studies diligently and not hinder the studies of others;
  - 2.3 Complete and submit any work to be assessed by the deadlines (subject to any revised deadlines agreed because of mitigating circumstances);
  - 2.4 Familiarise themselves with the academic conventions and requirements regarding plagiarism and other academic misconduct;
  - 2.5 Familiarise themselves and comply with relevant University policies, rules and regulations, including those relating to their programme of study and the award for which they are registered;
  - 2.6 Monitor their University provided email account and relevant notice boards for notices and University communications; and
  - 2.7 be aware of the Student Complaints Procedure and Student Conduct Regulations and the circumstances in which they may be used, taking account of deadlines by which representations have to be made.

## **Attendance**

3. All students must attend all tuition (including all lectures, tutorials, seminars, supervisions, progress meetings) specified for their programme of study;
4. Where a student is not able to attend tuition, they must request an authorised absence. Such a request will be considered by the student's Course Leader, and if the student is on a Tier 4 visa, the International Support and Compliance Team. Requests for authorised absences may be requested in case of:



- 4.1 Illness or an emergency (personal or medical emergency). Students will have to notify their course leader and, if applicable, the International Support and Compliance Team by email, where possible before the lecture or seminar.
- 4.2 Unforeseen circumstances (for example network disruptions). Students will have to notify their course leader and, if applicable, the International Support and Compliance Team by email as soon as they are able to.
5. The Course Leader will assess the request for authorised absence and notify the student, and if applicable the International Support and Compliance Team, whether the request has been approved.
6. Where the illness is related to an existing disability, it is also recommended that students seek the support of the Universities Disabilities and Dyslexia Service (DDS). Where a student is registered with the DDS, the student must notify their Disability Adviser to discuss any further reasonable adjustments.
7. No authorised absence may exceed three weeks. If a student cannot attend for a period of more than three weeks, then a break in studies may be requested in accordance with Section 3 of the Academic Regulations.
8. Students may have no more than three authorised absences per semester, per module.
9. The International Support and Compliance Team may request evidence to support the student's request.
10. If a student does not attend all tuition and the absence is not authorised, the Pro Vice-Chancellor: Student Services (or nominee) may terminate the student's registration under Section 3 paragraph 20.4 of the Academic Regulations;
11. If a student does not attend all tuition for a module and the absence is not authorised then the Pro Vice-Chancellor: Student Services (or nominee) may, at the request of the Module Leader withdraw the student from that module.

# Academic Regulations

## Section 05

### Fitness to Study

2021-22

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## **Policy**

1. London Metropolitan University is committed to maintaining and preserving the physical and psychological wellbeing of all students, and to meeting its legal duty to make reasonable adjustments to enable all students to access the University's working and learning environment.
2. The University recognises that medical, psychological, behavioural or emotional problems or a student's circumstances may affect a student's fitness to study.
3. The aim of this document is to give effect to these principles and obligations, and to provide a procedural framework through which possible concerns can be addressed.
4. These regulations enable investigation of a number of areas to be undertaken via a single process:
  - 4.1. Admissions (in paragraphs 20-31);
  - 4.2. Emergencies (in paragraphs 13-19);
  - 4.3. Continuing Fitness (in paragraphs 32-61); and
  - 4.4. Return to Studies (in paragraphs 62-68).

## **Definitions and Interpretations**

5. "Fitness to study" means:
  - 5.1. A student's fitness to:
    - 5.1.1. Start a particular course of Academic Study; or
    - 5.1.2. Continue with their current course of Academic Study; or
    - 5.1.3. Return to their current course of Academic Study (or another course of Academic Study);
  - 5.2. A student's ability to meet:
    - 5.2.1. The reasonable academic requirements of the course of Academic Study; and
    - 5.2.2. The reasonable social and behavioural requirements of a student of the University without having an unacceptably detrimental effect on the health, safety, welfare and/or education experience of the student, other students, or members of staff.
6. "Academic Study" includes (but is not limited to), all placements and voluntary and / or compulsory trips.

7. "Suspension" means a decision that an individual student shall be excluded from the University's premises and/or use of its facilities, or part of them as a precaution.
8. "Intermission" means an authorised absence from the University and a temporary discontinuance of the student's studies.
9. Any period expressed as a period of days shall mean clear working days and shall exclude the days by which the period is calculated. For example, a document to be sent at least 2 days before a meeting shall exclude the day on which the item was sent and the day of the meeting when counting the 2 days.
10. Applicant means any person who has applied or is considering applying to study on a course at the University or a person to whom an offer (whether conditional or unconditional) of a place to study at the University has been made, whether or not that offer has been accepted.

### **General Provisions**

11. Fitness to study is separate from fitness to practise.
12. The University will take into account relevant legislation such as the Data Protection Act, the Mental Health Act, the Mental Capacity Act, the Human Rights Act and the Equality Act when making decisions under these regulations.

### **Emergencies**

#### **Immediate Risk**

13. Nothing in this policy and in these regulations should distract from any acute or dangerous situations where it is believed that a student's behaviour presents an immediate risk to themselves or others. In such circumstances the emergency services should be called by dialling 999. Security staff must also be notified so that emergency services can be directed to the right location.

#### **Suspension**

14. Where concerns about a student's fitness to study have been raised, a member of Senior Staff may suspend a student for a period of time if they consider:
  - 14.1. It would be in the best interest of the student; or
  - 14.2. It would be in the best interest of another person; or
  - 14.3. Allowing the student to remain on the premises would breach the University's duty of care to the student or others; or
  - 14.4. A student refuses to cooperate with proceedings under these regulations.
15. Suspension means that the student shall be excluded from all University premises. The student may seek support from their Head of Student Experience and Academic Outcomes, specific sections of Student Services, the Students' Union or caseworker, but

must make an appointment. A student who has not made an appointment will not be admitted to the University's premises.

16. Suspension is precautionary and does not mean that any conclusions have been drawn or that a decision has been reached.
17. A student who has been suspended under paragraphs 14-16 may:
  - 17.1. Ask the University Secretary to review the suspension. Any such request must be in writing and made not more frequently than once a month.
  - 17.2. Ask the University Secretary for temporary permission to attend the University for examinations or for submission of coursework or to seek assistance. Such request must be in writing.

### **Notifications**

18. Third Parties - The University may consider notifying the student's next of kin and statutory services of concerns raised under these regulations, but will consider the Data Protection Act, the Equality Act, the Mental Health Act, the Mental Capacity Act, the Human Rights Act and general rights and expectations of confidentiality before doing so.
19. The Student – The University will notify the student of: the duration of the suspension, methods of review, guidance on the return to study process.

### **Admissions**

20. Any person who has concerns about an Applicant's fitness to study may refer the matter for investigation. The procedure under paragraphs 21-31 may be invoked at any time before the Applicant has enrolled.
21. Fitness to study is separate from:
  - 21.1.the academic requirements of the proposed course of study; or
  - 21.2.the professional requirements of the proposed course of study;
22. No application shall be refused, and no Applicant shall be prevented from enrolling on the grounds of an Applicant's fitness to study, save in accordance with these regulations.
23. Circumstances that trigger the use of this procedure may include (but are not limited to):
  - 23.1.A third party (for example, a relative, friend, colleague, placement provider, member of the public, medical professional) reports concerns about the student which raises questions about their fitness to study;
  - 23.2.An Applicant has told a member of staff that they have a problem and/or provided information which raises questions about their fitness to study.
  - 23.3.Receipt of relevant information or documentation, for example, a needs assessment report or medical report.

24. To initiate an investigation, a written report should be made directly to the University Secretary, who is responsible for initiating the process in the first instance.
25. Where issues of fitness to study have been raised, the University Secretary shall approach the Applicant and explain to them, in a supportive and understanding manner, that concerns about their fitness to study have been raised.
26. The Applicant should be made aware of:
  - 26.1. The reasons fitness to study concerns have been raised; and
  - 26.2. If appropriate, the risks perceived by the University.
27. The Applicant will be asked to provide, or the University may request, further evidence (that may include medical evidence) and may be asked to meet with representatives of Student Services.
28. The University Secretary will, in conjunction with a representative from Student Services, consider the concerns and all relevant issues in light of the evidence received.
29. The University Secretary may decide to:
  - 29.1. Take no further action;
  - 29.2. Apply an exceptional change to an academic programme and/or support arrangements;
  - 29.3. Require the Applicant to transfer to a different course;
  - 29.4. Withdraw the Applicant's offer of a place; and/or
  - 29.5. Take any other such actions that are necessary in the view of the University Secretary.
30. An Applicant may ask the University Secretary to review their decision in light of new evidence the Applicant wishes to have considered. The University Secretary may reject a request for a review if no new evidence is provided with the request.
31. The University Secretary's decision is final.

## **Continuing Fitness**

### **Concerns**

32. Any person who has concerns about a student's fitness to study may refer the matter for investigation. The procedure may be invoked at any time during the student's programme of study.
33. Circumstances that trigger the use of this procedure may include but are not limited to the following. Where this is not clear, staff are advised to seek guidance from the appropriate section of Student Services:

- 33.1. A third party (for example, a relative, guardian, friend, colleague, placement provider, member of the public, medical professional) reports concerns about the student which raises questions about their fitness to study.
  - 33.2. The student has told a member of staff that they have a problem and/or provided information which raises questions about their fitness to study.
  - 33.3. The student has provided information as part of an application for mitigating circumstances or intermission which raises questions about their fitness to study.
  - 33.4. The student's manner indicates that there may be a condition which is having an adverse impact on their health (for example, if they have severe moods swings, shown signs of severe depression, or become withdrawn).
  - 33.5. The student exhibits behaviour, which would otherwise be dealt with as misconduct, but which may be the result of an underlying physical or mental health condition.
  - 33.6. The student's academic performance or physical behaviour is not acceptable and this is thought to be the result of an underlying physical or mental health condition.
34. To initiate an investigation, a written report should be made directly to the School Nominee, who is responsible for initiating the process in the first instance and for deciding if the issue should be addressed through the 'Exploratory Interview' or the 'Fitness To Study Panel'. Where; in an emergency; this report is made orally, it should be followed as soon as possible by a written report.

### **Exploratory Interview**

35. Where issues of fitness to study have been raised, the School Nominee should approach the student and explain to them, in a supportive and understanding manner, that concerns about their fitness to study have been raised.
36. The student should be made aware of:
- 36.1. The nature of the behaviour that has caused fitness to study concerns to be raised;  
and
  - 36.2. If appropriate, the risks perceived by the University.
37. The student should be invited to a meeting with the School Nominee and a representative from Student Services. The meeting is led by the School Nominee with Student Services acting in a supportive / advisory role. The role of the Student Services representative is to help facilitate discussion, give guidance on the support available, provide relevant information and to facilitate later assessment (if deemed necessary).
38. At the meeting the School Nominee, with the representative from Student Services, should:
- 38.1. Make the student aware of the nature of the concerns that have been raised;
  - 38.2. Hear and consider the student's views; and

- 38.3. Explore with the student any explanations for the behaviour that has caused fitness to study concerns to be raised;
39. At or shortly after the meeting the School Nominee, guided by the representative from Student Services, should make written Recommendations and invite the student to agree to the Recommendations.
40. The Recommendations may include:
- 40.1. No further action;
  - 40.2. Altering the student's mode of attendance (full time or part time)
  - 40.3. An exceptional change to a programme of study (subject to the consent of the Associate Pro Vice-Chancellor: Student Services (or nominee)) and / or special support arrangements;
  - 40.4. postponing part of the student's course (for example, a placement);
  - 40.5. Transferring to a different course; and/or
  - 40.6. To intermit the student's studies for a fixed period or indefinitely.
  - 40.7. A request for additional information to be provided for consideration.
41. The Recommendations must (unless no further action is recommended) include a review meeting to discuss the steps taken by the student and whether the concerns regarding fitness to study have been addressed. The period for the review meeting should be determined as part of the Recommendations.
42. The student may agree to or reject the Recommendations;
43. If the student accepts the Recommendations, the School Nominee shall:
- 43.1. Notify the University Secretary of the agreed Recommendations; and
  - 43.2. Make the necessary arrangement to put the Recommendations into effect;
  - 43.3. ensure the student is aware of the academic consequences (including any time limits, such as the maximum period of registration, if applicable).
44. If the student rejects or does not accept the Recommendations, the School Nominee shall:
- 44.1. Ask the student to provide any reasons for rejecting the Recommendations in writing.
  - 44.2. Refer the matter to the University Secretary to be considered by the Fitness to Study Panel. The referral must include details of nature of the concerns that have



been raised, the Recommendations, the fact the Recommendations have been rejected and any reasons given by the student for rejecting the Recommendations;

45. If a student accepts the Recommendations, but despite the measure put in place there are still concerns about a student's fitness to study, the School Nominee shall refer the matter to the University Secretary to be considered by the Fitness to Study Panel.

### **Fitness to Study Panel**

46. If the Recommendations have not been successful, or the student does not agree to the Recommendations, or the matter is too serious to be dealt with under regulation paragraphs 35-45 (Exploratory Interview), the matter shall be referred to the Fitness to Study Panel.
47. The Fitness to Study Panel shall be appointed by the University Secretary and shall consist of at least two members of staff, including at least one representative from Student Services, and the University Secretary shall designate a member of the Panel to act as Chair of the Panel.
48. The University Secretary shall appoint a clerk to Panel and may if necessary, invite such specialist advisors as they consider would be helpful to attend meetings of the Panel.
49. The student shall be invited to attend a meeting of the Panel to discuss the concerns and all relevant issues. The student will, wherever possible, be given at least 5 days' notice of the meeting. The student shall be entitled to be accompanied by a Friend and may also opt to submit his/her information in writing.
50. The student will be provided with copies of any documents to be considered at the meeting and will be asked to provide copies of any documents they wish the Panel to consider at least 2 days before the meeting.
51. The Panel and its meetings shall be conducted in accordance with the directions of the Chair of Panel (whether given at a meeting of the Panel or beforehand).
52. The Panel may call witnesses, institute enquiries, and/or request further medical evidence to assist its deliberations and may adjourn its meetings to another time or place.
53. The Panel shall endeavour to reach consensus, but in the event that no consensus is reached the Chair of Panel shall make the decision of the Panel having considered the views and advice of the other Panel members.
54. The Panel may decide to;
  - 54.1. Take no further action;
  - 54.2. Alter the student's mode of attendance (full time or part time)
  - 54.3. Apply special academic and /or support arrangements;
  - 54.4. postpone part of the student's course (for example, a placement);

- 54.5. Require the Student to transfer to a different course;
- 54.6. Intermit the Student's studies for a fixed period or indefinitely;
- 54.7. Terminate the Student's registration at the University; and/or
- 54.8. Take any other such actions that are necessary in the view of the Panel.

### **Review**

- 55. The Panel may at its discretion reconsider its decision in light of any representations the student makes regarding its decision.
- 56. A student may ask for a decision to intermit his/her studies or to terminate his/her registration to be reviewed by the Vice-Chancellor.
- 57. The request for a review must be made in writing within 10 working days of the date the student was notified of the decision. It must be supported by evidence and sent to the Executive Office;
- 58. The Executive Office may dismiss a request for a review that:
  - 58.1. is received late and there is no reasonable explanation why it could not be brought in time, or
  - 58.2. does not clearly state the grounds on which the request is being made; or
  - 58.3. does not disclose any reasonable grounds for reviewing the decision; or
  - 58.4. is entirely without merit.
- 59. Unless the request for a review is dismissed pursuant to paragraph 58, the Vice-Chancellor shall consider the request for a review on the basis of the written papers, unless it would assist his/her consideration or otherwise be in the interest of fairness, in which case a hearing shall be convened.
- 60. After reviewing the decision of the Panel, the Vice-Chancellor may:
  - 60.1. affirm, set aside or vary any decision reached;
  - 60.2. refer the matter, or any part of it or any decision to the Panel for further consideration.
- 61. The Vice-Chancellor's decision is final.

### **Return to Studies**

- 62. After an intermission of studies or other period of absence from the University for reasons of ill health, behaviour, recuperation or treatment (whether such an intermission or period of absence came about under this policy or not), a student may wish to return to study (whether to their current course or to another course of study);

63. The University will only permit a student to return to study if it is satisfied that the student is fit to study;
64. The decision to permit a student to return to study will be made by the University Secretary having taken advice from Student Services;
65. The student should provide, or the University Secretary may request, confirmation of their ability to resume their studies, which may include medical evidence;
66. Student Services may be asked to review evidence or to draft questions which form the basis for a request for evidence
67. The University Secretary may permit a student to return to study only under certain conditions. The conditions may include (but are not limited to) provisions relating to:
  - 67.1. Mode of attendance (full time or part time);
  - 67.2. Compliance with a continuing treatment regimen (for example, medication);
  - 67.3. Regular review meetings (for part or all of the student's remaining time at the University); and/or
  - 67.4. Academic Probation.
68. A student permitted to return to study under conditions must comply with the conditions. Failure to comply with the conditions may give rise to concerns about the student's fitness to study or be considered a disciplinary matter and may cause the student to be suspended under these regulations or under the Disciplinary Regulations.

# Academic Regulations

## Section 06

### Undergraduate Assessment

### Regulations:

### Bachelors Degrees, Foundation Degrees and Preparatory Courses

2021-22

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## **Module Registrations**

1. You will not normally be permitted to register for more than:
  - 1.1 a total of 360 credits at Levels 5 and 6 combined if you are a student on an undergraduate degree course; or
  - 1.2 a total of 360 credits if you are on a Foundation degree; or
  - 1.3 a total of 240 credits if you are on a Preparatory course, although course specific regulations may specify a lower number.
2. Repeating a module with tuition will count as a separate registration.
3. If you are given credit in accordance with the APL regulations and procedures, your total number of permitted module registrations will be proportionately reduced.
4. If you withdraw from your course or intermit with permission before the second week of the first semester of the academic year in which you are enrolled, the modules you were registered for will not be included in the total number of module registrations.
5. Once you have met the requirements for your intended award, you will not be eligible to register for any additional modules.
6. You may only decline an award if this enables you to take any outstanding eligible first assessments/reassessments.

## **Your programme of study**

7. The course specification for your course sets out the modules that can be undertaken as part of the course.
8. Modules will be designated as core modules or option modules. Core modules for your course are compulsory and must be taken by you. Option modules are chosen by you from a range of modules. Your course specification will specify the option modules that are available, the required number of option module credits you must take, and any combinations of option modules that are not permitted.
9. You will have an approved programme of study listing the modules to be studied in each semester for each level of your course.
10. If you undertake study under the ERASMUS programme, a programme of study will be prepared in the form of an ECTS Learning Agreement.
11. If you are a full-time student at Level 3 or Level 4, your programme of study will be allocated to you prior to you commencing that Level. For subsequent levels, it will be your responsibility to compile and obtain approval for your programme of study from an authorised programme approver.
12. Your programme of study must be approved by an authorised programme approver to ensure the academic coherence of your studies and that you are given the opportunity to demonstrate the course learning outcomes.

13. Your programme of study will be designed to ensure that, wherever possible, modules at a lower level are passed before those at a higher level are commenced.
14. You will only be permitted to study a mixture of modules at two different levels where the authorised programme approver determines that this is appropriate for you.
15. Where a pre-requisite module at a lower level is specified for another module, you must normally pass that pre-requisite before starting study for the higher-level module.
16. You may only attend and be assessed in modules that are included in your approved programme of study.
17. If you are continuing from one academic year to the next, your programme of study will normally be finalised prior to the next academic year.
18. If you fail to compile and obtain approval for your programme of study by the deadline given to you, you will be allocated a recommended programme of study that you will be required to follow.
19. If you wish to withdraw from a module for which you are registered, you must submit a written request to the Pro Vice-Chancellor Student Services (or nominee) by the end of the second week of your period of enrolment. The Pro Vice-Chancellor Student Services (or nominee) will confirm in writing whether your request has been agreed. If you do not receive written agreement, every module will count towards the maximum permitted registrations of 360 credits (see paragraph 1 above).
20. If the Pro Vice-Chancellor Student Services (or nominee) consents to a request from you to withdraw from a module, you will be deemed not to have taken the module and your record will be updated accordingly. Where this results in you no longer meeting the criteria for full-time study, we will formally amend your mode of attendance to part-time.
21. If we deem you to still be studying on a full-time basis after module withdrawal, you will continue to pay the appropriate full-time fee. If we deem you to be studying on a part-time basis, you will receive a refund of the tuition fee paid for the module(s) as appropriate.
22. At the start of each teaching period, you will be permitted to substitute a module with the approval of your Academic Tutor/Mentor, subject to the overall module credit being unchanged (see also Section 3 of the Academic Regulations, paragraphs 42 to 45).

### **Accreditation of Prior Learning (APL)**

23. If you have been given credit for prior learning in accordance with the APL procedures (see Section 17), you will be exempted from taking the module(s) for which credit has already been given.
24. The minimum amount of APL credit that can be given is equivalent to one module at any level.
25. The maximum amount of APL credit that can be awarded is:
  - 25.1 50% of the credits required for a Preparatory course award.

25.2 Two-thirds of the credits required for a Foundation degree award (normally 150 credits).

25.3 Two-thirds of the credits for a Bachelor degree course (normally 240 credits, or 270 credits for a 390 credit sandwich degree).

26. In order to comply with visa requirements, APL credit for students studying on a Tier 4 visa will only be awarded for one module or full semester.

27. Credit may be awarded as:

- Module credit (where a student's prior learning matches the outcomes of specific modules)
- Subject specific credit (where prior learning meets the expected outcomes of a subject at a particular level without necessarily meeting specific learning outcomes). Such credit might be awarded for students admitted to courses with advanced standing.
- Elective credit (where prior learning is at an appropriate level but not related to the student's current course).

28. Accreditation of Prior Experiential Learning may be granted for:

- Learning accrued from experience related to a subject discipline (subject credit), with learning demonstrated via submission of an APEL claim.
- Learning accrued from experience equivalent to the learning outcomes of a module (module credit) from the course syllabus, with learning demonstrated via submission of an APEL claim.

### **Your responsibilities for assessment as a student**

29. You are responsible for familiarising yourself with the assessment regulations and with the examination and coursework submission timetables for your programme of study.

30. You are responsible for submitting work for assessment by the specified deadlines and attending examinations, normally at the earliest opportunity that they are offered.

31. If you believe you have a valid reason for absence from an examination or from non-submission of an item of assessed work, it is your responsibility to submit a claim for mitigating circumstances in accordance with the mitigating circumstances criteria and procedures (see Section 12). A mitigating circumstance claim for a particular item of assessed work will normally be accepted on one occasion only. Where the nature of assessment allows the item to be submitted prior to the summer reassessment period, then the student may submit provided that no other student enrolled on the module has received feedback on that item by the new submission point.

32. If you believe that a procedural irregularity has occurred or that you were prevented from submitting a claim for mitigating circumstances, it is your responsibility to submit an appeal to the Student Casework Office. An appeal must be submitted within 10 working days of the relevant result being published, in accordance with the Procedures for submission of Appeals against decisions of Assessment Boards (see Academic Regulations, Section 13).



33. You are responsible for ensuring that the work you submit for assessment is entirely your own or, in the case of group work, the group's own, and that you observe all rules and instructions governing examinations.
34. Any allegation of cheating or academic misconduct will be considered under the Procedures on Student Academic Misconduct (see Academic Regulations, Section 15). A student found to have committed academic misconduct will be subject to a penalty as set out in those procedures.

### **Module assessment requirements**

35. The Regulations on Conduct of Assessment and Assessment Boards (Section 19) set out how we will conduct assessment of students.
36. Each module specification contains the approved assessment scheme for that module. This will include the weighting of each item of assessed work ("assessment component") in the module.
37. You will be offered an opportunity to be assessed in each module in your approved programme of study in the semester in which the module is studied.
38. There may be a number of assessment components for each module. You are required to attempt all assessment components for each module.
39. If you do not submit work for an assessment component or do not attend an examination, a mark of zero will be recorded for that component or examination.
40. Module specifications may exceptionally specify that particular assessment components (or aggregations of components of assessment) must be passed in order for a module to be passed. Pass marks for assessment components are called 'qualifying marks'.
41. Course specific regulations may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed. In the case of Bachelors degrees, a compulsory work placement module or period of study or work experience abroad must always be passed.
42. The mark you achieve from each assessment component will be reported as a percentage and aggregated according to the weightings specified in the module specification to produce an overall mark for the module. Module marks are rounded to the nearest whole number. Module marks for reassessment attempts will be capped (see paragraphs 58-59).
43. Exceptionally, assessment components or modules may be graded as pass/fail where appropriate to the nature of the learning (e.g. the collation of a portfolio demonstrating mastery of practical skills).
44. Pass/fail assessment components and modules do not result in a percentage mark being given. If an assessment component is graded as pass/fail, it will not contribute to the calculation of your overall module mark. If a module is graded as pass/fail, it will not contribute to the calculation of your degree classification, but it must be passed.

45. In order to pass a module and be awarded the associated credit, you must achieve an overall module mark of at least the pass mark and have met any additional module requirements that are specified for that module (see paragraphs 40-41).
46. The pass mark for modules is 40%.
47. In certain circumstances, credit may be awarded if you fail a module (see paragraphs 62-68).
48. If an error in the computation of an assessment result or final award has been found, the corrected result will be entered on your record, regardless of whether it is higher **or lower** than the original grade.

### European Credit Transfer Scheme

49. If you undertake modules at London Met through a study abroad scheme, we will convert your London Met module marks to ECTS grades when you return to your home institution (outgoing students). If London Met is your home institution and you undertake modules at another institution through a study abroad scheme, we will convert your ECTS grades to London Met marks when you return to London Met (incoming students). Conversions will take place as follows:

London Met mark (Outgoing students)	European Credit Transfer Scheme (ECTS) grade		London Met mark (Incoming students)
70-100%	A	Excellent: outstanding performance with only minor errors	75%
60-69%	B	Very Good: above the average standard but with some errors	65%
50-59%	C	Good: generally sound work with a notable number of errors	56%
43-49%	D	Satisfactory: fair but with significant shortcomings	46%
40-42%	E	Sufficient: performance meets the minimum criteria	41%
30-39%	FX	Fail: some work required before the credit can be awarded	30%
0-29%	F	Fail: considerable further work is required	15%

### Module failure and reassessment

50. If you fail a module, you will be expected to undertake reassessment in any assessment components for that module for which you achieved a mark lower than 40%, unless you are eligible for condonement (see paragraphs 62-68).
51. You will not be entitled to be reassessed in any assessment component that you have passed.
52. Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of a new task.
53. Course specific regulations will specify the means of reassessment of any period of work experience or work-based learning.

54. Where it is not practical for you to be reassessed by a new task, the Subject Standards Board may, at its discretion, allow you to be reassessed through the same task as the first attempt.
55. Reassessment will normally take place during the summer resit period following the academic session in which the module was taken.
56. Exceptionally, a Subject Standards Board may propose to the Pro Vice-Chancellor Student Services (or nominee) that the reassessment of an assessment component of a semester 1 module that was initially assessed by the end of teaching week 12, be additionally offered within the 24-week teaching period ("in-year reassessment"). In-year reassessments should normally be scheduled at least four weeks after the original assessment date and no later than the end of the scheduled teaching period.
57. You cannot elect to defer reassessment to the summer resit period if an in-year reassessment opportunity is offered. You must take the in-year reassessment opportunity.
58. The mark for the reassessed component of an in-year reassessment will be capped at 40% and you will have no further reassessment opportunity in that component during the summer resit period. If you subsequently pass the module on aggregate based on your first attempt marks in all components, the original failing mark of the component will be retained, and the mark you achieved for in-year reassessment in that component will be discarded.
59. If you pass a component following reassessment, the mark for that component will be capped at 40%, except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a capped mark of 40%, except where a requirement to pass specific components prevents this.
60. Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall module mark and weighted in accordance with the module specification.
61. If you have a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year. This means that you will need to take the assessment at the same time as it is taken by students who are undertaking the module for the first time in the next academic year. The specific date of the assessment will be communicated to you by the relevant academic member of staff for the module.

### **Condonement of module failure**

62. Condonement enables you to progress through your programme and achieve an award by allowing a small amount of failure if your overall performance is good. If you fail one or more modules of up to 30 credits within a Level, that failure may be eligible to be condoned as outlined in paragraphs 63-68.
63. Failure cannot be condoned for any modules that course specific regulations specify must be passed (see paragraph 41).

64. You must achieve a module mark of at least 30% in a failed module for it to be condoned.
65. If you have more than 30 credits of modules in the condonable range (i.e. with marks of 30%-39%), the 30 credits with the highest marks will be eligible for condonement.
66. If a failed module is condoned, you will be awarded the credit for that module. The module mark will not be changed, and your module result will be recorded as Condoned Fail.
67. Limits apply to the amount of credit that may be condoned for the award of a qualification. The maximum amount of condoned credit permitted for each award is set out in paragraph 90.
68. Where you are eligible for condonement, we will offer you the choice of accepting condonement or being reassessed if you are entitled to reassessment. We will explain to you the implications of this decision as a condoned module could affect your overall award outcome in certain circumstances.

### **Repeating modules with tuition**

69. If you do not pass a module following reassessment, you will normally be entitled to repeat the module with tuition on one occasion, subject to the provisions of paragraphs 1-6 and 87.
70. Repeating a module with tuition means re-registering for the module, paying any tuition required for registration, following the course of tuition offered and attempting all the items of assessed work, including any which you have previously passed.
71. Marks for your first attempt at assessment components of a module that you repeat with tuition are not capped.
72. If you fail a repeated module at the first assessment, you will normally be entitled to a final reassessment opportunity in any assessment components for that module for which you achieved a mark lower than 40%. You may also be entitled to condonement. The provisions of paragraphs 50-61 including capping of marks will apply to reassessment, and the provisions of paragraphs 62-68 will apply to condonement following failure of a repeated module, or failure following reassessment of a repeated module.
73. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module, you may be required to take that final reassessment opportunity outside of the UK.
74. You will not be entitled to repeat a module that you have already passed.
75. The maximum number of attempts at an assessment that is permitted is four: a first attempt (uncapped), a reassessment attempt (capped), a repeat with tuition attempt (uncapped), and a final reassessment attempt (capped).

### **Requirements to complete a level and progress to the next level of study**

76. In order to complete a level and progress, you must pass any modules that the course specific regulations specify must be passed in addition to the progression requirements for each level of study set out in paragraphs 77-80 below.
77. To progress from Level 3 to Level 4 of an extended degree, you will normally be expected to have been awarded 120 credits at Level 3. At the discretion of the Pro Vice-Chancellor Student Services (or nominee), a student can progress from Level 3 to Level 4 of an extended degree having been awarded 90 credits without the need to carry the additional 30 credits forward into Level 4.
78. To progress from Level 4 to Level 5 of a Foundation degree or an Undergraduate degree, you must have been awarded 120 credits at Level 4.
79. To progress from Level 5 to Level 6 of an Undergraduate degree, you must have satisfied the requirements for Level 4 and been awarded 120 credits at Level 5.
80. If you have met the requirements set out above, you will receive a progression decision of PP – Pass Progress and be permitted to re-enrol at the next level.

### **Conditional progression**

81. If you have been awarded at least 90 credits within Levels 3, 4 or 5 including any credits awarded through condonement, you will be permitted to conditionally progress to the next level of your course. You will receive a progression decision of PR – Conditional Progression, One Module Outstanding.
82. You will be given an agreed programme of modules providing you with the opportunity to redeem the failure in the outstanding module(s) from the lower level.
83. You will not normally be able to progress to any later levels of the course unless you have passed the outstanding module(s). In exceptional circumstances, at the discretion of the Pro Vice-Chancellor Student Services, you will be able to progress to the later levels of the course without passing outstanding module(s).
84. Some courses do not permit conditional progression. Where this is the case, this will be specified in course specific regulations.

### **Review of Academic Performance**

85. If you receive failing marks in 90 credits or more (60 credits for Preparatory courses) in a level, you will be required to undertake a review of your academic performance with an Academic Tutor. Based on this review, we may agree a recovery plan with you to complete the level, counsel or require you to leave the course, or counsel or require you to seek readmission on a different course.

### **Discontinuation at Level 6**

86. If you are permitted to progress from Level 5 to Level 6, you will be permitted to re-enrol until you are no longer able to achieve the Honours degree award; discontinuation will take place where you:
- Exceed the maximum period of registration (6 years for an undergraduate honours degree);

- Register 360 credits at Level 5 and Level 6 without completing the award. Exceptionally you may be permitted to register further modules to achieve a non-Honours degree.
- Fail a required core module on two occasions and would need to repeat the module in order to complete the requirements for the award.

87. In addition, the Awards Board may receive requests to discontinue students who are making unsatisfactory academic progress under Section 19, paragraph 20.

## Award and classification of qualifications

88. To qualify for an award, you must have gained the appropriate amount of credit for the award and satisfied any additional requirements in the course specification and/or course specific regulations.

89. If you do not meet the requirements for the award for which you are registered, or you do not re-enrol for the next level of a course within a reasonable time where you are eligible to progress to the next level, the highest level of award within that course that you have met the requirements for will be awarded to you.

90. The average mark which is used to determine the award classification (where applicable) will be calculated to two decimal places. Awards and classifications will be determined as follows, subject to any modules required by course specific regulations being passed:

<b>Award</b>	<b>Credit, condonement and other requirements for an award without classification</b>	<b>Classification requirements</b>	<b>Award classification</b>
Preparatory Certificate in a named subject	60 credits at Level 3 No condoned credit is permitted	N/A	Not classified
Preparatory Diploma in a named subject	120 credits at Level 3 Up to 30 credits may be condoned	N/A	Not classified
University Certificate (not in a named subject)	30 credits at Level 3, Level 4, Level 5 or Level 6 No condoned credit is permitted	N/A	Not classified
University Certificate in a named subject where specifically approved at validation	Level 4 or above No condoned credit is permitted	N/A	Not classified
Certificate of Higher Education	120 credits at Level 4 Up to 30 credits may be condoned	An average mark of at least 60% over the best 120 credits at Level 4	With Merit
Certificate of Higher Education (Foundation Degree)		An average mark of at least 70% over the best 120 credits at Level 4	With Distinction
University Diploma	165 credits at Levels 4 and 5, at least 45 credits of which are at Level 5	N/A	Not classified

	Up to 30 credits at Level 4 may be condoned		
Foundation Degree	Achieved pass marks in all periods of work experience and 120 credits at Level 4 and 120 credits at Level 5	An average of mark of at least 60% over the best 120 credits at Level 5	With Merit
	Up to 30 credits at Level 4 may be condoned Up to 15 credits at Level 5 may be condoned	An average of mark of at least 70% over the best 120 credits at Level 5	With Distinction
Diploma of Higher Education	120 credits at Level 4 120 credits at Level 5	An average of mark of at least 60% over the best 120 credits at Level 5	With Merit
	Up to 30 credits at Level 4 may be condoned Up to 15 credits at Level 5 may be condoned	An average of mark of at least 70% over the best 120 credits at Level 5	With Distinction
Diploma of Higher Education in a named subject	120 credits at Level 4 120 credits at Level 5	An average of mark of at least 60% over the best 120 credits at Level 5	With Merit
	Passed at least 90 credits at Level 4 and 90 credits at Level 5 specified in the relevant Course Specifications including any required by the course specific regulations to be passed Up to 30 credits at Level 4 may be condoned Up to 15 credits at Level 5 may be condoned	An average of mark of at least 70% over the best 120 credits at Level 5	With Distinction
Unclassified Bachelors Degree (degree without honours)	120 credits at Level 4 120 credits at Level 5 60 credits at Level 6 Up to 30 credits at Level 4 may be condoned Up to 15 credits at Level 5 may be condoned No condoned credit is permitted at Level 6	N/A	Not classified
Unclassified Bachelors Degree in a named subject (degree without honours)	120 credits at Level 4 120 credits at Level 5 60 credits at Level 6 specified in the named Single Honours course at each of Levels 5 and 6 including any required by the course specific regulations to be passed Up to 30 credits at Level 4 may be condoned	N/A	Not classified

	Up to 15 credits at Level 5 may be condoned.  No condoned credit is permitted at Level 6		
Bachelors Degree with Honours (Combined Studies)	120 credits at Level 4 120 credits at Level 5 120 credits at Level 6  Completed a module designated as 'project or equivalent' Registered no more than 360 credits at Levels 5 and 6 Does not meet the subject-specific requirements for a named award  Up to 30 credits at Level 4 may be condoned  Up to 30 credits may be condoned across Levels 5 and 6	The classification average is calculated based on an average of the best 90 credits at Level 6 weighted at two thirds, and the average of the next best 90 credits at Level 5 or 6 weighted at one third.	
		69.5% and above	First class
		59.5% - 69.49%	Second class upper division
		49.5% - 59.49%	Second class lower division
		39.5% - 49.49%	Third class
		0% - 39.99%	Fail
Bachelors Single Honours Degree in a named subject	Fulfilled the requirements for a Bachelors degree with Honours and been awarded 180 credits of subject modules at Levels 5 and 6 in the named Single Honours course  Up to 30 credits at Level 4 may be condoned  Up to 30 credits may be condoned across Levels 5 and 6	The classification average is calculated from the average of the best 90 credits at Level 6 weighted at two thirds, and the average of the next best 90 credits at Level 5 or 6 weighted at one third	
		69.5% and above	First class
		59.5% - 69.49%	Second class upper division
		49.5% - 59.49%	Second class lower division
		39.5% - 49.49%	Third class
		0% - 39.99%	Fail

91. We recognise credit awarded to students throughout their journey with us as a student. Any credits achieved at Level 4 or above will be recognised and recorded against a students' record.
92. If you are taking sandwich programme that requires the completion of an additional compulsory 30 credit placement at Level 6, your classification average will be calculated over 210 credits. The average mark for the best 120 credits at Level 6 will be weighted at two thirds and the average mark for the next best 90 credits at Level 5 or 6 will be weighted one third in the calculation of the classification average.
93. Conferral of non-honours degrees and other staged awards with the title Combined Studies will be made on request where a student has accumulated sufficient credit without meeting the requirements for a named award.

### **Awards and classifications for students admitted with advanced standing to Bachelors Degrees through APL**

94. If you have been admitted with advanced standing to Level 5 and have partial exemption from Level 5 through APL, you must have been awarded the remaining credits at Level 5



and 120 credits at Level 6 to qualify for the award of a Bachelors degree with Honours. Your classification average will be calculated from fewer modules. The average mark for the best 90 credits at Level 6 (120 credits for placement awards) will be weighted at two thirds in the classification average, and the credit at Level 5 that contributes to the remaining one third will be reduced by the total of the APL credit awarded at Level 5. A maximum of 15 credits may be condoned across Levels 5 and 6.

95. If you have been admitted with advanced standing to Level 6:

95.1 you must have been awarded 105 credits at Level 6 to qualify for the award of a Bachelors degree without Honours. Up to 15 credits at Level 6 may be condoned.

95.2 you must have been awarded 120 credits at Level 6 to qualify for the award of a Bachelors degree with Honours. Up to 15 credits at Level 6 may be condoned. Your classification average will be calculated from the best 90 credits at Level 6.

### **Borderline classifications for Honours Degrees**

96. If your classification average as calculated in paragraphs 90-94 falls no more than 2.5% short of the next highest classification boundary, the distribution of the marks you have achieved in credits at Level 5 and Level 6 will be considered. If the marks for at least half of the credits contributing to the award fall within a higher class than your overall average mark, your classification will be raised by one class above that indicated by the classification average. This means that:

96.1 If you are taking 240 credits at Levels 5 and 6, you will require 120 credits in the higher class in order to have your classification raised;

96.2 If you are a student on a sandwich programme who takes a total of 270 credits at Levels 5 and 6, you will require 135 credits in the higher class in order to have your classification raised;

96.3 If you are a student entering Level 6 with advanced standing and 120 credits, you will require 60 credits in the higher class in order to have your classification raised.

### **Aegrotat award**

97. An Aegrotat award may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course, and sufficient evidence has been submitted to the Awards Board. (See also Section 20 paragraph 18).

# Academic Regulations

## Section 07

### Integrated Masters Assessment Regulations

2021-22

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## **Module Registrations**

1. You will not normally be permitted to register for more than:
  - 1.1 a total of 360 credits at Levels 5 and 6;
  - 1.2 a total of 200 credits at Level 7.
2. Repeating a module with tuition will count as a separate registration.
3. If you are given credit in accordance with the APL regulations and procedures, your total number of permitted module registrations will be proportionately reduced.
4. If you withdraw from your course or intermit with permission before the second week of the first semester of the academic year in which you are enrolled, the modules you were registered for will not be included in the total number of module registrations.
5. Once you have met the requirements for your intended award, you will not be eligible to register for any additional modules.
6. You may only decline an award if this enables you to take any outstanding eligible first assessments/reassessments.

## **Your programme of study**

7. The course specification for your course sets out the modules that can be undertaken as part of the course.
8. Modules will be designated as core modules or option modules. Core modules for your course are compulsory and must be taken by you. Option modules are chosen by you from a range of modules. Your course specification will specify the option modules that are available, the required number of option module credits you must take, and any combinations of option modules that are not permitted.
9. You will have an approved programme of study listing the modules to be studied in each semester for each level of your course.
10. If you undertake study under the ERASMUS programme, a programme of study will be prepared in the form of an ECTS Learning Agreement.
11. If you are a full-time student, your programme of study for Level 4 will be allocated to you prior to you commencing that level. For subsequent levels, it will be your responsibility to compile and obtain approval for your programme of study from an authorised programme approver.
12. Your programme of study must be approved by an authorised programme approver to ensure the academic coherence of your studies and that you are given the opportunity to demonstrate the course learning outcomes.
13. Your programme of study will be designed to ensure that, wherever possible, modules at a lower level are passed before those at a higher level are commenced.
14. You will only be permitted to study a mixture of modules at two different levels where the authorised programme approver determines that this is appropriate for you.

15. Where a pre-requisite module at a lower level is specified for another module, you must normally pass that pre-requisite before starting study for the higher-level module.
16. You may only attend and be assessed in modules that are included in your approved programme of study.
17. If you are continuing from one academic year to the next, your programme of study will normally be finalised prior to the previous academic year.
18. If you fail to compile and obtain approval for your programme of study by the deadline given to you, you will be allocated a recommended programme of study that you will be required to follow.
19. If you wish to withdraw from a module for which you are registered, you must submit a written request to the Pro Vice-Chancellor: Student Services (or nominee) by the end of the second week of your period of enrolment. The Pro Vice-Chancellor: Student Services (or nominee) will confirm in writing whether your request has been agreed. If you do not receive written agreement, every module will count towards the maximum permitted registrations (see paragraph 1 above).
20. If the Pro Vice-Chancellor: Student Services (or nominee) consents to a request from you to withdraw from a module, you will be deemed not to have taken the module and your record will be updated accordingly. Where this results in you no longer meeting the criteria for full-time study, we will formally amend your mode of attendance to part-time.
21. If we deem you to still be studying on a full-time basis after module withdrawal, you will continue to pay the appropriate full-time fee. If we deem you to be studying on a part-time basis, you will receive a refund of the tuition fee paid for the module(s) as appropriate.
22. At the start of each teaching period, you will be permitted to substitute a module with the approval of your Course Leader, subject to the overall module credit being unchanged (see also Section 3 of the Academic Regulations, paragraphs 42 to 45).

### **Course transfer arrangements**

23. Course specifications will specify arrangements for course transfers from an Integrated Masters course to a standalone Bachelors degree, and from other specified courses to an Integrated Masters course. Course specifications will make explicit reference to the advice and guidance to students for course transfers and associated implications for funding and financial support.
24. Transfer to an Integrated Masters course after commencement of the Undergraduate Honours level is not normally possible.

### **Accreditation of Prior Learning (APL)**

25. If you have been given credit for prior learning in accordance with the APL procedures (see Section 17), you will be exempted from taking the module(s) for which credit has already been given.

26. The minimum amount of APL credit that can be given is equivalent to one module at any level.
27. The maximum amount of APL credit that can be awarded is 50% of the credits required for an Integrated Masters award (240 credits).
28. In order to comply with visa requirements, APL credit for students studying on a Tier 4 visa will only be awarded for one module or full semester.

### **Your responsibilities for assessment as a student**

29. You are responsible for familiarising yourself with the assessment regulations and with the examination and coursework submission timetables for your programme of study.
30. You are responsible for submitting work for assessment by the specified deadlines and attending examinations, normally at the earliest opportunity that they are offered.
31. If you believe you have a valid reason for absence from an examination or from non-submission of an item of assessed work, it is your responsibility to submit a claim for mitigating circumstances in accordance with the mitigating circumstances criteria and procedures (see Section 12). A mitigating circumstance claim for a particular item of assessed work will normally be accepted on one occasion only. Where the nature of assessment allows the item to be submitted prior to the summer reassessment period, then the student may submit provided that no other student enrolled on the module has received feedback on that item by the new submission point.
32. If you believe that a procedural irregularity has occurred or that you were prevented from submitting a claim for mitigating circumstances, it is your responsibility to submit an appeal to the Student Casework Office. An appeal must be submitted within 10 working days of the relevant result being published, in accordance with the Procedures for submission of Appeals against decisions of Assessment Boards (see Academic Regulations, Section 13).
33. You are responsible for ensuring that the work you submit for assessment is entirely your own or, in the case of group work, the group's own, and that you observe all rules and instructions governing examinations.
34. Any allegation of cheating or academic misconduct will be considered under the Procedures on Student Academic Misconduct (see Academic Regulations, Section 15). A student found to have committed academic misconduct will be subject to a penalty as set out in those procedures.

### **Module assessment requirements**

35. The Regulations on Conduct of Assessment and Assessment Boards (Section 19) set out how we will conduct assessment of students.
36. Each module specification contains the approved assessment scheme for that module. This will include the weighting of each item of assessed work ("assessment component") in the module.
37. You will be offered an opportunity to be assessed in each module in your approved programme of study in the semester in which the module is studied.

38. There may be a number of assessment components for each module. You are required to attempt all assessment components for each module.
39. If you do not submit work for an assessment component or do not attend an examination, a mark of zero will be recorded for that component or examination.
40. Module specifications may exceptionally specify that particular assessment components (or aggregations of components of assessment) must be passed in order for a module to be passed. Pass marks for assessment components are called 'qualifying marks'.
41. Course specific regulations may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed. If a compulsory work placement module or period of study or work experience abroad forms part of your course, it must always be passed.
42. The mark you achieve from each assessment component will be reported as a percentage and aggregated according to the weightings specified in the module specification to produce an overall mark for the module. Module marks are rounded to the nearest whole number. Module marks for reassessment attempts will be capped (see paragraph 59).
43. Exceptionally, assessment components or modules may be graded as pass/fail where appropriate to the nature of the learning (e.g. the collation of a portfolio demonstrating mastery of practical skills).
44. Pass/fail assessment components and modules do not result in a percentage mark being given. If an assessment component is graded as pass/fail, it will not contribute to the calculation of your overall module mark. If a module is graded as pass/fail, it will not contribute to the calculation of your degree classification, but it must be passed.
45. In order to pass a module and be awarded the associated credit, you must achieve an overall module mark of at least the pass mark and have met any additional module requirements that are specified for that module (see paragraphs 41 and 42).
46. The pass mark for modules is:
  - Undergraduate level: 40%
  - Masters level: 50%
47. In certain circumstances, credit may be awarded if you fail a module (see paragraphs 62-68)
48. If an error in the computation of an assessment result or final awards has been found, the corrected result will be entered on your record, regardless of whether it is higher or lower than the original grade.

## **European Credit Transfer Scheme**

49. If you undertake modules at London Met through a study abroad scheme, we will convert your London Met module marks to ECTS grades when you return to your home

institution (outgoing students). If London Met is your home institution and you undertake modules at another institution through a study abroad scheme, we will convert your ECTS grades to London Met Marks when you return to London Met (incoming students). Conversions will take place as follows with UG referring to an undergraduate level of study and PG referring to a postgraduate/Masters level of study.

London Met mark (Outgoing students)		European Credit Transfer Scheme (ECTS) grade	London Met mark (Incoming students)
70-100% (UG and PG)	A	Excellent: outstanding performance with only minor errors	75% (UG and PG)
60-69% (UG) 63-69% (PG)	B	Very Good: above the average standard but with some errors	65% (UG) 66% (PG)
50-59% (UG) 58-62% (PG)	C	Good: generally sound work with a notable number of errors	56% (UG) 60% (PG)
43-49% (UG) 53-57% (PG)	D	Satisfactory: fair but with significant shortcomings	46% (UG) 55% (PG)
40-42% (UG) 50-52% (PG)	E	Sufficient: performance meets the minimum criteria	41% (UG) 50% (PG)
30-39% (UG) 30-49% (PG)	FX	Fail: some work required before the credit can be awarded	30% (UG and PG)
0-29% (UG and PG)	F	Fail: considerable further work is required	15% (UG and PG)

## Module failure and reassessment

50. If you fail a module, you will be expected to undertake reassessment in any assessment components for that module for which you achieved a mark lower than 40% for modules at Levels 3-6 or 50% for modules at Level 7, unless you are eligible for condonement (see paragraphs 62-68).
51. You will not be entitled to be reassessed in any assessment component that you have passed.
52. Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of a new task.
53. Course specific regulations will specify the means of reassessment of any period of work experience or work-based learning.
54. Where it is not practical for you to be reassessed by a new task, the Subject Standards Board may, at its discretion, allow you to be reassessed through the same task as the first attempt.
55. Reassessment will normally take place during the summer resit period following the academic session in which the module was taken.
56. Exceptionally, a Subject Standards Board may propose to the Pro Vice-Chancellor: Student Services (or nominee) that the reassessment of an assessment component of a semester 1 module that was initially assessed by the end of teaching week 12, be additionally offered within the 24-week teaching period ("in-year reassessment"). In-year reassessments should normally be scheduled at least four weeks after the original assessment date and no later than the end of the scheduled teaching period.

57. You cannot elect to defer reassessment to the summer resit period if an in-year reassessment opportunity is offered. You must take the in-year reassessment opportunity.
58. The mark for the reassessed component of an in-year reassessment will be capped at the module pass mark and you will have no further reassessment opportunity in that component during the summer resit period. If you subsequently pass the module on aggregate based on your first attempt marks in all components, the original failing mark of the component will be retained, and the mark you achieved for in-year reassessment in that component will be discarded.
59. If you pass a component following reassessment, the mark for that component will be capped at the module pass mark (40% for undergraduate modules or 50% for masters modules), except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a capped mark of 40% for undergraduate modules and 50% for masters modules, except where a requirement to pass specific components prevents this.
60. Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall module mark and weighted in accordance with the module specification.
61. If you have a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year. This means that you will need to take the assessment at the same time as it is taken by students who are undertaking the module for the first time in the next academic year. The specific date of the assessment will be communicated to you by the relevant academic member of staff for the module.

### **Condonement of module failure**

62. Condonement enables you to progress through your programme and achieve an award by allowing a small amount of failure if your overall performance is good. If you fail one or more modules of up to 30 credits within Levels 4 and 6 or 15 credits within Level 5, that failure may be eligible to be condoned as outlined in paragraphs 63-68. Failure in Level 7 modules cannot be condoned.
63. Failure cannot be condoned for any modules that course specific regulations specify must be passed (see paragraph 41).
64. In order to receive condonement for a failed undergraduate level module, you must achieve at least 30% in the failed module.
65. If you have more than 30 credits of modules in the condonable range at Levels 4 or 6 (i.e. with marks of 30%-39%), the 30 credits with the highest marks will be eligible for condonement. If you have more than 15 credits of modules in the condonable range at Level 5 (i.e. with marks of 30%-39%), the 15 credits with the highest mark will be eligible for condonement.
66. If you receive condonement for a module, you will be awarded the credit for that module. The module mark will not be changed, and your module result will be recorded as Condoned Fail.



67. Limits apply to the amount of credit that may be condoned for the award of a qualification. The maximum amount of condoned credit permitted for an award is set out in paragraph 82.
68. Where you are eligible for condonement, we will offer you the choice of accepting condonement or being reassessed if you are entitled to reassessment. We will explain to you the implications of this decision as a condoned module could affect your overall award outcome in certain circumstances.

### **Repeating modules with tuition**

69. If you do not pass a module following reassessment, you will normally be entitled to repeat the module with tuition on one occasion, subject to the provisions of paragraphs 1-6.
70. Repeating a module with tuition means re-registering for the module, paying any tuition required for registration, following the course of tuition offered and attempting all the items of assessed work, including any which you have previously passed.
71. Marks for your first attempt at assessment components of a module that you repeat are not capped.
72. If you fail a repeated module at the first assessment, you will normally be entitled to a final reassessment opportunity in any assessment components for that module for which you achieved a mark lower than 40% (Levels 3-6 modules) or 50% (Level 7 modules). You may also be entitled to condonement. The provisions of paragraphs 50-61 including capping of marks will apply to reassessment, and the provisions of paragraphs 62-68 will apply to condonement following failure of a repeated module, or failure following reassessment of a repeated module.
73. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module, you may be required to take that final reassessment opportunity outside of the UK.
74. You will not be entitled to repeat a module that you have already passed.
75. The maximum number of attempts at an assessment that is permitted is four: a first attempt (uncapped), a reassessment attempt (capped), a repeat with tuition attempt (uncapped), and a final reassessment attempt (capped).

### **Requirements to complete a level and progress to the next level of study**

76. In order to complete a level and progress, you must pass any modules that the course specific regulations specify must be passed in addition to the progression requirements for each level of study set out in 77-80 below.
77. To progress from Level 4 to Level 5, you must have been awarded 120 credits at Level 4 and achieved an average of at least 55% in the best 90 credits.

78. To progress from Level 5 to Level 6, you must have satisfied the requirements for Levels 4, been awarded 120 credits at Level 5 and achieved an average of 55% in the best 90 credits at Level 5.
79. To progress from Level 6 to Level 7, you must have satisfied the requirements for Levels 4 and 5, been awarded 120 credits at Level 6 and achieved an average of 55% in the best 90 credits at Level 6.
80. Course specifications will specify course transfer opportunities and exit awards for students who fail to satisfy the progression and completion requirements for the course.

### **Review of Academic Performance**

81. If you receive failing marks in 90 credits or more in a level, you will be required to undertake a review of your academic performance with an Academic Tutor. Based on this review, we may agree a recovery plan with you to complete the level, counsel or require you to leave the course, or counsel or require you to seek readmission on a different course

### **Award and classification**

82. To qualify for the award of an Integrated Masters degree:
- 82.1 You must have gained 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and 120 credits at Level 7; and
  - 82.2 had no more than 30 credits of condoned failure across Level 5 and 6; and
  - 82.3 satisfied any additional requirements in the course specification and/or course specific regulations.
83. If you do not meet the requirements for the award of the Integrated Masters degree, or you do not re-enrol for the next level of a course within a reasonable time where you are eligible to progress to the next level, the highest level of award within the course that you have met the requirements for will be awarded to you. Course specifications will make clear the award titles to be conferred in these circumstances.
84. The classification of the award of an Integrated Masters degree will be based on the classification average calculated to two decimal places as follows:
- 84.1 The average mark of the 120 credits at Level 5 will contribute 20%
  - 84.2 The average mark of the 120 credits at Level 6 will contribute 30%
  - 84.3 The average mark of the 120 credits at Level 7 will contribute 50%
85. The threshold for each classification band is as follows:

69.5% and above	First class
59.5% - 69.49%	Second class honours upper division
49.5% - 59.49%	Second class honours lower division
0% - 49.49%	Fail

86. If your classification average as calculated in paragraph 84 falls no more than 2.5% short of the next highest classification boundary, the distribution of the marks you have

achieved in credits at Level 5, 6 and 7 will be considered. If the marks for at least half of the credits contributing to the award fall within a higher class than your overall average mark, your classification will be raised by one class above that indicated by the classification average.

### **Awards and classifications for students admitted with advanced standing through APL**

87. If you have been admitted with advanced standing to Level 5 and have partial exemption from Level 5 through APL, you must have been awarded the remaining credits at Level 5, 120 credits at Level 6 and 120 credits at Level 7 to qualify for the award of an Integrated Masters degree. The classification average will be calculated as in paragraph 84, but the average mark at Level 5 will be calculated from fewer modules. A maximum of 15 credits may be condoned across Levels 5 and 6.
88. If you have been admitted with advanced standing to Level 6, you must have been awarded 120 credits at Level 6 and 120 credits at Level 7 to qualify for the award of an Integrated Masters degree. Up to 15 credits at Level 6 may be condoned. Your classification average will be calculated to 2 decimal places as follows:
- a. The average mark of the 120 credits at Level 6 will contribute 40%
  - b. The average mark of the 120 credits at Level 7 will contribute 60%

### **Aegrotat award**

89. An Aegrotat award may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course, and sufficient evidence has been submitted to the Awards Board. (See also Section 20 paragraph 18).

# Academic Regulations

## Section 08

### Taught Postgraduate Assessment Regulations

#### 2021-22

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## **Module Registrations**

1. You will not normally be permitted to register for more than a total of 300 credits for a Masters course. This amount will be proportionately reduced for lower awards.
2. Repeating a module with tuition will count as a separate registration.
3. If you are given credit in accordance with the APL regulations and procedures, your total number of permitted module registrations will be proportionately reduced.
4. If you withdraw from your course or intermit with permission before the second week of the first semester of the academic year in which you are enrolled, the modules you were registered for will not be included in the total number of module registrations.
5. Once you have met the requirements for your intended award, you will not be eligible to register for any additional modules.
6. You may only decline an award if this enables you to take any outstanding eligible first assessments/reassessments.

## **Your programme of study**

7. The course specification for your course sets out the modules that can be undertaken as part of the course.
8. Modules will be designated as core modules or option modules. Core modules for your course are compulsory and must be taken by you. Option modules are chosen by you from a range of modules. Your course specification will specify the option modules that are available, the required number of option module credits you must take, and any combinations of option modules that are not permitted.
9. You will have an approved programme of study listing the modules to be studied in each semester, which must normally be finalised before the start of the semester.
10. Your programme of study must be approved by an authorised programme approver to ensure the academic coherence of your studies and that you are given the opportunity to demonstrate the course learning outcomes.
11. You may only attend and be assessed in modules that are included in your approved programme of study.
12. If you wish to withdraw from a module for which you are registered, you must submit a written request to the Pro Vice-Chancellor: Student Services (or nominee) by the end of the second week of your period of enrolment. The Pro Vice-Chancellor: Student Services (or nominee) will confirm in writing whether your request has been agreed. If you do not receive written agreement, every module will count towards the maximum permitted registrations (see paragraph 1 above).
13. If the Pro Vice-Chancellor: Student Services (or nominee) consents to a request from you to withdraw from a module, you will be deemed not to have taken the module and your record will be updated accordingly. Where this results in you no longer meeting the criteria for full-time study, we will formally amend your mode of attendance to part-time.

14. If we deem you to still be studying on a full-time basis after module withdrawal, you will continue to pay the appropriate full-time fee. If we deem you to be studying on a part-time basis, you will receive a refund of the tuition fee paid for the module(s) as appropriate.
15. At the start of each teaching period, you will be permitted to substitute a module with the approval of your Course Leader, subject to the overall module credit being unchanged.

### **Accreditation of Prior Learning (APL)**

16. If you have been given credit for prior learning in accordance with the APL procedures (see Section 17), you will be exempted from taking the module(s) for which credit has already been given.
17. The minimum amount of APL credit that can be given is equivalent to one module at any level.
18. The maximum amount of APL credit that can be awarded is two thirds of the credits required for the intended award.
19. A student may only be conferred an award of a Postgraduate Certificate if they have taken at least 20 credits at Level 7 at London Met (i.e. excluding any credits awarded through APL).
20. APL credit will not normally be awarded for Level 6 study where this has led previously to a completed award.
21. In order to comply with visa requirements, APL credit for students studying on a Tier 4 visa will only be awarded for one module or full semester.

### **Your responsibilities for assessment as a student**

22. You are responsible for familiarising yourself with the assessment regulations and with the examination and coursework submission timetables for your programme of study.
23. You are responsible for submitting work for assessment by the specified deadlines and attending examinations, normally at the earliest opportunity that they are offered.
24. If you believe you have a valid reason for absence from an examination or from non-submission of an item of assessed work, it is your responsibility to submit a claim for mitigating circumstances in accordance with the mitigating circumstances criteria and procedures (see Section 12). A mitigating circumstance claim for a particular item of assessed work will normally be accepted on one occasion only. Where the nature of assessment allows the item to be submitted prior to the summer reassessment period, then the student may submit provided that no other student enrolled on the module has received feedback on that item by the new submission point.
25. If you believe that a procedural irregularity has occurred or that you were prevented from submitting a claim for mitigating circumstances, it is your responsibility to submit an appeal to the Student Casework Office. An appeal must be submitted within 10 working days of the relevant result being published, in accordance with the Procedures for submission of Appeals against decisions of Assessment Boards (see Academic Regulations, Section 13).

26. You are responsible for ensuring that the work you submit for assessment is entirely your own or, in the case of group work, the group's own, and that you observe all rules and instructions governing examinations.
27. Any allegation of cheating or academic misconduct will be considered under the Procedures on Student Academic Misconduct (see Academic Regulations, Section 15). A student found to have committed academic misconduct will be subject to a penalty as set out in those procedures.

### **Module assessment requirements**

28. The Regulations on Conduct of Assessment and Assessment Boards (Section 19) set out how we will conduct assessment of students.
29. Each module specification contains the approved assessment scheme for that module. This will include the weighting of each item of assessed work ("assessment component") in the module.
30. You will be offered an opportunity to be assessed in each module in your approved programme of study in the semester in which the module is studied.
31. There may be a number of assessment components for each module. You are required to attempt all assessment components for each module.
32. There will be standard university-wide deadlines for dissertation submission at the end of each semester and the summer studies period. These dates will be specified and published in advance.
33. If you do not submit work for an assessment component or do not attend an examination, a mark of zero will be recorded for that component or examination.
34. Module specifications may exceptionally specify that particular assessment components (or aggregations of components of assessment) must be passed in order for a module to be passed.
35. Course specific regulations or module specifications may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed.
36. The mark you achieve from each assessment component will be reported as a percentage and aggregated according to the weightings specified in the module specification to produce an overall mark for the module. Module marks are rounded to the nearest whole number. Module marks for reassessment attempts will be capped (see paragraph 49).
37. In order to pass a module and be awarded the associated credit, you must achieve an overall module mark of at least the pass mark and have met any additional module requirements that are specified for that module (see paragraphs 34-35).
38. The pass mark for modules is 50%.

39. If an error in the computation of an assessment result or final awards has been found, the corrected result will be entered on your record, regardless of whether it is higher or lower than the original grade.

### **European Credit Transfer Scheme**

40. If your course includes elements studied in partner institutions in the European Union we will convert your ECTS grades to London Met marks when you return to London Met. Conversions will reflect the distribution of grades in the partner institution and will take place as follows unless otherwise agreed by the Pro Vice-Chancellor: Student Services (or nominee):

<b>Grade Awarded by Partner</b>	<b>Mark Recorded by London Met</b>
A	75
B	66
C	60
D	55
E	50
FX	30
F	15

### **Module failure and reassessment**

41. If you fail a module, you will be expected to undertake reassessment in any assessment components for that module for which you achieved a mark lower than a 50%.
42. You will not be entitled to be reassessed in any assessment component that you have passed.
43. Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of a new task.
44. Course specific regulations will specify the means of reassessment of any period of work experience or work-based learning.
45. Where it is not practical for you to be reassessed by a new task, the Subject Standards Board may, at its discretion, allow you to be reassessed through the same task as the first attempt.
46. Reassessment will normally take place during the summer resit period following the academic session in which the module was taken.
47. Exceptionally, a Subject Standards Board may propose to Pro Vice-Chancellor: Student Services (or nominee) that the reassessment of an assessment component of a semester 1 module that was initially assessed by the end of teaching week 12, be offered within the 24-week teaching period ("in-year reassessment"). In-year reassessments should normally be scheduled at least four weeks after the original assessment date and no later than the end of the scheduled teaching period.
48. You cannot elect to defer reassessment to the summer resit period if an in-year reassessment opportunity is offered. You must take the in-year reassessment opportunity.



49. The mark for the reassessed component of an in-year reassessment will be capped at 50% and you will have no further reassessment opportunity in that component during the summer resit period. If you subsequently pass the module on aggregate based on your first attempt marks in all components, the original failing mark of the component will be retained, and the mark you achieved for in-year reassessment in that component will be discarded.
50. Reassessment of a dissertation will take place at the next available assessment point (i.e. January for September submissions, May for January submissions and September for May submissions).
51. If you pass a component following reassessment, the mark for that component will be capped at 50%, except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a capped mark of 50%, except where a requirement to pass specific components prevents this.
52. Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall module mark and weighted in accordance with the module specification.
53. If you have a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year. This means that you will need to take the assessment at the same time as it is taken by students who are undertaking the module for the first time in the next academic year. The specific date of the assessment will be communicated to you by the relevant academic member of staff for the module.

### **Repeating modules with tuition**

54. If you do not pass a module following reassessment, you will normally be entitled to repeat the module with tuition on one occasion, subject to the provisions paragraphs 1-6.
55. Retaking a module with tuition means re-enrolling for the module, paying any tuition required for enrolment, following the course of tuition offered and attempting all the items of assessed work, including any which you have previously passed.
56. Marks for your first attempt at assessment components of a module that you repeat with tuition are not capped.
57. If you fail a repeated module at the first assessment, you will normally be entitled to a final reassessment opportunity in any components for that module for which you achieved a mark lower than 50%. The provisions of paragraphs 41-53 including capping of marks will apply to reassessment following failure of a repeated module.
58. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module, you may be required to take that final reassessment opportunity outside of the UK.
59. You will not be entitled to repeat a module that you have already passed.

60. The maximum number of attempts at an assessment that is permitted is four: a first attempt (uncapped), a reassessment attempt (capped), a repeat with tuition attempt (uncapped), and a final reassessment attempt (capped).

### Review of Academic Performance

61. If you receive failing marks in three modules (60 credits in a level), you will be required to undertake a review of your academic performance with the Course Leader or nominee. Based on this review, we may agree a recovery plan with you to complete the course, counsel or require you to leave the course, or counsel or require you to seek readmission on a different course.

### Award and classification of qualifications

62. To qualify for an award, you must have gained the appropriate amount of credit for the award and satisfied any additional requirements in the course specification and/or course specific regulations.
63. If you do not meet the requirements for the award for which you are registered, or you do not re-register for the next level of a course within a reasonable time where you are eligible to progress to the next level, the highest level of award within that course that you have met the requirements for will be awarded to you.
64. The credit volume required for each award in paragraphs 65-67 is specified in terms of requirements at Level 7. Where a variation is approved at validation, a maximum of 20 credits may be taken via specific designated modules at Level 6.
65. To qualify for the award of a Postgraduate Certificate, you must have been awarded 60 credits at Level 7 within your approved programme of study.
66. To qualify for the award of a Postgraduate Diploma, you must have been awarded 120 credits at Level 7 within your approved programme of study.
67. To qualify for the award of a Masters degree, you must have been awarded 180 credits at Level 7 within your approved programme of study. This must include a dissertation or equivalent unless a variation waiving the requirement for a course to include a dissertation has been approved on behalf of Academic Board.
68. The overall average mark which is used determine the award classification (where applicable) will be calculated to two decimal places from the module marks you have achieved weighted according to the module credit value. Classifications will be determined as follows:

Award	Classification requirements	Award classification
Postgraduate Certificate	An overall average mark of at least 60% and less than 70% <b>or</b> An overall average mark of at least 59.5% and at least 60% in modules equivalent to 40 credits	With Merit
	An overall average mark of at least 70% <b>or</b> An overall average mark of at least 69.5% and at least 70% in modules equivalent to 40 credits	With Distinction

Postgraduate Diploma	An overall average mark of at least 60% and less than 70 <b>or</b> An overall average mark of at least 59.5% and at least 60% in modules equivalent to 80 credits	With Merit
	An overall average mark of at least 70% <b>or</b> An overall average mark of at least 69.5% and at least 70% in modules equivalent to 80 credits	With Distinction
Masters degree	An overall average mark of at least 60% and less than 70% including the dissertation or equivalent <b>or</b> An overall average mark of at least 58% and less than 60%, and a mark of at least 60% in the dissertation or equivalent	With Merit
	An overall average mark of at least 70% including the dissertation or equivalent <b>or</b> An overall average mark of at least 68% and less than 70%, and a mark of at least 70% in the dissertation or equivalent	With Distinction
	Where a Masters programme does not include a 60 credit dissertation, the course specification will identify the module(s) that may count towards an upgrade of classification.	

### **Aegrotat award**

69. An Aegrotat award may be awarded where a student has been certified as absent for valid reasons and is unable to complete the course, and sufficient evidence has been submitted to the Awards Board. (See also Section 20 paragraph 18).

### **Re-admission with credit**

70. You may only receive one award covering the modules taken on your course of study. If you are enrolled on a Masters degree and choose to exit the course prior to completion, you may request a Postgraduate Certificate or Postgraduate Diploma award, if you have achieved the required number of credits for the requested award.

71. You may subsequently apply for readmission to the Masters course with credit. You will be required to rescind the Postgraduate Certificate or Postgraduate Diploma award on successful completion of the Masters course in order to receive a Masters award.

72. Re-admission with credit is not possible if you have been awarded a Postgraduate Certificate or Postgraduate Diploma because you failed to meet the requirements for a higher award.

# Academic Regulations

## Section 09

### Professional and Personal Development Awards Assessment Regulations

## 2021-22

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## **Your programme of study**

1. The course specific regulations for your course set out the modules that must be undertaken as part of the course.
2. You will have an approved programme of study listing the modules to be studied in each semester, which must normally be finalised before the start of the semester.
3. Your programme of study must be approved by an authorised programme approver to ensure the academic coherence of your studies and that you are given the opportunity to demonstrate the course learning outcomes.
4. You may only attend and be assessed in modules that are included in your approved programme of study.
5. If you wish to withdraw from a module for which you are registered, you must submit a written request to the Pro Vice-Chancellor: Student Services (or nominee) by the end of the second week of your period of enrolment. Pro Vice-Chancellor: Student Services (or nominee) will confirm in writing whether your request has been agreed.
6. If the Pro Vice-Chancellor: Student Services (or nominee) consents to a request from you to withdraw from a module, you will be deemed not to have taken the module and your record will be updated accordingly. Where this results in you no longer meeting the criteria for full-time study, we will formally amend your mode of attendance to part-time.
7. If we deem you to still be studying on a full-time basis after module withdrawal, you will continue to pay the appropriate full-time fee. If we deem you to be studying on a part-time basis, you will receive a refund of the tuition fee paid for the module(s) as appropriate.
8. At the start of each teaching period, you will be permitted to substitute a module with the approval of your Course Leader, subject to the overall module credit being unchanged (see also Section 3 of the Academic Regulations, paragraphs 42 to 45).

## **Accreditation of Prior Learning (APL)**

9. If you have been given credit for prior learning in accordance with the APL procedures (see Section 17), you will be exempted from taking the module(s) for which credit has already been given.
10. The minimum amount of APL credit that can be given is equivalent to one module at any level.
11. The maximum amount of APL credit that can be awarded is two thirds of the credits required for the intended award.
12. In order to comply with visa requirements, APL credit for students studying on a Tier 4 visa will only be awarded for one module or full semester.

## **Your responsibilities for assessment as a student**

13. You are responsible for familiarising yourself with the assessment regulations and with the examination and coursework submission timetables for your programme of study.

14. You are responsible for submitting work for assessment by the specified deadlines and attending examinations, normally at the earliest opportunity that they are offered.
15. If you believe you have a valid reason for absence from an examination or from non-submission of an item of assessed work, it is your responsibility to submit a claim for mitigating circumstances in accordance with the mitigating circumstances criteria and procedures (see Section 12). A mitigating circumstance claim for a particular item of assessed work will normally be accepted on one occasion only. Where the nature of assessment allows the item to be submitted prior to the summer reassessment period, then the student may submit provided that no other student enrolled on the module has received feedback on that item by the new submission point.
16. If you believe that a procedural irregularity has occurred or that you were prevented from submitting a claim for mitigating circumstances, it is your responsibility to submit an appeal to the Student Casework Office. An appeal must be submitted within 10 working days of the relevant result being published, in accordance with the Procedures for submission of Appeals against decisions of Assessment Boards (see Academic Regulations, Section 13).
17. You are responsible for ensuring that the work you submit for assessment is entirely your own or, in the case of group work, the group's own, and that you observe all rules and instructions governing examinations.
18. Any allegation of cheating or academic misconduct will be considered under the Procedures on Student Academic Misconduct (see Academic Regulations, Section 15). A student found to have committed academic misconduct will be subject to a penalty as set out in those procedures.

### **Module assessment requirements**

19. The Regulations on Conduct of Assessment and Assessment Boards (Section 19) set out how we will conduct assessment of students.
20. Each module specification contains the approved assessment scheme for that module. This will include the weighting of each item of assessed work ("assessment component") in the module.
21. You will be offered an opportunity to be assessed in each module in your approved programme.
22. There may be a number of assessment components for each module. You are required to attempt all assessment components for each module.
23. If you do not submit work for an assessment component or do not attend an examination, a mark of zero will be recorded for that component or examination.
24. Module specifications may exceptionally specify that particular assessment components (or aggregations of components of assessment) must be passed in order for a module to be passed. Pass marks for assessment components are called 'qualifying marks'
25. Course specific regulations or module specifications may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a

module which is central to the achievement of course aims and learning outcomes, must be passed.

26. The mark you achieve from each assessment component will be reported as a percentage and aggregated according to the weightings specified in the module specification to produce an overall mark for the module. Module marks are rounded to the nearest whole number. Module marks for reassessment attempts will be capped (see paragraph 37).
27. In order to pass a module and be awarded the associated credit, you must achieve an overall module mark of at least the pass mark and have met any additional module requirements that are specified for that module (see paragraphs 24-25).
28. The pass mark for all Level 3, 4, 5 and 6 modules is 40%. The pass mark for all Level 7 modules is 50%.
29. If an error in the computation of an assessment result or final awards has been found, the corrected result will be entered on your record, regardless of whether it is higher or lower than the original grade.

### **Module failure and reassessment**

30. If you fail a module, you will be expected to undertake reassessment in any assessment components for that module for which you achieved a mark lower than 40 for modules at Levels 3-6 or 50% for Level 7 modules.
31. You will not be entitled to be reassessed in any assessment component that you have passed.
32. Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of a new task.
33. Where it is not practical for you to be reassessed by a new task, the Subject Standards Board may, at its discretion, allow you to be reassessed through the same task as the first attempt.
34. Reassessment will normally take place during the summer resit period following the academic session in which the module was taken.
35. Exceptionally, a Subject Standards Board may propose to the Pro Vice-Chancellor: Student Services (or nominee) that the reassessment of an assessment component of an undergraduate year-long that was initially assessed by the end of teaching week 12, be additionally offered within the 24-week teaching period ("in-year reassessment"). In-year reassessments should normally be scheduled at least four weeks after the original assessment date and no later than the end of the scheduled teaching period.
36. You cannot elect to defer reassessment to the summer resit period if an in-year reassessment opportunity is offered. You must take the in-year reassessment opportunity.
37. The mark for the reassessed component of an in-year reassessment will be capped at the module pass mark (40% for modules at Levels 3-6, 50% for Level 7 modules) and you will have no further reassessment opportunity in that component during the summer resit period. If you subsequently pass the module on aggregate based on your first

attempt marks in all components, the original failing mark of the component will be retained, and the mark you achieved for in-year reassessment in that component will be discarded.

38. Reassessment of a dissertation will take place at the next available assessment point (i.e. January for September submissions, May for January submissions and September for May submissions).
39. If you pass a component following reassessment, the mark for that component will be capped at the module pass mark (40% for modules at Levels 3-6, 50% for Level 7 modules), except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a mark capped at the module pass mark, except where a requirement to pass specific components prevents this.
40. Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall module mark and weighted in accordance with the module specification.
41. Course specific regulations will specify any further opportunities for reassessment or repeating a module which may be permitted.
42. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module where this is permitted in the course specific regulations, you may be required to take that final reassessment opportunity outside of the UK.

## **Award**

43. To qualify for an award, you must have gained the appropriate amount of credit for the award and satisfied any additional requirements in the course specific regulations.
44. Credit requirements for awards are as follows:

<b>Award</b>	<b>Credit requirements</b>
Certificate in Professional Development in a named subject	45 credits at Level 4
Intermediate Diploma in Professional Development in a named subject	45 credits at Level 5
Diploma in Professional Development in a named subject	45 credits at Level 6
Advanced Diploma in Professional Development in a named subject	40 credits at Level 7



# Academic Regulations

## Section 10

### Graduate Certificate and Graduate Diploma Assessment Regulations

2021-22

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## **Module Registrations**

1. You will be permitted to register for a maximum of 6 modules for a Graduate Certificate and 12 modules for a Graduate Diploma, unless course specific regulations specify a lower number.
2. Once you have met the requirements for your intended award, you will not be eligible to register for any additional modules.
3. You may only decline an award if this enables you to take any outstanding eligible first assessments/reassessments.

## **Your programme of study**

4. The course specific regulations for your course set out the modules that must be undertaken as part of the course.
5. You will have an approved programme of study, listing the modules to be studied in each semester, which must normally be finalised before the start of the semester.
6. Your programme of study must be approved by an authorised programme approver to ensure the academic coherence of your studies and that you are given the opportunity to demonstrate the course learning outcomes.
7. You may only attend and be assessed in modules that are included in your approved programme of study.

## **Your responsibilities for assessment as a student**

8. You are responsible for familiarising yourself with the assessment regulations and with the examination and coursework submission timetables for your programme of study.
9. You are responsible for submitting work for assessment by the specified deadlines and attending examinations, normally at the earliest opportunity that they are offered.
10. If you believe you have a valid reason for absence from an examination or from non-submission of an item of assessed work, it is your responsibility to submit a claim for mitigating circumstances in accordance with the mitigating circumstances criteria and procedures (see Section 12). A mitigating circumstance claim for a particular item of assessed work will normally be accepted on one occasion only. Where the nature of assessment allows the item to be submitted prior to the summer reassessment period, then the student may submit provided that no other student enrolled on the module has received feedback on that item by the new submission point.
11. If you believe that a procedural irregularity has occurred or that you were prevented from submitting a claim for mitigating circumstances, it is your responsibility to submit an appeal to the Student Casework Office. An appeal must be submitted within 10 working days of the relevant result being published, in accordance with the Procedures for submission of Appeals against decisions of Assessment (see Academic Regulations, Section 13).

12. You are responsible for ensuring that the work you submit for assessment is entirely your own or, in the case of group work, the group's own, and that you observe all rules and instructions governing examinations.
13. Any allegation of cheating or academic misconduct will be considered under the Procedures on Student Academic Misconduct (see Academic Regulations, Section 15). A student found to have committed academic misconduct will be subject to a penalty as set out in those procedures.

### **Accreditation of Prior Learning (APL)**

14. If you have been given credit for prior learning in accordance with the APL procedures (see Section 17), you will be exempted from taking the module(s) for which credit has already been given.
15. The minimum amount of APL credit that can be given is equivalent to one module at any level.
16. The maximum amount of APL credit that can be awarded is 50% of the credits required for the intended award (30 credits towards a Graduate Certificate or 60 credits towards a Graduate Diploma).
17. In order to comply with visa requirements, APL credit for students studying on a Tier 4 visa will only be awarded for one module or full semester.

### **Module assessment requirements**

18. The Regulations on Conduct of Assessment and Assessment Boards (Section 19) set out how we will conduct assessment of students.
19. Each module specification contains the approved assessment scheme for that module. This will include the weighting of each item of assessed work ("assessment component") in the module.
20. You will be offered an opportunity to be assessed in each module in your approved programme.
21. There may be a number of assessment components for each module. You are required to attempt all assessment components for each module.
22. If you do not submit work for an assessment component or do not attend an examination, a mark of zero will be recorded for that component or examination.
23. Module specifications may exceptionally specify that particular assessment components (or aggregations of components of assessment) must be passed in order for a module to be passed. Pass marks for assessment components are called 'qualifying marks'.
24. Course specific regulations or module specifications may exceptionally specify that a module which forms a substantial proportion of the assessment for the award, or a module which is central to the achievement of course aims and learning outcomes, must be passed.

25. The mark you achieve from each assessment component will be reported as a percentage and aggregated according to the weightings specified in the module specification to produce an overall mark for the module. Module marks are rounded to the nearest whole number. Module marks for reassessment attempts will be capped (see paragraph 38).
26. In order to pass a module and be awarded the associated credit, you must achieve an overall module mark of at least the pass mark and have met any additional module requirements that are specified for that module (see paragraphs 23-24).
27. The pass mark for all modules is 40%.
28. In certain circumstances, credit may be awarded if you fail a module (see paragraphs 41-46).
29. If an error in the computation of an assessment result or final awards has been found, the corrected result will be entered on your record, regardless of whether it is higher or lower than the original grade.

### **Module failure and reassessment**

30. If fail a module, you will be expected to undertake reassessment in any assessment components for that module for which you achieved a mark lower than 40%, unless you are eligible for condonement (see paragraphs 41-46).
31. You will not be entitled to be reassessed in any assessment component that you have passed.
32. Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of a new task.
33. Where it is not practical for you to be reassessed by a new task, the Subject Standards Board may, at its discretion, allow you to be reassessed through the same task as the first attempt.
34. Reassessment will normally take place during the summer resit period following the academic session in which the module was taken.
35. Exceptionally, a Subject Standards Board may propose to the Pro Vice-Chancellor: Student Services (or nominee) that the reassessment of an assessment component of a semester 1 module that was initially assessed by the end of teaching week 12, be additionally offered within the 24-week teaching period ("in-year reassessment"). In-year reassessments should normally be scheduled at least four weeks after the original assessment date and no later than the end of the scheduled teaching period.
36. You cannot elect to defer reassessment to the summer resit period if an in-year reassessment opportunity is offered. You must take the in-year reassessment opportunity.
37. The mark for the reassessed component of an in-year reassessment will be capped at 40% and you will have no further reassessment opportunity in that component during the summer resit period. If you subsequently pass the module on aggregate based on your first attempt marks in all components, the original failing mark of the component will be

retained, and the mark you achieved for in-year reassessment in that component will be discarded.

38. If you pass a component following reassessment, the mark for that component will be capped at 40%, except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a mark capped at the module pass mark, except where a requirement to pass specific components prevents this.
39. Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall module mark and weighted in accordance with the module specification.
40. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module where this is permitted in the course specific regulations, you may be required to take that final reassessment opportunity outside of the UK.

### **Condonement of module failure**

41. Condonement enables you to progress through your course and achieve an award by allowing a small amount of failure if your overall performance is good. Failure of one 15 credit module may be eligible to be condoned as outlined in paragraphs 42-46.
42. Failure cannot be condoned for any modules that course specific regulations specify must be passed (see paragraph 24).
43. You must achieve a mark of at least 30% in the failed module for it to be condoned.
44. If you have more than 15 credits of modules in the condonable range (i.e. with marks of 30%-39%), the 15 credits with the highest mark will be eligible for condonement.
45. If a failed module is condoned, you will be awarded the credit for that module. The module mark will not be changed, and your module result will be recorded as Condoned Fail.
46. Where you are eligible for condonement, we will offer you the choice of accepting condonement or being reassessed if you are entitled to reassessment. We will explain to you the implications of this decision.

### **Repeating modules with tuition**

47. If you do not pass a module following reassessment, you will normally be entitled to repeat the module with tuition on one occasion, subject to the provisions of paragraphs 1-3.
48. Repeating a module with tuition means re-registering for the module, paying any tuition required for enrolment, following the course of tuition offered and attempting all the items of assessed work, including any which you have previously passed.
49. Marks for your first attempt at assessment components of a module that you repeat are not capped.

50. If you fail a repeated module at the first assessment, you will normally be entitled to a final reassessment opportunity in any assessment components for that module for which you achieved a mark lower than 40%. You may also be entitled to condonement. The provisions of paragraphs 30-40 including capping of marks will apply to reassessment, and the provisions of paragraphs 41-46 will apply to condonement following failure of a repeated module, or failure following reassessment of a repeated module.
51. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module, you may be required to take that final reassessment opportunity outside of the UK.
52. You will not be entitled to repeat a module that you have already passed.
53. The maximum number of attempts at an assessment that is permitted is four: a first attempt (uncapped), a reassessment attempt (capped), a repeat with tuition attempt (uncapped), and a final reassessment attempt (capped).

### **Award**

54. To qualify for an award, you must have gained the appropriate amount of credit for the award and satisfied any additional requirements in the course specific regulations.
55. Credit requirements for awards are as follows:

<b>Award</b>	<b>Credit requirements</b>
Graduate Certificate	60 credits with a minimum of 30 credits at Level 6 15 credits may be condoned
Graduate Diploma	120 credits with a minimum of 60 credits at Level 6 15 credits may be condoned

# Academic Regulations

## Section 11

### Open Language Programme Regulations

2021-22

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## Introduction

1. The aim of the Open Language Programme is to offer students access to language learning which is certificated. Regulations concerning language learning as part of a Bachelor's degree are included within Section 6 (Undergraduate assessment regulations). These regulations cover language learning taken in addition to, or independently of, other courses on which students are enrolled.
2. The Open Language Programme is designed to enable students to acquire, develop and use a language across the four receptive and productive skills (reading, writing, speaking and understanding) to a high level of accuracy and fluency.
3. You are not permitted to register for a lower stage in any OLP module if you have passed a higher stage in the same language.
4. If you are a native speaker of English or have mother tongue competence in any of the Open Language Programme target languages, you may not normally enrol on the Open Language Programme to study modules in that language.

## Course structure

5. Language provision offered under the Open Language Programme will be graded according to Stages:

Academic English and Business English	Other Languages
Stage 4	Stage 1
Stage 5	Stage 2
Stage 6	Stage 3
	Stage 4

6. Each 15 credit stage of study will be equivalent to 7.5 ECTS credits which denotes 15 learning and teaching hours. Each 30 credit stage or intensive courses will be equivalent to 15 ECTS credits which denotes 30 learning and teaching hours.
7. You may not claim APL credit for any part of an Open Language Programme award.

## Admission to the Open Language

8. The admissions officer will determine which stage and level within the stage that a student will initially be admitted to on the basis of evidence that the applicant provides as to the current level of their knowledge and skills in a particular language.

## Your responsibilities for assessment as a student

9. You are responsible for familiarising yourself with the assessment regulations and with the examination and coursework submission timetables.
10. You are responsible for submitting work for assessment by the specified deadlines and attending examinations, normally at the earliest opportunity that they are offered.



11. If you believe you have a valid reason for absence from an examination or from non-submission of an item of assessed work, it is your responsibility to submit a claim for mitigating circumstances in accordance with the mitigating circumstances criteria and procedures (see Section 12). A mitigating circumstance claim for a particular item of assessed work will normally be accepted on one occasion only. Where the nature of assessment allows the item to be submitted prior to the summer reassessment period, then the student may submit provided that no other student enrolled on the module has received feedback on that item by the new submission point.
12. If you believe that a procedural irregularity has occurred or that you were prevented from submitting a claim for mitigating circumstances, it is your responsibility to submit an appeal to the Student Casework Office. An appeal must be submitted within 10 working days of the relevant result being published, in accordance with the Procedures for submission of Appeals against decisions of Assessment Boards (see Academic Regulations, Section 13).
13. You are responsible for ensuring that the work you submit for assessment is entirely your own or, in the case of group work, the group's own, and that you observe all rules and instructions governing examinations.
14. Any allegation of cheating or academic misconduct will be considered under the Procedures on Student Academic Misconduct (see Academic Regulations, Section 15). A student found to have committed academic misconduct will be subject to a penalty as set out in those procedures.

### **Module assessment requirements**

15. The Regulations on Conduct of Assessment and Assessment Boards (Section 19) set out how we will conduct assessment of students.
16. Each module specification contains the approved assessment scheme for that module. This will include the weighting of each item of assessed work ("assessment component") in the module.
17. You will be offered an opportunity to be assessed in each module in your approved programme in the semester in which the module is studied.
18. There may be a number of assessment components for each module. You are required to attempt all assessment components for each module.
19. If you do not submit work for an assessment component or do not attend an examination, a mark of zero will be recorded for that component or examination.
20. Module specifications may exceptionally specify that particular assessment components (or aggregations of components of assessment) must be passed in order for a module to be passed. Pass marks for assessment components are called 'qualifying marks'.
21. The mark you achieve from each assessment component will be reported as a percentage and aggregated according to the weightings specified in the module specification to produce an overall mark for the module. Module marks are rounded to the nearest whole number. Module marks for reassessment attempts will be capped (see paragraph 34).

22. In order to pass a module and be awarded the associated credit, you must achieve an overall module mark of at least the pass mark and have met any additional module requirements that are specified for that module (see paragraph 20).
23. The pass mark for all modules is 40%.
24. Where appropriate, conversions to ECTS grades will be used as specified in Section 6 (Undergraduate assessment regulations).
25. If an error in the computation of an assessment result or final awards has been found, the corrected result will be entered on your record, regardless of whether it is higher or lower than the original grade.

### **Module failure and reassessment**

26. If fail a module, you will be expected to undertake reassessment in any assessment components for that module for which you achieved a mark lower than 40%.
27. You will not be entitled to be reassessed in any assessment component that you have passed.
28. Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of a new task.
29. Where it is not practical for you to be reassessed by a new task, the Subject Standards Board may, at its discretion, allow you to be reassessed through the same task as the first attempt.
30. Reassessment will normally take place during the summer resit period following the academic session in which the module was taken.
31. Exceptionally, a Subject Standards Board may propose to the Pro Vice-Chancellor: Student Services (or nominee) that the reassessment of an assessment component of a semester 1 module that was initially assessed by the end of teaching week 12, be additionally offered within the 24-week teaching period ("in-year reassessment"). In-year reassessments should normally be scheduled at least four weeks after the original assessment date and no later than the end of the scheduled teaching period.
32. You cannot elect to defer reassessment to the summer resit period if an in-year reassessment opportunity is offered. You must take the in-year reassessment opportunity.
33. The mark for the reassessed component of an in-year reassessment will be capped at 40% and you will have no further reassessment opportunity in that component during the summer resit period. If you subsequently pass the module on aggregate based on your first attempt marks in all components, the original failing mark of the component will be retained, and the mark you achieved for in-year reassessment in that component will be discarded.
34. If you pass a component following reassessment, the mark for that component will be capped at 40%, except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a mark capped at the module pass mark, except where a requirement to pass specific components prevents this.

35. Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from your first attempt or reassessment for each component will be used in the calculation of your overall module mark and weighted in accordance with the module specification.
36. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module where this is permitted in the course specific regulations, you may be required to take that final reassessment opportunity outside of the UK.

### **Repeating modules with tuition**

37. If you do not pass a module following reassessment, you will normally be entitled to repeat the module with tuition on one occasion, subject to the provisions of paragraphs 1-3.
38. Repeating a module with tuition means re-registering for the module, paying any tuition required for enrolment, following the course of tuition offered and attempting all the items of assessed work, including any which you have previously passed.
39. Marks for your first attempt at assessment components of a module that you repeat are not capped.
40. If you fail a repeated module at the first assessment, you will normally be entitled to a final reassessment opportunity in any assessment components for that module for which you achieved a mark lower than 40%. You may also be entitled to condonement. The provisions of paragraphs 30-40 including capping of marks will apply to reassessment, and the provisions of paragraphs 41-46 will apply to condonement following failure of a repeated module, or failure following reassessment of a repeated module.
41. If your enrolment is subject to the provisions of a Tier 4 Student Visa and you are required to undertake reassessment in a second registration of a module, you may be required to take that final reassessment opportunity outside of the UK.
42. You will not be entitled to repeat a module that you have already passed.
43. The maximum number of attempts at an assessment that is permitted is four: a first attempt (uncapped), a reassessment attempt (capped), a repeat with tuition attempt (uncapped), and a final reassessment attempt (capped).

### **Award of Certificates and Advanced Certificates of Achievement**

44. If you pass on graded stage (15 credits), you will be awarded a Certificate of Achievement in Languages in a named language. The stage achieved and the name of the language studied, or the title of the module will be appended in brackets next to the award title.
45. If you are enrolled on the Open Language Programme and pass two consecutively graded stages (30 credits) or 30 credits for intensive courses in a single language other than English, you will be awarded an Advanced Certificate of Achievement in a named language.

46. If you are enrolled on the Open Language Programme and pass two consecutively graded stages (30 credits) or 30 credits for intensive courses in Academic or Business English, you will be awarded an Advanced Certificate of Achievement in Business English. The Advanced Certificate of Achievement is not awarded for 'English for Work and Study'. The name of the language studied (or Academic or Business English) will be appended to the award title.

# Academic Regulations

## Section 12

### Mitigating Circumstances Regulations

## 2021-22

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## **Introduction**

1. These regulations set down the process by which a student should bring to the University's attention any unforeseen circumstances that prevented them submitting an item of assessed work by the published deadline or prevented them attending an examination, class-test, presentation etc.
2. The Pro Vice-Chancellor: Student Services (or nominee) has overall responsibility for the Procedures for the submission of Mitigating Circumstances.
3. No student making a claim under these Procedures, whether successfully or otherwise, shall be treated less favourably than would have been the case had the claim not been made.

## **Fit to Sit and Fit to Submit**

4. Notwithstanding any other provision of these regulations, by submitting work or sitting an examination, class-test, presentation etc. a student is taken to be confirming that they are fit to submit/sit the assessment concerned and any mitigating circumstances claim in respect of the assessment will be deemed invalid unless:
  - 4.1. there is clear evidence that the student was not in a fit state to decide whether they were fit to submit/sit the assessment concerned
  - 4.2. there is clear evidence that the student became ill during an exam, class-test, presentation etc. and was not in a fit state to continue with the assessment.

## **Mitigating Circumstances Criteria**

5. Mitigating circumstances are defined by the University as circumstances that are acute, severe, unforeseen and outside a student's control that occur immediately before or during the assessment period in question.
6. The deadline for submission of a claim for Mitigating Circumstance is 10 working days from the published submission date of the component concerned or the date of the examination. Students are however encouraged to submit a claim as soon as practicable. All claims must be submitted to a School Office (formerly the Student Hub).
7. A claim for Mitigating Circumstances may be submitted in relation to:
  - 7.1. non-attendance at an examination;
  - 7.2. non-submission of coursework;

## **Validity and Invalidity**

8. Normally, a student may have a mitigating circumstances claim accepted on one occasion only for a particular item of assessed work. The Pro Vice-Chancellor Student Services (or nominee) can exceptionally grant one further occasion upon which a mitigating circumstances claim can be accepted.
9. Any claim supported by false documentary evidence shall be deemed invalid and will lead the University to take action under its disciplinary procedures.

10. A claim for Mitigating Circumstances must be submitted on the prescribed Mitigating Circumstances Form and must:
  - 10.1. Specify the full name of the student;
  - 10.2. Specify the correct student ID number;
  - 10.3. Specify the title(s) and code(s) of the module(s) affected;
  - 10.4. Specify the component(s) affected;
  - 10.5. Specify the relevant assessment date(s);
  - 10.6. Provide full details of the circumstances, explain how these circumstances have affected the student, and be supported by appropriate, independent documentary evidence. Examples of acceptable evidence can be found in the Student Guidance at [www.londonmet.ac.uk/mitigation](http://www.londonmet.ac.uk/mitigation)
  - 10.7. Be signed and dated by the student, unless it is impossible for the student to sign.
  - 10.8. Be received by a School Office (formerly known as the Student Hub) no later than 10 working days from the published submission date of the component concerned or the date of the examination.
  - 10.9. The University shall accept self-certification for a period of illness of 5 working days or less. Self-certification through the mitigating circumstances procedure will normally provide the student with a maximum extension of 5 working days for the relevant module(s) and component(s) affected around the assessment date(s). Self-certification can only be used in unforeseen circumstances and normally be utilised twice in one academic year as a maximum.
  - 10.10. A student is required to provide appropriate, independent evidence for periods of illness of more than 5 working days and in instances where the student has self-certified twice in one academic year, the requirements of paragraph 10 subparagraphs 10.1-10.8 should be followed.
11. Claims in relation to non-attendance at an examination normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the examination and/or the date of the examination in question.
12. Claims in relation to non-submission of coursework normally require evidence to demonstrate mitigating circumstances for the period immediately leading up to the assessment and/or the published coursework deadline.
13. Claims submitted without independent supporting evidence will not be considered.

## **Late Submission of Mitigating Circumstances**

14. Claims received after the deadline specified in paragraph 6 will be deemed invalid and will not be considered unless the student has demonstrated good reason, supported by appropriate independent evidence, for any period of delay.

### **Examples as to why Mitigating Circumstances will be rejected**

15. The Pro Vice-Chancellor: Student Services (or nominee) shall reject claims that do not meet the requirements of paragraphs 8-14.
16. Without prejudice to the generality of the requirements in paragraphs 8-14, a Mitigating Circumstances claim will be rejected for any of the following reasons:
  - 16.1. The claim is not supported by appropriate, independent documentary evidence (the original documents must be submitted) and:
    - 16.1.1. Signed by an appropriate third party and give details of the circumstance, the date and duration of the period affected and, where possible, its impact on the student.
    - 16.1.2. Evidence from medical practitioners must specify the nature of the illness and where possible a confirmed diagnosis by the practitioner who saw the student at the onset of illness. The date of such medical evidence is critical to the consideration and post-dated certificates and evidence is not accepted).
    - 16.1.3. For bereavements, a death certificate and evidence of the relationship of the student to the deceased person. The University may require a notarised and legalised copy of the certificate or similar corroboration of its authenticity.
  - 16.2. The period of illness is 5 working days or more and/or the student has reached the maximum self-certification for one academic year.
  - 16.3. The claim does not relate, in terms of timing, to the examinations or submission dates affected.
  - 16.4. There are reasonable grounds to believe that the circumstances could have been avoided by the student, or the student could reasonably have been expected to take steps to limit the impact of the circumstances. (Examples include: leaving coursework to the last minute; missing the deadline because of computer problems or late transport; failure to make alternative travel plans when disruptions were known in advance; losing work which had not been backed up on disc).
  - 16.5. The claim results from misreading or ignorance of the University's examination timetable, or of instructions regarding the submission of coursework.
  - 16.6. There are reasonable grounds to believe that the circumstances described would not have prevented the student from taking the examination(s) and/or submitting the assignment(s) by the published assignment deadline date(s).
17. Please note that the examples listed are not exhaustive but refer to the most common reasons for invalidation or rejection of a claim. Students are advised to refer to the Mitigating Circumstances FAQ and Student Guidance notes on the University's website at: [www.londonmet.ac.uk/mitigation](http://www.londonmet.ac.uk/mitigation) for further details and information.

### **Consideration of Mitigating Circumstances**



18. Claims that have not been rejected under paragraphs 15-17 shall be considered by a Mitigating Circumstances Panel. Members of the panel shall be appointed by the Pro Vice-Chancellor: Student Services (or nominee).
19. Each valid claim shall be assessed against the Mitigating Circumstances Criteria in paragraphs 5-7. If a claim relates to more than one item of assessment, the circumstances relating to each item of assessment shall be considered individually against the criteria in paragraphs 5-7.

### **Outcomes of Consideration**

20. Claims which demonstrate that the criteria in paragraphs 5-7 have been met shall be accepted. The student will be given the opportunity to be assessed at the next assessment point in the component(s) in question. This attempt shall replace the opportunity to which the mitigating circumstances pertained.
21. Claims which do not demonstrate that the criteria in paragraphs 5-7 has/have been met shall be rejected. Claims in respect of non-attendance at an examination/non-submission of coursework– a mark of zero will be awarded in the component concerned. If the claim relates to a first assessment, a student shall have the opportunity to undertake reassessment in the component concerned.
22. All Mitigating Circumstances outcomes shall be communicated by Academic Quality and Student Administration to the relevant Subject Standards Board.
23. Mitigating Circumstances outcomes shall be published via Evision as soon as practicable following the decision of the Mitigating Circumstances Panel and prior to publication of the relevant module results. Students will be notified by email when the outcome is available; this will normally be within 20 working days of the University receiving the claim, however, where this proves not to be possible, the student will be notified of the progress of the consideration of the claim.

### **Rejected Mitigating Circumstances**

24. Where a claim is rejected whether by the Pro Vice-Chancellor: Student Services (or nominee) or Mitigating Circumstances Panel, a student can submit an appeal. The deadline for submitting an appeal is 10 working days from the notification of the Mitigating Circumstances outcome, published via Evision.
25. A student may submit an appeal under the Academic Regulations, Section 13 Appeals Regulations and Procedure.

# Academic Regulations

## Section 13

### Appeals Regulations and Procedure

2021-22

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## Introduction

1. These Procedures are intended to provide a clear process whereby a student can appeal against:
  - 1.1. An Assessment Board decision or Engagement Review Panel decision related to assessment results, academic progression and/or award.
2. It is the responsibility of a student to draw to the attention of the University any factors which they consider may have adversely affected a decision of an Assessment Board or an Engagement Review Panel decision. A student can submit an appeal without risk of disadvantage or reprimand.
3. Students may submit an appeal as part of a group where the issues raised affect a number of students (e.g. group work). Appeals will be responded to individually and any contact details for each appellant should be included on the appeal form. In these circumstances, the group is advised to appoint a group representative (no more than two) to facilitate communications for the purposes of the formal procedure.
4. Students are permitted to provide individual statements should they share concerns of the group, and in addition, want to raise individual concerns in relation to the appeal.
5. An appeal raised by a third party on behalf of a student, (this includes parents, guardians, relatives or the spouse or partner of a student) will only be considered in exceptional circumstances. Written authorisation and valid reasons for the third party acting as the student's representative must be provided by the student. A third party supporting, advising or representing the student should not delay the process.
6. A student considering submitting an appeal may seek advice from the [Students' Union](#). For general information and assistance students may contact their School Office (formerly known as the Student Hub). The Student Casework Office can give procedural advice but cannot advise on the substance of the appeal.

## Grounds of Appeal

7. A student may submit an appeal against the decision of an Assessment Board or Engagement Review Panel decision on the grounds that:
  - 7.1. the University did not act in accordance with the relevant [Academic Regulations](#) and/or Procedures;
  - 7.2. the student had been affected by circumstances which had significant impact, but which, for good reason, they had previously been unable to disclose via the appropriate University procedures;
  - 7.3. the Assessment Board or Engagement Review Panel did not act in a way which was reasonable. In this context reasonable shall be taken to mean that the decision was not a possible conclusion that a similar meeting of the Board or Panel might have reached.

## Matters excluded from this procedure

8. Under this Procedure the University will not consider:
  - 8.1. An appeal in respect of an academic or professional judgment; that is, a decision made by an academic staff/examiner on the quality of an assessment or the criteria being applied to mark the work, when arrived at through due process;
  - 8.2. An appeal in respect of termination of a student's registration under Section 16 – Student Conduct of the Academic Regulations. In such cases, a student will be informed of their option to appeal under Section 16;
  - 8.3. An appeal in respect of termination of a student's registration under Section 5 – Fitness to Study of the Academic Regulations. In such cases, a student will be informed of their option to appeal under Section 5;
  - 8.4. A complaint about the University, its courses, services, or individuals concerned in their delivery. In such cases, a student will be informed of their option to submit a complaint under Section 14 – Complaints of the Academic Regulations. Where the Student Casework Office considers that a student's appeal in part or whole would be more appropriately considered under the Complaints Procedure, the student will be informed of this. The student will be invited to submit a [Formal Complaint Form](#) to clarify the nature of their complaint, should they wish to do so. The appeal, in part or whole, will be reclassified as a complaint and investigated by the Student Casework Office or forwarded on to an impartial nominee.
9. Students from collaborative/partner institutions who have exhausted the appeals procedures of their institution have a right to request a review of the process of the appeal outcome reached by the institution. Students from collaborative/partner institutions should follow the review stage process.

## The Procedure

### Appeal Stage 1

10. For an appeal to be valid it must be received within 10 working days of the date of publication of the result(s) of the assessment(s) concerned, or the date of notification of the Engagement Review Panel outcome. Appeals received after this deadline will be deemed invalid unless the student has demonstrated good reason for any period of delay.
11. An appeal must be submitted in writing on the prescribed [Appeal Form](#) completing all relevant sections including; full name, student number; signature of the student and date.

12. In respect of an appeal, the ground(s) must be identified and evidence:
  - 12.1. the way in which the University's did not act in accordance with the relevant Regulations and/or Procedure (actions differed significantly); or
  - 12.2. explain and demonstrate how the circumstances had a significant impact and the reasons they were unable to previously disclose these circumstances via the appropriate University Procedures, for instance under Section 12 Mitigating Circumstances and/or a reason as to why the evidence was not available at the time to support the claim;
  - 12.3. the way in which the Assessment Board or Engagement Review Panel did not act in a way which was reasonable and the decision reached was not a possible conclusion that a similar meeting of the Board or Panel might have reached.
13. The student must include all relevant, independent, supporting evidence, as appropriate to support their appeal. Examples of the evidence that can be provided include but are not limited to; relevant correspondence with University staff i.e. University Counsellor, course or module information, expert or professional letters or reports for instance from a General Practitioner (GP) or medical consultant.
14. For appeals against decisions of Assessment Boards the appeal must list the title, code and affected component(s) of the module(s) concerned and specify the assessment period and academic year in respect of which the appeal is being made.
15. Appeals should be submitted in person at your School Office, by email directly to [casework@londonmet.ac.uk](mailto:casework@londonmet.ac.uk) or if submitted by post, it must be addressed and sent directly to the Student Casework Office. The University does not accept responsibility for the receipt or late delivery of appeals submitted by post or email.

## **Consideration of Appeal**

16. The student will receive an automatic response as acknowledgment of receipt. The Student Casework Office will reply if necessary, within 5 working days.
17. The Appeal Assessor who may be a member of the Student Casework Office shall check each appeal against the criteria in paragraph 7 in addition to the requirements listed in the appeal stage above. An appeal that does not meet these criteria and requirements shall be deemed invalid.
18. Where the appeal is considered frivolous or vexatious or where the appellant engages in unacceptable behaviour, the appeal may be dismissed, or conditions imposed on how the student can conduct the appeal. Examples can include appeals which are harassing, designed to cause disruption or annoyance, demand for redress lacking any serious purpose or value and /or have unrealistic expectations and/or unreasonable outcomes. If the outcome is to reject the appeal the appellant may request a review within 10 working days from the date of the decision.
19. The student, their representative and staff members should act reasonably and fairly towards each other and are expected to treat the processes themselves with respect. Where the outcome is to reject the appeal, the student's access to staff, University

premises, or procedures may be restricted and considered under a different process or procedures,

20. If two procedures are to be pursued at the same time, then one procedure may be suspended pending the completion of another. In this instance, the Appeal Assessor will inform the student or their representative of the procedure that will be pursued and the procedure that will be suspended.
21. An appeal shall usually be considered within 25 working days of the receipt of a duly completed relevant form. There may be circumstances where, for good reason, the University needs to extend this timeframe; if this occurs the University will advise the student of this. Circumstances that may delay completion of the procedures (appeal and review) include but are not limited to:
  - 21.1. Incomplete forms;
  - 21.2. Lack of clarity regarding the grounds relied upon;
  - 21.3. Consideration being put on hold to allow for matters being considered as part of another procedure, for instance a student complaint. Any period during which the appeal is put on hold to allow for consideration of another procedure shall not be included in the 25 working days period referred to in paragraph 25 above.
  - 21.4. Delays in requesting a review.
22. The Appeal Assessor shall consider each valid application on the basis of the student's written statement and supporting evidence. Information from staff members, other students or outside agencies may also be sought, as appropriate, by the Appeal Assessor when considering an appeal. A student can respond to the additional evidence by way of written representation at the review stage.
23. The Appeal Assessor shall determine whether the ground(s) listed in paragraph 7 have been clearly demonstrated and whether it is reasonable to uphold or reject the appeal. The list below (which is not exhaustive) sets out common reasons why appeals are unsuccessful:
  - 23.1. the appeal was received outside the deadline without good reason and evidence for the delay (In cases where a delay is unavoidable, the appeal must be submitted as soon as possible after the deadline and must include an explanation and independent supporting evidence covering the entire period affected).
  - 23.2. there is no independent evidence to support the appeal and the student has indicated a disability on the appeal form. The Appeal Assessor will exercise discretion where there is good reason, supported by evidence for any period of delay, or consider making reasonable adjustments to the procedure. Advice may be sought from the University Disability and Dyslexia Service where appropriate.
  - 23.3. the student disagrees with the academic judgement of an Assessment Board in assessing the merits of an item of academic work or the classification of a final award, where the Board's decision was reached in accordance with the

regulations. (In such circumstances the student should request feedback from the relevant tutor /module tutor.)

- 23.4. the student's academic performance was affected by poor teaching, supervision, service delivery or guidance. In such circumstances the student should submit a complaint in accordance with the Complaints Regulations and Procedure.
- 23.5. the student was ignorant of the published assessment regulations and procedures, including deadlines for the submission of assessments and appeals against an Assessment Board and Engagement Review Panel decision.
- 23.6. the appeal does not relate to decision of an Assessment Board or Engagement Review Panel decision related to the assessment results academic progression and/or award. Appeals against non-academic decisions such as termination for non-payments of fees are not considered within this Regulation.

## **Appeal Outcome**

24. Where an appeal in respect of an Assessment Board is upheld, the Appeal Assessor shall:
  - 24.1. notify the Assessment Board and the student shall be provided with a further assessment or reassessment opportunity in accordance with the Academic Regulations; or
  - 24.2. the original decision will be set aside leading to a new outcome being determined.
25. Where an appeal is upheld in respect an Engagement Panel decision, the Appeal Assessor will notify the Engagement Review Panel. The Appeal Assessor shall:
  - 25.1. revoke the termination of the student's registration; or,
  - 25.2. request further information and/or evidence; or
  - 25.3. set conditions that the student must meet before the termination is revoked; or
  - 25.4. refer the decision back for consideration.
26. Where an appeal in respect of a research degree is upheld, the Student Casework Office will seek advice from the Chair of the Research Degrees Sub-Committee as to an appropriate outcome. This may include, but is not limited to:
  - 26.1. the examiners being invited to reconsider their decision; or
  - 26.2. the appointment of new examiners
  - 26.3. a successful appeal cannot set aside a decision of the University Awards Board and recommend the award of a degree.
27. The student will be given a clear reason for any decisions reached. Where an appeal is not upheld and is rejected, the decision being appealed against shall stand.

28. The Appeal Assessor, who may be a member of the Student Casework Office, will notify students of the outcome of their appeal by email; this will normally be within 25 working days of the University receiving the appeal. However, where this proves not to be possible, the student will be notified of the progress of the consideration of the appeal.
29. Appeals that do not proceed to the Review Stage within 10 working days of the appeal decision(s) being sent will be considered as closed. A Completion of Procedures letter can be provided upon request, although students should be aware that the University's internal processes are not complete at this stage.

## **Review Stage 2**

30. The Review will not entail a reconsideration of the claim it will consider whether the appropriate procedures were followed and that the decision to reject the appeal was reasonable. The student may ask the Appeal Review Panel to review the decision(s) on the grounds that:
  - 30.1. there was a procedural error prescribed by these regulations;
  - 30.2. the outcome did not take into consideration all the circumstances in which the student could appeal against.
  - 30.3. the student has new evidence that they could not reasonably have provided when submitting an appeal which would probably have an important influence on the appeal outcome.
  - 30.4. the student is providing additional evidence by way of written representation in response the information sought by the Appeal Assessor at the appeal stage.
31. In such instances the student is expected to provide an explanation as to why the evidence is being submitted at this late stage of the procedure. Other than this, the Appeal Review Panel shall not consider any evidence that was not provided when the appeal was submitted, and a decision was reached.
32. The Stage 2 Review will be considered by an Appeals Review Panel (indicative composition):
  - 32.1. A senior member of academic staff (as Chair) from a School other than that in which the student's programme of study is located;
  - 32.2. A member of academic staff who is from a School other than that in which the student's programme of study is located;
  - 32.3. A nominee of the Students' Union.

## **Submitting a Review**

33. A Request for a Review must be submitted to the Student Casework Office in writing within 10 working days of the appeal decision(s) being sent and must be on the prescribed [Appeal Review Form](#). All relevant sections must be completed including; full name, student number; signature of the student and date.



34. The student must state the grounds on which the decision(s) should be reviewed.

## **Consideration of Review**

### **Review Outcome**

35. The Appeals Review Panel shall review the appeal decision and may:

- 35.1. uphold or partially uphold the student's appeal and agree to implement the outcome that they are seeking; or
- 35.2. uphold or partially uphold the student's appeal and implement an alternative outcome(s). The Student Casework Office may consult with the Chair of the Assessment Board where it is considered appropriate. This would normally be solely for the purpose of ensuring consistency of fairness and treatment with other student outcomes; or
- 35.3. reject and not uphold the student appeal. Students will be issued with a Completion of Procedures (COP) letter.

36. Students can request a COP letter where a review outcome decision is upheld. A COP letter will not automatically be issued to students following on from an upheld outcome.

37. At this point, students who remain dissatisfied with the outcome have the right to submit a complaint to the Office of the Independent Adjudicator (OIA) for Higher Education. Students should refer to the [OIA Website](#) to establish whether their complaint is something that the OIA would consider. A complaint must be submitted to the OIA within 12 months of the University's final decision. The OIA cannot consider complaints about:

- 37.1. Admissions, unless the person complaining is a former student of the University who is applying for re-admission, and the complaint is directly connected to their time as a student;
- 37.2. Academic judgment;
- 37.3. Student employment;
- 37.4. Something that has already been the subject of legal proceedings in a court or tribunal unless those proceedings are put on hold;
- 37.5. Something that has already been considered by another alternative dispute resolution body.

## **Confidentiality and Reporting**

38. The University will process all information in accordance with its [Student Privacy Notice](#) and the principles of the General Data Protection Regulation (GDPR). Appeals will be handled with an appropriate level of confidentiality and by trained staff. With information released only to those who need it for the purposes of investigating or responding to the appeal. No third party should be told any more about the appeal than is necessary in

order to obtain the information required from them.

39. The outcomes and recommendations from appeals may be shared across the University for institutional learning and reporting purposes, for instance to Academic Board and Board of Governors. However, personal information will be removed and handled in accordance with the University's Privacy Notice.

# Academic Regulations

## Section 14

### Complaints Regulations and Procedure

2021-22

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# Part 1 – How to raise a complaint

## Introduction

1. The University has a large community of students engaged in activities of an academic and non-academic nature and there may be instances where students are dissatisfied with some aspect of the activities they engage with. If this happens, it is important that matters of dissatisfaction are raised as quickly as possible.
2. Students can raise concerns, or express levels of dissatisfaction without risk of disadvantage or recrimination. The [Students' Union](#) can assist with complaints, associated questions and provide procedural advice at each stage of the Complaints Procedure.
3. The Student Complaints Procedure sets out how the University will deal with complaints that a student may wish to pursue. The procedure informs students of the University's definition of a complaint, who can make a complaint and the complaints process.
4. The University will process all information in accordance with its [Student Privacy Notice](#) and the principles of the General Data Protection Regulation (GDPR). Complaints will be handled with an appropriate level of confidentiality, with information released only to those who need it for the purposes of investigating or responding to the complaint. No third party should be told any more about the investigation than is necessary in order to obtain the information required from them.
5. If a complaint is against a member of staff, the student bringing the complaint will be informed if the complaint is upheld or not upheld. It is not appropriate to share specific details affecting the members of staff if the complaint is upheld, particularly if disciplinary action may be taken. It is important that students are aware of this from the onset to manage expectations.
6. The University aims to make this Procedure clear and accessible, as well as to encourage the early resolution of complaints in a way that is fair, reasonable and proportionate. Each case is considered on its own merit and in accordance with the evidence and circumstances presented. This Procedure should be read in conjunction with the General Provision set out in Part 2 of this document.

## Definition of a complaint

7. The University defines a complaint as an expression of dissatisfaction by one or more students about the action or omission of the University's teaching-related or service-related provision.

## Who can complain using these regulations?

### An individual studying at the University

8. Students currently enrolled at or being assessed by the University for which they receive teaching and/or supervision.
  - 8.1. Students are encouraged and expected to raise any problems or issues as

soon as the action or omission occurs and no later than 3 months of the problem or issue occurring.

- 8.2. Any delay in submitting a formal complaint will need to be fully explained. Formal complaints submitted after 3 months will not normally be considered and deemed invalid unless there is good reason accompanied by supporting evidence for the delay.
- 8.3. Students will be provided with a Completion of Procedures letter, if the complaint is rejected because it has been submitted late.

### **A group of individuals studying at the University**

9. Students currently enrolled or being assessed by the University may complain individually or as part of a group. Complaints will be responded to individually and contact details for each complainant should be included on the formal complaint form. In these circumstances, the group are advised to appoint a group representative (but no more than two) to facilitate communications for the purposes of the formal procedure.
  - 9.1. Students are permitted to provide individual statements should they share the concerns of the group and in addition, want to raise individual concerns in relation to the complaint being raised.
  - 9.2. Students are encouraged and expected to raise any problems or issues as soon as the action or omission occurs and no later than 3 months of the problem or issue occurring.
  - 9.3. Any delay in submitting a complaint will need to be fully explained. Formal complaints submitted after 3 months will not normally be considered and deemed invalid unless there is good reason accompanied by supporting evidence for the delay.
  - 9.4. Students will be provided with a Completion of Procedures letter, if the complaint is rejected because it has been submitted late.

### **An applicant, former student or recent graduate of the University**

10. An applicant, former student or recent graduate of the University.
  - 10.1. Complaints regarding the admissions process or decision should be submitted directly to the Director of Admissions & Enrolment. Completed [Formal Complaint Forms](#) and supporting evidence must be received within 3 months of the act or omission of the University. Complaints received after this time will not normally be considered.
  - 10.2. Formal complaints from former students or recent graduates should be submitted to the Student Casework Office for the attention of the Pro Vice-Chancellor Student Services. Completed [Formal Complaint Forms](#) and supporting evidence must be received within 3 months of leaving the University. Complaints received after this time will not normally be considered.
  - 10.3. Applicants, former students or recent graduates must provide good reasons for not raising the complaint within 3 months. The Pro Vice-Chancellor Student Services (or nominee) has the sole discretion to consider complaints outside of

the time limit. Formal complaints received more than 3 months after the matter being complained of will only be considered in exceptional circumstances.

- 10.4. A Completion of Procedures letter will be provided if the complaint is rejected because it has been submitted late.

## **Anonymous complaints**

11. Students can report incidences that they have either personally experienced or have witnessed in regard to the action or omission of the University's teaching-related or service-related provision (defined as a complaint) for the purpose of these regulations. Anonymous reporting may be used to provide statistical information to inform proactive and preventative work, or to allow for monitoring issues across the University. Choosing to report anonymously means the scope of the complaint is limited therefore, may not be able to be investigated or responded to by the University.

## **Procedure**

### **Early Resolution**

12. The early resolution stage provides the opportunity for current students to raise concerns before escalating them into a formal complaint. Early resolution is aimed at addressing straightforward concerns swiftly and locally without the requirement of completing and submitting a formal complaint form.
13. Early resolution could include attempting to resolve the matter (face-to face or by way of a written dialogue) with the member of staff most directly involved with the concern. Or attempting to resolve the matter with a person considered as an appropriate member of staff, for example:
  - 13.1. Teaching related –  
Module Tutor, Module Leader, Course Leader of the relevant School
  - 13.2. Service related – Manager of the relevant Professional Service Department
14. If students are unsure of who to speak to regarding a concern, their [School Office](#) can be the first point of contact. Students can also seek to resolve the matter informally by identifying the [appropriate service](#) that concern relates to. If students would like to seek advice, they should contact the Students' Union.
15. Early resolution is an optional stage of this procedure and any response to the concerns raised should take no longer than 10 working days. Should students be dissatisfied with the response, they should consider making a formal complaint.
16. Students who wish to pursue a formal complaint at this stage, should complete and submit a Formal Complaint Form and any supporting evidence to the Student Casework Office.

### **Formal Complaint Stage 1**

17. A complaint should be raised as soon as the action or omission occurs and submitted

no later than 3 months of the problem or issue occurring.

17.1. Applicants, former or recent graduates should refer to paragraph 10.

18. Students are required to complete and submit a [Formal Complaint Form](#) and supporting evidence to the Student Casework Office.

19. The Student Casework Office shall undertake the investigation of the complaint or nominate another impartial person situated outside of the School and/or Professional Service Department being complained of to undertake the investigation.

20. Students are asked to clearly state the issues they complain of and to indicate the remedy they are seeking. As this is an evidence-based process, students are asked to include any evidence they wish to rely on to support the issues raised and to confirm all relevant evidence has been submitted. Examples of the types of evidence that can be provided include but are not limited to the following:

- Relevant correspondence
- Relevant course or service documentation
- Expert reports by professionals or placement reports
- Witness statements
- Independent medical advice
- Social media where relevant

21. On receipt of the formal complaint, the Student Casework Office will determine whether:

21.1. The complaint has been submitted within 3 months of the problem or issue occurring for students studying at the University. Applicants, former or recent graduates should refer to paragraph 10.

21.2. The Complaints Procedure is appropriate, or whether the issue should be dealt with through another University Regulation for example, Mitigating Circumstances, Appeals, Student Conduct or Fitness to Study.

21.3. The concern (where agreed) could still be resolved through early resolution if suitable steps have been identified and progress can be made towards a resolution.

21.4. The complaint is vexatious or without substance or merit. In such instances the Student Casework Office shall consult with the Head of Student Casework and either, dismiss the complaint, consider the complaint or refer the complaint to an impartial nominee situated outside of the School and/or Professional Service Department being complained of except if the matter relates to admissions process or decisions. Complainants should refer to paragraph 10.

21.5. If the outcome is to reject the complaint, then the complainant may proceed to the Final Complaint Review Stage within 10 working days from the date of the decision.

22. After taking into consideration each instance in 21 above, where there are reasonable grounds, the Student Casework Office, (or the impartial nominee) shall investigate the complaint.

- 22.1. Students will be notified of the individual responsible for the investigation if the complaint is investigated by a nominee.
  - 22.2. The investigation will be conducted by a member of staff who has not previously been involved in the matter to avoid actual or potential conflicts of interest.
23. The investigation will take into account any evidence provided to support the complaint. There may be instances in which additional information is requested as part of the investigation. The timeframe in which to provide additional information is within 5 working days of the request being made.
24. The Student Casework Office, or the impartial nominee may request a meeting as part of the investigation to discuss the complaint, the evidence provided and any potential resolution. If a meeting is arranged, students shall be given 5 working days' notice.
  - 24.1. Students can be accompanied by someone such as a friend/advisor from the Students' Union by way of support and not by way of legal representation, such as a Solicitor or Barrister. The accompanying person's capacity at the meeting is one of a silent observer.
  - 24.2. Students that are unable to attend a meeting in person can be offered a suitable alternative such as a telephone call or, where feasible, a Microsoft Teams (MS Teams) video link.
  - 24.3. Students can request that the meeting be rescheduled on one occasion (within 5 working days of the initial meeting date). Rescheduling however may cause a delay in receiving the complaint outcome. The investigator of the complaint has the sole discretion to consider requests made outside of the timeframe.
  - 24.4. The Student Casework Office or the impartial nominee can continue with the investigation and come to a conclusion where a meeting has been scheduled and/or rescheduled within a reasonable period (referred to in point 24 and 24.3.) and students have chosen not to attend.
25. Once the complaint has been completed, the Student Casework Office, or the impartial nominee shall provide a written outcome within 25 working days of the formal complaint submission. The outcome shall include the findings, the decision in relation to each issue raised and any remedial actions that will be taken, if any.
26. If the investigation cannot be completed by the expected date, the person investigating the complaint will inform the student of the delay and give an indication of when the expected outcome is likely to be received.
27. Students who are dissatisfied with the outcome may wish to proceed to the Final Complaint Review stage.
28. Complaints that do not proceed to Final Complaint Review stage after 10 working days from the date of the outcome letter will be considered as closed. A Completion of Procedures letter can be provided upon request, although students should be aware that the University's internal processes are not complete at this stage.



## Final Complaint Review Stage 2

29. Students who wish to proceed to the Final Complaint Review should complete and submit a [Final Complaint Review Form](#) to the Student Casework Office within 10 working days from the date of the outcome letter.
  - 29.1. The Head of Student Casework (or nominee) has the sole discretion to consider complaint reviews outside of the time limits and will only consider late complaints at the review stage in exceptional circumstances. An explanation and any relevant evidence should be submitted with any late complaint review.
  - 29.2. It will be the final decision of the University if the Head of Student Casework (or nominee) rejects the exceptional circumstances, or considers the matters being pursued are vexatious or without substance. In such instances, a Completion of Procedures letter will be provided within 10 working days of receipt of the Final Complaint Review.
30. A complaint must have been considered at the Formal Complaint stage before it can be escalated to the review stage. Complaints submitted directly to the Student Casework Office at this stage will be referred back to the Formal Complaint stage for consideration.
31. The Final Complaint Review will be considered by a Complaint Review Panel (indicative composition):
  - 31.1. A senior member of academic staff or professional services staff (as Chair) from a School other than that in which the student's course of study is located or a service with no prior involvement in the matter being complained of;
  - 31.2. A member of academic or professional services staff from a School other than that in which the student's course of study is located or a service with no prior involvement in the matter being complained of;
  - 31.3. A nominee of the Students' Union.
32. The review stage will not reconsider the formal complaint afresh, be an opportunity for a second opinion, or involve a further investigation. A request for review will only be considered by the Complaint Review Panel on the following grounds:
  - 32.1. There has been a procedural error in applying the regulations when the complaint was investigated. For instance, the review will consider whether the formal complaint was conducted fairly and in accordance to the procedures set out within the regulations.
  - 32.2. There have been other irregularities when the complaint was investigated which has demonstrably affected the outcome of the complaint to the detriment of the student. For instance, not all aspects of the complaint were addressed, the information provided in the outcome was considered incorrect, or the evidence provided was not taken into consideration.
  - 32.3. There is new essential evidence that could not be made available when the formal complaint was submitted or investigated that would have significantly affected the outcome of the complaint. In such instances students are expected to provide an explanation as to why the evidence is being submitted at this late

stage of the procedure.

- 32.4. The outcome decision was upheld or partially upheld but the decision or the proposed remedy was unreasonable or disproportionate.
33. With the grounds for review in mind, students are expected to clearly set out the grounds on which a review is being requested.
34. The Head of Student Casework (or nominee) shall refer to point 32 to determine that there are valid grounds for the review. The Head of Student Casework (or nominee) can reject a complaint review if the review falls outside of the grounds stated above. In such instances, a Completion of Procedures letter will be provided within 10 working days of receipt of the Final Complaint Review.
35. Valid Final Complaint reviews will be referred to the Complaint Review Panel and within 25 working days of the review submission that Panel shall either:
  - 35.1. Reject and uphold the original Stage 1 complaint decision at the review stage. Students will be issued with a Completion of Procedures (COP) letter.
  - 35.2. Uphold or partially uphold the complaint review submitted and propose a resolution or a revised resolution.
  - 35.3. Uphold and overturn the Formal Complaint outcome decision. Recommendations will be made to the School or Professional Service Department for reconsideration. Students will receive a written response from the School or Professional Service Department to explain how and when any recommendations by way of remedy will be implemented. A remedy can include an apology.
  - 35.4. Students can request a COP letter where a review outcome decision is upheld. A COP letter will not automatically be issued to students following on from an upheld outcome.
  - 35.5. If the investigation cannot be completed by the expected date, the Student Casework Office will inform the student of the delay and give an indication of when the expected outcome is likely to be received.
40. At this point, students have completed the University's internal procedures. Students who remain dissatisfied with the outcome have the right to submit a complaint to the Office of the Independent Adjudicator (OIA) for Higher Education. A complaint must be submitted to the OIA within 12 months of the University's final decision. The OIA cannot consider complaints about:
  - 40.1. Admissions, unless the person complaining is a former student of the University who is applying for re-admission, and the complaint is directly connected to their time as a student;
  - 40.2. Academic judgment;
  - 40.3. Student employment;
  - 40.4. Something that has already been the subject of legal proceedings in a court or tribunal unless those proceedings are put on hold;

40.5. Something that has already been considered by another alternative dispute resolution body.

## Part 2 – General Provisions

### Complaints excluded from this procedure and alternative procedures

36. It is impractical for the Students Complaints Procedure or any other procedures to cover every kind of issue that students may wish to raise. Therefore, students should note that this procedure cannot be used to:
37. Raise third party complaints on behalf of a student. This includes parents, guardians, relatives or the spouse or partner of a student. Only in exceptional circumstances will a complaint be considered if, written authorisation and valid reasons have been provided by the student.
38. Raise complaints about Assessment Board or Engagement Review Panel decisions for progression, assessments and awards. Complaints should be made by way of the Appeals Regulations and Procedure.
39. Raise complaints about students conduct or against other students at the University. Complaints should be made by way of the Student Conduct or the Fitness to Study Regulations.
40. Raise complaints about a number of issues outside of the Complaints Procedure. Students will be informed to submit the required form when a complaint would be more appropriately considered under a different regulation or procedure referred to in points 38 and 39.
  - 40.1. If two procedures are to be pursued at the same time, then one procedure may be suspended pending the completion of another. In this instance, students will be informed by the Student Casework Office (or the impartial nominee) which procedure is being pursued and which procedure is being suspended.
41. Complain frivolously, vexatious, without substance or merit, or not in line with the Student Code of Conduct. Complaints of this nature may be subject to action by the University under the Student Conduct procedure. Examples can include complaints which are harassing, designed to cause disruption or annoyance, demand for redress lacking any serious purpose or value and /or have unrealistic expectations and/or unreasonable outcomes.
42. Raise suggestions of a legal claim. This should be sent to the University Secretary's Office who will respond in line with the Court's guidelines. If a complaint raises the same issues as ongoing or completed legal proceedings or issues contained in a letter of claim, the complaint will not be investigated unless ongoing legal proceedings are put on hold or the student confirms that they do not require a response to the letter of claim.
43. Complaints against the Students' Union, such complaints should be made by way of the [Students' Union Complaints Procedure](#).
44. Where complaints concern the conduct of staff, a decision will be made as to whether Human Resources need to be notified and/or if a separate procedure will be followed.

### Collaborative/partner institutions

45. Academic complaints should be submitted following the procedure of the institution in which the student is based. Complaints from collaborative/partner institutions, may only

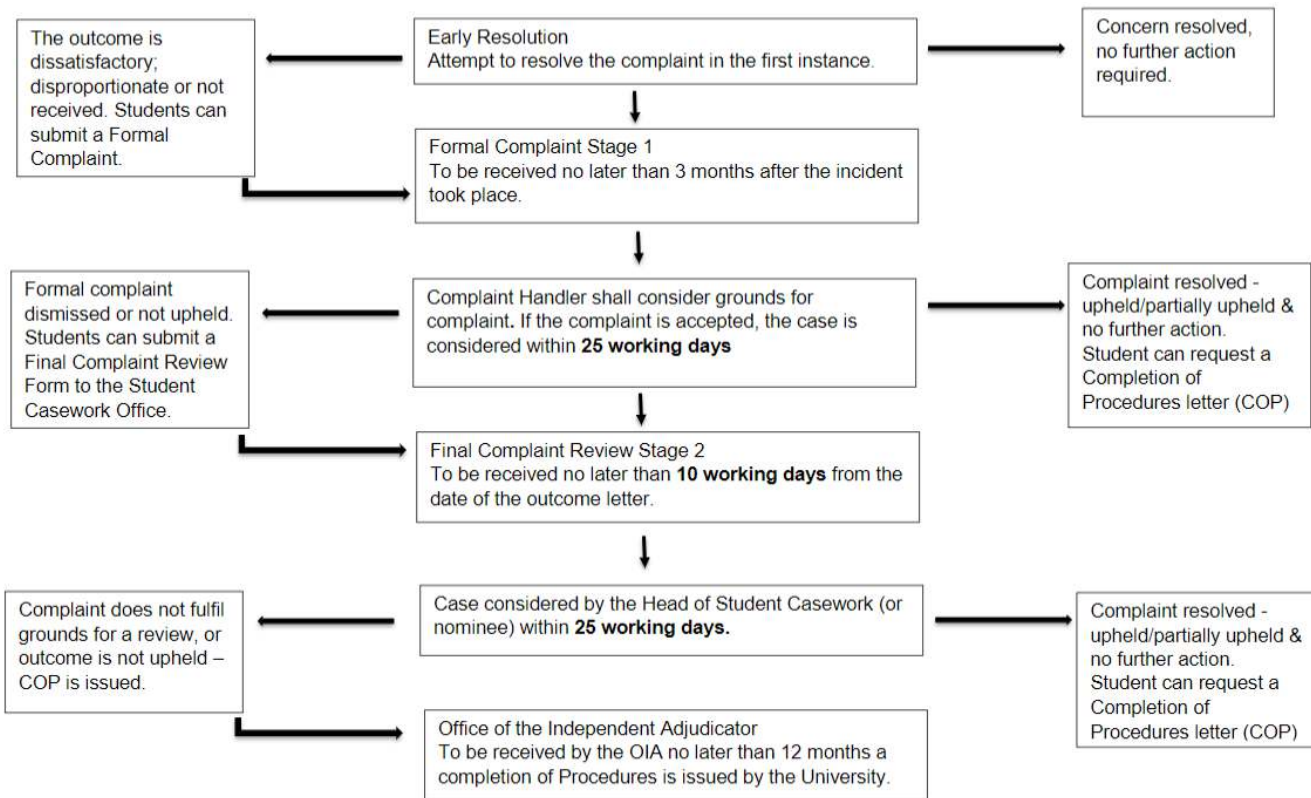
be accepted at the University's Final Complaint Review Stage where students have reached the end of their collaborative/partner institutions internal procedures.

### **Complaints from students on placement**

46. Specific concerns about placement provision, or students on placement can either fall under the jurisdiction of the University or under the host institution or company.
  - 46.1. In the first instance, a complaint should be taken up informally with either the appropriate member of staff or with the Placement Supervisor. This may be done by the student concerned, another student, the Placement Supervisor or another academic member of making the complaint.
  - 46.2. If student remains dissatisfied and wishes to make a formal complaint, the matter should be put in writing on a Formal Complaint Form and supporting evidence to the Student Casework Office in line with the above procedures.
  - 46.3. If staff remain dissatisfied, they may wish to pursue under Fitness to Practice for professional regulated course or Student Conduct or Fitness to Study Regulations.

### **Confidentiality and Reporting**

46. The University will process all information in accordance with its [Student Privacy Notice](#) and the principles of the General Data Protection Regulation (GDPR). Appeals will be handled with an appropriate level of confidentiality and by trained staff. With information released only to those who need it for the purposes of investigating or responding to the appeal. No third party should be told any more about the appeal than is necessary in order to obtain the information required from them.
47. The outcomes and recommendations from complaints investigations may be shared across the University for institutional learning and reporting purposes, for instance to Academic Board and Board of Governors. However, any personal information will be removed and handled in accordance with the University's Privacy Notice.



# Academic Regulations

## Section 15

### Academic Misconduct Regulations and Procedure

2021-22

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## **Part 1 - General Provisions**

### **Introduction**

1. The purpose of the Academic Misconduct Regulations (“Regulations”) is to protect the academic integrity of the University and its awards, and maintain high standards of academic conduct, intellectual honesty, and professionalism. This benefits both the University and its students, whether past, present or future.
2. Students should familiarise themselves with the academic conventions and practices applicable to their course and chosen area of study. It is the responsibility of staff and students to ensure that standards set out by these Regulations are upheld.
3. For the purpose of these Regulations, the term ‘Academic Misconduct’ includes all forms of cheating (i.e. examinations, formal assessments, commissioning another person to complete an assessment or buying work online), plagiarism and collusion. Schedule 1, sets out the definitions of Academic Misconduct and the categories of what constitutes Poor Academic Practice, Minor, Moderate, Major and Severe.
4. An allegation of Academic Misconduct shall only be proven on the balance of probabilities, that it is more likely than not that the Academic Misconduct occurred.
5. For the purposes of these Regulations, the person, (whether the University or the student) making an allegation or stating a fact is responsible for proving it. All decisions regarding the application of penalties under these Regulations shall be made without prejudice, or bias.
6. These Regulations allow the opportunity for students to receive formative guidance on what constitutes Poor Academic Practice, when it is established that a student has submitted work that does not meet the definition of a Minor category of misconduct.
7. Any student who has received an allegation of Academic Misconduct is advised to promptly seek assistance from the Students’ Union.
8. The Pro Vice-Chancellor Student Services has overall responsibility for the Academic Misconduct Procedures.

### **Applicability**

9. These Regulations apply to:
  - 9.1 any person who is registered as a student of the University (including those students who have taken a break from their studies).
  - 9.2 so far as is practicable, any person to whom an offer of a place has been made and who subsequently becomes a student.
  - 9.3 a student against whom an allegation was pending when their registration by withdrawal or otherwise was terminated and who subsequently re-joins the University.

9.4 so far as is practicable, any person who has had an award conferred by the University, whereby the University is informed of an allegation retrospectively as under paragraph 63.

9.5 students studying at our Partnership institutions who submit a Request for Review as defined in paragraph 62.

### **Standard of Academic Conduct**

10. Students shall:

10.1 not claim others' work as their own and shall respect all relevant academic conventions and practices;

10.2 not give or receive unpermitted aid in examinations; nor give or receive unpermitted aid in class work, in the preparation of essays, or coursework, or in any other work that is to be used as the basis of assessment;

10.3 A non-exhaustive list of examples of Academic Misconduct is set out in Schedule 1.

### **Misconduct Offences**

11. If a student is found on the balance of probabilities to have committed misconduct, they are liable to penalties set out in Schedule 1.

12. An allegation of 'Academic Misconduct', including all forms of cheating, collusion and plagiarism, shall be dealt with under these Regulations as defined in Schedule 1.

13. All panels and decisions under these regulations shall be made and conducted in accordance with these Regulations.

14. Academic Misconduct that has been proven under these Regulations may be referred to in any reference provided by the University or by a member of staff. Where a student is enrolled on a course that is regulated by a professional, statutory or regulated body (PSRB) the University may be obliged to report that fact to the PSRB

### **Fitness to Practise and Professional or Regulatory Requirements**

15. Where allegations are made against a student on an Accredited Course, the University may:

15.1 notify the relevant body of the matter.

15.2 take separate action (in addition to any action under these Regulations) under its

Fitness to Practise policy, Academic Regulations, Student Conduct Regulations or Course Regulations. The University may use any evidence compiled pursuant to these Regulations in any Fitness to Practise proceedings.

## Part 2 – Reporting Allegations of Academic Misconduct

### Examinations or tests

16. If, during an examination, an invigilator believes that a student has engaged in Academic Misconduct they shall normally inform the student and endorse the student's answer book as follows: with the time, a brief description of the incident and with their initials. Any prohibited material will be removed and retained. The student shall then be permitted to continue, in a new answer book. A written report of the incident shall be made to the Student Casework Office by the invigilator or examiner concerned, as soon as possible and normally within a week of the incident. The Senior Invigilator shall, in addition, note the circumstances in the Senior Invigilator Report. Where evidence of Academic Misconduct is reported to the Student Casework Office after this deadline, an allegation may still be progressed if, in the opinion of the Pro Vice-Chancellor Student Services (or nominee), there are compelling reasons to do so.

### Other Assessments

17. Where an internal examiner suspects Academic Misconduct, an Academic Misconduct Allegation Report Form should be completed, including relevant evidence, to the Student Casework Office as soon as practicable, but no later than 30 working days from the standard submission deadline for the work concerned. Exceptionally, a written report, including relevant evidence, may be submitted no later than a 5 working days after this period, but only with the prior agreement of the Student Casework Office. Where evidence of Academic Misconduct is reported to the Student Casework Office after this deadline, an allegation may still be progressed, in the opinion of the Pro Vice-Chancellor Student Services or (nominee), there are compelling reasons to do so. Once an allegation has been received, the Student Casework Office shall notify the student of the allegation and accompanying evidence within 10 working days.
18. Where an internal examiner has reasonable suspicion that a student has engaged in Academic Misconduct, the internal examiner may require the student to sit an informal *viva voce* examination. Such an examination shall be conducted in accordance with guidance published by the Student Casework Office. The report of the *viva voce* may be used as evidence. For guidance, refer to Safeguards and Guidance outlined in Schedule 4.
19. Where an external examiner establishes that there is suspected, Academic Misconduct, they shall notify the internal examiner, who shall act in accordance with paragraph 17.
20. Where the University is made aware of an allegation of Academic Misconduct from any person(s) outside of the University, the most appropriate of internal academic staff shall act in accordance with paragraph 17.
21. A student who believes that there are grounds for an allegation of academic misconduct against another student shall inform the relevant Module/Course Leader who shall establish if there is sufficient evidence of academic misconduct. If such evidence is found, the member of staff shall act in accordance with paragraph 17.
22. A report of Academic Misconduct shall:

- 22.1 be in writing, signed and dated by the member of staff making it;
- 22.2 specify the full name(s) and number(s) of the student(s) to whom it relates;
- 22.3 state the facts and the evidence on which the allegation has been made and be accompanied by all the relevant evidence;
- 22.4 provide details of the assessment, including the coursework or examination questions, the weighting of the item of assessment and any information provided to students concerning academic conventions and practices.
- 22.5 be recorded on internal University records, pending the final outcome.

### **Minor Academic Misconduct in Coursework**

23. Where the allogger establishes that there is evidence of Academic Misconduct relating to coursework, which if substantiated could lead to a Minor or above penalty, they shall submit an Academic Misconduct Allegation Report Form to the Student Casework Office.
24. Where the Student Casework Office determines that the alleged Academic Misconduct suggests a higher or lower category and/or penalty, or where the student has a previous proven allegation substantiated, the case will be progressed under paragraphs 27 to 53.
25. Unless the Student Casework Office has determined that the allegation should be progressed under paragraphs 27 to 53, they will write to the student confirming:
  - 25.1 that an allegation has been submitted;
  - 25.2 details of how the student can access their work and evidence within the School should a student wish to review the basis of the allegation;
  - 25.3 details of how to Request a Review of the allegation, should a student wish to dispute the allegation;
  - 25.4 school arrangements and contacts details so that the student can undertake an academic conduct tutorial.

### **Penalties**

26. The Table of Penalties in Schedule 1 applies to substantiated first incidents of Academic Misconduct. When a Level 5 student or above has a previously substantiated case of Academic Misconduct that is Minor from a previous academic year, a penalty for a second or subsequent substantiated allegation of Academic Misconduct will normally be one

penalty level higher than the most recent substantiated case of Academic Misconduct. There is a maximum period of 6 years in which any second or subsequent substantiated allegation can be applied to substantiated first offences.

### **Consideration of Allegations of Academic Misconduct**

27. The student shall be presumed innocent of the alleged misconduct until a decision or determination has been made;
28. An allegation of misconduct shall only be proven, if it is found that it is more likely than not that the misconduct occurred (that is, on the balance of probabilities);
29. The person (whether the University or the student) making an allegation or stating a particular fact is responsible for proving it. There is no need to prove an allegation or a fact that has been admitted.
30. The Student Casework Office shall first determine if there is evidence to progress an allegation submitted in accordance with paragraphs 16 to 21 above. A submitted allegation shall usually be considered by the Student Casework Office within 45 working days. There may be circumstances where, for good reason, the University will need to extend this timeframe. Circumstances that may delay completion of the procedures include but are not limited to:
  - 30.1 incomplete form and/or evidence;
  - 30.2 delays in student responses;
  - 30.3 consideration paused to allow for matters being considered as part of another Regulations or Procedures, for instance Student Conduct Regulations or the Complaints Procedure. Any period in which the appeal is put on hold to allow for consideration of another procedure shall not be included in the 45 working day period referred to above.
31. In unsubstantiated cases, the allogger will be notified and case will be returned with a request that the work is marked as per the University's Academic Regulations.
32. In cases of Poor Academic Practice, that does not constitute a Minor category listed in Schedule 1, the School is advised for this to be reflected in the mark awarded to the student and for feedback to be given to allow for development. If established, the item of work can be failed on pedagogic grounds.
33. In cases where the Academic Misconduct falls under one of the categories listed in Schedule 1, the student will be informed that there is sufficient evidence to support the allegation. The student will be invited to make any submissions in response to the allegation within a period of 10 working days. Any submissions provided by the student will be considered before a decision about the allegation is made. If the student fails to make such submissions within the time period, or at all, the decision will be that the allegation is found to be proven and an appropriate penalty imposed.
34. In cases where the Academic Misconduct falls under two or more categories; e.g., in cases of collusion, or where there is ambiguity as to the nature of the Academic Misconduct, the Student Casework Office shall progress the case by notifying the student in writing of the allegation and by requesting that the student responds by the

completion of an Academic Misconduct Appeal Form. Cases that fall under paragraph 34, will be progressed to a hearing to determine the category and the penalty that should be applied.

35. In relation to paragraphs 33 and 34 above, the Student Casework Office will notify a student of the allegation. Notification to the student shall include:

35.1 a copy of the allegation and all evidence in support of it;

35.2 a copy of these Regulations; and

35.3 the options available to the student when responding to the allegation and signposting to relevant support such as the Students' Union and, where appropriate, Student Services.

### **Part 3 - Options for a Student Response by Way of Appeal**

36. Where a student has been notified of an allegation of Academic Misconduct, they may appeal within 10 working days from the date of receipt of the notification of the allegation of Academic Misconduct.

37. In cases progressed under paragraph 33 and 34, when submitting an Appeal, a student may:

37.1. Dispute the allegation and also make representations against the level of the penalty imposed. Where a student does not explicitly request an oral hearing, the case will be considered by way of written representations; or,

37.2. Accept the allegation and make written representations only as to level of penalty imposed; and

37.3. Complete, sign and return the Academic Misconduct Appeal Form attaching any evidence in support of their statement, to the Student Casework Office.

38. A student shall indicate whether they want the allegation and their response to be considered by way of written submission or at an oral hearing. Where a student does not explicitly request an oral hearing, the case will be considered by way of written representations.

39. In cases involving two or more students, if one student requests that their case be considered by way of an oral hearing, all students who form part of the allegation will be invited to attend the hearing. A student who originally requested for the case to be heard by way of written representations shall not be eligible to request a postponement of the hearing.

### **Reconsidering the Same Offence**

40. An allegation of Academic Misconduct may be reconsidered for a second time if new evidence emerges (within 6 years of the first allegation) which for good reason, the University could not obtain at the time the first allegation was considered. In such instances, the University will take into consideration the outcome of the first process, the length of time that has elapsed, the severity of the alleged offence, the impact of the

student going through a second Academic Misconduct process and any obligations the University has to professional or regulatory bodies.

41. If deemed necessary, the University will contact the student having considered the above and provide reasons for any decisions made.

### **Valid/Invalid Responses**

42. In responding, a student shall identify and explain the reasons that form the basis of the case upon which the student is relying and should be accompanied by any relevant evidence in support of their statement. Requests that do not identify and explain the reasons upon which the student is relying shall be deemed invalid by the Student Casework Office; the student shall be notified in writing of this and shall be deemed to have accepted the allegation.
43. Where students do not respond within the stated deadline, they will be deemed to have accepted the allegation, and where relevant, a Panel shall determine the appropriate category of Academic Misconduct. The Student Casework Office shall inform the student in writing of the Panel's decision or that by not responding, the student has missed the appeal deadline but may still be able to Request a Review of the decision. Appeals shall be considered in accordance with the composition of the Panel as defined under paragraphs 58 to 65.

### **Consideration of a Student Response**

44. Where a student disputes the allegation, a Panel shall consider the allegation and the evidence in support of it alongside the student's submission. The Panel shall then determine whether there is sufficient evidence of Academic Misconduct to substantiate the allegation under one of the categories of Academic Misconduct listed in Schedule 1. In such cases the Panel shall substantiate the allegation and further consider any representations, which have been presented by the student, as to the imposed penalty.
45. Where a student has made representation only against the penalty imposed, the Panel shall consider these representations and determine if the valid grounds have been presented upon which the penalty may be lowered. There is no requirement to substantiate an allegation that has been admitted.

### **Submitting a Request for Review and the Grounds for Review**

46. A student who has received a penalty pursuant to these Regulations may Request a Review of the decision or the penalty.
47. The Review must be made in writing on the prescribed Review Form signed by the student and sent to the Student Casework Office within 10 working days of the date the student was notified of the decision.
48. A Request for Review may only be made on the grounds that:
  - 48.1. the student was unable to respond to the allegation within the timeframes provided in these Regulations for valid reasons beyond the student's control; or

- 48.2. there has been a material procedural defect, other than one for which the student is responsible, resulting in substantial unfairness to the student; or
- 48.3. the evidence of alleged misconduct was insufficient to substantiate the allegation; or
- 48.4. the student has new evidence that they could not reasonably have provided during the investigation and which would probably have a material influence on the outcome. Other than this, no new evidence shall be considered; or
- 48.5. the sanction or penalty is manifestly disproportionate to the misconduct that was found.

### **Consideration of Review**

49. The Student Casework Office may dismiss a Request for a Review on the basis that:

- 49.1. the Review form is received late and there is no reasonable explanation of the lateness, or;
- 49.2. does not clearly state the grounds on which the Review is being made; or
- 49.3. does not disclose any reasonable grounds of Review; or
- 49.4. is entirely without merit.

50. Unless the Request for Review is dismissed pursuant to paragraph 49, the Student Casework Office shall refer the Review to a Head of School, Dean or their nominee (who is from a different School of the student raising the Review, and with no previous involvement in the case) within 5 working days of receiving the student's duly completed Review Form.

51. The Head of School, Dean (or their nominee) shall consider the review on the basis of the written review papers, unless it would assist their consideration or otherwise in the interest of fairness, in which case a hearing shall be convened. A decision on the basis of the written review papers or a decision to convene a hearing shall usually be made within 10 working days of the Student Casework Office's receipt of the duly completed Review Form.

52. After reviewing the decision the Head of School, Dean (or their nominee) may:

- 52.1. affirm, set aside or vary any finding or decision reached;
- 52.2. refer the matter, or any part of it or any decision to the Academic Misconduct Panel for further consideration, with any such guidance as the Head of School, Dean (or their nominee) thinks fit.
- 52.3. Head of School, Dean (or their nominee) shall notify the Student Casework Office of their decision within the timeframe stated in paragraph 51 above.
- 52.4. The Student Casework Office will notify the student of the outcome.



53. At this point, students who remain dissatisfied with the outcome have the right to submit a complaint to the Office of the Independent Adjudicator (OIA) for Higher Education. Students should refer to the [OIA Website](#) to establish whether their complaint is something that the OIA would consider. A complaint must be submitted to the OIA within 12 months of the University's final decision. The OIA cannot consider complaints about:

53.1. Admissions, unless the person complaining is a former student of the University who is applying for re-admission, and the complaint is directly connected to their time as a student;

53.2. Academic judgment;

53.3. Student employment;

53.4. Something that has already been the subject of legal proceedings in a court or tribunal unless those proceedings are put on hold;

53.5. Something that has already been considered by another alternative dispute resolution body.

### **Academic Misconduct Appeal from a Student at a Partner Institution**

54. Students from collaborative/partner institutions who have completed the Academic Misconduct procedures of their host institution shall have a right to Request a Review to the University. Any Review will be considered in accordance with paragraphs 49 to 52 above.

### **Academic Misconduct after a Student has Graduated**

55. Penalties may be applied where Academic Misconduct has been substantiated for a student who has completed their studies and a final award has been conferred. The most serious penalty that may be applied shall be withdrawal of the relevant award previously conferred on the student. As in paragraph 15 in such cases, the University may notify a relevant body of the matter.

### **Confidentiality and Reporting**

56. The University will process all information in accordance with its Student Privacy Notice and the principles of the General Data Protection Regulation (GDPR). Allegations of Academic Misconduct will be handled with an appropriate level of confidentiality and by trained staff. With information released only to those who need it for the purposes of investigating or responding to the allegations of Academic Misconduct. No third party should be told any more about the case than is necessary in order to obtain the information required from them.

57. The outcomes and recommendations from Academic Misconduct cases may be shared across the University for institutional learning and reporting purposes, for instance to Academic Board and Board of Governors. However, personal information will be removed and handled in accordance with the University's Privacy Notice.

## Part 4 - Composition and Role of the Panel

58. In respect of all hearings and decisions under these Regulations:

59. The composition of a Panel convened under these regulations and its Chair will be determined in accordance with the table below:

	<b>Size of panel</b>	<b>Membership requirements</b>	<b>Chair</b>
Academic Misconduct (undergraduate and taught postgraduate students)	Written representations: At least three, not exceeding four	At least three academic members of staff	Member of academic staff designated by the Panel itself
	Oral hearing: At least three, not exceeding four		
Academic Misconduct (postgraduate research students)	Written representations: At least three, not exceeding four	At least three members of the Research degrees subcommittee	Person designated by the Research Degrees subcommittee
	Oral hearing: At least three, not exceeding four		

60. No person shall be eligible to be a member of a Panel who has:

60.1. any responsibility for the teaching or assessment of the module in question; or,

60.2. been previously involved in a review of an allegation involving the same student.

61. The Student Casework Office shall appoint a Clerk to the Panel and shall supply all the relevant documentation to the Panel.
62. In respect of any oral hearing before a Panel:
  - 62.1. the student shall be given at least 5 working days' notice of the hearing, which will include details of the panel, a list of witnesses that the person making the allegation/Student Casework Office intend to call;
  - 62.2. the student shall notify the Student Casework Office any witnesses whom they intend to call no later than 3 working days before the hearing. It is the student's responsibility to arrange for these witnesses to attend the hearing.
63. At any oral hearing before the panel arranged under these Regulations, the student may:
  - 63.1. attend the hearing either in person or by suitable electronic means agreed by the Chair of the Panel in which all participating in the meeting may communicate with all the other participants. The student does not need to attend the hearing and the Panel may make a decision in the student's absence, provided that the Panel is satisfied the student was informed of the date of the hearing and has not given a reasonable excuse (supported by evidence) for absence. An oral hearing will only be postponed more than once in exceptional circumstances.
  - 63.2. be assisted by a Friend at the hearing who shall normally be a member of staff or student of the University. A member of the student's family can only act in the capacity of a "Friend" at the Panel's discretion. A "Friend" is defined as a friend, guardian or representative of the student (but not a qualified lawyer, unless deemed appropriate by the Chair under 1.9 of Schedule 4) provided such person is a Student of the University, a member of staff or officer of the Students' Union, a member of staff of the University, or a member of the student's family. The student is responsible for arranging the Friend's attendance at the hearing;
  - 63.3. see any documents relevant to the matter that the Panel has seen (whether or not the University relies on them);
  - 63.4. ask questions to clarify the allegations and the facts that are being alleged;
  - 63.5. call witnesses. The student is responsible for arranging the witnesses' attendance at the hearing. The Chair of the Panel may decline to hear a witness if their evidence is not relevant;
  - 63.6. ask (via the Chair of the Panel) questions of witnesses or the person presenting the case against them;
  - 63.7. make representations to the Panel.
64. The Panel shall be conducted in accordance with the directions (whether given at the hearing or beforehand) of the Chair of the Panel, who may also determine the order of proceedings. Such directions may include:
  - 64.1. hearing of related allegations against two or more students at the same hearing;

- 64.2. requiring the provision of written witness statements or summaries of the witnesses' evidence before the hearing;
  - 64.3. the manner in which any witnesses' evidence will be taken (for example, in person or by suitable electronic means);
  - 64.4. imposing time limits on submissions;
  - 64.5. adjourning the hearing to another time or place;
  - 64.6. shall be conducted in private, except that members of staff may attend for training purposes, with the agreement of the student;
  - 64.7. may ask questions of the student, witnesses or the person presenting the allegation;
  - 64.8. may take advice from the Clerk, a legal advisor or other advisors;
  - 64.9. shall reach its decision by majority vote. In the event of a tie, the Chair of the Panel shall have a second or casting vote;
  - 64.10. shall not be made aware of any previous misconduct by the student, except where the previous misconduct is relevant to the current allegation.
65. When the Panel is considering sanctions, and only with the agreement of the Chair of the Panel;
- 65.1. shall state the reasons for the decision that it reaches, including any penalties imposed;
  - 65.2. a record of the salient points of Panel proceedings, including the Panel's reasons shall be kept and shall be agreed by the Chair of the Panel.
  - 65.3. the Clerk to the hearing shall notify the student of the decision of the hearing and shall record the decision on the student's file.

## Schedule 1. Table of Penalties

Category	Type of Academic Misconduct	Penalty
<p><b>Minor</b></p>	<p>Plagiarism by moderate use of quotes or close paraphrasing without the use of quotation marks and incomplete or incorrectly cited bibliographies.</p> <p>Colluding by making available work to another student, either intentionally or as a result of negligence that can be presented as another student.</p> <p>Self-plagiarising an assessed piece of work submitted previously by the student (either at London Met or another institution) or work submitted for assessment that has previously been published elsewhere</p> <p>Collusion by submitting work produced in collaboration with another person or persons as the work of a single student.</p> <p>Cheating by performing any action in an examination room that is prohibited by an invigilator or examiner including; removing any script or unauthorised materials, possession of or use of device unless permitted in the rubric, communicating with any person other than the</p>	<p>Failure in the item of assessment, with reassessment right where permissible.</p> <p>The assessment component mark will be capped at a bare pass.</p>

	<p>invigilator during the Examination.</p> <p>Cheating during an examination or copying or attempting to copy the work of another student, whether by overlooking his or her work, asking him or her for information, or by any other means.</p> <p>Collusion by making available work to another student, either intentionally or as a result of negligence that can be presented as another student.</p>	
<p><b>Moderate</b></p>	<p>Collusion by representing work produced in collaboration with another person or persons as the work of a single student.</p> <p>Falsification of data in laboratory work, projects etc. based on work purporting to have been carried out by the student but which has been invented, altered or falsified, including failure to secure appropriate ethical approval in advance of conducting research, an experiment or study.</p> <p>Plagiarising another student's work and submitting some or all of it as if it were the student's own.</p>	<p>Failure in the item of assessment, with reassessment right where permissible.</p> <p>The module result will be capped at a bare pass.</p>

	<p>Plagiarism by the use of extensive use of quotes or close paraphrasing without the use of quotation marks and/or referencing, where the student has not cited the plagiarised material in the bibliography.</p>	
<p><b>Major</b></p>	<p>Commissioning another person to complete an item of University assessment, which is then submitted as a student's own work. This could include the use of professional essay writing services, essay banks, ghost writing services etc.</p> <p>Contract cheating by being party to any arrangement whereby a person other than the candidate represents, or intends to represent, the candidate in an examination or test.</p> <p>Cheating by taking into an examination a pre-written examination script for submission and exchanging it for a blank examination script.</p> <p>Cheating by obtaining access to an unseen examination or test prior to the start of an examination/test.</p>	<p>Failure in the module: the student must re-register for the same module at the next opportunity where the re-registered module result will be capped at a bare pass.</p> <p>Where a re-registration of the same module, or suitable alternative, is not permissible the student will not be able to continue on the course.</p>

<p><b>Severe</b></p>	<p>Plagiarism by stealing another student's work and submitting it as the student's own work.</p> <p>Collusion by to persuade another member of the University (student, staff or invigilator) to participate in actions that would breach these Procedures.</p>	<p>Failure in the module: the student must re-register for the same module and the re-registered module will be capped at a bare pass.</p> <p>Where a re-registration of the same module, or suitable alternative, is not permissible the student will not be able to continue on the course. Additionally, the following penalty will be applied to the student's final award:</p> <p>Undergraduate Honours - student's final classification will be reduced by one level</p> <p>Unclassified Bachelors to Diploma in Higher Education</p> <p>Foundation Degree – Distinction to Merit; Merit to Pass; Pass to Certificate in Higher Education</p> <p>Masters - Distinction to Merit; Merit to Pass; Pass to PG Dip</p>
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**Please note that all imposed penalties are subservient to the undergraduate and postgraduate regulatory frameworks.** Please refer to the penalties under paragraph for Research Degree.

## **Schedule 2. Penalties for Research Degree Allegations**



In the case of a substantiated allegation of Academic Misconduct in a Research Degree, the Panel shall determine the appropriate penalty to be imposed from one of the following penalty options:

<b>Penalty (R) Minor:</b>	Reprimand, a formally recorded warning kept on the student's record.
<b>Penalty (R) Moderate:</b>	Failure in the thesis, with the possibility of resubmission for a lesser award, as determined by the Research Degrees Sub-Committee.
<b>Penalty (R) Major:</b>	Failure in the thesis, without resubmission right.
<b>Penalty (R) Severe:</b>	Expulsion.

N.B In the case of a Research Degree student, a penalty of expulsion may be imposed for a first offence.

### **Schedule 3. Definitions of Academic Misconduct**

These Regulations acknowledge that students can unintentionally commit Academic Misconduct through Poor Academic Practice. Poor Academic Practice is when a student submits any type of assessment that does not properly reference or cite the sources of their research, ideas, data and words used in their assessment. This can happen at the early stages of a student's academic journey, when proficiency in academic writing or its conventions are still being developed Poor Academic Practice can also occur as the result of poor preparation and/or time management. In these instances, as under paragraph 32, this can be reflected in the marking of the assessment.

The table below, is a non-exhaustive list of the types of Academic Misconduct and their definitions.

<b>Type of Academic Misconduct</b>	<b>Definition</b>
Plagiarism	Plagiarism is where someone presents someone else's work, findings, data, ideas or research and as their own. Plagiarism can take various forms, including close paraphrasing without citation, negating to cite referenced materials in the bibliography and copying the work of others. Plagiarism can refer to written, oral, visual imagery, objects or designs created as part of a submission for assessment.
Cheating	Cheating is when someone acts dishonestly or unfairly before, during, or after an examination or a summative class test in order to gain advantage or assist another student to do so.
Contract Cheating	Contract cheating is when someone seeks out another party to produce work or buy an essay or assignment, either already written or specifically written for them or the assignment to submit as their own piece of work.
Falsification	Falsification is when someone fabricates, invents or distorts data, evidence, sources, citations or (in the case of written, laboratory work) experimental results.
Collusion	Sometimes, students will be required to work together to prepare and submit assignments as part of a group assignment. Collusion occurs when two or more students collaborate in the production of work and this is submitted as the efforts of an individual. A student knowingly, or through negligence sharing their own work with another student, resulting in similar

	items of work being submitted for assessment is also collusion.
Self-plagiarism	Self-plagiarism is when someone submits work that has already been submitted for assessment either to the University, or another institution and is then used again in another context.

#### **Schedule 4. Safeguards and Guidance**

1.1. In respect of all allegations of Academic Misconduct, the alleger shall provide all the evidence that they intend to rely upon as part of the allegation.

1.2. Any student that has been notified of an allegation of Academic Misconduct shall be presumed innocent until a decision or determination has been made

1.3. An allegation of Academic Misconduct shall only be proven, if it is found that it is more likely that not that the misconduct occurred (that is, on the balance of probabilities)

1.4. All staff involved in Panels and Requests for Review shall be provided with appropriate training.

1.5. Where a student has disclosed a disability or a health condition requiring reasonable adjustments, the student shall be able to access this support as part of any process under these Regulations, as well as request reasonable adjustments specific to these procedures.

1.6. In the case of suspected Academic Misconduct where a marker suspects that the work is not entirely of the student's own, but the internal examiner cannot provide any evidence to substantiate their allegation to the Student Casework Office, the internal examiner may establish that a *viva voce* is required to determine the authorship of the work. The aim of the *viva voce* is:

- 1.6.1. to give the student the opportunity to demonstrate that the item of assessment, the research or any relevant findings, are their own;
- 1.6.2. to establish if the student can demonstrate knowledge and understanding of the subject area relating to the assessment in question;
- 1.6.3. to establish that the student has met the assessment criteria in accordance with the Academic Regulations; and
- 1.6.4. to confirm whether an allegation of Academic Misconduct needs to be progressed to the Student Casework Office.

1.7. Where an internal examiner suspects Poor Academic Practice that has the potential to result in Academic Misconduct, they should communicate to the student their concerns. However, it is not good practice to consider potential disciplinary matters on an entirely informal basis without keeping any records, therefore it is advised that this is captured in written feedback to the student.

1.8. In respect of cases involving more than one student, students shall be given the opportunity to speak to the panel privately so that they can raise confidential or sensitive matters.

1.9. Students will not normally need to seek legal representation at the Panel or Review stage, although it may be permitted where it is necessary for fairness. This might include a complex case, or where the consequences for the student are potentially very serious. For example, when a conferred award is being revoked retrospectively, where it prevents a student practising the relevant profession, or it could involve matters under criminal law.

1.10. Mitigating circumstances are often submitted as a defence or as part of their Appeal or Request for Review in cases of Academic Misconduct. The University has provisions and resources available to support students experiencing difficulty through the Mitigating Circumstances Procedure. Students are expected to make use of this Procedure when appropriate rather than resort to Academic Misconduct. Therefore, mitigating circumstances will not normally be considered as reasons for Academic Misconduct unless:

- 1.10.1. the student provides medical evidence to show that, at the time of the assessment, their state of mind was such that it had significantly impaired their ability to understand and appreciate the consequences of their actions or determine whether an action is in breach of these Regulations.

# Academic Regulations

## Section 16

### Student Conduct Regulations and Procedure

2021-22

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## Part 1 General provisions

### Introduction

1. London Metropolitan University is a community that fosters an environment of professionalism, trust, responsibility and mutual respect. As members of the community, students are expected to conduct themselves in such manner, whether that be to other students, members of staff, visitors to the University or members of the local community.
2. The University is committed to the fair and equal treatment of all individuals taking into account age, race, colour, ethnic or national origin, sex, marital or civil partnership status, religion or political beliefs, sexual orientation, gender identity, or socio-economic status. By accepting an offer at the University, students agree to conduct themselves in a manner consistent with the fulfilments of the University's expectations and in accordance with its Regulations.
3. All members of the community have a responsibility to support each other in maintaining good order and creating a safe environment which is conducive to study and working. Staff are encouraged to address poor behaviour through early intervention, positively supporting students to develop their understanding of what constitutes professionalism and acceptable behaviour before circumstances escalate towards student conduct proceedings.
4. Nothing in these regulations is intended to limit students' freedom of expression within the law, or to prevent students from openly criticising, disagreeing with or peacefully protesting against the University.
5. Any student who is accused of misconduct is advised to contact the Students' Union as soon as possible for independent advice, support and representation where required.

### Applicability

6. These Regulations apply to:
  - 6.1. any person who is registered as a student of the University (including those students who have taken a break from their studies);
  - 6.2. so far as is practicable, and any person to whom an offer of a place has been made and who subsequently becomes a student;
  - 6.3. any student against whom an allegation was pending when their registration, by withdrawal or otherwise, was terminated and who subsequently re-joins the University.
7. These regulations apply where the alleged misconduct:
  - 7.1. affects the University or its property; or
  - 7.2. affects the person or property of its students, staff, visitors;
  - 7.3. occurred during or arises out of university activities (including placements or field work or trips) or use of University facilities or premises; or

- 7.4. brings the University or its community into disrepute.
8. It does not matter whether the alleged conduct takes place on or off University premises. These Regulations also apply to conduct on social media.
  9. Students at a collaborative/partner institution are subject to that institution's code of discipline or disciplinary regulations. An appeal may only be accepted at the University's appeal stage where students have reached the end of their collaborative/partner institutions internal procedures.
  10. Where the alleged misconduct arises or appears to arise from a physical or mental health condition (including from a failure to take prescribed medication), the allegation shall be dealt with in accordance with the University's Fitness to Study regulations. This can be done at any Stage of the procedure where issues giving cause for concern may come to light.
  11. In respect of all interviews, hearings and decisions under these regulations, the reported student(s) shall be presumed innocent of the alleged misconduct until a decision or determination has been made;
  12. Where a student is enrolled on a course that is regulated by a professional, statutory or regulated body (PSRB) and under the provisions of these regulations, if the misconduct is substantiated, the University may, depending on the nature of the misconduct, be obliged to report that fact to the PSRB and take separate action (in addition to any action under these regulations) under its Fitness to Practise policy, Academic Regulations or course regulations. The University may use any evidence compiled according to these regulations in any Fitness to Practise proceedings or vice versa.

### **Standard of Conduct**

13. Students are expected to:
  - 13.1. respect and uphold the rights and dignity of others regardless of race, colour, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status;
  - 13.2. uphold the integrity of the University as a community of scholars in which freedom of speech within the law is available to all;
  - 13.3. respect university policies as well as the law;
  - 13.4. not improperly interfere (by act or omission) with the functioning or activities of the University, or of those who work or study in the University, or improperly damage the University or its reputation;
14. Breach of this standard of conduct shall be misconduct. A non-exhaustive list of examples of misconduct is set out in Schedule 1.
15. Where misconduct is substantiated and where appropriate, the intention will be to provide a corrective response in addition to any reasonable and proportionate disciplinary response.



16. The standard of proof to be adopted during the application of these regulations will be on the balance of probabilities, that is, if it is found that it is more likely than not that the misconduct occurred. The person (whether the University or the student) making an allegation or stating a particular fact is responsible for proving it. There is no need to prove an allegation or a fact that has been admitted or is proven by the existence of a relevant criminal conviction.

## **Criminal Offences**

17. The University cannot determine whether a criminal offence has been committed – that is a matter for the criminal courts. However, the University recognises that some misconduct may also constitute a criminal offence.
18. Where alleged misconduct is or could also be a criminal offence, the Student Conduct Officer shall confer with the University Secretary's Office. The University may:
  - 18.1. report the matter to the police or other relevant authority, but this does not affect the right of any person affected by the alleged misconduct to report it to the police on their own behalf;
  - 18.2. defer taking action until the police, Crown Prosecution Service and courts have dealt with the matter; and/or
  - 18.3. continue with its investigation, where it is confident that the University's investigation will not prejudice or hinder the police investigation or criminal proceedings.
19. Where a matter has been deferred according to paragraph 18.2 no period of time stipulated under these regulations shall run until the police, Crown Prosecution Service and courts have dealt with the matter and the University has been notified of this;
20. The University is entitled to rely on the fact of a criminal conviction (whether on a guilty plea or otherwise) or acceptance of a caution as proving that an offence was committed and the facts on which the conviction is based occurred.
21. The University will take into account any caution accepted or sentence imposed when deciding the appropriate penalty.
22. Save as provided for by paragraph 20 and 21, proceedings under these regulations are separate from and additional to the criminal law. A student is not exempt from proceedings under these regulations simply because they have been convicted of a criminal offence arising out of the same set of facts and no defence of double jeopardy can be claimed. Similarly, a student is not exempt from proceedings under these regulations simply because they have been acquitted of a criminal offence arising out of the same set of facts and no defence of double jeopardy can be claimed.

## **Licensed Premises**

23. While an alleged incident takes place on licensed premises (whether on University premises or elsewhere) that incident may give rise to both proceedings under these

regulations and exclusion, barring or suspension of access to the licensed premises by the licensee in accordance with the general law.

24. Proceedings under these regulations are separate from and additional to any decision of a licensee regarding exclusion, barring or suspension of access to licensed premises. A student is not exempt from proceedings under these regulations simply because of a licensee's decision based on the same set of facts and no defence of double jeopardy can be claimed.
25. No decision under these regulations may overrule, reverse or amend any decision of a licensee regarding licensed premises.

### **Precautionary Suspension and Conditions**

26. Where a student is suspected of misconduct, a Student Conduct Officer may, with the consent of a member of Senior Staff, suspend the student for a period of time or indefinitely if:
  - 26.1. a criminal charge is pending against the student; or
  - 26.2. they consider that the student's presence on University premises would:
    - 26.2.1. breach the University's duty of care to the students or others; or
    - 26.2.2. cause the University to be in breach of its wider obligations (including, but not cause limited to, obligations under the UK immigration regulations); or
    - 26.2.3. impede an investigation into the allegation;
27. A member of Senior Staff may suspend a student in the circumstances set out in paragraph 26 in the absence of the Student Conduct Officer.
28. Suspension means that the student shall be excluded from all University premises. The student may seek independent advice from the Students' Union, but this must be by appointment. A student who has not made an appointment will not be admitted to the University's premises.
29. Where a student is suspected of misconduct, a Student Conduct Officer may, with the consent of a member of Senior Staff, impose conditions on the student for a period of time or indefinitely, whether in addition to a suspension or not, to ensure that:
  - 29.1. The student does not cause the University to be in breach of its:
    - 29.1.1. wider obligations (including, but not limited to, obligations under the immigration regulations); or
    - 29.1.2. duty of care to the student or others or
  - 29.2. the student does not impede an investigation into the allegation.
30. A member of Senior Staff may impose conditions on a student in the circumstances set out in paragraph 29 in the absence of the Student Conduct Officer.
31. A student who has been suspended or had conditions imposed under paragraph 26 - may:

- 31.1. Ask the Student Conduct Officer or Pro Vice-Chancellor Student Services (or nominee) to review the suspension or condition. Any such request must be in writing and may be made not more frequently than once a month or where there has been a material change of circumstances.
  - 31.2. Ask the Student Conduct Officer or Pro Vice-Chancellor Student Services (or nominee) for temporary permission to attend the University or temporary variation of the conditions for examinations, for submission of coursework or to access student support or advice from Student Services or the Students' Union. Such request must be in writing.
32. Suspension and conditions under this paragraph 26 are precautionary and do not mean that the allegation has been judged or proven. A suspension or conditions must not be used as a punishment or used in place of conduct proceedings.

## **Part 2 Procedure**

### **Initial Formal Interventions**

33. Initial formal interventions normally involve interventions by a School or Professional Service staff at an early stage where an incident occurs or arises which is relatively contained and minor or, a potential and/or actual breach of regulations or policies by students occurring in any part of the University. This may include giving the student an oral warning or requiring a student to leave a particular area of the University's premises, such as a lecture room or library, for a specified period not exceeding 1 hour or the end of the teaching session (whichever is longer). Because it is a short-term measure, there is no right of appeal against a member of staff's decision.
34. Where it is reasonably believed that a student is not following the standard of conduct set out in these regulations and/or the General Student Regulations, a Facilities Manager may, or on the report of a member of staff, ban the student from the University's premises for 24 hours. As it is a short-term measure, there is no right of appeal against a Facilities Manager's decision.
35. Where a staff member has put in place an initial formal intervention under paragraph 33 or 34, they should inform the Student Conduct Officer of the incident.

### **Initiation of the Misconduct Procedures**

36. Allegations of misconduct by a student and any supporting evidence should be reported by completing a Misconduct Incident Report Form to the Student Conduct Officer.
37. Where a student wants to report an allegation of misconduct by another student, they can report the matter to the Student Conduct Officer.
38. In exceptional cases or in cases involving a sabbatical officer of the Students' Union a Student Conduct Officer may be nominated by the Head of Student Casework.

39. A Student Conduct Officer should not investigate allegations where:
  - 39.1. they have a close connection with the reported student or the reporting person;
  - 39.2. they have previously advised the reported student or the reporting person regarding the allegation under the provision of the Fitness to Study Regulations;  
or
  - 39.3. a reasonable independent third party would conclude there was a real possibility that they would not be impartial.
40. A Student Conduct Officer's authority to act may be confirmed retrospectively in cases where it has been called into question. Unless a Student Conduct Officer is disqualified from acting for reasons of actual or apparent bias, the Pro Vice-Chancellor Services (or nominee) or Head of Student Casework's confirmation of the Student Conduct Officer's authority shall be final.
41. Any time frame stipulated for the completion of any stage of the procedure, by the University, may be extended:
  - 41.1. at the request of the student (including, but not limited to, a request to reschedule an interview or hearing);
  - 41.2. with the agreement of the student;
  - 41.3. with the agreement of the Head of Student Casework or the Pro Vice-Chancellor Student Services (or nominee) in the event of matters outside the University's control or where the complexity of the matter so requires.
42. Any time frame stipulated for the completion of any stage of the procedure, by the student may be extended with the agreement of the Student Conduct Officer or the Head of Student Casework. Such agreement shall usually only be given in the event of matters outside the student's control or where the complexity of the matter so requires.
43. The reporting person will be kept informed of the progress of their case at each stage of the procedure within the confines of data protection legislation.

### **Stage 1 Formal Exploratory Investigation**

44. Where a Student Conduct Officer receives an allegation of misconduct, they shall investigate matters relevant to the alleged misconduct to determine whether misconduct has taken place. This investigation will usually be completed within 20 working days of the receipt of the Misconduct Incident Report Form. In complex matters the investigation may take longer than this.
45. The nature of the exploratory investigation will depend on the nature and complexity of the allegation, but the investigation:
  - 45.1. may include an interview with the person reporting the alleged misconduct;
  - 45.2. may include enquiries of the University's Disability and Dyslexia Service and where relevant to the allegation members of staff in Schools and/or Professional

Service Departments.

- 45.3. should include an interview with the reported student alleged of misconduct.
46. The standard of proof to be adopted during the application of these regulations will be the balance of probabilities, that is, if it is found that it is more likely than not that the misconduct occurred. Where the Student Conduct Officer is satisfied that there is sufficient evidence to proceed, they shall inform the reported student. Notification to the student shall include:
- 46.1. an invitation letter to attend an interview in person or via Microsoft (MS) Teams. The student(s) should be given at least 5 working days' notice of the interview;
- 46.2. a copy of the Misconduct Incident Report Form
- 46.3. any evidence in support of the allegation;
- 46.4. a copy of these regulations;
47. The reported student will have the opportunity to respond to the allegation and see any evidence in support of it. They will have the opportunity to ask questions to clarify the allegations and facts that are being alleged, and/or offer information or explain their behaviour.
48. Any student invited for interview can be accompanied by a "Friend" who shall normally be a member of staff, student at the University or Students' Union advisor by way of support and not by way of legal representation such as a Solicitor or Barrister. The accompanying person's capacity at the meeting is one of a silent observer. The Student Conduct Officer may permit the "Friend" to speak on behalf of the student if it would assist the investigation. The student is responsible for arranging the "Friend's" attendance at the interview.
49. The student(s) will also be invited to inform of any reasonable adjustments they might require to access the interview. Reasonable adjustments such as the video or audio recordings of the Formal Exploratory Meeting will only be permitted by the Student Conduct Officer having been permitted by the Head of Student Casework (or nominee) in advance: where a written record is insufficient, as part of a support need; only where it is in the legitimate interests of the University, and when there is explicit consent from those whose personal data is being collected through the recording. Recording other than for a reasonable adjustment, is not permitted.
50. Any student can decline to be interviewed and/or may give a written response. A student who refuses or fails to attend 2 interviews without good reason, shall be deemed to have declined the opportunity to be interviewed. The Student Conduct Officer shall proceed on the basis of the evidence available to them.
51. When the investigation is complete, the Student Conduct Officer shall decide whether it is more likely than not that the student has committed the misconduct and if there is sufficient evidence to proceed. The Student Conduct Officer will provide the Misconduct Incident Report Form, notes from the exploratory interview and evidence to the Head of

Student Casework (or nominee), including the student's response to the allegation if provided and their recommendation as to how proceed with the allegation.

52. Following consideration and/or guidance from the Head of Student Casework (or nominee) the Student Conduct Officer will determine either:
  - 52.1. that the allegation is unsubstantiated, in which case the case will be dismissed and a record of the allegation will be kept on the students file; or
  - 52.2. that the misconduct is substantiated, that is, it is more likely than not that the student has committed the misconduct. In which case, the Student Conduct Officer will either:
    - 52.2.1. notify the student and the Student Casework Office of the conclusion to the exploratory investigation within 5 working days and provide a summary of the reasons for their decision. Where the misconduct is substantiated (that is on the balance of probabilities), the Student Conduct Officer may impose one or more of the sanction in Schedule 2 and record the decision and sanction on the student's file; or
    - 52.2.2. within 5 working days make a recommendation to the Student Casework Office that a formal misconduct panel hearing be convened under Stage 2 of the procedure where the case cannot be resolved, giving reason, following the formal exploratory investigation.
53. Where the misconduct is substantiated under paragraph 52, a Panel will not be convened if it is determined that:
  - 53.1.1. there is a real risk that proceeding will adversely affect the student's health or safeguarding of the welfare of another person; or
  - 53.1.2. that it is not in the University's interests for the matter to proceed.
54. If the Student Conduct Officer has given the student a reprimand or conditional warning and the student does not comply with the conditions, both the original misconduct and the failure to comply with the conditions may be referred to a formal misconduct panel hearing for consideration as misconduct.
55. Imposition of a financial condition under paragraph 54 shall not prevent the University or any other person from seeking compensation from the student for the costs of repair to their property.
56. A Student Conduct Officer cannot impose one or more of the sanctions in Schedule 2 where:
  - 56.1. there is repeated or systematic misconduct;
  - 56.2. attempts to influence or victimise the reporting staff member or student(s) or witnesses involved with any proceedings under these regulations or criminal proceedings;

- 56.3. failure to comply with a sanction imposed under these regulations, the conditions of a conditional reprimand or reprimand;
  - 56.4. submission of falsified documents to the University (including documents provided evidence in support of mitigating circumstances claims or academic appeals, or in support of an application to study, enrolment, or access to student funding, or a visa sponsorship);
  - 56.5. a criminal offence where a custodial sentence (immediate or suspended) has been given.
57. At any time before a decision has been made according to paragraph 52.2. or 62, the Student Conduct Officer may, agree with the reported student not to proceed subject to agreed conditions, provided that:
- 57.1. the reported student(s) admits the misconduct; and
  - 57.2. the reported student(s) undertakes to abide by the conditions of the agreement; and
  - 57.3. the Pro Vice Chancellor Student Services (or nominee) and the Head of Student Casework consent to the agreement.
58. Conditions may include, but are not limited to, a requirement to apologise, to make reparation (financial restitution or otherwise) and/or to accept behavioural measures and/or corrective response to prevent future misconduct.
59. If the student breaches the conditions of the agreement, the University may proceed with the original misconduct (together with any subsequent misconduct) on the basis of the admission and a sanction may be imposed by the Student Conduct Officer and/or the formal misconduct panel for all instances of misconduct (taking into account any partial compliance with the conditions of the agreement);
60. No student shall be required to conclude an agreement according to paragraph 57;
61. A student shall not be subject to any detriment (other than a continuation of proceedings under these regulations) for declining to conclude an agreement according to paragraph 52. The fact that such an agreement has been declined shall be disregarded when considering the matter.

## Stage 2 Formal Misconduct Panel Hearing

62. Where the Student Conduct Officer has referred the misconduct to the Student Casework Office, the Student Casework Office shall inform the student that a formal misconduct panel hearing will be convened under Stage 2 of the procedure. Notification to the student shall include:
- 62.1. an invitation letter to attend a panel hearing in person or via Microsoft (MS) Teams. The student(s) should be given the proposed date of the panel hearing

(at least 5 working days after the date given for any written submission) and the names and/or the job titles of the Panel members, including the Chair;

- 62.2. a copy of the Misconduct Incident Report Form and any evidence in support of it;
  - 62.3. a copy of these regulations;
63. The student(s) will have the opportunity to respond to the allegation and evidence in support of it, to make any written submissions in response to the allegation and invite witnesses to submit a written statement within a period of 10 working days to the Student Casework Office. The student should submit any documents that they intend to rely on in response to the allegation
64. In respect of any oral hearing (in person or via MS Teams) before a Panel:
- 64.1. The student shall be given at least 5 working days' notice of the hearing, which will include a list of witnesses that the Student Conduct Officer intends to call;
  - 64.2. The student can submit to the Student Casework Office no later than 3 working days before the hearing, a list of witnesses whom they intend to call. It is the student's responsibility to arrange for these witnesses to attend the hearing. The Panel may decline to hear a witness if their evidence is not relevant
65. Any student invited for interview can be accompanied by a "Friend" who shall normally be a member of staff, student at the University or Students' Union advisor by way of support and not by way of legal representation such as a Solicitor or Barrister. The accompanying person's capacity at the meeting is one of a silent observer. The Chair may permit the "Friend" to speak on behalf of the student if it would assist the investigation. The student is responsible for arranging the "Friend's" attendance at the hearing.
- 65.1. Students will not normally need to seek legal representation at the Panel or Appeal Stage, although it may be permitted where necessary for fairness. For instance, in misconduct cases where the consequences for the student are potentially very serious, where it prevents a student practising the relevant profession, or it could involve matters under criminal law.
66. The student(s) will also be invited to inform of any reasonable adjustments they might require to access the Hearing. Reasonable adjustments such as the video or audio recordings of Panel Hearings will only be permitted by the Chair in advance: where a written record is insufficient, as part of a support need; only where it is in the legitimate interests of the University, and where there is explicit consent from those whose personal data is being collected through the recording. Recording other than as a reasonable adjustment, is not permitted;
67. The reported student will have the opportunity to respond to the allegation and see any evidence in support of it. They will have the opportunity to ask (via the Chair of the Panel) questions of witnesses or the Student Conduct Officer presenting the case against them; questions to clarify the allegations and facts that are being alleged, and/or offer information or explain their behaviour by making representations to the



Panel including putting forward any mitigation.

68. The student may attend either in person or by via MS Teams agreed by the Chair of the Panel in which all participating in the meeting may communicate with all the other participants. The student does not need to attend the hearing, the Panel can however, make a decision in the student's absence, provided that the Panel is satisfied the student was informed of the date of the hearing and has not provided a reasonable excuse (supported by evidence) for absence. An oral hearing will only be postponed more than once in exceptional circumstances.

69. A Panel shall consider all allegations of misconduct referred to it by the Student Casework Office. Where the misconduct has been admitted or is deemed to have been admitted by the reported student(s) the Panel shall only consider the question of the appropriate sanction.

70. A hearing before a Panel shall be convened by the Student Casework Office, which shall also appoint a clerk to the Panel. Such hearing shall usually take place within 30 working days of receipt of the Student Conduct Officer's referral by the Student Casework Office.

71. The composition of the Panel should be:

71.1. a senior member of academic or professional service staff (as Chair) from a School other than that in which the student's programme of study is located and a service with no prior involvement in the matter;

71.2. a member of academic or professional service staff from a School other than that in which the student's course of study is located and a service with no prior involvement in the matter and;

71.3. a nominee from the Students Union.

72. All members shall be independent of the cases and shall not be a member of a Panel if they:

72.1. are a member of the same School as the student or have a close connection with the student; or,

72.2. have a close connection with the reporting person and/or the reporting student(s) and/or the reported student(s); or

- 72.3. have been previously involved in a review of an allegation involving the same student(s); or
  - 72.4. have previously advised the reporting person and/or the reported student(s) regarding the allegation; or
  - 72.5. a reasonable independent third party would conclude there was a real possibility that they would not be impartial.
73. The Panel shall be conducted in accordance with the directions (whether given at the hearing or beforehand) of the Chair of the Panel, who may also determine the order of proceedings. Such directions may include:
- 73.1. hearing of related allegations against two or more students at the same hearing;
  - 73.2. requiring the provision of written witness statements or summaries of the witnesses' evidence before the hearing;
  - 73.3. the manner in which any witnesses' evidence will be taken (for example, in person or by suitable electronic means);
  - 73.4. imposing time limits on submissions;
  - 73.5. adjourning the hearing to another time or place;
74. the Chair will state the process to be followed and inform parties of the purpose and objective of the hearing;
- 74.1. the Student Conduct Officer (or nominee) will present the alleged misconduct;
  - 74.2. the Panel will ask questions of the Student Conduct Officer and all witnesses through the Chair;
  - 74.3. the student(s) will present their case and any mitigation;
  - 74.4. the Panel will ask questions of the student(s) and all witnesses through the Chair;
  - 74.5. the student will have the opportunity, through the Chair, to ask questions of the witnesses and to make a final presentation to the Panel;
  - 74.6. may take advice from the clerk, a legal advisor or other advisors.
  - 74.7. the panel will deliberate in private and reach its decision by majority vote. In the event of a tie, the Chair of the Panel shall have a second or casting vote;
  - 74.8. shall be conducted in private, except that members of staff may attend for training purposes, with the agreement of the student.

75. Once the Hearing is concluded and all evidence has been considered, the Panel will determine either:
  - 75.1. that the allegation is unsubstantiated, in which case the case will be dismissed and a record of the allegation will kept on the students file; or
  - 75.2. that the misconduct is substantiated, that is, it is more likely than not that the student has committed the misconduct. In which case, the Panel can apply one or more of the sanctions set out in Schedule 2.
76. The Panel shall not be made aware of any previous misconduct by the student, except where:
  - 76.1. the previous misconduct is relevant to the current allegation. This information may be provided when the Panel is considering the appropriate sanctions.
77. A record of the Panel meeting, and the Panel decision (including the Panel's reasons), shall be kept and shall be agreed by the Chair of the Panel and will be shared with the student.
78. The clerk to the Hearing shall notify the student(s) and the Student Conduct Officer of the Panel decision in writing, normally within 10 working days of the Hearing, and shall record the decision on the student's file.
79. Where the Panel determines that it is more likely that not that the student has committed misconduct, the student is subject to misconduct proceedings and sanctions. The Panel can apply one or more of the sanctions set out in **Error! Reference source not found.**

### **Stage 3 Appeal**

80. A student who has received a sanction according to these regulations (whether given by a Student Conduct Officer or by a Panel) may appeal the decision and/or the sanction.
81. The appeal must be submitted on the prescribed Appeal Form not more than 10 working days after the student was notified of the decision being appealed;
82. An appeal may only be made on the grounds that:
  - 82.1. the student was unable to respond to the allegation within the timeframes provided in these Regulations for valid reasons beyond the student's control; or
  - 82.2. there has been a material procedural defect, other than one for which the student is responsible, resulting in substantial unfairness to the student; or
  - 82.3. the evidence of alleged misconduct was insufficient to substantiate the allegation; or

- 82.4. new evidence has become available which was not, and which could not reasonably have been provided during the time the case was considered. Other than this, no new evidence shall be considered; or
- 82.5. the sanction imposed was disproportionate to the misconduct.
83. The grounds for appeal must be made clear in the Appeal Form to the Pro Vice-Chancellor Student Services (or nominee).
84. The Student Casework Office shall determine whether the grounds(s) listed in paragraph 82 have been clearly demonstrated and whether it is reasonable to consider the appeal.
85. Where the review is considered frivolous, vexatious or where the student engages in unacceptable behaviour, for instance harassing, designed to cause disruption or annoyance, demand for redress lacking any serious purpose or value and/or have unrealistic expectations and/or unreasonable outcomes, the appeal may be dismissed, or conditions imposed on how the student can conduct the appeal.
86. The Student Casework Office may reject an appeal that:
- 86.1. is received late and there is no reasonable explanation why it could not be brought in time; or
- 86.2. does not clearly state the grounds on which the appeal is being made; or
- 86.3. does not disclose any reasonable grounds of appeal; or
- 86.4. is entirely without merit.
87. Unless the appeal is rejected in accordance to paragraph 86, the Student Casework Office shall refer the appeal to the Pro Vice-Chancellor Student Services (or nominee) within 10 working days of receiving the student's completed Appeal Form.
88. The Pro Vice-Chancellor Student Services (or nominee) shall consider the appeal on the basis of the written appeal papers, unless an oral hearing would assist their consideration or otherwise in the interest of fairness, in which case a hearing shall be convened. A decision on the basis of the written appeal papers or a decision to convene a hearing shall usually be made within 25 working days of the Student Casework Office's receipt of the completed Appeal Form.
89. After reviewing the decision and the appeal, the Pro Vice-Chancellor Student Services (or nominee) may:
- 89.1. reject the appeal and uphold the original decision and sanction; or
- 89.2. uphold or partially uphold the appeal and substitute such other decision as the Pro Vice-Chancellor Student Services (or nominee) considers fit –
- 89.2.1. that the allegation is unsubstantiated, in which case the case will be dismissed and a record of the allegation will be kept on the students file;

or

- 89.2.2. that the allegation is substantiated, that is, it is more likely than not that the student has committed the misconduct and apply one or more of the sanctions set out in **Error! Reference source not found.** the Pro Vice-Chancellor Student Services (or nominee) may not impose a penalty more severe than that originally invoked.
- 89.3. the Pro Vice-Chancellor Student Services (or nominee) may not impose a penalty more severe than that originally invoked.
- 89.4. refer the matter, or any part of it or any decision to the Misconduct Panel for further consideration, with any such guidance as the Pro Vice-Chancellor Student Services (or nominee) thinks fit.
90. The decision of the Pro Vice-Chancellor Student Services (or nominee) shall be final. The Pro Vice-Chancellor Student Services (or nominee) shall within 5 working days of their decision notify the student and the Student Casework Office.
91. At this point the student(s) have completed the University's internal procedures. Students who remain dissatisfied with the outcome have the right to submit a complaint to the Office of the Independent Adjudicator (OIA) for Higher Education. A complaint must be submitted to the OIA within 12 months of the University's final decision. The OIA cannot consider complaints about:
  - 91.1. Admissions, unless the person complaining is a former student of the University who is applying for re-admission, and the complaint is directly connected to their time as a student;
  - 91.2. academic judgment;
  - 91.3. student employment;
  - 91.4. something that has already been the subject of legal proceedings in a court or tribunal unless those proceedings are put on hold;
  - 91.5. something that has already been considered by another alternative dispute resolution body.
92. Conduct matters that do not proceed to a Stage 3 Appeal within 10 working days after the student was notified of the decision being appealed will be considered as closed. A Completion of Procedures letter can be provided upon request, although students should be aware that the University's internal procedures are not complete at this stage.
93. Confidentiality and reporting. The University will process all information in accordance with its [Student Privacy Notice](#) and the principles of the General Data Protection Regulation (GDPR). Student Conduct will be handled with an appropriate level of confidentiality and by trained staff. With information released only to those who need it for the purposes of investigating, responding to the appeal, or panel hearings. No third party should be told any more about the appeal than is necessary in order to obtain the

information required from them.

94. The University may consider it appropriate to discuss and or refer matters to third parties such as Social Services, the Disclosure and Barring Service or the Police. The University will normally notify the student when doing so, but may do so on occasion without notification to the student such as in situations deemed to be of risk.
95. The outcomes and recommendations from Student Conduct may be shared across the University for institutional learning and reporting purposes, for instance to Academic Board and Board of Governors. However, any personal information will be removed and handled in accordance with the University's Privacy Notice.

## Schedules

### Schedule 1. Misconduct

Non-academic misconduct includes, but is not limited to, the following:

1. Any conduct that has resulted in conviction by a criminal court or for which a caution has been accepted. Non-declaration of a criminal conviction(s) prior to the point of enrolment, will be considered under the General Student Regulations;
2. Any conduct that has the potential to or negatively impacts the reputation of the University or others. This does not apply to genuine concern regarding malpractice provided that they are not frivolous, threatening or vexatious.;
3. Disruption of or improper interference with the academic, administrative, sporting, social or other activities of the University;
4. Obstruction of or improper interference with the functions, duties or activities of any student, member of staff or visitor to the University;
5. Sexual violence and/or misconduct, violent, indecent, disorderly, threatening, or intimidating behaviour or language, including physical misconduct;
6. The use of Hate speech, expressions, imagery or derogatory language, related but not limited to the following: race, ethnicity, sexual orientation, gender reassignment, disability, religion or belief, marriage or civil partnership, gender, age and/or socio-economic status;
7. Harassment of any student, member of staff or visitor, including but not limited to harassment related to one or more of the following: race, ethnicity, sexual orientation, gender reassignment, disability, religion or belief, marriage or civil partnership, gender, age and/or socio-economic status;
8. Victimising any student, member of staff or visitor because of anything done or not done in connection with these Regulations (including making a complaint or giving evidence);
9. Bullying by the use of force, coercion, harmful teasing, threats or abuse to aggressively dominate or intimidate, either as an instigator or as part of a group dynamic directed at an individual person or as part of a group;
10. Deception, dishonesty, lying either overtly or by omission, or corruption in relation to the University, its staff, students or visitors;
11. Misappropriation or misuse of University property (including computer misuse), likeness or identity, including taking property from University premises, or from other members of the University community (staff, students or visitors) without consent;

12. Damage to, or defacement of, University property, or to the property of the University's staff, students or visitors, whether or not caused intentionally or through negligence;
13. Misuse or unauthorised use of University premises, property, services, equipment or resources, of the University's staff, students or visitors;
14. Action likely to cause injury or to impair safety on University premises/or as part of University activities;
15. Failure to respect the rights of others to freedom of belief and freedom of speech and/or freedom of expression;
16. Breach of the provisions of any University code, policy, rule or regulation, including (but not limited to) Premises Rules, Library Code, ITS Rules or the Research Code;
17. Failure to disclose personal details, including criminal convictions, when required (whether by University policy or otherwise), to a member of staff at the earliest opportunity;
18. Failure to comply with an instruction issued by a security officer or by a member of staff;
19. Conduct or behaviour which raises questions about a student's fitness to practise, by reference to the relevant professional body's guidance, any profession for which you are studying at the University;
20. Failure to comply with a sanction or condition imposed under these regulations
21. Coercing, inducing or intimidating any person into not reporting a matter to the police or the University;
22. Inducing or intimidating any person into not giving evidence.
23. Agreeing or attempting to persuade another member of the University (student or staff) to participate in actions that would breach these regulations.
24. Assisting, encouraging or advising another member of the University (student or staff) to participate in actions that would breach these regulations.

## **Schedule 2. Misconduct Sanctions**

Provides an indication of the sanctions likely to apply in different circumstances depending on the types of misconduct offences and its seriousness. In respect of misconduct a Panel may impose one or more of the following sanctions:



<b>Apology Requirement</b>	Require the student to apologise formally (orally or in writing) to an individual(s) affected by the student's behaviour within a specified period. An apology is expected to be genuine, centred around those affected by the misconduct and avoids including excuses for the misconduct.
<b>A reprimand</b>	Formal note that the misconduct has been substantiated by the student in which a student can receive a warning, but no further sanction will be applied.  It is sufficient to record the matter on the student's file.
<b>Conditional reprimand</b>	This notes that the misconduct has been substantiated. The student will be expected to comply with certain conditions. Such conditions may include a requirement to apologise, to make reparation (financial restitution or otherwise) and/or to accept behavioural measures and/or corrective response to prevent future misconduct. If the conditions are breached, sanctions can be imposed for the original misconduct and the further misconduct.  It is sufficient to record the matter on the student's file.
<b>Suspended sanction</b>	A sanction is imposed, but does not take effect provided that no further misconduct is committed in a period specified by the Panel. If further misconduct is committed the original sanction take effect and new proceedings can be taken for the further misconduct.
<b>Fine</b>	Pay a sum of up to a maximum of £500 within a specified period. It is sufficient to record the matter on the student's file.
<b>Compensation Requirement</b>	Require the student to pay reasonable sum to compensate for any loss or damage sustained by the University or any other person within a specified period. The compensation shall be payable to the person who has sustained the loss.
<b>Restriction</b>	Restrict the student from contacting a specified person or person; and/or restrict the student from accessing specified facilities or premises of the University. Such a restriction shall be for a fixed period of time.  Notwithstanding the time limit for appeals, the student may ask the Pro Vice-Chancellor Student Services (or nominee) to review a restriction at any time while the restriction is effective on the ground that the restrictions is seriously impeding the student's academic progress.
<b>Exclusion</b>	Exclude the student from the University for a fixed period of time. While excluded, the student is not permitted to access the University's premises or its facilities, or to participate in its activities.

<b>Transfer</b>	The student may be transferred or move to a different seminar group, module or course at the request and discretion of the Panel (subject to the programme of study, to be confirmed before imposing this sanction).
<b>Termination of Enrolment and/or</b>	Termination of the student's enrolment on their current course. The student remains liable for any tuition fees that fell due for payment before termination of enrolment and the University reserves the right to take action to recover the debt.
<b>Expulsion</b>	Expel the student from the University. The student ceases to be a member of the University and loses all rights and privileges of membership. The student remains liable for any tuition fees that fell due for payment before expulsion and the University reserves the right to take action to recover the debt.

### Schedule 3. Examples of Alleged Misconduct

The table below provides examples of behaviours and/or actions of students that can be considered in accordance to the procedures set out within Student Conduct Regulations. The table is not an exhaustive list but serves to ensure that all students are aware of the behaviours and/or actions of students that may constitute misconduct.

Abuse	Abuse is any action that intentionally harms or injures a person either physically or emotionally that is either done purposefully through negligence. Abusive situations can arise when an individual is seeking to control another through abusive behaviour. For example, a person may use abusive language towards another, to express frustration towards a person or situation.
Bullying	Bullying can be described as on-going and intentional verbal, physical and/or socialised behaviour (such as excluding someone from a group) that causes or has the potential to cause physical, social or psychological harm. It can be between two individuals or more, and the instigators can be part of a wider group enforcing its dominance over a person or person(s). It can be in-person or online, on various digital platforms (such as messaging software), or through telecommunications such as texting.
Coercing/Coercion	Coercion is when someone tries to or successfully persuades another to do something by using force, threats or psychological tactics, such as establishing control, or imposing limitations on an individual's social support.
Deception	Deception is an act or a statement which misleads, conceals the truth, promotes a belief or concept that is not true.
Disruption	Disruption refers to behaviour that interferes with the normal functioning of the University, including its digital platforms. Examples include, but are not limited to: using the Chat function in online class for discussion that is irrelevant to the subject being taught; or interrupting staff or other students in-class, and posting inappropriate content on social media sites.
Freedom of Speech Freedom of Expression	<p>Freedom of Speech/Expression refers to the ability of an individual or group of individuals to express their beliefs, thoughts, ideas, and emotions about different issues. This can be expressed verbally, in written form, through gestures and clothes or through creative expression.</p> <p>Freedom of Speech/Expression is not absolute; that is, an opinion can be interfered with to protect the rights and dignities of others. For example, opinions about another person's protected characteristics may be curtailed as this may fall under Hate (see definition of Hate below).</p>

Harassment	Harassment is unwanted behaviour that is often repeated and ongoing. It can be in-person, over email or messages, and on social media sites and platforms. Harassment can be antagonistic, abusive and insulting behaviour that may or may not be concerning: race, ethnicity, sexual orientation, gender reassignment, disability, religion (which includes Islamophobia which exists at the intersection of racial and religious discrimination) or belief, marriage or civil partnership, gender, age and/or socio-economic status.
Hate	Hate, in the context of these Regulations, refers to bias or prejudice motivated incidents or offensive behaviour that targets an individual or community because of a protected characteristic, such as race or religion. Hate crimes can also target intersections of one's identity, such as Islamophobia which is targeted hate at Muslims both in terms of racialisation and religious belief. Hate can be verbal abuse, intimidation, threats, harassment, violence, and bullying, as well as damage to property (such as graffiti).
Misappropriation	<p>The unauthorised use of property belonging to any member of the University community. This can include removing property and/or resources from University premises.</p> <p>Misappropriation can also include using another name or identity without the person's permission resulting in harm to that person or others.</p>
Misuse	<p>Misuse refers to the use of something in the wrong way or in a way other than it was intended to be used. For example, this may include using a University service outside of the remit for which it exists and when the function of the service has been explained. This may be, for example, when a person demands financial advice from a staff member whose role is not linked to giving this advice.</p> <p>Misuse can also include accessing inappropriate materials on University systems.</p>
Obstruction	Obstruction refers to any activity that limits or prevents other students' access to resources or services and/or prevents members of staff, procedures or services from functioning as intended. For example, demanding support above and beyond what is reasonable, outside of service level agreements, resulting in less availability for others to access that service.

Sexual misconduct	Sexual misconduct can be, but is not limited to: making unwanted remarks or comments of a sexual nature; showing indecent images to another, such as sending nude pictures; touching and/or kissing without consent; exposing yourself or flashing another person(s); sharing sexualised images or videos of another person without consent; sexual harassment, stalking and/or unwanted obsessive, aggressive or persistent behaviours and attempted or actual molestation, sexual assault or rape.
Victimising	<p>Victimisation is the act of singling someone out as a result of actions carried out or not carried out. For example, this could include; treating someone unfairly or differently because they are making a complaint, assisting another in making a complaint, and/or reporting another individual's behaviour.</p> <p>A person is not protected against victimisation if they are acting in bad faith by making false accusations or by giving false information.</p>

# Academic Regulations

## Section 17

### Accreditation of Prior Learning (APL) Procedures

2021-22

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## Introduction

1. These Procedures should be read in conjunction with the University's APL Policy and Principles.
2. The accreditation of prior learning, or APL, is a means of recognising or assessing learning acquired in formal and informal settings and of giving credit for that learning against any award offered by the University, and at any level of award, taking account of the level descriptors set out in the University's awards frameworks
3. The University's APL Policy and Principles do not encompass entry with alternative qualifications and experience to the start of a course, that is entry without credit. This is covered by the University's Admissions Policy and Generic principles on Admissions (see Academic Regulations Section 2). Admissions Officers shall adopt procedures consonant with these to assess applications for entry with alternative qualifications and experience.
4. APL Coordinators shall be appointed by Head of School to apply the approved procedures in these Academic Regulations and in the scheme regulatory frameworks or course specific regulations for giving credit to individual students and to ensure consistency and equity of decision-taking. There may be more than one APL Coordinator in each School.
5. The minimum and maximum amount of APL credit that may be given to an individual student is specified within each regulatory framework within these Academic regulations/course specific regulations.
6. Where prior learning is directly relevant to the aims and/or the learning outcomes of core and designate course modules, a volume and level of specific credit may be given against named modules. Where the subject is relevant but there is no direct module match, a volume and level of specific credit may be given towards a named award.
7. Where prior learning can be assessed in content and level but is not relevant to the subject matter of the named award, a volume and level of general credit may be given against the elective element of the award.
8. Where a significant amount of credit, such as credit for a whole level, is being considered, the University's level descriptors and relevant subject content and skills shall be the criteria for giving credit, rather than individual modules aims and/or learning outcomes. A significant amount of credit shall only be given when the University can provide or design for the student an appropriate subsequent programme of study which will allow the student to fulfil the overall aims and learning outcomes of an award.
9. APL credit shall be recorded on the transcript that shall accompany the student's award certificate.
10. On behalf of Academic Board, in accordance with approved procedures, external courses shall be credit-rated in relation to the University's Awards in response to requests from external organisations or from schools/professional service departments and outcomes reported to the University's Undergraduate/Postgraduate Committee.
11. The University shall normally charge a fee for the administration of APEL as detailed in the University's Fee Policy 1. Where fees are charged for APL administration and assessment students shall be notified in advance.

### **Accreditation (or credit transfer) of prior learning certificated learning (APCL)**

12. The accreditation of prior certificated learning (APCL) may take place either on admission to a course or at any stage after enrolment.
13. Students shall submit original certification to the University in respect of any application for credit for prior certificated learning (APCL).
14. A School APL Coordinator or Recruitment Coordinator, shall have the authority to give APCL credit to individual students by completing a standard Credit Record Form. He or she shall also be responsible for making a judgement about the currency of certificated prior learning.
15. If a student has achieved APCL credit at a higher level than the level at which the student is studying or applying to study at the University, the credit may be given to the student against that award.
16. If a student has achieved APCL credit within the University or on a compatible scheme or course which can be accepted towards a University award, marks may be carried forward into the classification of the student's final award. The student shall normally make such a request at the time of applying for credit. The Pro Vice-Chancellor: Student Services (or nominee) shall approve the use of agreed conversion tables developed by Schools for the conversion of marks (additional to the University ECTS tables set down in the Academic Regulations). Where the scheme or course is not compatible, the student's final award shall be calculated on the modules studied in the University.
17. APCL credit cannot be used retrospectively to replace a taught module mark awarded by a London Metropolitan Subject Standards Board.
18. As provided in Section 1.2, Regulation 26, the University's systems and arrangements in place for managing the quality and standards of taught provision may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit. Where such agreement is reached, the School APL Coordinator and/or the School Recruitment Coordinator shall report this to the Pro Vice-Chancellor: Student Recruitment and Business Development, and Academic Quality and Student Administration. In respect of international qualifications, consultation with the Director of Student Recruitment and Business Development is required prior to an agreement being reached. The International Support and Compliance Manager should also be notified.

### **Accreditation of prior experiential learning (APEL)**

19. The accreditation of prior learning which is not certificated may take place either on admission to a course or at any stage after enrolment. An experience in any setting, such as paid or voluntary work or community activities, can provide appropriate learning opportunities for students. However, claims against language modules shall only be permitted for certificated and not experiential learning.
20. As provided under the APL Policy and Principles, the APEL Board, acting as a Subject Standards Board shall be responsible for overarching arrangements to assess APEL applications, recorded as appropriate in the course specific regulations. Membership of



the APEL Board shall comprise of a Chair and Vice-Chair (nominated by the Deputy Vice-Chancellor), all School APL Coordinators, representation (to include the Secretary) from Academic Quality and Student Administration, and an External Examiner.

21. The applicant or student shall be given an initial diagnostic interview with the APL Coordinator or nominee, the outcome of which shall record the credit applied for, the format and deadline of the assessment and any negotiated learning outcomes. This shall be recorded at the outset in an APEL Assessment Plan form. The individual applicant's prior learning may be formally assessed either by requiring the applicant to take an appropriate form of assessment, which may include a written assignment, a viva, portfolio, performance, oral presentation or artefact. Attendance at APEL guidance sessions shall not in itself constitute such formal assessment.
22. Internal and external examiners shall be responsible for assessing whether or not the applicant has achieved the learning outcomes which will achieve APEL credit. The proposal shall be presented for decision to the APEL Board by the School APL Coordinator.
23. Second marking conventions and sampling conventions in the Academic Regulations (Section 19) shall apply, with the rider that the APL Coordinator shall act as a one of the markers where the other marker has limited experience of the APEL process.
24. As a result of the assessment process in 22 above, APEL credit shall be given to a student who has achieved the requisite learning outcomes, on behalf of the APEL Board taking into account any relevant criteria recorded in the course specific regulations. If the assessment process warrants this the APEL Board may determine that the student shall carry forward a specific mark.
25. A student who fails to achieve the learning outcomes within an APEL assessment shall be permitted one reassessment. This shall not be counted against the overall number of registrations permitted in the Assessment Regulations (see Academic Regulations Sections 6 – 10).
26. The Procedures for the submission of Appeals against decisions of Assessment Boards set down the grounds and process by which a student may appeal against a decision of the APEL Board (see Academic Regulations, Section 13).

# Academic Regulations

## Section 18

### Examinations

#### 2021-22

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## Introduction

1. Examinations are one of the principal summative assessment instruments employed by the university. These Procedures aim to ensure a secure environment for examinations and the fair treatment of all students taking them.

## Methods of Assessment

2. The methods of assessment employed in a module relate to the learning objectives of the module and/or course on which students are registered. Standard nomenclature used within the University is given below.

### *Examination Types*

3. Examinations are invigilated time-constrained assessments, which may be one or more of the following types:
  - 3.1. **Closed:** students shall not bring into the examination room any notes or other supporting material, with the exception of instruments, such as calculators and drawing instruments, specified in the rubric on the standard-format first page of the question paper.
    - 3.1.1. The use of bilingual translating dictionaries may be permitted in all examinations except where the rubric of the examination paper states otherwise, subject to the approval processes currently in place, which are communicated via the Student Zone examination web pages.
    - 3.1.2. Standard English-only dictionaries are not normally permitted, but where the nature of the particular examination paper makes them necessary, they shall be permitted if specified in the rubric.
    - 3.1.3. Dictionaries containing encyclopedic information and any form of electronic dictionaries are never permitted. Dictionaries containing annotations other than the owner's name and contact details or containing inserted material are not permitted. Checks will be carried out by invigilators to ensure that dictionaries are free of annotations and insertions.
  - 3.2. **Restricted:** students shall be permitted to make use of certain aids (for example, annotated texts) where these are specified in the rubric on the first page of the question paper.
  - 3.3. **Open:** students shall be permitted to bring any materials, including their own notes into the examination room. In such examinations, which shall not normally be set in the same room as closed or restricted examinations, the words 'Open examination' or 'Open book' shall appear in the rubric on the first page of the question paper.
  - 3.4. **Prepared:** students shall be issued with case study or similar material in advance of the examination, which they shall be permitted to bring (annotated) into the examination, to work on an unseen question paper.
  - 3.5. **Seen:** students shall be issued with the examination paper in advance, but are

required to take the assessment under time constrained, invigilated conditions.

- 3.6. **Unseen:** students shall not be issued with the examination paper or any of the questions in advance.
- 3.7. **Part-seen:** students shall not be issued with the examination paper in advance, but one or more (but not all) of the questions are issued in advance.
- 3.8. **Practical:** students shall be required to demonstrate practical skills under time-constrained conditions.

### **Notification to Students**

4. A detailed examination timetable shall normally be published by Academic Quality and Student Administration at least three weeks before the date of the first examination. This may be subject to subsequent minor amendments. The examination timetable shall be published on the University web pages.
5. Each examination shall be scheduled only once in any examination period. Modules taught in the evening will normally be examined in the evening while modules taught in the day will normally be examined in the day. Any variation to this pattern must be approved by the School and agreed by Academic Quality and Student Administration, and should normally be communicated to students through Course and/or Module Handbooks and other relevant media at or before the start of the relevant semester.
6. It shall be a student's responsibility to inform himself or herself of the due time and place for each examination, and to present himself or herself for examination at the appropriate time.

### **Production of examination question papers**

#### *Responsibility for allocation of duties*

7. The Head of School, as senior manager of the School, shall be responsible for ensuring that staff have been nominated to undertake all the activities that lie within the School's remit. He or she shall
  - 7.1. approve arrangements for the drafting of examination question papers
  - 7.2. nominate members of staff to be responsible for setting the question papers
  - 7.3. identify the internal examiners responsible for internal moderation, marking and second marking the completed scripts
  - 7.4. ensure that relevant internal examiners, who are not invigilating the examination, shall be available at the start of each examination (see paragraph 54 below).
8. The Head of School shall notify the Pro Vice-Chancellor: Student Services (or nominee) of the names of staff with responsibilities for the various activities at the start of each semester.
9. Subject Standard examiners shall be consulted on all examination question papers prior to the examination, except those at Certificate level and those at sub-degree level

which are part of extended degree arrangements (see Section 19, paragraphs 24 and 38.4). Together with examination papers external examiners shall also receive assessment criteria, marking schemes and/or specimen answers, prepared at the same time by the internal examiner(s).

10. A separate question paper shall be produced for each examination for a particular module which is not examined concurrently.
11. An examination paper for use during the summer studies/resit period should be set at the same time as the standard examination question paper where a paper requires external moderation to ensure:
  - the two papers can be seen to be of a comparable standard;
  - the pressures involved in producing and moderating examination papers over the summer are avoided;
  - a reserve paper is available in case of emergencies, such as a breach in security.

Both the original paper and the resit (reserve) paper should be drafted so as to allow for possible substitution.

#### *Contents of the Question Paper*

12. Questions which have formed part of assessed coursework may not be set in an examination. Staff setting question papers must take care to provide an appropriate variety of questions over several successive papers, and where possible avoid repetition of identical questions even over a period of several years. Staff should also take care when using material that may be subject to copyright legislation, including appropriate referencing of source material.

#### *Standard-format first page*

13. The standard-format first page for question papers, published via the Academic Quality and Student Administration web pages, must be used for all examination papers. Date and start time may be left blank when the paper is provided to Academic Quality and Student Administration prior to the publication of the relevant period examination timetable, but all other sections must be completed. Care should be taken to specify the correct type of examination (see paragraph 3 above), especially where the type is other than 'closed' and 'unseen', and any materials supplied or permitted in the examination must be clearly specified.
14. The duration of the examination<sup>1</sup> is required. Reading time shall not be specified separately from the overall time allowed to students.
15. Clear instructions shall be provided as to the number of questions to be attempted by students, and whether the student has a free choice, or is required to answer some compulsory questions or to select from certain sections.
16. The maximum marks available for each question or part question shall be clearly indicated.

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<sup>1</sup> The length of examinations is determined as part of the University's processes of validation of modules and any amendment to the length of an examination is governed by the processes for changing assessment instruments detailed in the Quality Manual.

## **Preparation of examination materials**

17. Subject Standards Boards shall have overall responsibility for finalizing examination papers, including examination papers for reassessments which shall be finalised at the same time as the original examination paper. Arrangements for the drafting and approval of examination papers must allow sufficient time for the external examiners to perform their consultative role. Draft examination papers shall be typed, internally moderated and submitted to the appropriate external examiner not later than the specified date by Academic Quality and Student Administration. Once external examiners have commented, the final version of the paper shall be submitted to Academic Quality and Student Administration not later than the specified date. The date for submitting seen papers and other material that students need to see in advance may be earlier than the date for unseen papers, so that the seen material may be published to students in advance of the examination via the University's website. The specified dates for submission are published to academic staff via the Academic Quality and Student Administration web pages. Academic Quality and Student Administration shall be responsible for reproduction of examination papers.
18. The relevant School shall be responsible for the production of other written materials to be provided for students in addition to question papers - e.g. lists of critical formulae, mathematical or other tables. Such materials shall be mentioned in the rubric of the question paper (see paragraph 13 above), and provided to Academic Quality and Student Administration so that they can be included in the package for the examination.
19. The package of question papers shall be stored securely in a room inaccessible to students.
20. Academic Quality and Student Administration shall produce examination answer books or, where applicable, answer book cover sheets for all examinations other than computer-based exams and practical exams not requiring documented answers.

## **Arrangements for written examinations**

21. The Associate Pro Vice-Chancellor: Academic and Student Services (Interim) (or nominee) shall have overall responsibility, on behalf of the Academic Board, for oversight and co-ordination of examinations within the University (including individual examinations proposed under Section 19, paragraph 18, clash exams and those taken by students overseas), for interpretation of the Regulations covering the conduct of examinations, and for specifying the conditions under which examinations are to be conducted.
22. The arrangements for written examinations (examinations aside from practical examinations as defined in paragraph 3 above) shall be in accordance with the procedures detailed below, except where the Pro Vice-Chancellor: Student Services (or nominee) has given specific written approval for an exception to be made. Such approval will normally only be given where the requirements of external examining bodies necessitate alternative provision.
23. Other than for seen examinations, examinations which involve the same question paper shall commence at the same time. This rule applies equally to courses delivered at the University's collaborative partner institutions, where the same examination may be taking place at different sites. Additional seen examinations involving the same question paper must commence within 48 hours of the first sitting published in the

examination timetable.

24. Schools have discretion to make their own arrangements for practical examinations within the framework and in line with the principles of these regulations. The relevant Head of School shall have overall responsibility for the conduct of practical examinations. However, all practical examinations and other time constrained assessments taking place during any of the three main examination periods shall be advised to Academic Quality and Student Administration along with confirmation of other exams required, so that they may be included in the examination timetable published to students on the website.

### **Physical arrangements for examinations**

25. Responsibility for the physical arrangements for examinations lies with Academic Quality and Student Administration. These arrangements cover:
  - 25.1. reservation of the appropriate accommodation;
  - 25.2. setting up the accommodation to the required standards;
  - 25.3. procedures to ensure that students are allocated to desks in a random order;
  - 25.4. provision of information and materials to the invigilators responsible in each examination room.

#### *Examination rooms*

26. Where justified to achieve efficient use of space and invigilator resource, examinations of different durations may take place in the same room. In all cases co-located examinations shall start at the same time. Where examinations of different durations are taking place in the same room, the senior invigilator shall ensure that any changeover is handled so as to cause minimal disruption. Open examinations shall normally be held separately from closed and restricted examinations.
27. Students shall be seated at individual examination desks located at four foot centres, with an adequate area at the front of the examination room (and at the rear of the room, in the case of large halls) for the invigilators. It must be possible for an invigilator to approach any student, and for any student to leave the room without disturbing other students.
28. Each examination room shall have a working clock(s) visible to all students. A whiteboard or similar equipment shall be available so that any relevant information can be displayed to students throughout the examination.
29. Where two or more groups of students are being examined in the same room, a seating plan shall be provided, showing the area of the room allocated to each group.

### **Role of invigilators**

30. Invigilators shall be responsible for the smooth running of the examinations in their charge, and for ensuring that the regulations and procedures covering the conduct of examinations are observed. They shall be fully conversant with these Procedures concerning their duties and with additional examination procedures and guidance published by Academic Quality and Student Administration via its web pages and in invigilators' packs.



31. There shall be a minimum of two invigilators in each examination room, and normally at least one invigilator for every 30 students overall. At least one invigilator shall be present in the examination room at all times when an examination is in progress.
32. One invigilator within each examination room shall be designated as Senior Invigilator and shall have overall responsibility for the conduct of the examination session, and for ensuring that both students and invigilators abide by these Procedures covering the conduct of examinations. The Head of the relevant School shall designate the Senior Invigilator for each examination. In cases where examinations from different Schools are held in the same room, the Pro Vice-Chancellor: Student Services (or nominee) shall designate the overall Senior Invigilator for the room. The Pro Vice-Chancellor: Student Services (or nominee) shall designate the Senior Invigilator for clash and individual examination sessions (see paragraphs 40 and 43 below).

#### *Appointment of invigilators*

33. The responsibility for nominating school staff to invigilate an examination lies with the Head of School. Normally, staff involved in teaching a particular module shall invigilate the relevant examination. Nominations shall be made by the specified date to Academic Quality and Student Administration, who shall co-ordinate the invigilation rota. Academic Quality and Student Administration shall provide from a central pool of invigilators, sufficient invigilators to cover any shortfall.

### **Individual examination arrangements**

#### *General principles*

34. The Pro Vice-Chancellor: Student Services (or nominee) shall have discretion to approve arrangements for the examination of any student who, for reason of dyslexia, health or disability, whether temporary or permanent, is unable to sit the examination under normal conditions, or would be severely disadvantaged by so doing. In considering such requests, the Pro Vice-Chancellor: Student Services (or nominee) may make such consultations as s/he deems appropriate.
35. A request for individual examination arrangements as a consequence of a student's Individual Needs Assessment Report shall be made to Academic Quality and Student Administration, by the date published. In exceptional cases including accident or emergency or cases requested by Academic Quality and Student Administration, requests may be accepted at a later date and processed where possible.
36. Where the Pro Vice-Chancellor: Student Services (or nominee) approves a request for individual examination arrangements, the examination shall take place concurrently with the main examination, normally in a separate room to the rest of the cohort. The circumstances and facilities of the individual examination are at the discretion of the Pro Vice-Chancellor: Student Services (or nominee). Normal invigilation procedures shall apply, with the exception that where only one student is taking the examination in the room, only one invigilator is normally required.
37. Academic Quality and Student Administration shall appoint invigilators where individual examination arrangements have been approved. If an amanuensis is required a suitably trained person shall be provided. If the amanuensis has worked closely with the student during his or her studies at the University or elsewhere, he or she shall be accompanied by an additional invigilator.

38. In exceptional circumstances, and taking into account any requirements of the relevant professional or external body, a recommendation for a variation to the examination may be made (refer to Section 19 paragraphs 10-17).

#### *Alternative examination accommodation*

39. Alternative examination accommodation is intended for students with either temporary or permanent disabilities, medical conditions, dyslexia, dyspraxia, other Specific Learning Difficulties, extreme examination anxiety or other psychological problems.
40. Academic Quality and Student Administration shall identify locations for individual examinations, schedule individual examination sittings and notify students of arrangements.

#### *Examinations overseas*

41. The taking of University examinations overseas will only be permitted with the written authority of the Pro Vice-Chancellor: Student Services (or nominee). Examinations may only be taken in locations approved by the Pro Vice-Chancellor: Student Services (or nominee) and examinations taken overseas shall be conducted in accordance with these Procedures. Practical examinations shall not be taken abroad.
42. Normally an administrative charge will be payable, in addition to charges made by the hosting institution, which will be payable by the student. All arrangements must be made in line with deadlines set by Academic Quality and Student Administration.

#### *Examination clashes*

43. While every effort is made to spread students' examinations it is possible that a student will be timetabled to sit two examinations concurrently (an examination clash). When this occurs the student shall be responsible for notifying Academic Quality and Student Administration, by the published deadline. Academic Quality and Student Administration shall then make arrangements for the student to sit both examinations (normally morning and afternoon) and to be chaperoned for the intervening (lunch) period. Both examinations will normally be sat in a location separate to the main cohort, except where the nature of the assessment (e.g., a practical examination) makes this impossible.
44. A student taking examinations under clash arrangements shall remain under examination conditions from the start of the first examination to the end of their last examination save that he or she will be permitted to use books and notes to revise during the intervening (lunch) period. He or she must not communicate (by telephone or other means) with any other student outside the clash room and may only leave the room during the lunch period or other breaks if chaperoned. Any breach shall be reported as an allegation of academic misconduct (see Academic Regulations, Section 15).
45. A student shall not be permitted to leave the clash room until any examination for which he or she has seen the paper has been underway at the main location for at least 30 minutes.

## **Before the examination**

46. The invigilators shall collect the materials required for the examination from the designated point and begin to lay out the materials in the examination room at least 30 minutes before the examination is due to commence. The materials shall include not only the question papers and blank answer books and supplementary answer books, but also attendance slips, any mathematical or other tables required, and tags (for students to tie together the various sections of their scripts).
47. The invigilators shall ensure that all preparations for the examination are concluded before students are permitted to enter the examination room. Under no circumstances shall students be permitted in any room, which has already been prepared for an examination, in the absence of an invigilator.
48. Students shall be admitted to the examination room five minutes before the scheduled start of the examination to allow them to find their seats and to check they that have all necessary writing aids, calculators or drawing instruments necessary for the examination. It is the responsibility of each student to ensure that he or she brings all such necessary equipment to the examination room. For larger examinations students should be admitted earlier, and where there is more than one examination scheduled in the room, students should be admitted in their examination groups.
49. Students should not bring valuable items into the examination room. If they do so it is at their own risk and the University is unable to accept responsibility for any item not used in completing the examination. Students shall leave briefcases, bags and coats in a place within the examination room designated by the Senior Invigilator. Instrument containers, purses, wallets or items allowed into the room and retained by students may be inspected by the invigilator, as may calculators and their cases where calculators are permitted for the examination. Such items, if not necessary for the examination, must be under students' seats, not on their desks. Students may not have mobile phones or other electronic devices on their person at any time during the examination, but these may be kept, switched off, not just to silent mode, beneath their seats.
50. Students may not make use of, or have in their possession, any book, manuscript, dictionary, calculator or other extraneous aid or materials which is not specifically permitted in the rubric of the examination paper.
51. A student shall display his or her ID card on his or her examination desk. A student who fails to display his or her ID card will be allowed to commence the examination. The Senior Invigilator shall record the details of any student without a valid ID card, who shall be required to confirm his or her identity at the end of the examination and before leaving the examination room. The lack of ID card and the method of confirming identity shall be recorded in the answer book and in the Senior Invigilator's Report, and it is essential that the student's signature is on the fold down corner of the answer book cover.

## **The start of the examination**

52. Before the examination starts, the Senior Invigilator shall remind students of the following:
  - 52.1. they are now subject to the Procedures covering the conduct of examinations

and should not communicate with any other student;

- 52.2. they should check that they have the correct examination paper, and should carefully read the rubric at the top of the paper;
- 52.3. they should read and comply with the instructions on the front of the answer books; use only the official stationery provided; write rough work in the answer books and then cross it through;
- 52.4. they must remain in their seats; if they wish to gain the attention of an invigilator, they should raise their hand;
- 52.5. they may only leave the room with the permission of an invigilator; they will not be permitted to leave the room during the first 30 minutes, or the final 15 minutes, of the examination;
- 52.6. they must not have in their possession any unauthorised materials or paper; any student in possession of, or using, unauthorised materials shall be subject to an allegation of academic misconduct (see Academic Regulations, Section 15);
- 52.7. they should first of all complete the attendance slips and ensure that their student number is entered clearly on their answer book; where answer books are provided with a fold down area they should write their name and provide their signature in this area and seal the flap.

A standard Senior Invigilator's Announcement is normally provided in the Invigilator's pack which summarises the key points, in which case the Senior Invigilator should read this out, and then supplement as necessary to cover additional points he or she considers will help students understand what is required of them and what is and is not permitted.

53. If for any reason the start of the examination is delayed the Senior Invigilator shall include details in the report to the Pro Vice-Chancellor: Student Services (or nominee).
54. The internal examiner(s) shall normally be available in the main examination room for the first 30 minutes of the examination in the event of any question on the paper. (see 7.4 above). Clarification of any questions shall be limited to:
  - 54.1. confirmation that there is no misprint, and the paper should read as it stands, or
  - 54.2. notification that there is a misprint: in this case the revised version shall be immediately announced to all students, and also written up at the front of the examination room. If the paper is being sat in two or more rooms, the internal examiner shall alert Academic Quality and Student Administration, who will ensure that all students are notified of the same version of the correction as soon as possible, including any individual examination and clash sittings.
55. Under no circumstances shall an invigilator, whether or not the internal examiner, attempt to elucidate or interpret the paper. Where a student believes there to be some error or ambiguity, the student shall be advised to note his/her interpretation at the beginning of the answer. Any query raised or correction made regarding the question paper shall be reported to Academic Quality and Student Administration, and where material to the Chair of the Subject Standards Board by the Senior Invigilator using the

Senior Invigilator report form.

### **Late candidates**

56. Students who arrive up to 30 minutes after the start of the examination shall be admitted to the examination room. Late students shall not be permitted extra time. Students shall only be admitted to an examination room after the first 30 minutes by the Senior Invigilator provided no students have left the room.

### **During the examination**

57. Invigilators shall concentrate on invigilation to the exclusion of all other tasks. During the examination they shall regularly and unobtrusively move their vantage point within the room.
58. Invigilators shall ensure that silence is maintained, that students do not communicate with each other, or use any unauthorised materials, manuscripts or other aids not permitted in the rubric of the question paper, and that no stationery other than the official answer books is used.
59. If an invigilator observes a student apparently contravening the Procedures covering the conduct of examinations, he or she shall immediately inform the Senior Invigilator. The student shall be informed that the incident will be reported and will be investigated in accordance with the Procedures on Student Academic Misconduct. The invigilator shall endorse the answer book with his or her initials, the date and time of the incident, and a brief description of the circumstances. The student shall then be permitted to proceed, using a new answer book. Any unauthorised materials shall be removed and retained until after the investigation of the allegation. The invigilator shall make a full written report of all the circumstances to the Student Casework Office. If the report is completed immediately at the end of the examination it should normally be returned with other necessary material to the question paper collection point, where it will be logged prior to being passed to the Student Casework Office. The report should be completed as soon as possible and normally within seven working days of the incident. The Senior Invigilator shall, in addition, note the circumstances on the Senior Invigilator report form. (See Academic Regulations, Section 15)
60. Shortly after the start of the examination, the invigilators shall collect attendance slips (both used and unused) for return to Academic Quality and Student Administration.
61. Students shall do all their work, including rough work, on the stationery provided. Work which is not intended to be assessed shall be clearly crossed through.
62. Students shall not communicate with any person other than an invigilator. A student wishing to attract the attention of an invigilator shall do so without causing a disturbance.
63. Any student who causes a disturbance in an examination room may be required to leave the room, and shall be reported to the Pro Vice-Chancellor: Student Services (or nominee).
64. Students shall not leave their seats without the permission of an invigilator.
65. Students shall not smoke (including electronic cigarettes) or eat in an examination room. Students may drink, as long as the drink is clearly visible and does not require

accessing a bag or coat.

66. The invigilators shall make every effort to ensure that students' requirements for fresh answer books, or requests to leave the examination room, are answered as quickly as possible without disturbance. A student who requires to leave the room during the course of the examination with the intention of returning, shall be accompanied by an invigilator or other authorised person.
67. If a student falls ill, or a similar emergency occurs, the Senior Invigilator shall take whatever immediate action is necessary, and provide full details to the Pro Vice-Chancellor: Student Services (or nominee) using the Senior Invigilator's Report Form.
68. Students shall not normally be permitted to leave the examination room within the first 30 minutes or the last 15 minutes of an examination; if an invigilator permits a student to do so, on the basis of illness or other similar cause, a report shall be made to the Pro Vice-Chancellor: Student Services (or nominee) using the Senior Invigilator's Report Form.
69. When a student who has completed the examination leaves the examination room before the scheduled end of the examination, his or her worked script shall be collected by the invigilator before the student leaves the room, and the time of departure marked upon it.
70. Invigilators shall remind students when one hour of the examination remains, and when 15 minutes remain.

### **The end of the examination**

71. The examination shall end after the due period of time. The invigilators shall instruct students to stop writing and to remain quietly in their seats until all the scripts have been collected.
72. Students are responsible for ensuring that:
  - 72.1. all their answer books and supplementary answer booklets are clearly labelled with their Student ID number and are firmly tied together;
  - 72.2. all answers are clearly labelled with the number of the question;
  - 72.3. all information required on the front of the examination answer book or cover sheet is given in full;
  - 72.4. all completed answer books are handed to the invigilator; any script or part thereof not handed in at the end of the examination shall not normally be marked.
73. When the invigilators have collected the scripts, checking that each student has written his/her number on all answer booklets used, and that all sections of the script are securely fastened together, they shall dismiss the students from the examination room.
74. Students shall not be permitted to take any examination stationery, used or unused, out of the examination room other than the examination question paper, which may be removed at the discretion of the Senior Invigilator, except that students shall not

normally be allowed to retain the question paper for reassessment examinations. Students taking examination stationery out of the examination room shall be subject to an allegation of academic misconduct (see Academic Regulations, Section 15).

75. The worked scripts shall be delivered by hand or other secure means to Academic Quality and Student Administration. Internal examiners who wish to retain the scripts for immediate marking shall notify Academic Quality and Student Administration when collecting the examination materials or, where this is not possible immediately after the examination. Examination scripts must not be placed in the internal or external mail.
76. The Senior Invigilator shall complete the Senior Invigilator Report Form for the examination session, and ensure that Module Student Lists are annotated and Unregistered Student Lists are completed for each examination, to provide a record of all students attending. These items, together with the completed attendance slips, shall be returned promptly to the location advised by Academic Quality and Student Administration.
77. Before leaving the examination room, invigilators shall take particular care to check that no examination stationery, used or unused, has been left behind, and that all scripts have been collected. Unused stationery and attendance slips shall be returned by the invigilators at the end of the examination, to a secure location advised by Academic Quality and Student Administration.

### **Procedures in the event of emergencies**

78. In the event of a fire alarm or other emergency requiring the evacuation of the examination room, the Senior Invigilator shall note the time the examination was interrupted, and shall instruct the students to cease writing, to leave all materials (including question papers and answer books) on their desks, to leave the room in an orderly fashion, and to assemble at the specified place. The Senior Invigilator shall be the last to leave the examination room and shall, as far as possible, leave the room secure. The invigilators shall remind students that the Procedures covering the conduct of examinations continue to apply for the duration of the suspension and that student may not communicate with any persons other than the invigilator(s). As soon as possible after the evacuation, the Senior Invigilator shall notify Academic Quality and Student Administration of the incident.
79. It is not possible to establish specific procedures as to whether an examination, which has been interrupted should be resumed. If the incident is of short duration, it may be feasible to continue as soon as the examination room is again available. If the incident is prolonged (a duration of more than 30 minutes), this is usually not practicable. To enable common standards to be applied, Academic Quality and Student Administration must be kept informed, and will provide guidance.
80. As soon as possible after the emergency, the Senior Invigilator shall re-enter the examination room, and shall take particular note whether any scripts or other documents appear to have been disturbed.
81. Academic Quality and Student Administration, following consultation with the Senior Invigilator, shall determine in light of the circumstances whether the examination shall be resumed after the incident, or whether the examination shall be abandoned. If the examination is resumed, the Senior Invigilator shall recommence the examination at the earliest possible moment, reminding students that a report of the incident will be

made to the Subject Standards Board. Students shall have the balance of time due for the examination, plus 10 minutes in compensation for the disturbance.

82. If the examination is not to be resumed, the invigilators shall permit the students to resume their seats so that they can ensure their scripts are correctly labelled and separate answer books are tied together. The scripts shall then be collected in the usual manner.
83. Following the incident, the Senior Invigilator shall make a report in writing to the Pro Vice-Chancellor: Student Services (or nominee) using the Senior Invigilator's Report Form. If the examination has been resumed, the scripts will be assessed in the usual way. If the examination has not been resumed the scripts will be marked, and the marks presented to the Subject Standards Board, together with the report of the Senior Invigilator. A meeting of the Pro Vice-Chancellor: Student Services (or nominee) and the Chair of the Subject Standards Board must be convened as soon as practicable, normally within a week of the affected examination. In the light of circumstances, they shall determine how best to proceed to ensure that all students are treated with equity

### **Abnormal circumstances**

84. Although it is the responsibility of students to present themselves for examination at the appropriate time, there may be circumstances (for example, extremely bad weather or industrial action affecting transport services) where this is extremely difficult, if not impossible, for students living some distance from the University, and Associate Pro Vice-Chancellor: Academic and Student Services (Interim) (or nominee) shall have authority to take extraordinary measures in these circumstances.
85. The Pro Vice-Chancellor: Student Services (or nominee) shall have authority to rule that abnormal circumstances prevail, where in his/her judgement external circumstances will prevent, or be likely to prevent, students from presenting themselves for examination at the appropriate time. The Pro Vice-Chancellor: Student Services (or nominee) shall determine whether:
  - 85.1. to delay the start of the examination
  - 85.2. to reschedule the examination for an alternative date and time.
86. Where abnormal circumstances prevail, the restrictions on admitting students to the examination room more than 30 minutes after the start of the examination shall be lifted, but the names of such late entrants shall be recorded by the Senior Invigilator in his or her report to the Pro Vice-Chancellor: Student Services (or nominee). Students arriving late shall not normally be permitted any additional time; the Senior Invigilator shall ensure that the time of their arrival is entered in the students' answer books.



# Academic Regulations

## Section 19

### Conduct of Progression and Award Assessment Boards

2021-22

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## **Purposes of assessment**

1. Assessment is designed to determine whether students have achieved the learning outcomes and aims of the modules and courses that they undertake. Our principles to encourage the design of appropriate assessment instruments and tasks are outlined in the University Assessment Guide. Operational matters are covered in the Guide to Assessment Processes and other communications produced by Academic Quality and Student Administration.

## **Delegation of degree awarding powers**

2. Degree awarding powers are vested in the Board of Governors of the University. The Board of Governors has delegated its authority to Academic Board in respect of awards made to individual students.
3. Academic Board has delegated the conferment of awards, such as degrees, diplomas and certificates on individual students, to the Progression and Award Assessment Board (see Terms of Reference below) acting on its behalf. Awards are subject to the University's Regulations and course specific regulations.
4. Assessment of individual modules is managed through Subject Standards Boards (see Terms of Reference below).
5. The configuration of the tier of Subject Standards Boards is approved by the Chair of the Progression and Award Assessment Board on the Deputy Pro Vice-Chancellor: Student Services (or nominee), following consultation with the Heads of Schools. Requests to alter the configuration of a Subject Standards Board should be made by the Head of the relevant School to Academic Quality and Student Administration, normally before the start of the session.
6. The approved nomination process for external examiners is set down in the Quality Manual. Academic Board has delegated the appointment of all internal and external examiners for taught courses to the Deputy Vice-Chancellor and delegated to the Awards Board sub-committee for Research Degrees the appointment of all internal and external examiners for research degrees.
7. Heads of Schools are responsible for the nomination of Chairs and Vice-Chairs of Subject Standards Boards (and for reporting them to Academic Quality and Student Administration) and of Internal and External Examiners.

## **Principles for the assessment process**

8. Heads of Schools and of all relevant professional service departments will be accountable to Academic Board for the conduct of the assessment process as a whole. The assessment of students' performance will be carried out fairly by duly appointed, competent and impartial internal examiners.
9. Awards Examiners will be associated with the conferment of all Awards except honorary degrees. Their role, which is elaborated further in paragraphs 40-43 below, is to ensure that justice is done to the individual student and that the standard of the University's Awards is confirmed.

## **Disability (see also Subject Standards Board Term of Reference 3.6 below)**

10. We will take all reasonable steps to ensure that if a student is unable, through disability, to be assessed by the normal methods, alternative methods of assessment of the learning outcomes will be made available.
11. Where an Individual Needs Assessment Report confirms that a student cannot be fairly assessed even with the provision of extra time and/or a modified environment, Chairs of Subject Standards Boards will approve, following a recommendation from Academic Quality and Student Administration, and normally based upon on a proposal from a Module Leader, alternative assessment tasks.
12. The Chair of the Subject Standards Board is responsible for ensuring that alternative tasks are appropriate to enable the student to demonstrate the aims and learning outcomes of the module and/or course and the need to assess the student on equal terms with other students. The Chair will consult with the specialist disability advisors and, Academic Quality and Student Administration as necessary.
13. For a continuing student with an approved programme of study, alternative tasks will normally be agreed at least 8 weeks prior to the due date for the assessment, or the end of week four of the teaching period whichever is the later.
14. For a student newly registered with Academic Quality and Student Administration, or in the case of a modified Individual Needs Assessment Report, alternative tasks will be agreed as soon as practicable and where possible normally at least 3 weeks prior to the due date for the assessment.
15. The Chair of the Subject Standards Board will notify Academic Quality and Student Administration of agreed alternative assessments.
16. Clear guidance on the nature of the task and associated times for (as appropriate) collection and completion or submission will be provided within the documentation given to the student. Where the alternative assessment replaces an examination, arrangements for providing the alternative assessment to the student will be agreed by Academic Quality and Student Administration and will ensure that it is not provided before the scheduled start of the standard examination.
17. A school may nominate a member of its senior staff to act on behalf of, or in conjunction with, Chairs of Subject Standards Boards in approving alternative assessments and liaising with Academic Quality and Student Administration.
18. On application from specified members of Academic Quality and Student Administration, the Deputy Pro Vice-Chancellor: Student Services (or nominee) will have discretion to approve special arrangements for the examination of any student which will normally be held in an individual examination environment (see Procedures covering the conduct of examinations (Section 18, paragraphs 34-40)).
19. Where exceptionally an Individual Needs Assessment Report confirms the need for modified coursework deadlines for a disabled student, these shall normally be agreed at the start of each semester (or as early as practicable for a student whose Individual Needs Assessment Report becomes available after the start of the semester) and communicated to Academic Quality and Student Administration in advance of

coursework being submitted. Modified deadlines will not normally extend later than two weeks beyond the end of the semester.

### **Termination of a Student Registration on academic grounds**

20. Where the Progression and Award Assessment Board determines under these regulations or course specific regulations it is not possible and/or not likely that a student can successfully complete the course on which they are enrolled because of failure of modules, unsatisfactory standards of work or other academic reasons, their registration will be terminated.
21. Students have the right of appeal to the Student Casework Office (see Section 13) against a decision to terminate their registration on academic grounds. The Progression Matrix (see Section 6. Appendix 1) outlines scenarios in which an undergraduate student may be considered for termination on academic grounds.

### **Exceptional circumstances**

22. The Vice-Chancellor will determine an appropriate course of action if, in their judgement, abnormal circumstances prevail across the University which have prevented, or are likely to prevent, due process from taking place in respect of assessment processes or for decisions about progression or for the conferment of awards.

### **Examinations**

23. All staff and students must comply with the procedures covering the conduct of examinations, which are approved by Academic Board set out in Section 18.

### **Marking and Feedback**

24. External and internal examiners(s) are responsible collectively for ensuring that the standard of the University's Awards is maintained, that the performance of students is assessed in relation to those standards and that justice is done to individual students.

### **Roles and responsibilities of internal examiners**

#### **Internal Examiners – marking students' work**

25. Internal examiners are members of University staff appointed as examiners with responsibility for marking items of assessed work in which they themselves have competence. They will mark work on an objective, impartial basis, in line with clear marking criteria.
26. Internal examiners are members of the relevant Subject Standards Board and accountable to that Board for the integrity of the assessment process.

#### **Internal second marking**

27. The purpose of second marking is:
  - to perform a moderating role;
  - to ensure consistency;
  - to examine special cases;

- to give confidence to students that marking will be objective and impartial.
28. Each module will have a Module Internal Examiner who will have overall responsibility for all assessment matters relating to that particular module.
  29. There will be a minimum of two internal examiners for each item of assessed work in a module, one of whom may be the Module Internal Examiner.
  30. The first internal examiner will mark all work submitted. The second internal examiner will mark at least 20% of the work submitted, subject to a minimum of 20 items (10 for postgraduate dissertations), or, if fewer, the total number of items submitted. At Levels 5, 6 and 7, the work shall be spread across all degree class bands and failing grades. At Level 4, all work falling within the 35% to 45% range will be second-marked.
  31. Where there is a team of internal examiners associated with a module, the Module Internal Examiner will normally perform the moderating role.
  32. The role of the second internal examiner is to check the use of marking criteria and exercise moderation over the marks across the group of students.
  33. Internal examiners will normally resolve disagreements on marks by discussion and reach a consensus. Where consensus is not reached, the Chair of the relevant Subject Standards Board shall advise upon an appropriate course of action to remedy the disagreement. For example, by the identification of a further internal examiner.

### **Feedback to students**

34. Feedback on all items of assessed coursework will be given to students; feedback on examinations will be made available upon request.
35. In accordance with the Data Protection Acts 1984 and 1998 students have a right to see the comments of internal examiners on their performance. These include comments made on the item of assessed work itself or on cover sheets provided for the purpose of feedback. The latter method shall be used wherever possible.
36. Feedback on marks will normally be reported in percentage marks, with the proviso that such marks are provisional and subject to change, if given before confirmation of marks by the Progression and Award Assessment Board.

### **External examiners**

#### **Responsibilities of external examiners – confirming academic standards**

37. External examiners, who are not staff of the University, will be appointed as:
  - 37.1 Subject Standards Examiners for modules; or
  - 37.2 Awards Examiners to sit on the Progression and Awards Assessment Board; or
  - 37.3 External Examiners for research degrees (see Section 22 paragraph 78)
38. Subject Standards Examiners will:
  - 38.1 confirm that the assessment process is conducted in accordance with these regulations and course specific regulations;

- 38.2 confirm that students have been assessed fairly and have been judged on whether they have achieved the aims and learning outcomes of the course as stated in the course specification and our general educational aims;
- 38.3 confirm that the range of marks given by internal examiners to students fairly reflects the standards of those students' performance, having regard to standards elsewhere in UK higher education.

In order to carry out these duties, they will:

- 38.4 be consulted on proposed examination papers and coursework assignments, and be consulted on any proposed changes to the assessment scheme for the course; where issues of timing preclude changes to coursework assignments being made in response to external examiner comments the Module Leader will address them via the annual monitoring processes and specifically the Module Log.
  - 38.5 see a sample of the students' work (see paragraphs 46-49 below) where the marks awarded contribute to the classification of the intended awards. The sample will normally exclude coursework submitted before teaching week 8 where this is returned to students within the semester/academic year for feedback purposes, and will not, therefore, form part of any sample sent to the Subject Standards Examiner. Modules at Preparatory and Certificate levels will only be sampled by External Examiners where the outcome contributes to the classification of a student's intended award or where required by professional bodies.
  - 38.6 supply comments to the Module Internal Examiner and the Subject Standards Board on the range of marks awarded after having undertaken external sampling.
  - 38.7 affirm (normally by electronic correspondence) that the marks proposed by the Module Internal Examiner(s) are appropriate for confirmation and publication to students or recommend to the Chair of the Subject Standards Board that a remarking of some or all of the assessment components be undertaken prior to the publication of marks. (It should be noted that Subject Standards Examiners are not authorised to request alteration to the marks of individual students).
  - 38.8 attend annually one or more meetings at which student performance on modules is reviewed and academic standards monitored.
  - 38.9 be consulted from time to time about any proposed changes to the approved scheme regulatory framework or course specific regulations which will directly affect students currently on the course (see Introduction Section).
39. External examiners to research degrees will, conduct *viva voce* examinations of students, to consider, and, as appropriate, confirm that the student has met the required standard for the award of the research degree (the full role of external examiners to research degrees is included in Section 22 paragraph 75);

40. Awards Examiners will:

- 40.1 confirm that the conferment of awards has been reached in accordance with the University's Academic Regulations and that the process of conferment has been conducted in accordance with good practice in higher education;
  - 40.2 attend Progression and Award Assessment Board meetings at which decisions on the conferment of awards are made (see paragraph 66 below);
  - 40.3 participate in the monitoring of academic standards and review of assessment policy.
41. Awards and Subject Standards Examiners will report to the University as indicated in paragraphs 54 to 59 below;
42. To carry out these responsibilities, Subject Standards examiners and external examiners to research degrees will be:
- 42.1 competent in assessing students' knowledge and skills at higher education or, where applicable, further education level;
  - 42.2 expert in the field of study concerned and with an appropriate specialist level of expertise matched to the aims of the course or programme of research.
43. Awards Examiners will be experienced in examining at subject level and also competent to take an overview of a course and/or scheme and/or broad quality assurance/quality enhancement matters.
44. All external examiners will be:
- 44.1 impartial in judgement;
  - 44.2 properly briefed on their role, the scheme, the course, the module and the University's requirements;
  - 44.3 governed by the University's Academic Regulations;
  - 44.4 paid a fee set by the University and recorded in a contract; for taught courses this is calculated in relation to the examiner's annual workload and is subject to the production of an annual report.
  - 44.5 independent. To ensure this, external examiners shall not concurrently act as members of a panel established to review the course or the School in which they examine
45. New Subject Standards and Awards examiners shall be inducted as soon as possible after appointment, preferably by visiting the University and meeting key staff in schools. The induction shall cover, as appropriate: key dates, the examiner's role in relation to the examining team as a whole, the course, the module, syllabuses and teaching methods, the learning outcomes and the assessment scheme and the scheme regulatory framework and course specific regulations.

### **External sampling**



46. Subject Standards Examiners appointed to modules at Levels 5, 6 and 7 (and where applicable Preparatory and Certificate levels) will review a sample of students' work to enable them to carry out their full responsibilities specified in paragraph 38 above.
47. The sample will normally be a minimum of 20 items of assessed work for each module (or, if fewer, the total number of items of assessed work submitted). This will be spread across the range of assessment tasks and all classification bands and failing grades.
48. For postgraduate dissertations the normal sample size will be 10 items of assessed work.
49. The sample will normally exclude coursework submitted before teaching week 8 as this is returned to students within the semester/academic year for feedback purposes.

### **Appointment of external examiners**

50. Appointment dates for external examiners will take account of the timing of assessed work in such a way that they may be fully involved in the assessment process. For taught courses, external examiners' normal term of office will allow the examiner to assess four successive groups of students, i.e. normally four years. Extensions of tenure may exceptionally be approved where good reason is provided.
51. New external examiners will normally take up their appointments at an agreed date shortly before the date of the retirement of their predecessors. External examiners will remain available until the last assessments with which they are to be associated in order to deal with any subsequent reviews of decisions.
52. External examiners will not normally hold more than the equivalent of two substantial undergraduate appointments in the university sector as a whole at the same time.
53. A number of Awards Examiners will be appointed to the Progression and Award Assessment Board. They will have sufficient external examining experience to take an overview of the University's schemes and the courses within it and ensure that a consistent standard is maintained across subjects.

### **External Examiners' reports**

54. Subject Standards Examiners will report annually to the Vice-Chancellor on behalf of Academic Board on the conduct of the assessments just concluded and on issues related to assessment, including:
  - 54.1 the standards of the overall performance of the students in relation to their peers on comparable courses or the standards that obtain in professional practice. Evidence shall be provided for the judgement made in this respect drawn from the examiner's views of the strengths and weaknesses of students; the quality of knowledge and skills (in relation to the University's general educational aims and scheme, course and module aims and learning outcomes) demonstrated by the students;
  - 54.2 the structure, organisation, design and marking of all assessed work;
  - 54.3 the quality of teaching as indicated by student performance;

- 54.4 lessons that can be drawn for the curriculum, syllabus, teaching and assessment methods and resources of the course;
  - 54.5 the University's administration of the assessment process, and the quality of communications with the examiner;
  - 54.6 any other recommendations arising from the assessment process.
55. Awards Examiners will report on the conduct of conferment of awards and the standards across the course or scheme.
56. The purpose of external examiners' reports is to enable the Vice-Chancellor on behalf of Academic Board to judge whether the course complies with appropriate standards and is meeting its stated aims and to arrange for any necessary improvements to be made, either immediately or at the next review as appropriate.
57. External examiners will report direct to the Vice-Chancellor as Chair of the Academic Board if they are concerned about standards of assessment and performance, particularly where they consider that assessments are being conducted in a way that jeopardises either the fair treatment of individual students or the standard of the University's Awards.
58. External examiners will report publicly as directed by the University.
59. External examiners' annual reports and the records of actions taken in response to them shall form part of the documentation used in the monitoring of taught provision.

### **Roles and functions of Progression and Award Assessment Boards**

60. The University operates two types of Assessment Board for taught provision: Subject Standards Boards and the Progression and Award Assessment Board, the roles of functions of which are set out below.

#### **Subject Standards Boards**

61. Subject Standards Boards are responsible for setting and monitoring the standard of student achievement and the confirmation of marks for the assessment and reassessment of individual students at the level of the module. Terms of reference for Subject Standards Boards are provided below.
62. The academic judgements of Subject Standards Boards will be final, subject to the right of a student to appeal against the decision of an Assessment Board on certain grounds (see Section 13). Subject Standards Boards shall not normally be associated with programmes of research.
63. No other body will confirm marks with the exception that the Progression and Award Assessment Board may do so where Subject Standards Examiners have agreed the marking standards of any sample submitted to them but a quorate sub-committee (see paragraph 77 below) of the Standards Board has for any reason been unable to meet.
64. Where marks are the subject of an appeal against a decision of a Progression and Award Assessment Board (see Section 13), and that appeal is upheld, the action will be progressed under the auspices of the Subject Standards Board.

65. Heads of Schools will certify annually to Academic Board that appropriate standards exist in the subject area.

### **The Progression and Award Assessment Board**

66. The Progression and Award Assessment Board is responsible for conferring awards for all taught provision of the University but excluding Research Degrees.

67. Awards will be conferred on the basis of the marks confirmed by Subject Standards Boards, which the Progression and Award Assessment Board will have no power to change.

68. The academic judgements of the Progression and Award Assessment Board shall be final, subject to the right of a student to appeal against the decision of an Assessment Board on certain grounds (see Section 13).

69. The Progression and Award Assessment Board may exercise its academic judgement to confer awards in cases where a student has outstanding reassessment opportunities but there is no evidence to suggest that they can improve upon that award or its classification. A student may then decline that award in order to take their reassessment opportunities after which they will be issued with a new transcript once those outcomes are confirmed.

70. No other body will confer awards of the University, with the exception of honorary degrees.

71. Where a student's award is the subject of an appeal against the decision of a Progression and Award Assessment Board (see Section 13) and that appeal is upheld, the resulting award shall be conferred by the Progression and Award Assessment Board.

72. Awards Examiners present when awards are conferred will be invited to affirm that the decisions reached by the Board have been arrived at through due regulatory process. These decisions shall be formally recorded.

73. On any matter where the Progression and Award Assessment Board cannot reach consensus, the Awards Board will normally decide by majority vote. However, on matters of principle and at the request of Awards Examiners, the Chair may decide to refer the matter to the Academic Board.

74. The Progression and Award Assessment Board will confer an award on a student at the end of the semester in which they become eligible. The award may only be deferred if a student has outstanding reassessments whose outcome may affect the classification awarded.

### **All Assessment Boards**

75. Chairs and members of the Progression and Award Assessment Board and Subject Standards Boards are accountable to Academic Board for the fulfilment of the terms of reference of the Progression and Award Assessment Board and Subject Standards Boards (see below).

76. All matters discussed at a Progression and Award Assessment Board in relation to individual students, the confirmation of marks or the conferment of awards are strictly

confidential. No discussion of individual results with students or staff can take place until results have been formally ratified and published.

77. Marks may be confirmed for publication through the authority of the Chair or Vice-Chair of the relevant Subject Standards Board, provided internal second marking has been carried out in accordance with these regulations and provided (for Level 5, 6, and 7 level modules) that External Examiners have reviewed a sample of student work and commented on the appropriateness of marking standards.
78. Arrangements for t Progression and Award Assessment Boards for collaborative provision shall be consistent with the principles and processes described above. In particular, all recommendations for awards will be reported to the Progression and Award Assessment Board (or its Chair if the cycle of meetings requires this) for formal conferral. For operational reasons meetings to confirm results and those to review outcomes and monitor the course may be scheduled in a single session with External Examiners invited to attend; such variations will be set out in the Memorandum of Agreement and associated documentation.

### **Delegation of responsibility for assessment**

79. A Subject Standards Board may delegate the tasks within its terms of reference to individual members and groups of members, subject to the requirement for confirmation of marks specified in paragraph 77 above.
80. The Progression and Award Assessment Board, at the time when it meets to confer awards, will agree explicit arrangements for delegating any outstanding decisions to its Chair and Vice-Chair/s. The Chair will sign decisions that they take, and they will be reported to the Awards Examiners at the Board's next full meeting.

### **Students and Assessment Boards**

81. No student may be a member of a Progression and Award Assessment or attend an examiners' meeting. If a person who is otherwise qualified to be an examiner for a course (for example as a member of academic staff or as an approved external examiner) is coincidentally enrolled as a student on another course either at this institution or elsewhere, this shall not in itself disqualify that person from carrying out normal examining commitments.
82. If an internal or external examiner has a close family or other relationship with a student being examined by a Progression and Award Assessment Board or Subject Standards Board of which the internal or external examiner is a member, they should discuss the matter with the relevant Head of School and will normally take no part in the discussion of that particular student.

### **Secretary of Progression and Award Assessment Boards**

83. The Deputy Pro Vice-Chancellor: Student Services (or nominee) will ensure that arrangements are made to appoint a secretary to each Progression and Award Assessment Board. The secretary will be required to maintain accurate records of the Board's proceedings.

### **Appeals against decisions of Progression and Award Assessment Boards**

84. The University has established Procedures for the submission of Appeals against decisions of Progression and Award Assessment Boards (see Section 13) which are available to students via the University's web pages.
85. The grounds on which an appeal will be deemed valid are set out in the Section 13. Disagreement with the academic judgement of a Subject Standards Board or a Progression and Award Assessment Board will not in itself constitute grounds for a student to request reconsideration.

### **Exceptional circumstances**

86. In exceptional circumstances, such as evidence of a procedural defect affecting a significant number of marks or awards, the Vice-Chancellor will require a Progression and Award Assessment Board to reconvene and reconsider its decision/s.

### **Grievances and complaints**

If a student has a grievance unrelated to assessment, they will be referred to the University's Student Complaints Procedure. All students will be given opportunities to take up legitimate concerns through the appropriate channels, such as their representatives on course committees, at an early stage.

### **Terms of reference for a Subject Standards Board**

1. A Subject Standards Board is an Assessment Board for a clearly delineated group of modules which may contribute to one or more courses, responsible to the Academic Board. It shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the appointed Chair to ensure the effective operation of these arrangements. An explicit scheme of delegation of tasks to individual members or groups of its members shall be published by Subject Standards Boards at the outset of each academic year and reports shall be made to the Boards when tasks are accomplished.
2. A Subject Standards Board shall have no power to confer awards on individual students. Rather, it is charged with setting and monitoring the academic standards of modules that contribute to the University's awards on behalf of Awards Boards and ensuring coordination of the assessment process of all modules on all courses in a particular subject area.
3. In the discharge of these duties, the Subject Standards Board shall be responsible for the following matters, normally on an annual basis:
  - 3.1 Standards-setting: keep under review the assessment scheme and coursework arrangements of modules in accordance with published deadlines;
  - 3.2 Standards-setting: approve examination papers and coursework assignments that form a major part of the assessment of a module; it may delegate to Internal Module Examiners the approval of individual

coursework assignments where these are not the principal mode of assessment;

- 3.3 Standards-setting: approve detailed marking criteria which relate the marks given to the knowledge and skills demonstrated by the students;
- 3.4 Standards-setting: confirm marks of students provided by Internal Module Examiners, after a process of second marking by internal examiners and sampling by Subject Standards Examiners. Subject Standards Boards are not permitted to adjust the marks of individual students; where issues relevant to the marking standards are identified by Subject Standards Examiners a re-mark of the work of all affected students will normally be appropriate. Where the marking standards of the initial assessments for a module have been approved by a Subject Standards Examiner through the scrutiny of a properly selected sample, marks for reassessments of the same component(s) may be published to students as confirmed without the requirement for an External Examiner to see an additional sample. (Refer also Regulation 57 above).
- 3.5 Standards-setting: oversee the standing arrangements to assess applicants' prior (experiential) learning and give APEL credit, determine the marks which can be carried forward from applicants' prior learning into their final results, in consultation with the APL Board, which itself can act as a Subject Standards Board;
- 3.6 Ensure that where alternative methods of assessment have been approved for disabled students assessment tasks are delivered in accordance with Individual Needs Assessment Reports and are an equivalent and comparable way of assessing the learning outcomes of the module.

#### Membership of a Subject Standards Board

1. The Chair, who shall not normally be a course leader, and Vice-Chair nominated by the Head of School and appointed by the Deputy Vice-Chancellor.
2. Internal Module Examiners (who are coordinating internal examiners for modules), nominated by the Head of School and appointed by the Deputy Vice-Chancellor.
3. All other internal examiners (those who have authority to assess students' work and award marks) nominated by the Head of School and appointed by the Deputy Vice-Chancellor.
4. Subject Standards Examiners duly appointed (see Section 19, paragraph 6).

Details of Chairs, Vice-Chairs and Internal Module Examiners will be communicated to the Deputy Pro Vice-Chancellor: Student Services (or nominee) at the start of each academic session. Chairs and Vice-Chairs of Subject Standards Boards will be reported to the October meeting of the Progression and Award Assessment Board.

#### **Terms of Reference of the Progression and Award Assessment Board**

1. The Progression and Award Assessment Board is the senior Assessment Board for all the University's courses, responsible to the Academic Board and the Board of Governors for the conduct of student assessment in the University.

2. The Progression and Award Assessment Board has delegated power from the Board of Governors and Academic Board to:
  - discharge the University's formal responsibilities to confer awards (both taught and research) on individual students;
  - assure overarching academic standards and security of awards, endorsed by Awards Examiners;
  - confirm the configuration of Subject Standards Boards and to receive reports from them;
  - act directly in all matters pertaining to students for research degrees and cognate awards within the University.
3. The Progression and Award Assessment Board shall operate within the University's Academic Regulations and Procedures and guidelines determined from time to time by the Academic Board. It is the responsibility of the Chair to ensure the effective operation of these arrangements. If it cannot reach a consensus, the Progression and Award Assessment Board may decide by a majority vote on any matter within its terms of reference.
4. The Progression and Award Assessment Board shall report at least once a year to Academic Board and the Board of Governors. The Progression and Award Assessment Board may advise the Academic Board and the Board of Governors on any other matter which it considers to be relevant to the discharge of its terms of reference.

### **Taught Provision**

5. In respect of the University's taught provision, the Progression and Award Assessment Board shall:
  - On the basis of marks confirmed by Subject Standards Boards, confer awards on individual students in accordance with the relevant University Awards framework, scheme regulatory framework, or other relevant regulations. This shall include awards made under the Aegrotat procedures (see Section 20, paragraph 18);
  - Act as the senior Assessment Board for the University's taught courses, responsible for the conduct of student assessment in the University;
  - Monitor academic standards;
  - Make recommendations to the Academic Board on assessment policy matters having due regard to best practice in the sector and, quality enhancement in regard to the student experience;
  - Confirm the configuration of Subject Standards Boards;
  - Receive reports from Subject Standards Boards;
  - Consider annual reports on progression;
  - Audit the outcomes of assessment and report on the maintenance of academic standards. At least once a year, the Board shall conduct a systematic audit of the outcomes of assessments and make a report to Academic Board and the Board of Governors on the maintenance of academic standards as evidenced by key indicators around classification and the profiles of awards;
  - Consider key indicators around classification and the profiles of awards;
  - On the written recommendation of the Head of School or their nominee, authorise the termination of a student's status, if it is not possible for the student to achieve any award within the relevant regulations. Responsibility for considering requests

from Schools will normally be delegated to the Chair of the Progression and Award Assessment Board.

### **Research Degrees and cognate awards**

6. In respect of research degrees and cognate awards, the Progression and Award Assessment Board shall:
  - Confer research degree awards on individual students in accordance with the relevant University Awards framework, scheme regulatory framework, or other relevant regulations. This shall include awards made under the Aegrotat procedures (refer Section 20, paragraph 18);
  - Approval of the general arrangements under which the student's research is carried out, including arrangements for academic supervision and postgraduate study and the provision of adequate facilities to enable the student to conduct and complete the research programme in an efficient, safe and ethical manner;
  - Ensure that Research degree Regulations are complied with;
  - Ensure that the standard of awards is maintained. At least once a year, the Board shall conduct a systematic audit of the outcomes of assessments and make a report to Academic Board and the Board of Governors on the maintenance of academic standards.
  - Make recommendations to the Academic Board on policy matters related to research degrees having due regard to best practice in the sector and, quality enhancement in regard to the student experience;

### **Sub-committees of the Progression and Award Assessment Board**

7. The Progression and Award Assessment Board has delegated the following responsibilities to its subcommittees.
8. The Awards Board sub-committee for Research Degrees shall:
9. Make research degree conferrals recommendations to the Progression and Award Assessment Board after auditing and sampling examiner recommendations to ensure due process;
10. Appoint members to consider appeals for individual students;
11. Exercise all other responsibilities for the registration, supervision, mode of study, transfer, suspension and extension of registration and resubmission and approve examination arrangements.
12. The Awards Board sub-committee for Research Degrees shall have oversight of:
  - Enrolment/registration of students for MPhil, for MPhil with possibility of transfer to PhD, and for PhD direct or the research portion of professional doctorates (after successful completion of appropriate taught modules), on approved programmes of work under approved supervision;
  - Admission of research degree students; and
  - Transfer of registration from MPhil to PhD.
13. Arrangements for the Progression and Award Assessment Board sub-committee for the Auditing of Taught Awards which meets four times each year shall be determined by the Chair in advance of the first meeting of the Awards Board in March each year.

### **Membership Progression and Award Assessment Board:**

#### **Ex-officio**



- Head of Schools (**Chair**)
- Deputy Pro Vice-Chancellor: Student Services (or nominee) (Vice-Chair)
- Course Leader(s) (or nominee)
- Link Tutors for courses involving collaborative provision.
- At least one External Examiner. If the External Examiner, for good reason, is unavailable, they must be available for consultation.
- Members who assist the Board for specific purposes (e.g. practitioners) may be invited to attend but do not have decision-making and voting powers
- 

**In attendance:**

- Relevant representatives from Academic Quality and Student Administration

**Membership of the Awards Board sub-committee for the Auditing of Taught awards**

- One University member of the Awards Board normally a Vice-Chair (appointed by the Chair
- of the Awards Board)
- Up to two Awards Examiners for each meeting

**Membership of the Awards Board sub-committee for Research Degrees:**

**Ex-officio:**

- A Head of School (not a Vice-Chair of the Awards Board), nominated by the Chair of the
- Awards Board
- Deputy Pro Vice-Chancellor: Student Services (or nominee) (Vice-Chair)
- Chairs of School-based Research Student Progress Groups (and a named deputy)

Notes in respect of Awards Board sub-committee for Research Degrees membership:

- No person who is registered for a research degree at this University shall be a member of the Awards Board sub-committee for Research Degrees.
- A majority of members of the Awards Board sub-committee for Research Degrees shall have supervised two or more students to successful completion of PhD degrees; a substantial proportion shall have had experience of examining research degrees;
- There shall be clear evidence that all members have or are engaged in research activities leading to appropriate outputs; and;
- There shall be sufficient expertise represented on the Awards Board sub-committee for Research Degrees to ensure that each application can be dealt with appropriately.
- To enable it to seek specialist advice, both internally and externally, the sub-committee shall, as appropriate, invite to its meetings other persons whose expertise is considered valuable to the Committee in its deliberations.

*The Deputy Pro Vice-Chancellor: Student Services (or nominee) shall coordinate appropriate staff who shall act as secretaries to the Board and be in attendance to advise the Board and*

*keep the record of meetings in accordance with procedures approved by Academic Board from time to time.*

*The majority of awards are conferred at one of the three annual meetings of the Awards Board, and at these meetings the quorum of the Awards Board is one third of the membership, including at least one Awards Examiner. All or any of the examiners may be part of the quorum and participate fully in a meeting of the Awards Board by means of a telephone or communication equipment which allows all persons participating in the meeting to hear each other. The quorum for the September meeting of the Awards Board Sub-Committee for the Auditing of Taught awards, which considers and confers awards largely arising from summer reassessments, shall comprise the membership specified above.*

*As provided by the Academic Regulations, any necessary delegation to the Chair shall be explicitly agreed at a quorate meeting and Chair's action shall be reported to the Board on a subsequent occasion.*

# Academic Regulations

## Section 20

### Regulations for Certification

#### 2021-22

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## Conferments

1. The relevant Awards Board shall be the conferring body, having delegated authority from Academic Board (see Section 19), with the exception of honorary degrees.
2. An Awards Board shall not confer an award on a person unless he or she has enrolled on a course (or programme for research degree students) and has followed an approved programme of studies leading to the award, or has fulfilled the regulations for the award of PhD by Prior Output or has been admitted to a course or programme with specific credit. The student shall also satisfy the Awards Board that, as demonstrated through formal assessment, he or she has fulfilled the aims and learning outcomes for that award.
3. The date of award, recorded on the certificate, shall be the date on which the Awards Board confers the award.
4. Section 3 regulation 5 of the General Student Regulations, states the conditions under which students' results shall not be confirmed by Subject Standards Boards or where marks previously awarded are cancelled.

## Certification

5. Students shall be issued with a certificate as a record of the highest level of award conferred on them. Where a student's registration is terminated (see Section 3) or where the student has not declared his or her position and has not taken up the University's invitation to re-enrol or intermit three months after the start of a new semester, the University shall issue the student with a certificate recording the highest level of award conferred on him or her.
6. Certificates bearing the University's name shall be issued only on the authority of the Pro Vice-Chancellor Student Services (or nominee). They shall conform to the University's house-style as determined from time to time by the Vice-Chancellor and the Pro Vice-Chancellor Student Services (or nominee). Certificates bearing the University's name shall be issued only in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
7. A Certificate issued in recognition of a University award in respect of a course offered at or partly at a partner institution, whether validated, franchised or jointly taught shall be accompanied by a transcript which bears the name of the partner institution and the words 'taught in association with (name of partner institution)'.  
A Certificate issued in recognition of a University award in respect of a course offered at or partly at a partner institution, whether validated, franchised or jointly taught shall be accompanied by a transcript which bears the name of the partner institution and the words 'taught in association with (name of partner institution)'.
8. The formulation of the award title on a certificate shall depend on whether the subject/s is/are studied as a single subject or in combination. For the latter, the relative proportion of subjects studied in combination shall determine the title of the award, with the subject studied in the greater proportion being named first. Where subjects have been studied in equal proportion, the subjects shall appear on the certificate in alphabetical order, save that Combined Studies shall appear last.
9. Only one certificate will be issued for each award conferred. In the event of loss or damage to a certificate, a student may apply for a replacement on supply of a declaration as to what happened to the original, together with payment of a fee as determined from time to time by the Pro Vice-Chancellor Student Services (or nominee).
10. Certificates and Records of Achievement may be issued by or on behalf of other awarding bodies in respect of courses offered at the University leading to the awards of other bodies. The style of certificate or record of achievement shall follow the conventions of the awarding body.
11. Certificates shall be posted to the address recorded on the Student Record System as the

permanent home address of the student in question. It is the responsibility of the student to ensure that the information is updated as and when appropriate. Any certificate that is returned by the postal services will be retained until the student contacts the appropriate office to request redelivery.

12. Where the University has refused to confer an award or refused to confirm the conferment of an award by issuing a certificate (see Section 3, regulation 5.1.5 of the General Student Regulations), any certificate will be retained. A certificate shall only be issued as in paragraph 6 above when all outstanding fees have been paid and all items of University equipment on loan returned.

### **Other forms of documentation certifying student achievement**

13. Where a student has not completed the requirements for a full award, a Statement of Credit may be issued which shall certify a student's achievement of credits and shall state the credits gained at each particular level.
14. Other than through approved APL procedures, Statements of Credit may not be accumulated towards an award unless (a) the student is admitted to an approved programme of study or (b) the various modules represented by more than one Statements of Credit include all those required to be completed to fulfil the learning outcomes of a specific course leading to a University award, approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
15. Statements of Completion and Statements of Attendance may be issued to students who attend short courses, in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
16. Transcripts shall be issued to all students who have a conferred award.
17. Certificates of exceptional achievement shall be issued to students who demonstrate they have met criteria laid down by Academic Board.

### **Aegrotat awards**

18. An Aegrotat may be awarded in respect of any taught course leading to a University award. An Aegrotat shall be awarded where a student has been certified as absent for valid reasons and is unable to complete the course, on the basis of sufficient evidence of the student's performance submitted to an Awards Board. The Aegrotat award is unclassified. In the case of an Aegrotat having been awarded in respect of a classified award, exceptionally a student may subsequently elect to undertake the assessment and qualify for a classified award.

### **Posthumous awards**

19. Any award of the University may be conferred posthumously. The normal requirements of the award must be satisfied, except in the case of an Aegrotat award. The award certificate may be accepted on the student's behalf by an appropriate individual.

### **Summary of types of documentation certifying student achievement**

Type of certificate	Definition	Contents
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Award certificate	Certifies the achievement of a credit-rated award conferred by an Awards Board	Name of graduate, title and level of award, date of award, signed by the Vice-Chancellor, Chief Executive and Pro Vice-Chancellor: Student Services (or nominee)
Statement of completion (short course)	Certifies successful completion of a short course in that assessment has been undertaken and passed	Name of participant, name of short course, signed by the Pro Vice-Chancellor Student Services (or nominee) and the Head of School where the course was delivered.
Statement of attendance	Certifies participation on a short course	Name of participant, name of short course, signed by the Pro Vice-Chancellor: Student Services (or nominee) and the Head of School where the course was delivered.
Transcript/ Progress file/ European Diploma Supplement Statement of credit	Records the detail of modules studied, results achieved and credits given	Name of student, title and level of award, modules studied, results achieved by module, credits awarded, name of partner institution (if any), language of instruction (if other than English), signed by the Pro Vice-Chancellor: Student Services (or nominee)
Certificate of exceptional achievement	Records the achievement of a student who gains exceptional results, within criteria determined by Academic Board	Name of student, title and level of award, nature of achievement, signed by the Pro Vice-Chancellor: Student Services (or nominee)

### **The formal removal of an award from a graduate**

20. Academic Board may remove an award granted by the University from an individual on the recommendation of the Vice-Chancellor if:

- 20.1. the person has been granted an award and has been found to have been admitted to the award route or granted the award under false pretences or on material nondisclosure;
- 20.2. the person has been granted an award has acted in a manner which the Academic Board considers would bring the name of the University into disrepute as a result of the graduate holding our award.

# Academic Regulations

## Section 21

### Research Degrees Awards Framework

2021-22

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**Awards and awards descriptors**

<b>Masters level awards</b>	<b>CATS points</b>	<b>FHEQ level</b>	<b>ECTS credits</b>	<b>Maximum period of registration*</b>
<b>Master of Research (MRes)</b>	180 at Masters level	7	90	3 years

The Master of Research (MRes) programme shall include a compulsory and substantial component of advanced independent work, such as a dissertation or project.

**Masters + level award****Master of Philosophy (MPhil)**

FHEQ Level: 8

The holder of an MPhil will have critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field, or have carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, and will have presented and defended a thesis by oral examination to the satisfaction of the examiners. (Refer to Section 22, paragraphs 33-38 for Regulations in respect of the minimum and maximum registration period)

**Doctorate level awards****Doctor of Philosophy (PhD)****Doctor Europaeus/Europaea (PhD(Eur))**

FHEQ Level: 8

The holder of a PhD will have critically investigated and evaluated an approved topic, or carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which resulting in an independent and original contribution to knowledge. The student will also have demonstrated an understanding of research methods appropriate to the chosen field and presented and defended a thesis by oral examination to the satisfaction of the examiners.

The holder of a European Doctorate (PhD(Eur)) will have additionally spent a period of research at another European institution outside the UK. (Refer to Section 22, paragraphs 33-38 for Regulations in respect of the minimum and maximum registration period)

**Doctor of Philosophy by Prior Output (PhD)**

FHEQ Level: 8

The holder of a PhD awarded on the basis of Prior Output will have provided evidence of an independent, original and significant contribution to knowledge, and will have defended this by oral examination to the satisfaction of the examiners. Such output shall normally be in the public domain, but where deemed appropriate by the University Awards Board or its sub-committee for Research Degrees may exceptionally include private consultancy work of a substantive nature, or creative work currently in private ownership. (Refer to Section 22, paragraphs 33-38 for Regulations in respect of the minimum and maximum registration period)



**Awards and awards descriptors****Professional doctorates**

**Doctor of Education (EdD)**  
**Professional Doctorate (DProf)**  
FHEQ Level: 8

The holder of a Professional Doctorate will have demonstrated the ability to conceptualise, design and implement a project for the generation of new applications or understanding at the forefront of an area of professional practice. They will also have demonstrated an understanding of research methods appropriate to the chosen field and presented a thesis based on professional practice and defended it by oral examination to the satisfaction of the examiners.

**Period of registration\***

4 years (full-time) and 6 years (part-time) to a maximum of 6 years (full-time) and 8 years (part-time), including any taught elements (unless otherwise specified in the relevant course specific regulations)

**Higher doctorates**

**Doctor of Letters (DLitt)**  
**Doctor of Science (DSc)**  
FHEQ Level: 8

The holder of a higher doctorate will have provided evidence of an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both and have established that he or she is a leading authority in the field(s) of study concerned, to the satisfaction of three external examiners.

# Academic Regulations

## Section 22

### Research Degree Regulations for MPhil, PhD, PhD(Eur), PhD by Prior Output, DLitt, DSc

2021-22

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## Principles

- 1 The University shall award the degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) to registered students who successfully complete approved programmes. In these regulations all references to PhD include the European Doctorate (Doctor Europaeus/Europaea PhD(Eur)) except where stated otherwise. The requirements for the award of higher doctorates (DLitt, DSc) are given in Regulations 120-128 below.
- 2 Programmes of research may be proposed in any field of study subject to the requirement that the proposed programme is capable of leading to scholarly research and to its presentation for assessment by appropriate examiners and to the availability of appropriate supervision at the University. The written thesis may be supplemented by

material in other than written form if special provision has been made and agreed. All proposed research programmes shall be considered for research degree registration on their academic merits, on the University's ability to support the programme of study and without reference to the concerns or interests of any associated funding body (see also Regulation 14 below).

- 3 The MPhil shall be awarded to a student who has critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context and has presented and defended a thesis by oral examination to the satisfaction of the examiners.
- 4 The PhD shall be awarded to a student who has critically investigated and evaluated an approved topic or who has carried out an approved creative programme at an appropriate level which is critically evaluated and set in its context, both of which must result in an independent and original contribution to knowledge. The student must also demonstrate an understanding of research methods appropriate to the chosen field and have presented and defended a thesis by oral examination to the satisfaction of the examiners.
- 5 The PhD shall also be awarded on the basis of prior output where existing published work or creative output provides evidence of an independent, original and significant contribution to knowledge and critical judgement at the level appropriate for the award. All work should have been published in the last ten years and be traceable in publicly available databases, catalogues, etc. and must be accessible to scholars or other interested persons. The work submitted must have been subjected to peer review by the relevant academic community. The student must also demonstrate an understanding of research methods appropriate to the chosen field and have presented and defended a thesis by oral examination to the satisfaction of the examiners.
- 6 The University Awards Board which may act through its sub-committees, shall be responsible for all matters pertaining to students for the research degrees described in these regulations and shall ensure that the Research Degree Regulations are complied with (refer Section 7.3: Terms of Reference of the University Awards Board).

### **Application and qualifications for admission to MPhil and PhD**

- 7 By completing the appropriate application form, a person may apply for admission for the degree of:
  - 7.1 Master of Philosophy; or
  - 7.2 Master of Philosophy with possibility of transfer to Doctor of Philosophy; or
  - 7.3 Doctor of Philosophy; *or*
  - 7.4 Doctor Europaeus (European doctorate).
- 8 In approving an application for admission, the relevant Head of School and her/his nominee (with responsibility for Research) shall satisfy himself/herself that:
  - 8.1 the student is suitably qualified;
  - 8.2 the student is embarking on a viable research programme;
  - 8.3 adequate supervision is available and likely to be sustained; and
  - 8.4 the University is able to provide appropriate facilities for the conduct of scholarly research in the area of the research programme.
- 9 An applicant for admission for the degree of MPhil or MPhil with possibility of transfer to PhD shall hold a first or upper second class honours degree of a UK university or a qualification or other experience, which is regarded by the University as equivalent to such an honours degree.

- 10 An applicant holding qualifications other than those in Regulation 9 shall be considered on his or her merits and in relation to the nature and scope of the programme of work proposed. In considering an applicant in this category, the relevant Head of School or his/her nominee (with responsibility for Research) shall look for evidence of the student's ability and background knowledge in relation to the proposed research.
- 11 Applicants for MPhil, MPhil with possibility of transfer to PhD and Professional Doctorate Programmes whose first language is not English, shall provide as a University minimum requirement, evidence of English language skills demonstrated by:
- IELTS composite 6.5 score, with a minimum of 6.0 in each of reading, speaking, listening and writing, *or*
  - Pearson PTE with 58 in all components of the test, *or*
  - a pass in the University's English language test (the PASSWORD Test) *or*
  - **For International Students only** - equivalent as judged by the authorised admitting officer in accordance with the advice of the University's International Office. Additionally, students whose enrolment will be subject to the conditions of a Tier 4 Student Visa will be required to hold qualifications that demonstrate the English Language criteria as set out in the Immigration Guidance current at the time of application and/or issuance of a Confirmation of Acceptance for Study (CAS). In particular, separate competence equivalent to the IELTS requirements described above must be demonstrated in the individual areas of reading, writing, speaking and listening.
- 12 Applicants resident outside the UK, for whom English is not the first language, must have gained the required English language qualification.
- 13 Individual subject areas may specify a requirement for more advanced English language skills.
- 14 Where a research degree project is part of a piece of funded research, the University shall establish to its satisfaction that the terms on which the research is funded do not detract from the fulfilment of the objectives and requirements of the student's research degree.
- 15 The University may approve an application for admission from a person proposing to work outside the UK, provided that:
- 15.1 there is satisfactory evidence as to the facilities available for the research both in the University and abroad; and
  - 15.2 the arrangements proposed for supervision enable frequent and substantial contact between the student and the supervisor(s) based in the UK, including adequate face-to-face contact with the supervisor(s). The student should maintain monthly meetings with the supervisors via online conferencing and should attend the University at least once per annum. In certain circumstances, the University may require arrangements for local supervision to be made.
  - 15.3 Where a local supervision arrangement is made the University may be prepared to waive the requirement for annual attendance at the University.
- 16 The University may exceptionally approve an application for admission as an enrolled student from a person registered for a higher degree by research at another institution of higher education and proposing to conduct part of their research at the University.
- 17 A student may undertake a programme of research in which the student's own creative work forms, as a point of origin or reference, a significant part of the intellectual enquiry. This could be in the form of a practice-based or practice-led research degree. Such creative work may be in any field (for instance, fine art, design, engineering and technology, architecture, creative writing, musical composition, film, dance, and performance), but must have been undertaken as part of the registered research

programme. In such cases the presentation and submission may be partly in other than written form.

- 18 The creative work must be clearly presented in relation to the argument of a written thesis and set in its relevant theoretical, historical, critical or design context. The thesis itself shall conform to the usual scholarly requirements and be of an appropriate length.
- 19 The final submission must be accompanied by a permanent record of the creative work. Where practical such a record should be bound with the thesis.
- 20 A student may undertake a programme of research of which the principal focus is the preparation of a scholarly edition of a text or texts, fine art, design, engineering and technology, architecture, creative writing, musical composition, film, dance, and performance or other original artefacts.
- 21 In such cases the completed submission must include a copy of the edited text(s) or collection of artefact(s), appropriate textual and explanatory annotations and a substantial introduction and critical commentary which sets the text in the relevant historical or critical context.
- 22 The application for registration should normally set out the form of the student's intended submission; if this is not possible then the form of the intended submission should be articulated at the three month stage for full time students or six months for part time students, as described in Regulation 38.
- 23 The provisions which apply for application and award of a PhD by prior output are given in Regulations 105-119.

## **Registration**

- 24 Successful applicants must register via their School Office (formerly known as the Student Hub). A student admitted for study leading to a MPhil or PhD shall be provided with a period of registration as specified in Regulation 33 below.
- 25 A student shall register in the first instance for the degree of MPhil. Subject to satisfactory progress, registration may be transferred to PhD (see Confirmation Viva below).
- 26 Registration is subject to:
  - 26.1 the suitability of the student to undertake research;
  - 26.2 the programme of research; and
  - 26.3 the supervision arrangements and research facilities.
- 27 The registration process for MPhil or MPhil/PhD shall include the setting out of a programme of related studies and researcher development. This programme shall be agreed by the supervisors and student and is intended to:
  - 27.1 provide the student with the skills necessary for the pursuit of research as well as opportunities for personal and professional development;
  - 27.2 provide a body of specialised knowledge in the field of study of the proposed research;
  - 27.3 provide breadth of knowledge in the related subjects.
- 28 When this programme is agreed, it will be determined whether such a programme, and where appropriate its constituent parts, shall be for attendance, or assessment, or for attendance and assessment. The signed agreement shall be lodged with the Research and Postgraduate Office (RPO).

- 29 The Awards Board sub-committee for Research Degrees may exceptionally permit a student to register for an additional course of study concurrently with the research degree registration, provided that either the research degree registration or the other course of study is by part-time study and that, in the opinion of the Awards Board sub-committee for Research Degrees, the dual registration will not detract from the research.
- 30 Where a student has previously undertaken research as a registered student for a research degree at the University or at another recognised University the Awards Board sub-committee for Research Degrees may approve a shorter than usual registration period which takes account of all or part of the time already spent by the student on such research. If the research was carried out at another university a report will be requested to verify the authenticity and ownership of the work. Registration at this University should normally be for a minimum of 12 months full-time or 24 months part-time.
- 31 Where a student or the University wishes the thesis to remain confidential for a period of time after completion of the work, application for approval shall normally be made to the Awards Board sub-committee for Research Degrees at the time of registration. In such cases where the need for confidentiality emerges at a subsequent stage, a special application for the thesis to remain confidential after submission shall be made immediately to the Awards Board sub-committee for Research Degrees in accordance with Regulation 101 below. The period approved shall normally not exceed three years from the date of the oral examination.

### The registration period

- 32 The minimum and maximum\* periods of registration shall be as follows:

MPhil	
full-time	part-time
minimum: 12 months	minimum: 24 months
maximum: 24 months	maximum: 48 months

PhD (via transfer from MPhil registration and including the period of MPhil registration)	
full-time	part-time
minimum: 24 months	minimum: 48 months
maximum: 48 months	maximum: 96 months

PhD (direct)	
full-time	part-time
minimum: 24 months	minimum: 48 months
maximum: 48 months	maximum: 96 months

*\*Note: The maximum period of registration stated is that in which a student is expected to complete the award, including any break from studies (interruption /intermission) or other absence. The maximum period will be adjusted on a pro rata basis, including any break from studies, if a student switches mode following enrolment from full-time to part-time or vice versa.*

A student registered for a European doctorate shall be required to spend a period of research of at least 16 weeks full-time (or the equivalent part-time) in another European country at an institution or organisation approved by the Awards Board sub-committee for Research Degrees.

- 33 A full-time student shall usually reach the standard for MPhil after twelve months of registration and for PhD within three years. A part-time student shall usually reach the

standard for MPhil after two years of registration and for PhD within six years.

- 34 A student seeking a change to the registration period for his or her research degree programme shall apply in writing to the Awards Board sub-committee for Research Degrees for approval.
- 35 Where the student is prevented, by ill health or other serious cause, from making progress with the research, the student shall apply to the Awards Board sub-committee for Research Degrees for a period of intermission. The maximum permitted period of intermission shall be one year. A further exceptional request above one year must be approved by the Pro Vice-Chancellor for Research and Knowledge Exchange (or nominee) who may exceptionally approve an intermission for a further additional year. Criteria for agreement to a period of intermission will include continued academic viability of the research project. Students whose residence in the UK is only permitted by the terms of a student visa cannot remain resident in the UK if they are intermitting their studies. The University will notify the relevant authorities if an intermission is agreed.
- 36 A student shall submit the thesis to the RPO of the University before the expiry of the maximum period of registration. The Head of the Graduate School may in exceptional circumstances request of the Pro Vice-Chancellor for Research and Knowledge Exchange an extension to the period of registration, which includes any periods of intermission; subject to confirmation that the student continues to make satisfactory academic progress and that the research project remains viable.
- 37 When a student discontinues the research, the Awards Board sub-committee for Research Degrees may:
- 37.1 withdraw registration on application by the student;
  - 37.2 withdraw registration of a student on suspension by Finance for fee debt;
  - 37.3 withdraw registration on application of the Chair of the School-based Research Student Progress Group without the agreement of the student under the provisions detailed in Regulation 40 below.

## Monitoring

### Confirmation Viva.

- 38 After three months for full-time students and six months for part-time students, candidates for MPhil shall submit an initial progress report of 3,000 words and for PhD shall submit an initial progress report of 4,000 words for assessment and make an oral presentation to the relevant School Research Student Progress Group (RSPG). The student will be required to pass both components of this initial assessment to continue the first year of their studies. If the student fails either or both components, they shall be permitted to re-submit the written report and/or make a further oral presentation. Should the student fail either or both components on re-submission they shall be withdrawn from the programme. Should the student perform adequately to proceed directly to an MPhil, then this will be allowed.
- 39 The student's progress report must be accompanied by a statement from the supervisors that the student has successfully completed and/or attended any required programme of related studies.
- 40 At least once a year, the Awards Board sub-committee for Research Degrees shall establish whether the student is actively engaged on the research programme and is maintaining regular and frequent contact with the supervisors and shall consider reports from the student, the supervisors and an independent reader, i.e. an internal member of staff who is not nor has been a supervisor of that student, on the student's progress. As a result of this process, the Committee shall take or progress appropriate action, which



may include the termination or withdrawal of the student's registration. If no reports are obtained from the student and if no response is forthcoming from the student following enquiries from the University, the student may be withdrawn from the University.

- 41 A student registered for the degree of MPhil only may apply to transfer the registration to PhD. In such cases the student's full progress report shall be submitted to the Awards Board sub-committee for Research Degrees with the application for transfer.
- 42 A student who is registered for the degree of PhD and who is unable to complete the approved programme of work may, at any time prior to the submission of the thesis for examination, apply to the Awards Board sub-committee for Research Degrees for the registration to change to that for MPhil.

## Supervision

- 43 A research degree student shall have at least two supervisors, to be approved by the Awards Board sub-committee for Research Degrees. Prior to such approval, the Awards Board sub-committee for Research Degrees shall have due regard to the following that:
  - At least two of the supervisors, including the Lead Supervisor, should other than exceptionally be employed as substantive members of staff by the University (the second supervisor may be employed by a collaborative research partner of the University); *and*,
  - For students studying for a European Doctorate one of these supervisors (not the Lead Supervisor, see Regulation 44 below) must be located in the institution or organisation in a European country outside the UK where the student is to spend part of their research time.
- 44 One supervisor shall be the lead supervisor with responsibility to supervise the student on a regular and frequent basis and to ensure that the student has clear and unequivocal guidance when there are differences of opinion within, or when conflicting advice is offered by, different members of the supervisory team. The lead supervisor shall be responsible for ensuring that the student has access to the supervisory, training and associated resources required to complete their studies, and for ensuring that the supervisory team follow the University's Research Degree Regulations.
- 45 A supervisory team shall include at least one supervisor who has had experience of supervising at least one research student to successful completion. All supervisors must normally have completed the University's supervisory training scheme.
- 46 In addition to the supervisors, an adviser or advisers may be proposed to contribute some specialised knowledge or a link with an external organisation.
- 47 A person who is registered for a research degree is ineligible to act as Lead Supervisor for a research degree student, but may act as a second supervisor in exceptional circumstances.
- 48 Any proposal to make a change in supervisory arrangements must be approved by the Awards Board sub-committee for Research Degrees. Application should normally be made by the student and the supervisory team acting together. If a supervisor leaves the employment of the University, the supervisory team (normally the Lead Supervisor) should notify the Awards Board sub-committee for Research Degrees which must approve subsequent supervisory arrangements.

## Examination - general

- 49 The examination for the MPhil and PhD shall have two stages: firstly the submission and preliminary assessment of the thesis and secondly its defence by oral examination or exceptionally by alternative examination as approved by the Awards Board sub-committee for Research Degrees.
- 50 To be eligible for examination for MPhil or PhD, the supervisor shall confirm that the student has satisfied any requirements of a programme of related studies taken during the period of registration.
- 51 A student shall be examined orally on the programme of work and on the field of study in which the programme lies. A student studying for a European doctorate shall be required to conduct part of the defence of his or her thesis in one of the official European languages other than English. An oral examination shall normally be held in the UK. In special cases the Awards Board sub-committee for Research Degrees may give approval for the examination to take place abroad or to be conducted through online conferencing. The oral examination should take place within three months of the thesis submission and no later than six months after submission.
- 52 A senior academic within the University shall be designated independent chair of the oral examination. The Chair is not an examiner and is independent of the candidate's supervisory team and research topic, but takes responsibility for ensuring the University's Regulations are followed (Refer also to Section 5.4, Procedures for the Conduct of the Research Degree Oral Examination) and that examiners are able to distinguish between 'minor amendments' (i.e. factual or analytical errors that require corrections that can feasibly be made within six months) and 'revision' (i.e. substantial flaws in design, conduct, analysis or presentation that require revision that can feasibly be made within twelve months) of the thesis as detailed in Regulations 79.3, 79.4, 85 and 90.3.
- 53 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor(s), may be present at the oral examination. Should the supervisor(s) attend they do so in the capacity of observer(s) and as such, may not participate in the discussion and shall withdraw prior to the deliberations of the examiners on the outcome of the examination.
- 54 The Awards Board sub-committee for Research Degrees shall consider the reports and recommendation(s) of the examiner in respect of the student and confer awards which will be presented to the Awards Board.
- 55 Where for reasons of sickness, disability or comparable valid cause the Awards Board sub-committee for Research Degrees is satisfied that a student would be under serious disadvantage if required to undergo an oral examination, or where there is other comparable reason, an alternative form of examination may be approved. Such approval shall not be given on the grounds that the student's knowledge of English is inadequate.
- 56 The degree of MPhil or PhD may be awarded posthumously to a student on the basis of a thesis which is ready for submission for examination. In such cases the University Awards Board shall seek evidence that the student would have been likely to have been successful had the oral examination taken place.
- 57 Following submission, where there is evidence of cheating or plagiarism in the thesis, or irregularities in the conduct of the examination, it shall be progressed and considered under the University's Procedures on Student Academic Misconduct (see Section 15). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures and their associated penalties for Research Degree allegations (see

## Section 15)

- 58 The Awards Board sub-committee for Research Degrees shall ensure that all examinations are conducted and the recommendations of the examiners are presented wholly in accordance with the University's regulations. In any instance where the Awards Board sub-committee for Research Degrees is made aware of a failure to comply with all the procedures of the examination process, it may declare the examination null and void and appoint new examiners. In such cases, this shall be reported to the Chair of the University Awards Board.

### **Examination procedures**

- 59 The Lead Supervisor shall, with the Head of School approval, propose the arrangements for the student's examination to the Awards Board sub-committee for Research Degrees for approval. The examination may not take place until the examination arrangements have been approved. The Awards Board sub-committee for Research Degrees may in exceptional circumstances act directly to appoint examiners and arrange the examination of a student.
- 60 The RPO shall inform the student of the procedure to be followed for the submission of the thesis and any conditions to be satisfied before the student may be considered eligible for examination.
- 61 The RPO shall be responsible for the organisation of the oral examination and shall notify the student, all supervisors, the independent chair and the examiners of the arrangements for the oral examination.
- 62 The RPO shall send a copy of the thesis to each examiner, together with an examiner's preliminary report form, and the University's Regulations including the Procedures for the Conduct of the Research Degree Oral Examination (Section 5.4) and shall ensure that the examiners are properly briefed as to their duties.

### **The student's responsibilities in the examination process**

- 63 The submission of the MPhil or PhD thesis is the sole responsibility of the student. It shall be the responsibility of the student to ensure that the MPhil or PhD thesis they submit for assessment is entirely their own and that they observe all rules and instructions governing examinations. Any allegation of plagiarism or any other impropriety shall be progressed under the Procedures on Student Academic Misconduct (see Regulation 57 above).
- 64 The student shall ensure that a specified number of copies of the thesis accompanied where appropriate by any original artefacts, is submitted to the RPO before the expiry of the registration period. These may be submitted for examination either in a permanently bound form or in a temporary bound form, which is sufficiently secure to ensure that pages cannot be added or removed. The thesis must be presented in a permanent binding of the approved type as detailed in the Handbook for Research Students and Supervisors (see Regulation 103) before the degree can be awarded.
- 65 The student shall notify the RPO as to whether the MPhil or PhD thesis has been submitted with or without the approval of the supervisory team.
- 66 The student shall satisfy any conditions of eligibility for examination required by the Awards Board sub-committee for Research Degrees.
- 67 The student shall take no part in the arrangement of the examination and shall have no

formal contact with the examiner(s) following their appointment.

- 68 The student shall confirm that the thesis has not been submitted for a comparable academic award. The student shall not be precluded from incorporating in the thesis, covering a wider field, work which has already been submitted for a degree or comparable award, provided that it is indicated, on the declaration form and also on the thesis, which work has been so incorporated.
- 69 The student shall ensure that the thesis format is in accordance with the requirements of the University's Regulations. The student shall attest that the contents of the permanently bound thesis are identical with the version submitted for examination, except where amendments have been made to meet the requirements of the examiners.
- 70 Any mitigating circumstances pertaining to the oral examination should be disclosed at the outset of oral examination process.

### **Examiners**

- 71 A student shall be examined by at least one external examiner and one internal examiner. For students studying for a European doctorate at least one of the examiners present at the oral examination shall be from a European country outside the UK and an additional examiner from a second European country outside the UK shall be appointed to examine the thesis and other materials forming part of the submission prior to the oral examination (see Regulation 80 below).
- 72 An internal examiner shall be defined as a member of staff of the University other than a supervisor or adviser of the student as appointed under procedures determined by Academic Board. The external examiner shall not be either a supervisor of another student or an external examiner on a taught course in the same School at the University. Former members of staff of the University shall not be approved as external examiners until five years after the termination of their employment with the University.
- 73 Where the student is on the staff of the University or has been in the last 5 years, in any capacity, a second external examiner shall be appointed and there shall be no internal examiner.
- 74 Examiners shall be appointed according to the following criteria:
- 74.1 experienced in research in the general area of the student's thesis; and,
  - 74.2 where applicable, have experience as a specialist in the topic(s) to be examined; and,
  - 74.3 at least one examiner shall have substantial experience (that is, normally having acted as an examiner at two or more previous research (i.e., PhD or Professional Doctorate) degree examinations); and,
  - 74.4 an external examiner shall be independent both of the University and, if applicable, of any collaborating organisation and shall not have acted previously as the student's supervisor or adviser.
- 75 The University shall determine and pay the fees and expenses of the external examiners.

### **First examination**

- 76 Each examiner shall read and examine the thesis and other materials forming part of the submission and submit an independent preliminary report on it to the RPO at least two weeks before the oral or alternative form of examination is held. In completing the preliminary report, each examiner shall consider whether the thesis provisionally satisfies the requirements of the degree and where possible make an appropriate provisional

recommendation subject to the outcome of the oral examination.

- 77 Where the examiners are of the opinion that the thesis is so unsatisfactory that it is likely that they will recommend that the student will not be awarded the degree or will be required to revise and resubmit the thesis for re-examination, the examiners shall not, except under exceptional circumstances, make such recommendations without submitting the candidate to oral examination or approved alternative examination.
- 78 Following the oral examination, the examiners shall, where they are in agreement, submit a joint typewritten report on the day of the oral examination and a list of typographical errors within 5 days and recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The preliminary reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 79 is appropriate. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.
- 79 Following the completion of the oral examination the examiners may recommend that:
- 79.1 the student be awarded the degree
  - 79.2 the student be awarded the degree subject to correcting the typographical errors identified by the examiners; the clean copy of the thesis should be submitted within 2 weeks of receipt of the examiners' list of typographical errors;
  - 79.3 the student be awarded the degree subject to minor amendments being made to the thesis; these should be submitted within 6 months to the satisfaction of internal and/or the external examiner(s). The examiners shall write a report detailing the amendments and corrections required, which shall be sent to the student by the RPO;
  - 79.4 the student be permitted to resubmit for the degree and be re-examined, with or without an oral examination; this should be done within the period of one calendar year from the date of the latest part of the first examination (see also Regulations 88- 95). In cases where the examiners recommend that only the thesis requires re- examination, they may determine that the re-examination of the thesis be undertaken by only the external examiner. The examiners shall write a report detailing the amendments and corrections required, which shall be sent to the student by the RPO;
  - 79.5 the student be not awarded the degree and be not permitted to be re-examined; or,
  - 79.6 in the case of a PhD examination the student not be awarded the degree of PhD but be permitted to amend the work to the requirements of the MPhil and to submit for the MPhil award within 6 months.
- 80 In accordance with Regulation 59 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. Only one re-examination may be permitted by the Awards Board sub-committee for Research Degrees.
- 81 Where the examiners' recommendations are not unanimous, the Awards Board sub-committee for Research Degrees may:
- 81.1 accept a majority recommendation (provided that the majority recommendation includes at least one external examiner);
  - 81.2 accept the recommendation of the external examiner; or
  - 81.3 require the appointment of an additional external examiner.
- 82 Where such an additional external examiner is appointed under Regulation 81.3 they shall prepare an independent preliminary report on the basis of the thesis and, if considered necessary, may conduct a further oral examination. That examiner should not be informed of the recommendations of the other examiners. On receipt of the report

from the additional examiner, the Chair of the Awards Board sub-committee for Research Degrees shall determine the outcome as detailed in Regulation 79 above and progress in accordance with Regulation 80 above.

- 83 Where the Awards Board sub-committee for Research Degrees recommends that the degree shall not be awarded and that no re-examination be permitted, the examiners shall prepare an agreed statement of the deficiencies of the thesis and the reason for their recommendation, which shall be forwarded to the Chair of the University Awards Board for consideration. Where the decision not to re-examine the student is approved, the Chair of the Awards Board sub-committee for Research Degrees shall inform the student of this decision and include a copy of the agreed statement of the deficiencies of the thesis from the examiners.

## **Re-examination**

- 84 There are three forms of re-examination.
- 84.1 where the student's performance in the first oral or approved alternative examination was satisfactory but the thesis was unsatisfactory, the examiner(s) shall re-examine the thesis only.
- 84.2 where the student's performance in the first oral or approved alternative examination was unsatisfactory and the thesis was also unsatisfactory, any re-examination shall include a re-examination of the thesis and an oral or approved alternative examination;
- 84.3 where on the first examination the student's thesis was satisfactory but the performance in the oral and/or other examination(s) was not satisfactory the student shall be re-examined in the oral and/or other examination(s) subject to the time limits prescribed in Regulation 85, without being requested to revise and re-submit the thesis.
- 85 The student shall submit a thesis for re-examination to the RPO within the period of one calendar year from official notification from the RPO of the outcome of the examination. If only an oral examination is required this shall normally be undertaken within three months. The Awards Board sub-committee for Research Degrees may, where there are significant extenuating circumstances that occur during the calendar year, approve an exceptional extension of this period.
- 86 The Awards Board sub-committee for Research Degrees may require that an additional external examiner be appointed for the re-examination.
- 87 In the case of a re-examination under Regulations 84.1 the examiner(s) (refer 79.4 above) shall read and examine the thesis and submit, on the appropriate form, an independent report to the RPO. In completing the report, the examiner(s) shall consider whether the thesis satisfies the requirements of the degree and make a recommendation alongside sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 95 is appropriate.
- 88 Following the re-examination of the thesis under Regulation 84.1 or following an oral or other examination under Regulations 84.2 or 84.3, the examiners shall, where they are in agreement, submit, on the appropriate form, a joint recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 90 is appropriate.

- 89 Where the examiners are not in agreement, separate reports and recommendations shall be submitted. The recommendations shall be made on the appropriate form.
- 90 Following the completion of the re-examination the examiners may recommend that:
- 90.1 the student be awarded the degree;
  - 90.2 the student be awarded the degree subject to correcting the typographical errors; identified by the examiners; the clean copy of the thesis should be submitted within 2 weeks of receipt of the examiners' list of typographical errors.
  - 90.3 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 6 months. The examiners shall write a report detailing what amendments and corrections are required, which shall be sent to the student by the RPO;
  - 90.4 the student not be awarded the degree and not be permitted to be re-examined;
  - 90.5 in the case of a PhD examination the student not be awarded the degree of PhD but be permitted to amend the work to the requirements of the MPhil and to submit for the MPhil award within 6 months.
- 91 In accordance with Regulation 54 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. In respect of 90.3 above, this is contingent upon the student amending the thesis to the satisfaction of the internal and/or the external examiner(s) within 6 months. Minor amendments may normally be proposed on two occasions only.

## Thesis

- 92 Except with the specific permission of the Awards Board sub-committee for Research Degrees the thesis shall be presented in English. Where appropriate, matters pertinent to the thesis may be presented in another language but must be accompanied by a full translation into English, if appropriate to the subject discipline.
- 93 In exceptional circumstances, a student may be allowed to submit in a language other than English, if approved at the time of registration and if appropriate supervisors and examiners are available.
- 94 There shall be an abstract, in English, of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated.
- 95 The thesis shall include a statement of the student's objectives and shall acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.
- 96 Where a student's research programme is part of a collaborative group project, the thesis shall indicate clearly the student's individual contribution and the extent of the collaboration.
- 97 The student shall be free to publish material in advance of the thesis but reference shall be made in the thesis to any such work. Copies of published material may be bound in with the thesis but the student shall be examined solely on the basis of the thesis alone.
- 98 The text of the thesis should not exceed the following length (excluding ancillary data), unless approved by the Research Degrees Sub-Committee:
- for a PhD in Science, Engineering and practice-based or practice-led research degrees in Art and Design 40,000 words;
  - for an MPhil in Science, Engineering and practice-based or practice-led research degrees in Art and Design 30,000 words;

for a PhD in Arts, Social Sciences, Business and Education 80,000 words; for an MPhil in Arts, Social Sciences, Business and Education 40,000 words.

Where the thesis is accompanied by material in other than written form, as for example in a practice-based or practice-led research degree, or the research involves creative writing or the preparation of a scholarly edition, the written thesis should normally be within the range:

for a PhD 30,000 - 40,000 words;  
for a MPhil 15,000 - 20,000 words.

- 99 Following the award of the degree by the University Awards Board the RPO shall lodge one hard copy of the thesis in the library of the University and also normally lodge a digital copy with the British Library and the University's Institutional Repository. The RPO shall provide details of the requirements for the format of the digital copy. The hard-bound copy should normally be submitted within two weeks of notification of the award.
- 100 Where the Awards Board sub-committee for Research Degrees has agreed that the confidential nature of the student's work is such as to preclude the thesis being made freely available in the library of the University or electronically via the British Library, the thesis shall, immediately on completion of the programme of work, be retained by the University on restricted access and, for a time not exceeding the approved period, shall only be made available to those who were directly involved in the project.
- 101 The Awards Board sub-committee for Research Degrees shall normally only approve an application for confidentiality in order to enable a patent application to be lodged or to protect commercially or politically sensitive material. The period approved shall normally not exceed three years from the date of the oral examination. Where a shorter period would be adequate the Awards Board sub-committee for Research Degrees shall not automatically grant confidentiality for three years.
- 102 The copies of the thesis submitted for examination shall remain the property of the University but the copyright in the thesis shall be vested in the student.
- 103 The requirements for the format of the submitted thesis are as described in the Handbook for Research Students and Supervisors, which is updated each year by the RPO.
- 104 The University library copy shall be as detailed in Regulation 103 and bound as follows:
  - 104.1 the binding shall be of a fixed type so that leaves cannot be removed or replaced; the front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright; and
  - 104.2 in at least 24pt type the outside front board shall bear the title of the work, the name and initials of the student, the qualification, and the year of submission; the same information (excluding the title of the work) shall be shown on the spine of the work, reading downwards.

#### **Provisions applying to the degree of PhD to be awarded for the submission of prior output.**

- 105 Students for the degree of PhD by prior output must have made a substantial independent, coherent and original contribution to knowledge in a subject area or discipline for which supervisory expertise is available within the University. The extent of the work should be equivalent to that expected of a standard Doctor of Philosophy.



- 106 A student shall apply in writing to the RPO for registration for the PhD by prior output under these Regulations. The application for registration shall be considered by the Chair of the School-based Research Student Progress Group in consultation with the Pro Vice-Chancellor for Research and Knowledge Exchange. Where registration for the degree is approved, a supervisor shall be appointed to provide guidance to the student.
- 107 A student shall normally submit for examination for the degree of PhD by prior output within 12 months of registration.
- 108 A student must select current outputs from a nominated field of study and present two copies of such outputs for examination. Material other than books should be presented where practical in one or more hard-backed folders or box files, each containing a title and contents page, and displaying on the front cover the name and initials of the student, the qualification, and the year of submission. Where an artefact or piece of creative work is involved which
- 108.1 cannot be included as such, there should instead be some permanent record of the work (for instance, video, photographic record, musical score, diagrammatic representation).
- 109 A student shall, in addition, be required to submit an abstract and two copies of a covering document of normally 15,000 to 30,000 words. The covering document should be a critical appraisal which identifies the research aims, explains how the outputs form a coherent body of work, demonstrates methodological and conceptual rigour, articulates the original contribution to the field, and, for co-authored work, identifies the individual contribution made by the student. In addition, the covering document should contain as an appendix a full bibliography of all relevant work in the public domain by the student.
- 110 Students shall be required:
- 110.1 to declare that the submitted work as a whole is not substantially the same as any that they have previously submitted or are currently submitting whether in published or unpublished form, for a degree, diploma, or similar qualification at any University or similar institution; and
  - 110.2 to declare which parts if any of the output or outputs submitted have previously been submitted for any such qualification; and
  - 110.3 where the work submitted includes outputs conducted in collaboration with others to provide a written statement normally signed by all collaborating parties on the extent of the student's individual contribution to the material and the conditions and circumstances under which the work was carried out.
  - 110.4 to provide a statement detailing ethical considerations. In cases where any work submitted by the student has been based on a study involving human participants, the student shall submit a declaration to the effect that such work was given prior approval by an appropriate body responsible for the maintenance of ethical standards.
- 111 A student may not include with their submitted outputs work that has not been published or has not been in the public domain.
- 112 In order to be eligible for the award of the degree of PhD, the submitted work must constitute a substantial original contribution to knowledge. The work submitted shall be examined by examiners appointed by the University on the recommendation of the Awards Board sub-committee for Research Degrees. A student shall be examined by at least one external examiner and one internal examiner. In the case of collaborative

outputs, the examiners must satisfy themselves that the parts of the submitted outputs attributed to the student constitute a substantial original contribution to knowledge. Where the student is on the staff of the University or has been in the last 5 years, in any capacity, see Regulation 73 which states that a second external examiner shall be appointed and there shall be no internal examiner.

- 113 A student shall be required to undergo an oral examination, which shall be on the submitted outputs themselves and covering document.
- 114 Each examiner shall make an independent report on the work submitted; both shall be present at the oral examination and shall sign the joint report and the final recommendation. The reports shall be considered by the Awards Board sub-committee for Research Degrees.
- 115 The joint report of the examiners shall conclude with one of the following recommendations:
- 115.1 that the student be awarded the degree of PhD;
  - 115.2 the student be awarded the degree subject to correcting the typographical errors identified by the examiners; the clean copy of the covering document should be submitted within 2 weeks of receipt of the examiners' list of typographical errors.
  - 115.3 that the student be awarded the degree of PhD subject to minor corrections or amendments to the covering document; these should normally be submitted within 6 months. The examiners shall write a report detailing the amendments and corrections required, which shall be sent to the student by the RPO;
  - 115.4 that the student not be awarded the degree of PhD.
- 116 In accordance with Regulation 54 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. In respect of 115.3 above this is contingent upon the student amending the thesis to the satisfaction of the internal and/or the external examiner(s) within 6 months.
- 117 If, for any reason, a further opinion is required on the work submitted, an external adjudicator shall be appointed. The adjudicator shall be appointed by the University on the recommendation of the Chair of the Awards Board sub-committee for Research Degrees after consultation with the original external examiners. The adjudicator shall consider the work submitted and will also be sent the reports of the original examiners. The adjudicator shall make an independent report which shall conclude with one of the recommendations under Regulation 115. The report shall be sent, together with the original examiners' reports, to the Chair of the Awards Board sub-committee for Research Degrees who shall determine the outcome as detailed in 115 above and progress in accordance with Regulation 122 above. The recommendation of the adjudicator is expected to prevail.
- 118 One copy of the work submitted in support of a successful application shall be retained by the University and deposited in the library.
- 119 Section 13 Appeals Regulations and Procedure, applies to these provisions.

### **Provisions applying to the award of a higher doctorate**

- 120 Applications can be made for the following higher doctorates:  
Doctor of Letters (DLitt)  
Doctor of Science (DSc)

- 121 The work submitted must be of high distinction, must constitute an original and significant

contribution to the advancement of knowledge or to the application of knowledge or to both and must establish that the applicant is a leading authority in the field or fields of study concerned.

- 122 Applicants should normally be
- 122.1 holders, of at least seven years' standing, of a first degree such as a Bachelor's degree or of a qualification of equivalent standard; or
  - 122.2 holders, of at least four years' standing, of a higher degree such as a Master's or research degree or of a qualification of equivalent standard.
- 123 Applicants must submit four copies of the work on which the application is based. The submission may take the form of books, contributions to journals, patent specifications, reports, specifications, designs, video, photographic record, musical score or diagrammatic representation, and may include other relevant evidence of original work. Material other than books must be secured in one or more hard-backed folders, or box files, each containing a title and contents page, and displaying on the front cover the name and initials of the student, the qualification, and the year of submission. An applicant shall state which part if any, has been submitted for another academic award. The work submitted for the degree shall not be concurrently submitted by the candidate for a higher doctorate or other award at any other institution. The content of the submission must be in English unless specific permission to the contrary has been given by the Awards Board sub-committee for Research Degrees. Where an artefact or piece of creative work is involved which cannot be included as such, there should instead be some permanent record of the work (for instance, video, photographic record, musical score, diagrammatic representation).
- 124 In addition to the copies of the work on which the application is based, applicants must submit one copy of each of the following, all of which must be word processed:
- 124.1 a completed application form;
  - 124.2 a curriculum vitae;
  - 124.3 a list detailing each work to be submitted in support of the application;
  - 124.4 a critical appraisal of 4,000 to 10,000 words setting out the field, the aims and main themes of the work, and the original and distinguished contribution to the advancement or application of knowledge in the field represented by the works;
  - 124.5 a full statement of the extent of the applicant's contribution to work submitted, involving joint authorship or other types of collaboration.
  - 124.6 a statement detailing ethical considerations. In cases where any work submitted by the candidate has been based on a study involving human participants, the candidate shall submit a declaration to the effect that such work was given prior approval by an appropriate body responsible for the maintenance of ethical standards.
- 125 On submission of an application, the Awards Board sub-committee for Research Degrees will consider whether a *prima facie* case for proceeding to a formal examination of the application has been established, taking whatever advice it considers appropriate.
- 126 If satisfied that such a case has been established, the Awards Board sub-committee for Research Degrees will submit the application to two examiners appointed by the University, each of whom shall make an independent report to Awards Board sub-committee for Research Degrees. A student shall be examined by at least one external examiner and one internal examiner. Before making their report, examiners may seek additional information from the candidate in writing through the RPO. If the Examiners' reports do not unanimously recommend the award of the degree, the Awards Board sub-committee for Research Degrees may appoint an additional examiner. Where the student is on the staff of the University or has been in the last 5 years, in any capacity, see Regulation 73 which states that a second external examiner shall be appointed and

there shall be no internal examiner.

- 127 One copy of the work submitted in support of a successful application shall be retained by the University and deposited in the library.
- 128 Section 8A of the General Student Regulations, Appeals Procedure, applies to these provisions.

# Academic Regulations

## Section 23

### Regulatory Framework for Professional Doctorate Programmes

#### 2021-22

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## Introduction

- 1 The aim of the Professional Doctorate is to provide an alternative award of equivalent standard to a Doctor of Philosophy (PhD) for the development of specialist professional and research skills and competencies within an appropriate intellectual framework.
- 2 A professional doctorate shall be awarded to a student who has:
  - passed all the elements of the preparatory stage of the programme equivalent to 180 credits at Masters and/or Doctoral level *and*
  - undertaken a significant piece of empirical research demonstrating critical investigation and evaluation and demonstrating independent thought and research creativity, making an original contribution to knowledge or practice, and generating new applications or understanding that extend the frontier of knowledge in an area of professional practice equivalent to 360 credits at Doctoral level such as would be completed in two years of full-time study, resulting in the production of a thesis *and*
  - demonstrated an understanding of research methods appropriate to the field of study

*and*

- presented and defended a thesis by oral or alternative examination to the satisfaction of the examiners.
- 3 The award shall be conferred by the University Awards Board under powers delegated to it by the Academic Board of the University.
  - 4 This regulatory framework is designed to be consonant with the Research Degree Regulations (Section 5.2). Where these Regulations remain silent the Research Degree Regulations (Section 5.2) may be invoked.

## **Admission to a professional doctorate programme**

- 5 Applications shall be considered in line with the University's generic principles for admissions (see Section 1.2) and the English language requirements for research degree students (see Section 5.2 Regulations 11-13). Students shall normally be required to hold a first or upper second class honours degree of a UK university or a qualification or other experience which is regarded by the University as equivalent to such an honours degree. Authorised admitting officers shall determine which applicants are to be admitted in accordance with the entrance requirements for each professional doctorate programme specified in the relevant course specific regulations. The authorised admitting officer shall satisfy him or herself that each student is proposing to conduct research in an appropriate field of study in which the University is able to provide appropriate facilities for the conduct of scholarly research, including adequate and sustainable supervision.
- 6 Students may normally study in full-time or part-time mode and may transfer between these modes of study. A student admitted for study leading to a Professional Doctorate shall be provided with a period of registration of 4 years (full-time) and 6 years (part-time). A student may intermit for a maximum of 2 years between the preparatory stage and the research stage and the registration period shall be adjusted accordingly.

## **Professional doctorate programme structure**

### **Preparatory stage**

- 7 Course specific regulations for each professional doctorate programme, approved at validation, shall specify the structure of each programme leading to a named award.
- 8 The preparatory stage of the programme shall normally include some taught elements, which shall be based on a teaching year comprising an autumn and a spring semester of 15 weeks each and a summer studies period, making 48 weeks in total for full time students and pro rata for part time students.
- 9 Study in full-time mode towards the preparatory stage of the programme shall normally comprise 180 credits denoting 1800 learning hours in each of the three study periods (see Regulation 8 above).
- 10 Each taught module shall normally be worth 20 or 30 credits.
- 11 The preparatory stage of the programme shall include one or more modules dealing with research methods and preparation for the thesis stage. The preparatory stage may also include a dissertation defined as a substantial piece of independent work, synthesising earlier learning, and which may be a written piece of work, a project incorporating a

report, an artefact incorporating a commentary or equivalent piece of work original to the author and critically reflective. A dissertation shall normally be concerned with the same field of study as the student proposes to work on in his or her thesis.

- 12 Course specific regulations shall specify the core and optional modules which constitute the preparatory stage of the programme.
- 13 Students may only attend and be assessed in those modules included in their programme of study which have been approved by an authorised programme approver in accordance with course specific regulations. Programmes of study for individual students shall normally be finalised before the start of the semester.
- 14 Any student wishing to withdraw from a module for which they are registered must submit a written request to the Research and Postgraduate Office (RPO) no later than the end of the second week of the first semester of the academic year in which they are enrolled. Such requests must be agreed in writing. Subject to approval by the RPO the student shall be deemed not to have taken the module and their record will be updated accordingly. Where this results in the student no longer meeting the criteria for full time study, their mode of attendance will be formally amended to part-time by the University. A student who the University deems still to be studying on a full time basis will continue to pay the appropriate full time fee. A student who the University deems to be studying on a part time basis will receive a refund of the tuition fees paid for the module(s), as appropriate. At the start of each teaching period a student shall be permitted to substitute a module with the approval of her/his Course Leader subject to the overall module credit being unchanged (See also Section 1 of the General Student Regulations, regulations 5.17 to 5.20).

### **Accreditation of Prior Learning (APL)**

- 15 Students who have been given credit for prior learning in accordance with the APL Procedures (see Section 7.1) shall be exempted from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as pathway or elective credit. The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to a maximum of the preparatory stage. Where a student is enrolled under the terms of a Tier 4 Student Visa, the award of AP(E)L credit will only be made if a student is able to continue to study the programme full-time and in accordance with current immigration guidance. A student may be awarded a mixture of APCL and APEL credit.

### **Assessment of the preparatory stage of the programme**

- 16 Students shall be assessed in the modules constituting the preparatory stage of the professional doctorate programme in accordance with the Regulations on assessment and Assessment Boards (see Section 7.3).
- 17 Each student shall be offered an opportunity to be assessed in each module under an approved scheme of assessment during the period in which the module is studied.
- 18 There may be a number of items of assessed work for each module. The module specification shall include the assessment scheme for each module and the weighting of each item of assessed work, as approved in accordance with the University's systems and arrangements in place for managing the quality and standards of taught provision.
- 19 Students are required to attempt all items of assessed work for each module. If a student is unable, through disability, to be assessed by the normal methods, under Procedures



established on behalf of Academic Board, assessment instruments may be modified (see Section 7.3 Regulation 8).

- 20 The results from each item of assessed work shall be aggregated according to the specified weightings to produce an overall mark for the module. Module specifications may additionally specify that particular items of assessed work must be passed in order for the module to be passed. Should an item of assessed work not be submitted, a mark of zero will be recorded for that item. Where an error in the computation of an assessment result or final award has been found, the corrected grade shall be entered on to the student's record, regardless of whether it is higher, **or lower**, than the original grade.
- 21 On the basis of performance in the approved assessment scheme each student shall be awarded marks for each module reported in percentages. The pass mark for all modules shall be 50%.
- 22 Feedback to students, before confirmation of marks by the Assessment Board, may be reported in percentage marks, with the proviso that such marks are provisional and subject to change.

### **Responsibilities of students (including coursework submission and attendance at examinations)**

- 23 It shall be the responsibility of students to familiarise themselves with the assessment regulations and with the examination and coursework submission timetables to ascertain when opportunities for assessment arise.
- 24 It shall be the responsibility of students to submit work for assessment by the specified deadlines and to attend examinations, normally at the earliest opportunity offered in respect of both categories.
- 25 It shall be the responsibility of students who believe they have valid reasons for absence from an examination to submit a claim for mitigating circumstances<sup>2</sup> in accordance with the criteria and procedures for such claims (see Section 12)
- 26 It shall be the responsibility of students who believe that a procedural irregularity has occurred, to submit an appeal to the Student Casework Office within ten working days of results being published, in accordance with the Procedures for the submission of Appeals against decisions of Assessment Boards (see Section 13).
- 27 It shall be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of groupwork the group's own, and that they observe all rules and instructions governing examinations. Any allegation of cheating or other impropriety which might give an advantage in assessment to students against whom allegations have been made shall be considered under the Procedures on Student Academic Misconduct (see Section 15). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures, which set down an explicit range of graduated penalties depending on the particular manifestation of academic misconduct. The penalties that can be applied if academic misconduct is substantiated range from a formal reprimand to expulsion from the University in very serious cases.

### **First Assessments in the preparatory stage of the programme**

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<sup>2</sup> A student may have a mitigating circumstances claim accepted normally on one occasion only for a particular item of assessed work.

- 28 An overall module result shall be calculated from the results of each item of assessed work for the module (see Regulation 21 above). A student shall be awarded a pass in the module where they have achieved an overall pass mark, and have additionally passed any items of assessed work required by the Module Specification.

## **Reassessment and retaking in the preparatory stage of the programme**

- 29 A student who, for a first assessment, has failed a component of assessment (as set down in the Module Specification) for a module shall be expected to undertake reassessment in the component concerned, if the module has been failed overall.
- 30 Reassessment for coursework, project or portfolio-based assessments shall normally involve the reworking of the original task. For examinations, reassessment shall involve the completion of a new task.
- 31 A student shall not be entitled to be reassessed in any component of assessment for which a passing mark has been awarded.
- 32 The Subject Standards Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt.
- 33 Reassessment shall normally take place during the summer resit period following the academic session in which the module was taken.
- 34 If a component is passed following reassessment, the component mark shall be capped at bare pass (i.e. 50% for postgraduate modules).
- 35 Where a student has a further (re)assessment opportunity following the summer resit period, it must be taken at the earliest assessment point when the module is next offered in the following academic year.
- 36 When a student has failed both the original assessment and the reassessment for a module, the student shall normally be entitled to retake the module on one occasion, unless the course specific regulations specify to the contrary. A student who retakes a module is required to re-enrol for the module, pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which they may previously have passed. A student enrolled under the conditions of a Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module, may be required to take that final reassessment opportunity outside of the UK.

## **Progression to the thesis stage of the programme**

- 37 Students shall normally be required to pass the preparatory stage of the programme before progressing to the thesis stage (see Regulation 42 below).
- 38 Before approving transfer from the preparatory stage to the thesis stage students shall be required to demonstrate that they have an approved research proposal and that the proposed programme provides a suitable basis for work at doctoral level which the student is capable of pursuing to timely completion.
- 39 A student who has passed modules within the preparatory stage of a programme equivalent to at least 180 credits at Masters (which may include the completion of a dissertation) and withdraws from the programme shall have a Masters level award, as approved at validation, conferred on him or her by the University Awards Board in

accordance with the course specific regulations.

## Thesis stage

- 40 At least once a year, the Awards Board sub-committee for Research Degrees shall establish whether the student is actively engaged on the research programme and is maintaining regular and frequent contact with the supervisors and shall consider reports from the student, the supervisors and a reader on the student's progress. As a result of this process, the Committee shall take or progress appropriate action, which may include the termination or withdrawal of the student's registration. If no reports are obtained from the student and if no response is forthcoming from the student following enquiries from the University, the student may be withdrawn from the University. Students who are considered not to be making satisfactory progress on their research programme will not be able to continue regardless of their progress and achievement in other aspects of the professional doctorate programme.
- 41 A Professional Doctorate shall require all students to prepare a thesis, which shall involve a substantial volume of independent work and generate new applications or understanding that extend the frontier of knowledge in an area of professional practice. Course specific regulations shall determine the composition of the thesis. The project(s) which contribute to the thesis will be based on appropriate professional practice which may be obtained through work-based learning and experience, acquired before (where appropriate and not precluded by course specific regulations) or during the programme and through study at the University.
- 42 Each student shall register his or her thesis title with the Awards Board sub-committee for Research Degrees. The Awards Board sub-committee for Research Degrees shall approve the supervision arrangements. The Awards Board sub-committee for Research Degrees shall normally consider applications for the thesis to be treated confidentially (in line with Regulation 94 below) at this stage, but if necessary such applications may be made at a later point in time.
- 43 Where the student is prevented, by ill health or other cause, from making progress with the research, the student shall apply to the Awards Board sub-committee for Research Degrees for a period of intermission. The maximum permitted period of intermission shall normally be one year. A further exceptional request above one year must be approved by the Pro Vice-Chancellor for Research and Knowledge Exchange (or nominee) who may exceptionally approve an intermission for a further additional year. Criteria for agreement to a period of intermission will include continued academic viability of the research project. Students whose residence in the UK is only permitted by the terms of a student visa cannot remain resident in the UK if they are intermitting their studies. The University will notify the relevant authorities if an intermission is agreed.
- 44 A student shall submit the thesis to the Research and Postgraduate Office (RPO) of the University before the expiry of the maximum period of registration. The Head of the Graduate School may in exceptional circumstances request of the Pro Vice-Chancellor for Research and Knowledge Exchange an extension to the period of registration, which includes any periods of intermission; subject to confirmation that the student continues to make satisfactory academic progress and, that the research project remains viable.
- 45 Where the student's own creative work forms a significant part of the intellectual enquiry within the programme of research, the creative work must be clearly presented in relation to the argument of a written thesis and set in its relevant theoretical, historical, critical, design or professional context. The written component(s) of the thesis shall conform to the usual scholarly requirements. The final submission must be accompanied by a permanent record of the creative work. Where practical such a record should be bound

with the written components of the thesis.

- 46 The amount and extent of the output should normally be such as would be expected as a result of a minimum of two years full-time study or its equivalent in part-time work. Unless the course specific regulations specify to the contrary all the components of the written thesis taken together should normally be within the range:
- 25,000 – 30,000 words if in the field of Art/Design or Science/Technology
  - 40,000 – 60,000 words if in the field of Arts, Design, Education, Business or Social Sciences
  - 20,000 – 30,000 words if related to practice-based production of artefacts.
- 47 There shall normally be an abstract, in English, of approximately 300 words bound into the thesis which shall provide a synopsis of the thesis stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated.
- 48 The thesis shall acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.
- 49 Where a student's research programme is part of a collaborative group project, the thesis shall indicate clearly the student's individual contribution and the extent of the collaboration.
- 50 Except with the specific permission of the Awards Board sub-committee for Research Degrees the thesis shall be presented in English. Where appropriate, matters pertinent to the thesis may be presented in another language but must be accompanied by a full translation into English, if appropriate to the subject discipline.
- 51 In exceptional circumstances, a student may be allowed to submit in a language other than English, if approved at the time of registration and if appropriate supervisors and examiners are available.

## **Examination of the thesis - general**

- 52 The examination of the thesis shall have two stages: firstly the submission and preliminary assessment of the thesis and secondly its defence by oral examination or alternative examination as approved at validation and specified in course specific regulations.
- 53 The student shall be required to pass all elements of the preparatory stage of the programme before the thesis may be submitted for examination. The Lead Supervisor shall submit to the Awards Board sub-committee for Research Degrees confirmation from the relevant Subject Standards Board that the student has passed the preparatory stage of the programme before the examiners are appointed.
- 54 A student shall normally be examined orally on the programme of work and on the field of study in which the programme lies. The oral examination should take place within three months of the thesis submission and normally no later than six months after submission.
- 55 A senior academic within the University shall be designated independent chair of the oral examination. The Chair is not an examiner and is independent of the candidate's supervisory team and research topic, but takes responsibility for ensuring the University's Regulations are followed (Refer also to Section 5.4, Procedures for the Conduct of the Research Degree Oral Examination) and that the examiners are able to distinguish between 'minor amendments' (i.e. factual or analytical errors that require corrections that can feasibly be made within 6 months) and 'revision' (i.e. substantial flaws in design,

conduct, analysis or presentation that require revision that can feasibly be made within 12 months) of the thesis as detailed in Regulations 78.3, 78.4, 84 and 89.3

- 56 Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor(s), may be present at the oral examination. Should the supervisor(s) attend they do so in the capacity of observer(s) and as such, may not participate in the discussion and shall withdraw prior to the deliberations of the examiners on the outcome of the examination.
- 57 The Awards Board sub-committee for Research Degrees shall consider the reports and recommendation(s) of the examiners in respect of the student and propose awards for conferral to the University Awards Board.
- 58 Where for reasons of sickness, disability or comparable valid cause the Awards Board sub- committee for Research Degrees is satisfied that a student would be under serious disadvantage if required to undergo an oral examination, or where there is other comparable reason, an alternative form of examination may be approved. Such approval shall not be given on the grounds that the student's knowledge of English is inadequate.
- 59 The award of professional doctorate may be made posthumously to a student on the basis of passing the preparatory stage of the programme and completion of a thesis which is ready for submission for examination. In such cases the Awards Board sub-committee for Research Degrees shall seek evidence that the student would have been likely to have been successful had the oral examination taken place.
- 60 Following submission, where there is evidence of cheating or plagiarism in the thesis, or irregularities in the conduct of the examination, it shall be progressed and considered under the University's Procedures on Student Academic Misconduct (see Section 15). Any student found to be guilty of academic misconduct shall be subject to the provisions of those Procedures and their associated penalties for Research Degree allegations (see Section 15)
- 61 The Awards Board sub-committee for Research Degrees shall ensure that all examinations are conducted and the recommendations of the examiners are presented wholly in accordance with the University's regulations and course specific regulations. In any instance where the Awards Board sub-committee for Research Degrees is made aware of a failure to comply with all the procedures of the examination process, it may declare the examination null and void and require a new examination to take place with new examiners. In such cases, this shall be reported to the Chair of the University Awards Board.

## **The student's responsibilities in the examination process**

- 62 The submission of the thesis is the sole responsibility of the student. It shall be the responsibility of the student to ensure that the thesis they submit for assessment is entirely their own and that they observe all rules and instructions governing examinations. Any allegation of plagiarism or any other impropriety shall be progressed under the Procedures on Student Academic Misconduct (see Regulation 60 above).
- 63 The student shall ensure that a specified number of copies of the thesis, accompanied where appropriate by any original artefacts, are submitted to the RPO of the University by the due deadline. The paper-based (written) components of the thesis may be submitted for examination either in a permanently bound form or in a temporary bound form, which is sufficiently secure to ensure that pages cannot be added or removed.
- 64 The student shall take no part in the arrangement of the examination and shall have no

formal contact with the examiner(s) following their appointment.

- 65 The student shall confirm that the thesis has not been submitted for a comparable academic award. The student shall not be precluded from incorporating in the thesis, covering a wider field, work which has already been submitted for a degree or comparable award, provided that it is indicated, on the declaration form and also on the thesis, which work has been so incorporated. The student shall ensure that the thesis format and components are in accordance with the requirements set down in the course specific regulations.
- 66 Any mitigating circumstances pertaining to the oral examination should be disclosed at the outset of the oral examination process.

## **Examiners**

- 67 A student shall be examined by at least one external examiner and internal examiner.
- 68 An internal examiner shall normally be defined as a member of staff of the University other than a supervisor or adviser of the student as appointed under procedures determined by Academic Board. The external examiner shall normally not be external examiner on a taught course in the same School at the University. Former members of staff of the University shall normally not be approved as external examiners until five years after the termination of their employment with the University.
- 69 Where the student is on the staff of the University in any capacity, an additional external examiner shall be appointed and there shall be no internal examiner.
- 70 Examiners shall be appointed according to the following criteria:
- 70.1 experienced in research in the general area of the student's thesis; and
  - 70.2 have relevant professional experience in the topic(s) to be examined; and
  - 70.3 at least one examiner shall have substantial experience (that is, normally having acted as an examiner at two or more previous research degree examinations); and
  - 70.4 an external examiner shall be independent both of the University and, if applicable, of any collaborating organisation and shall not have acted previously as the student's supervisor or adviser.
- 71 The University shall determine and pay the fees and expenses of the external examiners.
- 72 The Awards Board sub-committee for Research Degrees shall approve these arrangements individually.
- 73 The RPO shall be responsible for the organisation of the oral or alternative examination and shall notify the student, all supervisors and the examiners of the arrangements for the examination.
- 74 The RPO shall send a copy of the thesis to each examiner, together with an examiner's preliminary report form and the University's regulations and shall ensure that the examiners are properly briefed as to their duties.

## **The examiners' responsibilities**

- 75 Each examiner shall read and examine all the components of the thesis and submit an independent preliminary report on it to the RPO two weeks before the oral or alternative form of examination is held. In completing the preliminary report, each examiner shall

consider whether the thesis provisionally satisfies the research requirements of the degree and where possible make an appropriate provisional recommendation subject to the outcome of any oral examination. The examiners shall not recommend that a student fail outright without holding an oral examination or other alternative examination.

- 76 Where the examiners are of the opinion that the thesis is so unsatisfactory that it is likely that they will recommend that the student will not be awarded the degree or will be required to revise and resubmit the thesis for re-examination, the examiners shall not, except under exceptional circumstances, make such recommendations without submitting the candidate to oral examination or approved alternative examination.
- 77 Following the oral or alternative examination the examiners shall, where they are in agreement, submit a joint report and recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The preliminary reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 78 is appropriate. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.
- 78 Following the completion of the oral examination the examiners may recommend that:
- 78.1 the student be awarded the degree
  - 78.2 the student be awarded the degree subject to correcting the typographical errors identified by the examiners; the clean copy of the thesis should be submitted within 2 weeks of receipt of the examiners' list of typographical errors;
  - 78.3 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 6 months and, to the satisfaction of internal and/or the external examiner(s). The examiners shall write a report detailing what amendments and corrections are required, which shall be sent to the student by the RPO;
  - 78.4 the student be permitted to resubmit for the degree and be re-examined, with or without an oral or alternative examination; this should normally be done within the period of one calendar year from the date of the latest part of the first examination. In cases where the examiners recommend that only the thesis requires re-examination, they may determine that the re-examination of the thesis be undertaken by only the external examiner. The examiners shall write a report detailing what amendments and corrections are required, which shall be sent to the student by the RPO;
  - 78.5 the student not be awarded the degree of Professional Doctorate, but be considered for an interim award as specified in the Course Specification;
  - 78.6 the student be not awarded the degree and be not permitted to be re-examined.
- 79 In accordance with Regulation 57 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. Only one re-examination may be permitted by the Awards Board sub-committee for Research Degrees.
- 80 Where the examiners' recommendations are not unanimous, the Awards Board sub-committee for Research Degrees may:
- 80.1 accept a majority recommendation (provided that the majority recommendation includes at least one external examiner);
  - 80.2 accept the recommendation of the external examiner; or
  - 80.3 require the appointment of an additional external examiner.
- 81 Where such an additional external examiner is appointed under Regulation 80.3 they shall prepare an independent preliminary report on the basis of the thesis and, if

considered necessary, may conduct a further oral or alternative examination. That examiner should not be informed of the recommendations of the other examiners. On receipt of the report from the additional examiner the Awards Board sub-committee for Research Degrees shall determine the outcome as detailed in Regulation 78 above and progress in accordance with Regulation 79 above.

- 82 Where the Awards Board sub-committee for Research Degrees decides that the degree shall not be awarded and that no re-examination be permitted, the examiners shall prepare an agreed statement of the deficiencies of the thesis and the reason for their recommendation, which shall be forwarded to the Chair of the University Awards Board for consideration. Where the decision not to re-examine the student is approved, the Chair of the Awards Board sub-committee for Research Degrees shall inform the student of this decision and include a copy of the agreed statement of the deficiencies of the thesis from the examiners.

## Re-examination

- 83 There are three forms of re-examination.
- 83.1 where the student's performance in the first oral or approved alternative examination was satisfactory but the thesis was unsatisfactory, the examiner(s) shall re-examine the thesis only;
  - 83.2 where the student's performance in the first oral or approved alternative examination was unsatisfactory and the thesis was also unsatisfactory, any re-examination shall include a re-examination of the thesis and an oral or approved alternative examination;
  - 83.3 where on the first examination the student's thesis was satisfactory but the performance in the oral and/or other examination(s) was not satisfactory the student shall be re-examined in the oral and/or other examination(s) subject to the time limits prescribed in Regulation 84, without being requested to revise and re-submit the thesis.
- 84 The student shall submit for re-examination within the period of one calendar year from the date of the latest part of the first examination. Any oral examination shall normally be undertaken within three months of resubmission. The Awards Board sub-committee for Research Degrees may, where there are significant extenuating circumstances that occur during the calendar year, approve an exceptional extension of this period.
- 85 The Awards Board sub-committee for Research Degrees may require that an additional external examiner be appointed for the re-examination.
- 86 In the case of a re-examination under Regulations 83.1 the examiner(s) (refer 78.4 above) shall read and examine the thesis and submit, on the appropriate form, an independent report to the RPO. In completing the form, the examiner(s) shall consider whether the thesis satisfies the requirements of the degree and make a recommendation alongside sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 90 is appropriate.
- 87 Following the re-examination of the thesis under Regulation 83.2 or following an oral or other examination under Regulations 83.2 or 83.3, the examiners shall, where they are in agreement, submit, on the appropriate form, a joint recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. The reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in



Regulation 84 is appropriate.

- 88 Where the examiners are not in agreement, separate reports and recommendations shall be submitted. The recommendations shall be made on the appropriate form.
- 89 Following the completion of the re-examination the examiners may recommend that:
- 89.1 the student be awarded the degree;
  - 89.2 the student be awarded the degree subject to correcting the typographical errors identified by the examiners; the clean copy of the thesis should be submitted within 2 weeks of receipt of the examiners' list of typographical errors;
  - 89.3 the student be awarded the degree subject to minor amendments being made to the thesis; these should normally be submitted within 6 months. The examiners shall write a report detailing what amendments and corrections are required, which shall be sent to the student by the RPO;
  - 89.4 the student not be awarded the degree and not be permitted to be re-examined; in such cases, consideration will be given to whether the student is eligible for a lower award of Masters as specified in the course specific regulations.
- 90 In accordance with Regulation 57 above, the Awards Board sub-committee for Research Degrees shall consider all recommendations and propose awards for conferral to the University Awards Board. In respect of 89.3 above, this is contingent upon the student amending the thesis to the satisfaction of the internal and/or the external examiner(s) within 6 months. Minor amendments may normally only be proposed on two occasions.

## Retention of the thesis

- 91 Before the degree can be conferred on the student, all the written components of the thesis must be presented in a permanent binding so that leaves cannot be removed or replaced; the front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright; the outside front board shall bear the title of the work, the name and initials of the student, the qualification and the year of submission all in at least 24pt type; the same information (excluding the title of the work) shall be shown on the spine of the work, reading downwards. The written components of the thesis shall be accompanied, where appropriate, by a permanent record of any creative work. The student shall attest that the contents of the permanently bound thesis are identical with the version submitted for examination, except where amendments have been made to meet the requirements of the examiners.
- 92 Following the award of the degree the RPO shall lodge one hard copy of the thesis in the library of the University and also normally a digital copy with the British Library and the University's Institutional Repository. The RPO shall provide details of the requirements for the format of the digital copy.
- 93 Where the Awards Board sub-committee for Research Degrees has agreed that the confidential nature of the student's work is such as to preclude the thesis being made freely available in the library of the University or electronically via the British Library, the thesis shall, immediately on completion of the programme of work, be retained by the University on restricted access and, for a time not exceeding the approved period (see Regulation 94 below), shall only be made available to those who were directly involved in the project.
- 94 The Awards Board sub-committee for Research Degrees shall normally only approve an application for confidentiality in order to enable a patent application to be lodged or to protect commercially or politically sensitive material or where ethical considerations require this. A thesis shall not be restricted in this way in order to protect research leads. Work judged to be confidential on ethical grounds shall remain on restricted access. While

the normal maximum period of confidentiality for other work is two years, in exceptional circumstances the Awards Board sub-committee for Research Degrees may approve a longer period. Where a shorter period would be adequate the Awards Board sub-committee for Research Degrees shall not automatically grant confidentiality for two years.

- 95 The copies of the thesis submitted for examination shall remain the property of the University but the copyright in the thesis shall be vested in the student.

# Academic Regulations

## Section 24

### Procedures for the Conduct of the Research Degree Oral Examination

2021-22

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## Introduction

1. Please refer to Section 22, paragraphs 49 - 91 for details of the Research Degree Regulations examination process, and 92 - 104 for details regarding the format of the thesis. For Professional Doctorates, please refer to Section 23 paragraphs 52 - 91.
2. Normally only the candidate, the examiners, the independent chair and, where the candidate permits, the supervisor(s), may be present at the oral examination.
3. The Research & Postgraduate Office is responsible for ensuring that a suitable room is provided for the oral examination. The Research & Postgraduate Office will also ensure that adequate supplies of liquid refreshments are provided. If the examination is taking place via video link the Research & Postgraduate Office will ensure that relevant audio- visual equipment and/or video conferencing software is available.
4. The Research & Postgraduate Office is responsible for confirming the date of the oral examination to the candidate, the examiners and the independent chair. It is important that the Research & Postgraduate Office confirms that the candidate can attend on the agreed date as examiners are requested to book travel tickets in advance.

## Guidance for Examiners

5. The examiners are required to produce a preliminary report and shall do this not later than two weeks before the date scheduled for the oral examination. These reports should be prepared independently, and the examiners should not confer until after the reports have been written. The reports must be returned to the Research & Postgraduate Office no later than two weeks before the oral examination.
6. Within the normal examining process the preliminary reports are not shown to the candidate, but the examiners must be aware of a candidate's access rights under data protection legislation.
7. Each examiner should express a view on whether the thesis as presented provisionally satisfies the requirements of the degree. In arriving at this decision examiners are not making a final judgement about the outcome of the examination.

## Proceeding to the oral examination

8. If an examiner's preliminary report recommends a pass with minor corrections, a list of the corrections should be prepared prior to the oral examination and be made available on the day of the examination.
9. Once a date has been scheduled for the oral examination, the external

examiner/s should organise transportation to the venue in order to ensure travel costs are kept to a minimum. If an examination is scheduled to take place before 11am and the travel time is in excess of two hours, examiners may claim an overnight stay. A guide to expenses will be made available to all examiners.

10. Examiners should arrive at least 30 minutes before the start of the oral examination in order to meet the other examiners and the independent chair. The examiners should agree a format for the examination including the order of questions and the likely length of the examination.
11. Examiners should note that the independent chair will run through some procedural matters at the start of the examination and can call for a comfort break during the examination.
12. Following the oral examination the examiners shall, where they are in agreement, submit a joint typewritten report on the day of the oral examination and a list of typographical errors within 5 days and recommendation relating to the award of the degree to the Chair of the Awards Board sub-committee for Research Degrees. If a recommendation is made for the submission of minor amendments, the joint report must include a typewritten statement outlining the required changes and corrections. If a recommendation is made for re-examination (with or without an oral examination), the joint report must include a typewritten statement outlining the required changes and corrections. The preliminary reports and joint recommendation of the examiners shall together provide sufficiently detailed comments on the scope and quality of the work to enable the Awards Board sub-committee for Research Degrees to satisfy itself that the recommendation chosen in Regulation 79 is appropriate. Where the examiners are not in agreement, separate reports and recommendations shall be submitted.

## **Guidance for Independent Chairs**

13. The Research Degree Regulations stipulate that all oral examinations will be chaired by a senior academic within the University, with experience of research degree examining, who is independent of the candidate's supervisory team and of the research topic.
14. The independent chair is not an examiner. Her/his role is to:
  - 14.1. ensure that regulations and procedures are adhered to;
  - 14.2. ensure the examination process is fair;
  - 14.3. produce a brief formal record of the proceedings.
15. The independent chair will not be required to read the thesis; participate in the discussion; or make any contributions to the academic examination or evaluation of the thesis. The independent chair is not expected to have any academic expertise in the area being examined.
16. Independent Chairs are required to undertake the University's training for Independent Chairs.
17. The Research & Postgraduate Office shall maintain a list of independent chairs who have undergone training for their role.

18. The Research & Postgraduate Office will organise briefing sessions for independent chairs to ensure they are familiar with the Research Degree Regulations in relation to the oral examination. Independent chairs should contact the Research & Postgraduate Office if they have questions relating to the regulations or guidance documentation.
19. The Research & Postgraduate Office will send the independent chair details of the candidate and the examiners, and arrangements for the day. The preliminary reports will normally be sent to independent chairs prior to the oral examination. Independent chairs should collect these reports from the Research & Postgraduate Office if there is insufficient time to email them before the day of the examination.
20. At the outset of the examination the independent chair shall
  - 20.1. explain their status and role, including the fact that they will make a formal record of proceedings;
  - 20.2. ensure that any procedural issues are discussed and resolved at the examiners' preliminary meeting (see paragraph 12 above); this may include a discussion on how exactly the thesis will be examined (e.g., order in which examiners will ask questions, chapter-by-chapter analysis, etc.);
  - 20.3. ensure that the candidate is introduced to each examiner;
  - 20.4. provide the candidate with an opportunity to disclose any mitigating circumstances pertaining to the oral examination;
  - 20.5. endeavour to establish an atmosphere in which the candidate will be able to perform to the best of her/his ability;
  - 20.6. make it clear that any supervisors attending the examination do so as observers only, and that they shall take no part in either the examination or in the evaluation of the student's performance after the examination;
  - 20.7. ensure that the candidate is advised that information on the outcome of the examination will not be given before the end of the oral examination and that s/he should not infer any decision from the questions and discussion.
21. During the examination the independent chair shall:
  - 21.1. intervene in the examining process if s/he judges that fairness to the candidate is at risk;
  - 21.2. allow scope for the oral examination to be open-ended and to follow interesting lines of debate, whilst ensuring that the focus of the examination is on the candidate's work;
  - 21.3. take a brief record of proceedings, on the overall conduct of the examination including areas or questions which the candidate had difficulty with, and the ways in which the examiners addressed such difficulties. These notes should be returned to the Research & Postgraduate Office on the day of the examination and no later than five working days after the oral examination;
  - 21.4. when necessary, offer the candidate and members of the examining team the opportunity for a comfort break;
  - 21.5. ensure that the candidate has an opportunity to make any points which s/he feels have not been appropriately covered.

22. After the examination the independent chair shall:
  - 22.1. request that the candidate and any supervisor(s) present leave the room during the examiners' discussion;
  - 22.2. ensure that the examiners' recommendations comply with the regulations;
  - 22.3. ensure that, where the recommendation requires, the examiners agree and submit:
    - 22.3.1. a written indication of the amendments and corrections required following a recommendation of minor amendments, or
    - 22.3.2. written guidance on the deficiencies of the first submission and changes required following a recommendation of a re-submission of the thesis (with or without a further oral examination) and that the examiners are aware that a re-examination would take place within the period of one calendar year from the date of the latest part of the first examination.
23. The independent chair may be approached by the Student Casework Office in the event of an appeal against the decision of an examination.