

# DE MONTFORT UNIVERSITY

## HANDBOOK AND REGULATIONS FOR UNDERGRADUATE AWARDS 2014/15

### Foreword

This handbook is issued to provide students with a guide to the University's undergraduate scheme and to set out the regulations governing study. It is available in hard copy on request from the Faculty Office/Student Advice Centre or can be downloaded from the University's website [www.dmu.ac.uk/scheme-regulations](http://www.dmu.ac.uk/scheme-regulations)

Sources of guidance and support for students are described in Chapter 5. Faculty Student Advice Centres and Heads of Studies are other important providers of academic advice and information, while Student and Academic Services and the Students' Union are able to provide personal and financial advice.

New degree classification regulations were introduced for all honours degree students from 2011/12 and were slightly modified in 2012/13. The University believes that all students will benefit from the change, and guarantees that no student continuing their studies at the point at which such changes were made will have their degree classification adversely affected.

The handbook includes an appendix which provides details of any programmes which have programme-specific regulations, i.e. which deviate from the regulations outlined in this handbook.

*These regulations are issued without prejudice to the right of De Montfort University to make such modifications to the matters dealt within as the university considers necessary, without prior notice. For the most up-to-date version of the regulations please visit the DMU website at the following link: [www.dmu.ac.uk/scheme-regulations](http://www.dmu.ac.uk/scheme-regulations)*

*These regulations apply to all undergraduate programmes unless otherwise indicated in respect of any particular regulation.*

**Department of Academic Quality, September 2014**

# CONTENTS

|   | <b>Page</b> |
|---|-------------|
| <b>1 Registration on the Undergraduate Scheme</b>   | <b>1</b>    |
| 1.1 Programmes and Modules  | 1           |
| 1.2 Credit Accumulation and Awards  | 1           |
| 1.3 Credit Accumulation and Compensation  | 1           |
| 1.4 Levels of Study   | 2           |
| 1.5 Management and Assessment of Programmes and Modules                                       | 3           |
| 1.6 Registration  | 3           |
| 1.7 Withdrawal from Studies   | 6           |
| <br>  |             |
| <b>2 Assessment and other Supporting Regulations</b>  | <b>7</b>    |
| 2.1 Mark Descriptors  | 7           |
| 2.2 Reassessment Regulations  | 10          |
| 2.3 Deferred Module Assessments   | 12          |
| 2.4 Failure or Incomplete Assessments in Exceptional or Prolonged Circumstances               | 14          |
| 2.5 Recognition of Prior Learning   | 14          |
| 2.6 Award of Credit for Placement   | 16          |
| 2.7 Students Studying Abroad for Part of their Programme                                      | 17          |
| 2.8 Re-entry to the university following academic failure                                     | 18          |
| <br>  |             |
| <b>3 Award Regulations</b>  | <b>19</b>   |
| 3.1 Honours Degree  | 19          |
| 3.2 Non-Honours Degree  | 24          |
| 3.3 Foundation Degree   | 25          |
| 3.4 Higher National Diploma   | 28          |
| 3.5 Higher National Certificate   | 30          |
| 3.6 Graduate Diploma  | 32          |
| 3.7 Graduate Certificate  | 32          |
| 3.8 Diploma of Higher Education/Certificate of Higher Education                               | 32          |
| 3.9 Trading Down to Achieve an Intermediate Award   | 33          |
| <br>  |             |
| <b>4 Regulations for the University Certificate of Professional Development (UCPD) Scheme</b> | <b>34</b>   |
| 4.1 Academic Framework and Scheme Regulations   | 34          |
| 4.2 Applicants and Students   | 36          |

|   | <b>Page</b> |
|---|-------------|
| <b>5 Student Guidance and Scheme Management</b>                                     | <b>39</b>   |
| 5.1 Student Guidance and Support  | 39          |
| 5.2 Assessment Board  | 39          |
| 5.3 Management Board  | 41          |
| 5.4 Roles of Individuals  | 42          |
| <br>  |             |
| <b>6 External Examiners</b>   | <b>49</b>   |
| 6.1 Purposes and Functions  | 49          |
| 6.2 Formal Requirements   | 51          |
| 6.3 Selection and Appointment   | 51          |
| 6.4 Information for External Examiners  | 55          |
| 6.5 Participation in Assessment   | 56          |
| 6.6 Reports from External Examiners   | 57          |
| <br>  |             |
| <b>Glossary of Terms Related to the Undergraduate Scheme</b>                        | <b>59</b>   |
| <br>  |             |
| <b>Appendix 1: Typical Awards of the University</b>                                 | <b>61</b>   |
| <br>  |             |
| <b>Appendix 2: Illustrative profiles for the operation of degree classification</b> | <b>63</b>   |

---

**Register of Undergraduate Programme-Specific Regulations 2014/15**

## CHAPTER 1: REGISTRATION ON THE UNDERGRADUATE SCHEME

### 1.1 Programmes and Modules

A student registers for a programme which leads to his/her award, e.g. BA (Hons) English. The programme is made up of units of learning called *modules*. Each module is a learning package and the standard 30-credit module involves approximately 300 hours of study.

In certain cases students may register for individual modules only, normally for the purpose of continuing professional development.

### 1.2 Credit Accumulation and Awards

A student is awarded credits at the appropriate level on achieving at least the minimum pass mark of 40% in the module. The module mark is obtained by combining module component marks. At the level of the module all marks are integers, with 0.5 being rounded upwards. Module credits contribute to the award of a qualification. The qualifications incorporated within the scheme are an Honours Degree, Non-Honours Degree, Integrated (undergraduate) Masters, Graduate Diploma, Graduate Certificate, Foundation Degree, Diploma of Higher Education, Higher National Diploma, Higher National Certificate and Certificate of Higher Education.

The following table gives the minimum number of credits that must be obtained to achieve a qualification:

|   | Level 4 <sup>1</sup><br>credits | Level 5<br>credits | Level 6<br>credits | Level 7<br>credits | Total<br>credits |
|---|---------------------------------|--------------------|--------------------|--------------------|------------------|
| Integrated Masters  | 120                             | 120                | 120                | 120                | 480              |
| Honours Degree  | 120                             | 120                | 120                |                    | 360              |
| Graduate Diploma  |                                 |                    | 120                |                    | 120              |
| Non-Honours Degree  | 120                             | 120                | 60                 |                    | 300              |
| Graduate Certificate  |                                 |                    | 60                 |                    | 60               |
| Foundation Degree   | 120                             | 120                |                    |                    | 240              |
| DipHE   | 120                             | 120                |                    |                    | 240              |
| HND   | 120                             | 120                |                    |                    | 240              |
| HNC   | 90                              | 30                 |                    |                    | 120              |
| CertHE  | 120                             |                    |                    |                    | 120              |
| University Certificate<br>of Professional<br>Development (UCPD) |                                 |                    |                    |                    | 60               |

All the awards listed above are qualifications in their own right. Some may also be used as exit awards. Please see Appendix 1 for further details.

### 1.3 Credit Accumulation and Compensation

Some of the University's awards allow for an element of controlled *compensation* in a limited number of modules which a student has failed but achieved a mark of at least

---

<sup>1</sup> The University adheres to the Framework for HE Qualifications for England, Wales and Northern Ireland and the Credit Framework for England, which designate undergraduate study as levels 4, 5 and 6. These typically equate to the three years of study for an undergraduate award.

30%. Such a student is awarded *compensating credits*. These compensating credits may, for example, contribute to the requirements for progression between levels on the programme for which a student is registered. Compensating credits are only valid on other programmes with the specific agreement of the relevant programme board.

To be compensated for a module failure, a student must have achieved a minimum of 30% in that module, have attempted the final module assessment in all modules not passed and have met the progression requirements for that level of their programme.

Compensation is not permitted if a module is designated as a *must pass module* within a student's programme. Such modules must be passed with a minimum mark of 40%.

**NB:** Modules may be designated as a *must take* module in a programme. Such modules must be studied, and may be eligible for compensation.

The regulations make provision for students in some circumstances to undertake reassessment in modules for which compensation has been awarded.

Students who have achieved their intended award, once ratified by the appropriate assessment board, are not eligible to undertake reassessment in modules for which compensation has been awarded.

Where a student continuing his/her studies is eligible for compensation, where she/he has extant reassessment opportunities at least equal to the number of credits eligible for compensation, a student may elect to attempt to retrieve the module failure which is being compensated, at the next available assessment opportunity only. This facility is only available to students who have no failed modules with a mark below 30%. Should a student fail this reassessment opportunity with a mark lower than the original attempt, the original mark will stand and compensation will be awarded.

#### **1.4 Levels of Study**

Modules are designated at level 4, 5 or 6. These levels are as described in the Framework for Higher Education qualifications for England, Wales and Northern Ireland and the Credit Framework for England. Level 4 typically equates for the first year of undergraduate study, level 5 to the second year and level 6 to the final year as indicated in the footnote on page 1.

##### ***Level 4***

The purpose of level 4 is a combination of the following:

- Diagnostic i.e. evaluating the strengths and weaknesses students bring to their studies.
- Supportive i.e. assisting students to make the transition into undergraduate study.
- Compensatory i.e. allowing students to remedy deficiencies at admission.
- Exploratory i.e. allowing students to identify interests and specialisms which they wish to develop at levels 5 and 6 within their programme.
- Challenging i.e. laying firm foundations for the greater demands that will be made on students at levels 5 and 6.

## **Levels 5 and 6**

Levels 5 and 6 are summative which means that a student's degree classification is derived from performance at these two levels. The number and combination of modules a student successfully completes at levels 5 and 6 confirms the type of award (e.g. English - single honours; English and History - joint honours).

### **1.5 Management and Assessment of Programmes and Modules**

Each programme and module belongs to a programme board (referred to hereafter in this text as board). More details of the functions and operations of boards are given in Chapter 5 of this Handbook (see Section 5.2 & 5.3).

### **1.6 Registration**

Students are required to register in accordance with arrangements notified by the University. Continuing students are normally required to make a preliminary choice of modules during the spring term and confirm their registration immediately before the start of the autumn term of the following session. Programmes specify which modules a student must take or may choose from. Any subsequent changes are subject to timetable and other resource constraints and must be approved by the appropriate programme leader(s) and relevant Head of Studies (see Section 5).

All module choices are subject to timetable and resource constraints as well as to academic constraints imposed by programme regulations. If a student chooses a module which, for timetable or resource reasons, is not available to that student, the student will be advised accordingly and be invited to select an alternative(s).

The University reserves the absolute right to withdraw a module on resource grounds (for example, where in the University's opinion there are insufficient students to justify its running) provided that other modules are available to enable students to complete the programme for which they are registered. Under such circumstances, the students concerned will be invited to choose an alternative(s).

Although registration must normally be completed by the end of the enrolment week of the first term, subject to the agreement of the Head of Studies concerned, a newly enrolled student may be permitted to register as late as week two of the autumn term. A student who registers on that basis is not eligible to change any registered modules. Exceptionally, and at the discretion of the Head of Studies, a newly enrolled student may be permitted to register as late as the end of week four of the autumn term.

#### **1.6.1 Affiliated Students**

Students who need to re-take assessments in order to progress but who are not attending for study and have accordingly not renewed their registration, may be granted the status of affiliated students. Affiliated students are granted access to all University facilities, including the library. A fee may be charged for this facility.

## 1.6.2 Maximum Periods of Registration

| <b>Award</b>                 | <b>Full-time</b> | <b>Part-time</b> |
|------------------------------|------------------|------------------|
| Integrated Masters           | 7 years          | 9 years          |
| Sandwich Degree with Honours | 7 years          | 9 years          |
| Degree with Honours          | 6 years          | 8 years          |
| Graduate Diploma             | 2 years          | 3 years          |
| Degree (non honours)         | 5 years          | 7 years          |
| Graduate Certificate         | 1 year           | 2 years          |
| Foundation Degree            | 4 years          | 6 years          |
| DipHE                        | 4 years          | 6 years          |
| HND                          | 4 years          | 6 years          |
| HNC                          | 2 years          | 3 years          |
| CertHE                       | 2 years          | 3 years          |
| UCPD                         | 3 years          | 3 years          |

Maximum periods of registration include periods of suspension and interruption of studies. Normally a student who has reached the end of the maximum registration period without achieving their intended qualification will be awarded the highest qualification to which they are entitled by their accrued credits.

## 1.6.3 Change of Modules and Programmes

A student may substitute up to 30 credits in her/his first term provided that the change is completed by the end of the second week of the delivery of the module(s) concerned and provided that the change is approved on resource grounds. Exceptionally, and at the discretion of the Head of Studies, a student may change their module registration as late as the end of week four of the delivery of the module(s).

A student may change their programme and/or named award provided that the change is normally completed by the end of the second week of the academic year and exceptionally by the end of the fourth week of the academic year. This also applies to any module changes which result in a change of programme and/or award. All changes of programme and/or named award require the approval of the appropriate Programme Leader and Head of Studies.

All changes must be notified and approved on the appropriate form, available from Student Advice Centres.

## 1.6.4 Withdrawal from a Module

A student may withdraw from a module up to the end of week two of the first term without incurring the penalty of failing in the module. Exceptionally, and at the discretion of the Head of Studies, a student may withdraw from a module up to the end of week four of the first term without incurring the penalty of failing in the module.

## 1.6.5 Non-Contributory, Associate Modules

Subject to the agreement of the appropriate board and to timetable and resource constraints, a student may choose to register on a module or modules which do not form part of the student's registered programme. In such circumstances, the student

formally registers to take these extra modules as associate modules and the following conditions apply:

- The appropriate fee will be due for each associate module registration.
- Associate module credits do not contribute to the student's primary award or any classification of this award, except that, with the permission of the relevant Head of Studies and subject to programme regulations, an associate module for which credits have been awarded may be accepted as and converted to a replacement module for a failed module. In such cases the mark will be dealt with as a resit mark in accordance with the regulations.
- Equally, associate modules taken after a student has been conferred with an award cannot affect that award.
- No student may register for more than one associate module in any one academic session.

Credits and marks assigned to associate modules will be recorded on students' transcripts and notifications of results which will make clear that they are non-contributory for purposes of award classification.

### **1.6.6 Students Studying Abroad for Part of their Studies**

A student may study abroad at a Higher Education Institution with which the University has an appropriate agreement. Such students must seek the consent of the programme leader responsible for the programme for which the student has registered. Details concerning the award of credit for such studies are given in section 2.7.

### **1.6.7 Students From Overseas Institutions Studying at the University**

Overseas students are required to register, as determined, with the University and to abide by its regulations. Approval of the modules taken by such students is at the discretion of the appropriate Head(s) of Studies. Details concerning the award of credit for such students are given in section 2.7.

### **1.6.8 Mode Changes**

Students may change from full-time to part-time registration, or vice versa, provided that:

- They obtain approval according to procedures set out by the Head(s) of Studies.
- The change is complete by the end of week six of the session.
- It is not retrospective.

Notes: If an overseas student is resident in the UK by virtue of a student visa, the student cannot transfer to part-time and remain in the UK.

Students seeking to transfer from full-time to part-time registration should seek advice from Student and Academic Services on the financial implications.



### **1.6.9 Interruption of Studies<sup>2</sup>**

Where a student is prevented from continuing his/her studies for ill-health or some other legitimate cause, the student must apply to the Head of Studies or nominee for her/his studies to be interrupted. The Head of Studies or nominee may grant an interruption of studies for not more than one year in the first instance. Any such period of interruption contributes towards the student's maximum period of registration permitted by the regulations (see regulation **1.6.2** above). When a student returns from a period of interruption of studies s/he will be subject to the regulations which apply to the cohort s/he is joining. Conditions for return to study (including timing) will normally be decided when approval to interrupt is gained. A student who has interrupted study is not eligible to attend the University, engage in its academic activities including assessment, or make use of its resources during the period of interruption. The one exception to this is in relation to students going on maternity leave who may, in discussion with the Head of Studies or nominee, elect to maintain some engagement with their studies. Please refer to the DMU Policy and Procedure for Student Pregnancy, Maternity, Secondary Carer (Paternity) and Adoption Leave, January 2012, for further information, available on the DMU website.

### **1.7 Withdrawal from Studies**

Students may withdraw from their studies. In such cases, it is the student's responsibility to inform the Head of Studies or nominee, complete the relevant form, sign to agree the withdrawal date and submit the form to the Student Advice Centre.

In exceptional circumstances the university may refuse a student's application to withdraw from their studies pending the outcome of a disciplinary, fitness to practice or academic offence investigation and panel hearing.

---

<sup>2</sup> Interruption of studies is distinct from deferral in that the latter relates solely to assessment while the former refers to student status. A student can be deferred in an assessment or assessments but continues to exercise the rights, privileges and responsibilities of student registration, and can continue with studies (subject to any progression requirements). A student who interrupts study has his/her student enrolment voided for the period of interruption, and is not eligible to attend or study at the University or make use of its facilities. Therefore deferral is an appropriate measure in relation to particular circumstances affecting an assessment or assessments, while interruption is suitable in a case where the student is disengaging from the University completely for a defined period.

## CHAPTER 2: ASSESSMENT AND OTHER SUPPORTING REGULATIONS

### 2.1 Mark Descriptors

Modules are marked on a range of 0-100%. Mark descriptors are given in the table below.

These descriptors are inter-related: with regard to marks of 40 and above there is an assumption that in awarding marks in one band work will have met the requirements of the previous band; with regard to marks of 39 and below there is an assumption that in awarding marks in one band work will NOT have met the requirements of the previous higher band.

When marking an individual piece of work there is an expectation that it will clearly demonstrate most of the criteria within each band.

| Mark Range | Criteria  |
|------------|---|
| 90-100%    | <ul style="list-style-type: none"> <li>• Responds to all of the assessment criteria for the task.</li> <li>• Displays exceptional degree of originality.</li> <li>• Exceptional analytical, problem-solving and/or creative skills</li> <li>• No fault can be found with the work other than very minor errors, for example minor typographical issues</li> </ul>   |
| 80-89%     | <ul style="list-style-type: none"> <li>• Responds to all of the assessment criteria for the task.</li> <li>• Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material.</li> <li>• Likely to exhibit independent lines of argument.</li> <li>• Highly original and/or creative responses.</li> <li>• Extremely wide range of relevant sources used where appropriate</li> </ul>   |
| 70-79%     | <ul style="list-style-type: none"> <li>• Responds to all of the assessment criteria for the task.</li> <li>• An extremely, well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge.</li> <li>• An authoritative grasp of the subject, significant originality and insight,</li> <li>• Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesise material.</li> <li>• Evidence of extensive study, appropriate to task.</li> </ul>  |
| 60-69%     | <ul style="list-style-type: none"> <li>• Responds to most of the assessment criteria for the task.</li> <li>• A detailed response demonstrating a thorough grasp of theory, understanding of concepts, principles, methodology and content.</li> <li>• Clear evidence of insight and critical judgement in selecting, ordering and analysing content.</li> <li>• Demonstrates ability to synthesise material, to construct responses and demonstrate creative skills which reveal insight and may offer some originality.</li> <li>• Draws on an appropriate range of properly referenced sources.</li> </ul> |
| 50-59%     | <ul style="list-style-type: none"> <li>• Responds to most of the assessment criteria for the task.</li> <li>• An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts</li> <li>• An ability to construct and organise arguments.</li> <li>• Some degree of critical analysis, insight and creativity.</li> <li>• Demonstrating some conceptual ability, critical analysis and a degree of insight.</li> <li>• Accurate, clearly written/presented</li> </ul>  |

|        |   |
|--------|---|
| 40-49% | <ul style="list-style-type: none"> <li>• Responds to some of the assessment criteria for the task.</li> <li>• A response demonstrating an understanding of basic points and principles sufficient to show that some of learning outcomes/assessment criteria have been achieved at a basic level.</li> <li>• Suitably organised work demonstrating a reasonable level of understanding</li> <li>• Covers the basic subject matter and is appropriately presented but is rather too derivative and insufficiently analytical.</li> <li>• Demonstrates limited conceptual ability, levels of evaluation and demonstration of creative skills.</li> <li>• Demonstrates adherence to the referencing conventions appropriate to the subject and/or task.</li> </ul> |
|--------|---|

|        |  |
|--------|--|
| 30-39% | <ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• A weak response, which, while addressing some elements of the task, contains significant gaps and inaccuracies.</li> <li>• Indicates an answer that shows only weakly developed elements of understanding and/or other skills appropriate to the task.</li> <li>• May contain weaknesses in presentation that constitute a significant obstacle in communicating meaning to the assessor.</li> </ul> |
| 20-29% | <ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• A poor response, which falls substantially short of achieving the learning outcomes.</li> <li>• Demonstrates little knowledge and/or other skills appropriate to the task</li> <li>• Little evidence of argument and/or coherent use of material</li> </ul>  |
| 10-19% | <ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• A very poor response demonstrating few relevant facts</li> <li>• Displays only isolated or no knowledge and/or other skills appropriate to the task.</li> <li>• Little adherence to the task</li> </ul>  |
| 0-9%   | <ul style="list-style-type: none"> <li>• Overall insufficient response to the assessment criteria.</li> <li>• Displays virtually no knowledge and/or other skills appropriate to the task.</li> <li>• Work is inappropriate to assessment task given</li> </ul>  |

Further guidance on the use of these descriptors is available on a separate information sheet.

Where Faculties have developed specific mark descriptors for their academic disciplines, and they are provided in programme handbooks issued at the start of the session, these take precedence over the generic mark descriptors given above.

### **2.1.1 Language of Instruction and Assessment**

The language of instruction and assessment for De Montfort University awards is English unless otherwise agreed.

### **2.1.2 Assessment Regulations for Programmes**

The template specifies the basis on which students will be assessed for the programme and the criteria for its successful completion. Any variations from standard University regulations (such as progression requirements or minimum and

maximum periods of registration) as are authorised by the Undergraduate Management Committee are held within the appendix to this handbook.

### **2.1.3 Assessment Regulations for Modules**

Module templates specify:

- Details of the nature of assessment and reassessment opportunities.
- Assessment components within the module and their contribution to the overall module mark.

Anonymous marking should be extended to all coursework assessments where possible and practicable.

### **2.1.4 Determination of Module Marks**

Module marks reflect the assessment criteria and weighting between assessment components that are specified in the module template. All module marks are confirmed by the appropriate board.

### **2.1.5 Notification of Assessment Arrangements**

It is the responsibility of the chair of the board to ensure that current module and programme assessment regulations, arrangements and requirements are appropriately notified to students within one month of the start of each academic session, in accordance with any protocol that the University may determine.

### **2.1.6 Notification of Assessment Results and Assessment Feedback to Students**

It is the responsibility of the Head of Studies in each faculty to ensure that arrangements are made for the timely notification to students of assessment marks for each module, according to policies and protocols approved by the Academic Board and/or Student and Academic Services. Where an overall module mark is made up of component elements, some of which are completed and assessed before the end of the academic session, it is the responsibility of the chair of the board, in liaison with the Faculty Manager(s) to ensure that arrangements are made for the notification of component assessment results to students, as they become available, in accordance with protocols approved by the Academic Board or Student and Academic Services.

The University's policy on feedback of assessment results to students is set out below:

Formal results are released by the Faculty following formal meetings of assessment boards and after all results have been provided for formal scrutiny including moderation and consideration by an external examiner where appropriate.

Members of academic staff may provide feedback to students on a one-to-one basis including an indicative mark for coursework assessments, subject to the following caveats:

- Members of academic staff may only release these results (i) to satisfy external requirements on a student's ability to meet professional or

placement requirements or (ii) as part of the process of providing formative feedback to help students identify strengths and weaknesses in their performance and to address these as appropriate.

- Marks released are indicative only and have no formal standing until the relevant assessment board has met to consider the results. Students should be reminded of this proviso when results are provided. Student handbooks must state that results released in this way are indicative only and have no formal standing until the appropriate assessment board has met to consider the results.
- Members of staff and students should note that indicative results form part of the learning process and can not be used as the basis for appeal against assessment board decisions.
- Indicative results should not be published in lists or other public formats and should only be provided on an individual basis.

Marks for end-of-year examinations will not be released in any form until the date set for the release of ratified marks following the assessment boards.<sup>3</sup>

Students who owe tuition or other academic fees will be given their results on the standard notification form but the fact that they are in debt to the University will be noted on the form.

## **2.2 Reassessment Regulations**

### **2.2.1 Principles of Reassessment**

- Reassessment is permitted only where a module has been failed and in accordance with regulations pertaining at that level. There is no provision for reassessment of a passed module.
- A student is not permitted to submit for reassessment, if award criteria can be otherwise satisfied, except as provided for in paragraph 1.3 above.
- The maximum outcome of a reassessment, which will appear on the transcript, is in accordance with regulations pertaining at that level.
- All reassessment attempts must be made within the maximum registration period for the qualification for which the student is registered.
- The University stipulates the maximum number of reassessment opportunities at each level for each of the University's awards. This precludes a full-time student from repeating a year, although a student may apply for readmission to level 4. A student may also be required to retake with attendance a failed module or modules in order to submit for reassessment. In such cases payment of the appropriate module fee is required.

### **2.2.2 Substitution of Failed Modules**

Where not precluded by programme regulations or by timetable or resource constraints, and subject to the agreement of the board, a student can register on and submit for assessment in a module which replaces a module in which the student has failed. Where a student takes up this opportunity, the maximum outcome of assessment shall be in accordance with regulations pertaining at that level. The relevant module tuition fee is payable in such cases. Where a student has taken and passed an associate module it can substitute for the failed module, subject to the

---

<sup>3</sup> Exceptionally unrated examination marks may be released to meet the requirements of professionally-accredited programmes.

agreement of the board concerned. Where a student takes up this opportunity, the mark of the substituting module is capped in accordance with these regulations for Honours degree classification purposes.

### **2.2.3 Availability of Reassessment Opportunities**

The first reassessment opportunity is during the summer vacation, and all students are expected to take up this opportunity.<sup>4</sup> Students will not be allowed to progress into the next level of study trailing a reassessment except in exceptional circumstances.

### **2.2.4 Candidate's Responsibility for Reassessment**

In order to qualify for reassessment, a candidate is required to register for reassessment by the due date, using the Module Reassessment Form available from faculty offices. Student and Academic Services is responsible for notifying reassessment registration deadlines.

Where a student attends a reassessment without having registered, the mark achieved will be disregarded unless the student can provide reasons for failure to register which are accepted by the relevant board.

Once a student has registered for reassessment, if s/he subsequently does not intend to attend the examination, s/he must formally withdraw at least four working days in advance of its due date using a reassessment withdrawal form available from faculty offices or by email using their DMU email account. Students who do not give such notice will be recorded as having failed the examination and having used up one reassessment opportunity. This will be clearly indicated on the form issued to students notifying results. Where a student does not meet a coursework deadline the student will be recorded as having failed the assessment.

A fee may be charged for a reassessment. The level of the fee is as notified by Student and Academic Services and is due whether or not the student attends the re-examination for which s/he is registered.

### **2.2.5 Obsolete and Changing Modules**

Where a module is discontinued, reassessment opportunities in it will only be made available in the summer re-sit period following the last occasion the module was offered and normally on two subsequent occasions. When a faculty has gained approval for the discontinuation of a module, the board is responsible for taking reasonable and timely steps for appropriately drawing the matter to the notice of those students who are eligible for assessments and reassessments in that module. The board may also be able to advise such students about the availability of replacement or alternative modules. The board concerned is responsible for making appropriate arrangements. It is then the responsibility of such students to make arrangements, either for taking the reassessment while it is available, or availing themselves of the regulation which permits the taking of alternative modules. The relevant module tuition fee is payable in such cases.

Continuing modules change and develop over sessions. Where a student has failed a module and either does not take or fails the next available reassessment

---

<sup>4</sup> Except in certain professionally accredited programmes or some practically-based disciplines, where exceptionally reassessment will require attendance.

opportunity, it is the student's responsibility to inform him or herself of changes to the module that affect its assessment. A student in this position should therefore approach the module leader to find out about any module changes that may occur.

### **2.3 Deferred Module Assessments**

If an assessment has been attempted and is subsequently deferred, it is disregarded, and the student assessed as if at the first attempt. If a student does not take the deferred assessment at the next available date or exceptionally as required by the relevant Panel, the deferral will be withdrawn and the student will be failed in the deferred assessment(s) with a mark of 0. Marks achieved as the result of such an assessment are taken as the substantive mark for degree classification purposes and will appear on the student's transcript. If such a decision is taken regarding an assessment that was already not a first attempt then the maximum mark achievable shall be in accordance with regulations pertaining at that level.

Exceptionally, a board may permit a student, who, owing to deferred assessments does not satisfy the progression criteria outlined in Chapter 3, Award Regulations, to progress from level 4 to level 5.

#### **2.3.1 Deferral of Formal Examinations on Grounds of Extenuating Circumstances**

Any student has the right to draw the attention of the University to **exceptional** personal extenuating circumstances which seriously impair his/her assessed work, and to request deferral of the assessment. Requests for deferral on grounds of exceptional extenuating circumstances may only be made on the form devised for the purpose, available from Student Advice Centres and Student and Academic Services. The student must personally sign the form before submission. Forms should be submitted as close in time as possible to the circumstances which they describe and must be received by the published deadlines.

Deferrals should not be seen as an opportunity for students to request deferrals in assessments of their choice to enable them to improve on their performance at the next sitting. Normally the University would expect deferrals due to ongoing circumstances to be for all assessments in the period affected by the circumstances on which a deferral request is made.

It is the student's responsibility to ensure that the form relating to formal examinations and any supporting evidence is handed in to the Academic Support Office within Student and Academic Services, clearly listing each examination for which deferral is being requested. Requests for deferral of formal examinations on grounds of extenuating circumstances are considered by an Academic Board Panel. Deadline dates by which requests and accompanying evidence must have been received by the Academic Support Office are published annually. Requests received after this deadline will be dismissed.

The panel shall consider the evidence provided in support of the application for deferral of assessment. If the panel accepts that the evidence clearly demonstrates that, at a time closely relating to the assessment, the student's performance was seriously impaired by adverse personal circumstances, the panel is able to direct a deferral. The assessment should normally be deferred to the next scheduled date of assessment. This is the only direction available to the panel.

Students wishing to request deferral of assessments on grounds of extenuating circumstances must read and comply with the provisions of Chapter 5 of the General Regulations and Procedures Affecting Students.

### **2.3.2 Coursework Deadlines: Extensions and Deferrals**

Applications for **exceptional** deferral of tests scheduled by faculties (such as phase tests) or of deadlines for coursework are not considered by the Academic Board Panel. Instead each faculty has established its own panel to deal with such requests.

Module leaders (or other designated members of staff) shall normally exercise discretion to approve extensions or, where appropriate and practical, make alternative arrangements for assessment, if the extension is for a short period (up to 14 calendar days), in accordance with faculty procedures. These requests should be negotiated in advance of the deadline date with the module leader. If an extension has been granted, or alternative assessment arrangements approved, the module leader should sign the appropriate form which the student should attach to the assignment when handing it in. At the discretion of the Director of Student and Academic Services an extension in excess of 14 calendar days may be granted.

In cases where an extension to a deadline for 14 days is not sufficient to meet the particular circumstances of the student, the student may apply formally to the Faculty Panel requesting an exceptional deferral of the coursework assessment. Similarly, where a student believes that his/her performance in a faculty-based test has been or would be seriously impaired, the student may apply to the Faculty Panel for a deferral. In each case applications must be made on the form available from the Student Advice Centre, must be supported by third-party evidence and submitted to the Student Advice Centre in accordance with the procedures notified by the faculty. In cases in which the module in question is delivered by a faculty other than the faculty in which the student is registered, requests for coursework deferrals should be made to the faculty in which the student is registered. In considering the deferral application the faculty in which the student is registered will consult with the faculty owning the module.

### **2.3.3 Submission of Coursework<sup>5</sup>**

Where coursework is submitted later than the original deadline without an application for an extension or deferral being approved by the appropriate member of staff using the procedures described in 2.3.2 above, or where coursework is submitted beyond an agreed extension, then the following tariffs apply:

- 1-14 days late: work is capped at 40%
- Beyond 14 days late: work will receive a mark of 0%

Where submission is in relation to reassessment of previously failed coursework, any work submitted beyond the submission date without authorisation will receive a mark of 0%.

---

<sup>5</sup> Submission of coursework is as defined by the processes of the faculty to which the student belongs.



## **2.4 Failure or Incomplete Assessments in Exceptional & Prolonged Circumstances**

The deferral of assessments outlined in sections 2.3.1 and 2.3.2 is not an appropriate measure in respect of permanent or long-term conditions. Students with such illnesses or disabilities should contact their Personal Tutor or Head of Studies for advice, which may include some special arrangements in examinations or an interruption of studies.

A student who fails to submit work for assessment or attend examinations shall be deemed to have failed the assessments concerned. However, if a board is satisfied that the student has exceptional extenuating circumstances which are not amenable to resolution, for example when a student has a chronic problem, it may act according to the options given in **2.4.1** and **2.4.2** below.

### **2.4.1 Assessing Modules**

In exceptional cases, where there is insufficient evidence of a student's achievement to determine an individual's overall module mark, a board may choose to assign marks to the individual module. In doing so, the board may assess the student by whatever means it considers appropriate, for example by oral examination.

### **2.4.2 Aegrotat Awards**

Where a student's assessment might contribute to a University award, and there is insufficient evidence of a student's achievement to determine individual module marks (and hence the award), but the board is nevertheless satisfied that the student would have passed the relevant modules but for the extenuating circumstances, the board may then recommend an **Aegrotat** award, based on the student's overall profile. The level of the Aegrotat award will be based on there being evidence of some work undertaken at that level.

An Aegrotat award is unclassified. In some cases such an award is not acceptable to a professional body for professional practice. Where a board recommends an Aegrotat award it must arrange to consult the student concerned and advise on the implications of accepting the award. A student who does not wish to accept an Aegrotat award may choose to be reassessed under the provisions of section **2.2** above. A candidate who subsequently fails such a reassessment is then not eligible to claim the Aegrotat award, but may be reassessed further in accordance with the general provisions of University regulations for reassessment and subject to any specific programme regulations.

Before a recommendation for an Aegrotat award can be submitted for conferment, the student must sign to confirm that s/he understands that this implies waiving any right to reassessment under section **2.2** above.

## **2.5 Recognition of Prior Learning (RPL)**

RPL comprises recognition of prior assessed learning and recognition of prior experiential or otherwise unassessed learning. The extent of such recognition in relation to particular qualifications is set out in **2.5.2** below.

### **2.5.1 The RPL Process**

A candidate for admission or a currently registered student may apply for consideration of granting of credit towards a University qualification on the basis of a

previous undergraduate qualification such as a CertHE, DipHE or Non-Honours Degree. Students admitted with recognition of prior learning for an Honours Degree, including those admitted with a Non-Honours Degree, are required to take a minimum of 120 level 6 credits following their new registration. The faculty will consider the candidate's eligibility in relation to a particular qualification sought or towards a general degree, will decide on any general and/or specific credit to be afforded to the previous qualification and will specify the nature and number of University credits the student must achieve in order to obtain the qualification.

A candidate for admission or a currently registered student of the University who has previously not been successful on an undergraduate programme is eligible to apply for consideration of granting of credit towards a University qualification. The Faculty will consider the candidate's eligibility for a qualification, will decide on any general and/or specific credit to be afforded to the previous study and will specify the nature and number of University credits the student must achieve in order to obtain the qualification. Only formally assessed work which the student has passed will be eligible for such consideration.

Any current or past student from a UK or international Higher Education establishment is eligible to apply for consideration for admission to the University by RPL. Only formally assessed work which the student has passed will be eligible for such consideration. The Faculty will consider the candidate's eligibility in relation to a particular qualification, will decide on any general and/or specific credit to be afforded to the previous qualification and will specify the nature and number of University credits the student must achieve in order to obtain the qualification.

A previous student of the University who failed in assessment for their intended award may apply to be readmitted to the University under RPL arrangements, provided there has been an appropriate lapse of time as stated in section 2.8.

### **2.5.2 Minimum Credit Requirements for RPL Students**

No student shall normally be eligible for an award of the University unless he/she has gained at least the following credits from study as a registered student of the University and meets all criteria for the award:

|                      |                                     |
|----------------------|-------------------------------------|
| CertHE               | 60 level 4 credits                  |
| DipHE                | 90 level 5 credits                  |
| Foundation Degree    | 90 level 5 credits                  |
| Non-Honours Degree   | 60 level 6 credits                  |
| Honours Degree       | 120 level 6 credits <sup>6</sup>    |
| Integrated Masters   | 120 level 6 and 120 level 7 credits |
| Graduate Diploma     | 120 level 6 credits <sup>7</sup>    |
| Graduate Certificate | 60 level 6 credits                  |

### **2.5.3 Honours Degree Classification for Students with RPL**

Honours degree classification is based solely on modules studied and assessed at DMU. For students who enter the university with recognition of prior learning, degree classification will be calculated as follows:

---

<sup>6</sup> Some accredited programmes within Health and Life Sciences may vary from this requirement.

<sup>7</sup> Some accredited programmes within Health and Life Sciences may vary from this requirement.

- For direct entrants into level 6 who study more than 120 level 6 credits the classification calculation will be determined by programme-specific regulations.
- For direct entrants into level 6 who study 120 credits the classification calculation will be based upon the best 105 credits.
- For direct entrants into level 6 who study less than 120 credits the classification calculation will be based upon the mark average for all the modules studied.
- For direct entrants part-way through level 5, the classification calculation will be based upon the best 105 credits at level 6 and the mark average for all level 5 modules studied, triple-weighted to level 6.

#### **2.5.4 Reassessment Opportunities for RPL Students**

A student who has been admitted to the University with RPL shall normally be allowed reassessment opportunities in proportion to the extent of study at the University compared to the full programme leading to the award for which the student is registered. Such a student shall be informed of his/her total reassessment opportunities at initial registration with the University, or as soon as practicable thereafter.

#### **2.5.5 Maximum Registration Period for RPL Students**

A student who has been admitted to the University with RPL shall normally be granted a maximum registration period in proportion to the extent of study at the University compared to the full programme leading to the award for which the student is registered. Such a student shall be informed of his/her maximum registration period at initial registration with the University or as soon as practicable thereafter.

### **2.6 Award of Credit for Placement**

#### **2.6.1 Principles**

The Scheme permits, but does not require, the award of credit for placements which form an integral part of a student's programme of study.

Where credit is awarded, programme regulations may specify the terms under which credit can be awarded for placement. Approval of any such regulations will be subject to the application of the following principles:

- The learning outcomes must be appropriate to the level at which credit is to be awarded;
- Where credit is given it must be an integral part of the credit required for the qualification for which the student is registered (for example, part of the 360 credits required for an Honours Degree) and must be completed within the maximum registration period;
- The amount of credit allocated will be determined by the notional learning hours involved in achieving the identified learning outcomes;
- Level 5 or level 6 credit on an Honours Degree programme must be accompanied by a mark.

All proposals for accreditation of placements are subject to approval by the Faculty Academic Committee.

### **2.6.2 Assessment Requirements**

- The assessment methods adopted should involve an element of reflection and critical appraisal and enable students to demonstrate an application of knowledge and skills acquired.
- Both the assessment method and assessment criteria should be explicitly stated in advance.
- The assessment method adopted should be open to both internal and external scrutiny in accordance with quality assurance procedures.
- Where work-based assessors are involved in the assessment process, they should be appropriately qualified and receive training and support for their assessment role. Assessment by work-based tutors should also be open to external scrutiny.

## **2.7 Students Studying Abroad for Part of their Programmes**

### **2.7.1 Students Taking Approved Programmes of Study**

The following regulations apply to students studying abroad at a higher education institution with which the University has a partnership agreement and taking a programme of study which has been approved in advance.

- Consent will be given by the programme leader of the programme for which the student is registered.
- Such students may receive credit for modules successfully completed at the partnership institution, subject to programme regulations.
- In cases where credit has been awarded under the European Credit and Transfer System the credit gained will be converted to the equivalent DMU credit. For this purpose, 1 ECTS credit is equivalent to 2 DMU credits.
- The credits awarded will replace the credits which would otherwise have been obtained through study at DMU.
- Students studying abroad under the European Credit Transfer System will also receive marks for the modules successfully completed. For this purpose the following conversion table will be used:

| Conversion to DMU Marks |          | Conversion from DMU Marks |            |
|-------------------------|----------|---------------------------|------------|
| ECTS grade              | DMU Mark | DMU Mark                  | ECTS grade |
| A                       | 80%      | 73-100%                   | A          |
| B                       | 68%      | 63-72%                    | B          |
| C                       | 58%      | 53-62%                    | C          |
| D                       | 49%      | 46-52%                    | D          |
| E                       | 43%      | 40-45%                    | E          |
| FX                      | 35%      | 30-39%                    | FX         |
| F                       | Fail     | 0-29%                     | F          |

### 2.7.2 Students Taking Programmes of Study Not Approved in Advance

Students successfully completing a period of study abroad at an HEI with which the University has a partnership agreement but not having followed a programme of study previously approved by the appropriate programme leader may be awarded credit. In these circumstances the appropriate board will have responsibility for the award of general credit which could, if approved by the programme leader, become specific credit against a particular programme.

### 2.8 Re-entry to the university following academic failure

Where a student has his/her registration with the university terminated due to academic failure, and there are no exceptional circumstances involved, s/he may not normally re-apply to the university within a period of two years from termination of registration, and not normally to the original programme. Re-entry will be via the Recognition of Prior Learning process (regulation 2.5), as appropriate, and will be at the discretion of the admissions tutor and/or programme leader.

## **CHAPTER 3: AWARD REGULATIONS**

Regulations for the University's awards contained within the undergraduate scheme are set out below.

**These generic regulations constitute the minimum requirements which must be met in order to be eligible for a University award. Some programmes have supplementary requirements which are specified at the back of this handbook.**

### **3.1 Honours Degree**

#### **3.1.1 Minimum Requirements for Honours Degree Eligibility**

The **minimum requirements** for an Honours Degree are as follows:

- 360 credits, of which 240 will be at levels 5 and 6, with 120 of these at level 6.
- passes in 90 credits at each level of study.
- compensated fails in a maximum of 30 credits at each level of study.

To be compensated for a module failure, a student must have achieved a minimum of 30% in that module, have attempted the final module assessment in all modules not passed and have met the progression requirements for the level.

Programmes may designate particular modules as must-pass. In must-pass modules, a student must achieve at least a pass mark of 40%. Compensation cannot apply.

Some programmes require students to achieve more than these minimum requirements for Honours Degree eligibility. Any additional programme-specific requirements are given in the programme-specific regulations register at the back of this handbook.

#### **3.1.2 Requirements for Joint Honours**

Students on joint honours programmes will study 60 credits per level in each of their two chosen subjects. Where programmes have been explicitly validated to offer a major/minor route, at level 6 students will study 90 credits in their major subject and 30 credits in their minor subject.

#### **3.1.3 Progression from Level 4 to Level 5**

The main consideration in reaching progression decisions at the conclusion of level 4 is to ensure that a student has demonstrated sufficient competence in his/her programme to justify progression to the next level of study. This should be achieved wherever possible without the student trailing outstanding requirements from level 4. Exceptions to this require the specific approval of the board.

To progress from level 4 to level 5, a student must have passed at least 90 credits. Failure in a module(s) between 30-39% will be compensated in up to 30 credits. An honours award will not be granted with any contributory mark below 30%.

Some programmes require students to achieve more than the minimum level 4 to level 5 progression requirements. Any additional programme-specific progression requirements are detailed at the back of this handbook.

Unless otherwise determined by programme-specific regulations, a mark of 30% is considered to meet module pre-requisite requirements.

Compensating credits may not be transferable to another programme.

#### **3.1.4 Reassessment in Level 4 Modules**

A student will be permitted reassessment opportunities in a maximum of 60 credits at level 4 in any permutation or combination of module sizes. This could for example be two separate attempts in one 30 credit module or one attempt at a 60 credit module.

Re-assessment at level 4 will only be allowed where a student cannot otherwise progress or seeks to achieve sufficient credits to repeat the level of study, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

Level 4 module reassessment marks will capped at 40%.

#### **3.1.5 Repeating level 4 study**

A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>8</sup> A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>[2]</sup>

Where a student is not eligible at the end of the academic session to access this facility, for example because of deferrals or the inability to undertake reassessment at the first opportunity, should the student subsequently become eligible to repeat level 4 s/he will be offered the facility at the next available opportunity.

Where a student chooses to transfer into level 4 of a different programme of study at the end of level 4 of their original programme, this constitutes their one opportunity to repeat level 4.

#### **3.1.6 Progression of Part Time Students**

Part time students are permitted to take level 4 and level 5 modules, and level 5 and level 6 modules concurrently but must meet the following progression criteria:

To progress from one year of part-time study to the next a student must have passed at least 30 credits within that year.

---

<sup>8</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.

<sup>[2]</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.

### **3.1.7 Reassessment of Part-Time Students**

A part-time student will be permitted reassessment opportunities in a maximum of 60 credits at each level in any permutation or combination of module sizes.

Reassessment at any level will only be allowed where a student cannot otherwise progress, other than as provided for in regulation 1.3, or be classified for an honours degree and only in respect of a module mark of less than 40%.

Part-time students are advised that because there is a limit to the number of reassessments allowed they should exercise caution and seek advice before registering for reassessments.

Module reassessment marks will be capped at 40%.

### **3.1.8 Progression from Level 5 to Level 6**

The main consideration in reaching progression decisions at the conclusion of level 5 is to ensure that a student has demonstrated sufficient competence in his/her programme to justify progression to the next level of study. This should be achieved wherever possible without the student trailing outstanding requirements from level 5. Exceptions to this require the specific approval of the board.

To progress from level 5 to level 6, a student must have passed at least 90 credits. Failure in a module(s) between 30-39% will be compensated in up to 30 credits. An honours award will not be granted with any contributory mark below 30%.

Some programmes require students to achieve more than the minimum level 5 to level 6 progression requirements. Any additional programme-specific progression requirements are detailed at the back of this handbook. Unless otherwise determined by programme-specific regulations, a mark of 30% is considered to meet module pre-requisite requirements.

Compensating credits may not be transferable to another programme.

### **3.1.9 Progression from level 5 to non-honours degree**

If a student achieves fewer than 90 credits of passes and 30 credits of compensated failure and cannot, after using all reassessment opportunities, progress to honours, a student may be eligible to progress into level 6 to attempt to achieve a non-honours degree award.

Students will transfer onto a non-honours route at the end of level 5 if they cannot retrieve sufficient failures to meet the requirements to progress to level 6 of an honours degree, or at the end of level 6 if they have failed modules at level 6 leaving non-honours as the highest available award.

To progress into level 6 of a non-honours degree programme a student must have achieved at least 60 credits of passes at level 5.

A student who cannot achieve 60 credits of passes at level 5 after all reassessment opportunities have been exhausted, will not be eligible to progress into level 6 of a non-honours degree and their eligibility to exit with an intermediate award will be considered by the assessment board.



### **3.1.10 Sandwich Placements**

Individual programmes will normally specify the requirements to progress into the sandwich placement. Where no criteria are specified, the following normally applies: a student may proceed to the sandwich placement part of a programme providing s/he has fulfilled all level 4 requirements and has passed a minimum of 90 credits at level 5.

### **3.1.11 Reassessment Opportunities at Level 5**

A student will be permitted reassessment opportunities in a maximum of 60 credits at level 5 in any permutation or combination of module sizes. This could for example be two separate attempts in one 30 credit module or one attempt at a 60 credit module.

Re-assessment at level 5 will only be allowed where a student cannot otherwise progress, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

All level 5 module reassessment marks are capped at 40%. This is the mark which is shown on the transcript and used for the purpose of determining degree classification.

A student who, after taking all level 5 reassessment opportunities has achieved only 60 credits of passes at level 5 will be transferred to a Non-Honours degree programme.

### **3.1.12 Reassessment Opportunities at Level 6**

Reassessment opportunities at level 6 are available to a student up to the end of the following academic session only, dating from the first attempt.

A student will be permitted reassessment opportunities in a maximum of 60 credits at level 6 in any permutation or combination of module sizes. This could for example be two separate attempts in one 30 credit module or one attempt at a 60 credit module.

Re-assessment at level 6 will only be allowed where a student cannot otherwise be classified for an honours degree, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

All level 6 module reassessment marks are capped at 40%. This is the mark which is shown on the transcript and used for the purpose of determining degree classification.

### **3.1.13 The Honours Degree Award**

Honours Degree students register for a type of degree, ie. BA (Hons), BSc (Hons), etc., and this is normally confirmed by the modules a student successfully completes at levels 5 and 6 of his/her programme.

Students not meeting the requirements of their programme for honours may nevertheless meet the requirements for a general honours degree, with a title as determined by the Academic Board.

### 3.1.14 The Honours Degree Title

The degree title depends on the combination of modules students have successfully completed at levels 5 and 6 of their programmes. Single Honours students have one subject named on their degree certificates; Joint Honours have two i.e. Subject A **and** Subject B (see 3.1.2 Requirements for Joint Honours). Subjects are listed on certificates in alphabetical order unless otherwise agreed by Student and Academic Services. Major/minor students (where a programme has been explicitly validated to offer a major/minor route) will have two subjects on their degree certificate, Subject A *with* Subject B.

### 3.1.15 Honours Degree Classification

In order to be eligible for an Honours Degree, a student must satisfy each of the requirements specified in section 3.1.1.

Honours degree classification is based upon a student's best 105<sup>9</sup> credits from the 120 credits of modules studied at level 5 and the best 105 credits from the 120 credits of modules studied at level 6.<sup>10</sup> It is calculated by taking an average of these 210 credits with the level 6 credits triple-weighted. Only level 6 modules are triple-weighted. This is to ensure that the degree classification is an accurate reflection of a student's performance at the culmination of his/her programme of study.

Taking into account the triple weighting of level 6 modules, the total percentages required to achieve each Honours Degree classification are as follows:

|                     | <b>From</b><br>% | <b>To</b><br>% |
|---------------------|------------------|----------------|
| <b>First</b>        | 70               | 100            |
| <b>Upper Second</b> | 60               | 69             |
| <b>Lower Second</b> | 50               | 59             |
| <b>Third</b>        | 40               | 49             |

If the percentage achieved by a student is not more than 2% below a classification band the board will apply following consideration.

The board will award an honours degree in the higher classification band to a student who

**either** achieves across the last 120 credits of level 6 modules an overall percentage in the higher classification band.

**or** achieves in at least 60 of the last 120 level 6 credits, marks in the higher classification band<sup>11</sup>.

---

<sup>9</sup> Best credits is defined as a student's achievement in terms of their module marks, ranked from highest to lowest.

<sup>10</sup> The use of best credits to determine the average for classification means that students will benefit equally irrespective of the size of the modules studied. This means that in some cases only fractions of module(s) will be counted towards the average for classification (see illustrative examples, page 55).

<sup>11</sup> For programmes with more than 120 level 6 credits the student must achieve at least 50% of the level 6 module marks in the higher classification band.

### **3.1.16 Integrated (undergraduate) Masters programmes**

Integrated Masters programmes require 480 credits including 120 credits at level 7. Progression and reassessment regulations are as detailed for the Honours Degree, above, except where programme-specific regulations apply (see register at the back of this handbook for further details). Degree classification follows the principles given in 3.1.14 above, i.e. it is based upon a student's best credits, weighted towards the final year of study. However each Integrated Masters programme has an entry into the programme-specific regulations register detailing the specific classification rule for that programme.

## **3.2 Non-Honours Degree**

### **3.2.1 Minimum Requirements for Non-Honours Degree Eligibility**

The minimum requirements for a Non-Honours Degree are as follows:

- 300 credits, of which 180 will be at levels 5 and 6, with 60 of these at level 6.
- 30 credits of compensation are allowed at level 4
- 45 credits of compensation are allowed across levels 5 and 6 combined, of which compensation at level 6 can constitute no more than 25% of the level 6 credits studied
- where a student enters directly into level 6 no compensation is allowed and the student must pass 60 level 6 credits.

To be compensated for a module failure, a student must have achieved a minimum of 30% in that module, have attempted the final module assessment in all modules not passed and have met the progression requirements for that level.

Programmes may designate particular modules as must pass. In must pass modules, a student must achieve at least a pass mark of 40%. Compensation cannot apply.

Some programmes require students to achieve more than these minimum requirements for Non-Honours Degree eligibility. Any additional programme-specific requirements are given in the appendix to this handbook.

### **3.2.2 Progression and reassessment**

Where a Non-Honours programme is a student's intended award the same progression and reassessment regulations apply as for an honours degree.

A student who cannot achieve 60 credits of passes at level 5 after all reassessment opportunities have been exhausted, will not be eligible to progress into level 6 of a non-honours degree and their eligibility to exit with an intermediate award will be considered by the assessment board.

### **3.2.3 Reassessment Opportunities at Level 6 (3)**

Reassessment opportunities at level 6 are available to a student up to the end of the following academic session only, dating from the first attempt.

A Non-Honours Degree student has a maximum of 60 credits of reassessment opportunities at level 6.

A student may only be reassessed in a module for which she/he has failed to achieve a pass mark of 40%.

All level 6 module reassessments are capped at 40% and this is the mark which is shown on the transcript.

### **3.2.4 The Non-Honours Degree Award**

Non-Honours Degree students register for a type of degree, ie. BA, BSc, etc., and this is normally confirmed by the modules a student successfully completes at levels 5 and 6 of his/her programme.

Students not meeting the requirements of their programme may nevertheless meet the requirements for a general non-honours degree, with a title as determined by the Academic Board.

### **3.2.5 The Non-Honours Degree Title**

The degree title depends on the combination of modules students have successfully completed at levels 5 and 6 of their programmes. Single Honours students have one subject named on their degree certificates; Joint Honours have two ie. Subject A **and** Subject B (see **3.1.2 Requirements for Joint Honours**) Subjects are listed on certificates in alphabetical order unless otherwise agreed by Student and Academic Services.

## **3.3 Foundation Degree**

### **3.3.1 Minimum Requirements for Foundation Degree Eligibility**

To be eligible for a Foundation Degree, a student must meet the following minimum requirements:

- 240 credits, of which a minimum of 120 credits must be at level 5 and the remainder normally at level 4
- have satisfied the level 4 to level 5 progression requirements
- 90 credits of module passes at level 5
- no more than 30 credits of compensated failure at each of level 4 and level 5.

To be compensated for a module failure, a student must have achieved a minimum of 30% in that module, have attempted the final module assessment in all modules not passed and have met the progression requirements for the level.

Programmes may designate particular modules as must pass. In must-pass modules, a student must achieve at least a pass mark of 40%. Compensation cannot apply.

Some programmes require students to achieve more than the minimum requirements for Foundation Degree eligibility. Any additional programme-specific requirements are given in the appendix to this handbook.

### **3.3.2 Progression from Level 4 to Level 5**

The main consideration in reaching progression decisions at the conclusion of level 4 is to ensure that a student has demonstrated sufficient competence in his/her programme to justify progression to the next level of study. This should be achieved wherever possible without the student trailing outstanding requirements from level 4. Exceptions to this require the specific approval of the board.

To progress from level 4 to level 5, a student must have passed at least 90 credits. Failure in a module(s) between 30-39% will be compensated in up to 30 credits. A Foundation Degree will not be granted with any contributory mark below 30%.

Some programmes require students to achieve more than the minimum level 4 to level 5 progression requirements. Any additional programme-specific progression requirements are detailed in the appendix to this handbook.

Unless otherwise determined by programme-specific regulations, a mark of 30% is considered to meet module pre-requisite requirements.

Compensating credits may not be transferable to another programme.

### **3.3.3 Reassessment in Level 4 Modules**

A student will be permitted reassessment opportunities in a maximum of 60 credits at level 4 in any permutation or combination of module sizes. This could for example be two separate attempts in one 30 credit module or one attempt at a 60 credit module.

Re-assessment at level 4 will only be allowed where a student cannot otherwise progress or seeks to achieve sufficient credits to repeat the level of study, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

Level 4 module reassessment marks will capped at 40%.

### **3.3.4 Repeating level 4 study**

A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>12</sup> A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>[2]</sup>

Where a student is not eligible at the end of the academic session to access this facility, for example because of deferrals or the inability to undertake reassessment

---

<sup>12</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.

<sup>[2]</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.

at the first opportunity, should the student subsequently become eligible to repeat level 4 s/he will be offered the facility at the next available opportunity.

Where a student chooses to transfer into level 4 of a different programme of study at the end of level 4 of their original programme, this constitutes their one opportunity to repeat level 4.

### **3.3.5 Progression of Part Time Students**

Part time students are permitted to take level 4 and level 5 modules concurrently but must meet the following progression criteria:

To progress from one year of part-time study to the next a student must have passed at least 30 credits within that year.

### **3.3.6 Reassessment of Part-Time Students**

A part-time student will be permitted reassessment opportunities in a maximum of 60 credits at each level in any permutation or combination of module sizes.

Reassessment at any level will only be allowed where a student cannot otherwise progress or achieve the award, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

Part-time students are advised that because there is a limit to the number of reassessments allowed they should exercise caution and seek advice before registering for reassessments.

Module reassessment marks will be capped at 40%.

### **3.3.7 Reassessment in Level 5 Modules**

Reassessment opportunities at level 5 are available to a student up to the end of the following academic session only, dating from the first attempt.

A student will be permitted reassessment opportunities in a maximum of 60 credits at level 5 in any permutation or combination of module sizes. This could for example be two separate attempts in one 30 credit module or one attempt at a 60 credit module.

Re-assessment at level 5 will only be allowed where a student cannot otherwise achieve the award, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

Level 5 module reassessment marks will capped at 40%.

### **3.3.8 Award of distinction or merit within foundation degree**

The scheme allows the award of distinction or merit.

A distinction may be awarded if a student has an average of 70% or above across their last 120 level 5 credits.

A merit may be awarded if a student has an average of 60% or above across their last 120 level 5 credits.

### **3.4 Higher National Diploma**

#### **3.4.1 Minimum Requirements for a Higher National Diploma**

An HND is the equivalent of the first two years of an Honours Degree. To be eligible for an HND a student must have obtained the following minimum requirements:

- 240 credits, of which 120 will be at level 5
- have satisfied the level 4 to level 5 progression requirements
- 90 credits of module passes at level 5
- no more than 30 credits of compensated failure at each of level 4 and level 5.

To be compensated for a module failure, a student must have achieved a minimum of 30% in that module, have attempted the final module assessment in all modules not passed and have met the progression requirements for the level.

Programmes may designate particular modules as must pass. In must pass modules, a student must achieve at least a pass mark of 40%. Compensation cannot apply.

Some programmes require students to achieve more than the minimum requirements. Any additional programme-specific requirements are given in the appendix to this handbook.

#### **3.4.2 Progression from Level 4 to Level 5**

The main consideration in reaching progression decisions at the conclusion of level 4 is to ensure that a student has demonstrated sufficient competence in his/her programme to justify progression to the next level of study. This should be achieved wherever possible without the student trailing outstanding requirements from level 4. Exceptions to this require the specific approval of the board.

To progress from level 4 to level 5, a student must have passed at least 90 credits. Failure in a module(s) between 30-39% will be compensated in up to 30 credits. An HND will not be granted with any contributory mark below 30%. Some programmes require students to achieve more than the minimum level 4 to level 5 progression requirements. Any additional programme-specific progression requirements are detailed in the appendix to this handbook.

Unless otherwise determined by programme-specific regulations, a mark of 30% is considered to meet module pre-requisite requirements.

Compensating credits may not be transferable to another programme.

#### **3.4.3 Reassessment in Level 4 Modules**

A student will be permitted reassessment opportunities in a maximum of 60 credits at level 4 in any permutation or combination of module sizes. This could for example be two separate attempts in one 30 credit module or one attempt at a 60 credit module.

Re-assessment at level 4 will only be allowed where a student cannot otherwise progress or seeks to achieve sufficient credits to repeat the level of study, other than

as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

Level 4 module reassessment marks will capped at 40%

#### **3.4.4 Repeating level 4 study**

A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>13</sup> A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>[2]</sup>

Where a student is not eligible at the end of the academic session to access this facility, for example because of deferrals or the inability to undertake reassessment at the first opportunity, should the student subsequently become eligible to repeat level 4 s/he will be offered the facility at the next available opportunity.

Where a student chooses to transfer into level 4 of a different programme of study at the end of level 4 of their original programme, this constitutes their one opportunity to repeat level 4.

#### **3.4.5 Progression of part-time students**

Part time students are permitted to take level 4 and level 5 modules concurrently but must meet the following progression criteria:

To progress from one year of part-time study to the next a student must have passed at least 30 credits within that year.

#### **3.4.6 Reassessment Opportunities at Level 5**

Reassessment opportunities at level 5 are available to a student up to the end of the following academic session only, dating from the first attempt.

A student will be permitted reassessment opportunities in a maximum of 60 credits at level 5 in any permutation or combination of module sizes. This could for example be two separate attempts in one 30 credit module or one attempt at a 60 credit module.

Re-assessment at level 5 will only be allowed where a student cannot otherwise achieve the award, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

Level 5 module reassessment marks will capped at 40%.

---

<sup>13</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.

<sup>[2]</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.



### 3.4.7 Award of the Higher National Diploma

Modules within the Diploma may be awarded with pass merit or distinction in accordance with the following table:

| <b>University Mark</b> | <b>Edexcel Grade</b>   |
|------------------------|--|
| 70-100%                | Distinction  |
| 55-69%                 | Merit  |
| 40-54%                 | Pass   |
| 0-39%                  | Fail, although some compensation may be allowed for a module mark of 30-39%. |

Whilst the award of pass and merit at module level is calculated according to EdExcel regulations (above) the award of pass and merit at programme level is calculated according to the university's regulations (see 3.4.8 below). It may therefore be possible to achieve merits in all modules studied but not achieve merit at award level.

### 3.4.8 Award of distinction or merit within Higher National Diploma

The scheme allows the award of distinction or merit at award level.

A distinction may be awarded if a student has an average of 70% or above across their last 120 level 5 credits.

A merit may be awarded if a student has an average of 60% or above across their last 120 level 5 credits

## 3.5 Higher National Certificate

### 3.5.1 Minimum Requirements for a Higher National Certificate

To be eligible for a Higher National Certificate, a student must meet the following minimum requirements.

- 120 credits of which at least 30 must be at level 5
- No more than 30 credits of compensation at level 4. No compensation is allowed at level 5.

To be compensated for a failure, a student must have achieved a minimum of 30% in that module and have attempted the final module assessment in all modules not passed.

Programmes may designate particular modules as must pass. In must pass modules, a student must achieve at least a pass mark of 40%. Compensation cannot apply.

Some programmes require students to achieve more than the minimum requirements. Any additional programme-specific requirements are given in the appendix to this handbook.

### **3.5.2 Reassessment**

Reassessment opportunities are available to a student up to the end of the following academic session only, dating from the first attempt.

A student will be permitted reassessment opportunities in a maximum of 60 credits in any permutation or combination of module sizes.

Re-assessment will only be allowed where a student cannot otherwise progress or seeks to achieve sufficient credits to repeat the level of study, other than as provided for in regulation 1.3, and only in respect of a module mark of less than 40%.

Reassessment marks will be capped at 40%.

### **3.5.3 Repeating the level of study**

A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>14</sup> A student who has passed a minimum of 30 credits at the first attempt and after exhausting his/her reassessment opportunities has passed 60 credits, may, on one occasion only, repeat the level of study. When repeating level 4 all assessment marks previously achieved will be disregarded.<sup>[2]</sup>

Where a student is not eligible at the end of the academic session to access this facility, for example because of deferrals or the inability to undertake reassessment at the first opportunity, should the student subsequently become eligible to repeat level 4 s/he will be offered the facility at the next available opportunity.

Where a student chooses to transfer into level 4 of a different programme of study at the end of level 4 of their original programme, this constitutes their one opportunity to repeat level 4.

### **3.5.4 Award of the Higher National Certificate**

Modules within the HNC will be awarded with pass, merit or distinction in accordance with the table set out in section 3.4.7.

### **3.5.5 Award of distinction or merit within Higher National Certificate**

The scheme allows the award of distinction or merit at award level.

A distinction may be awarded if a student has an average of 70% or above across the 120 credits of the programme.

A merit may be awarded if a student has an average of 60% or above across the 120

---

<sup>14</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.

<sup>[2]</sup> On some professionally-accredited programmes it will not be possible to repeat level 4 study. Any student experiencing difficulty should seek advice as soon as possible regarding the options available.

credits of the programme.

### **3.6 Graduate Diploma**

#### **3.6.1 Minimum requirements for Graduate Diploma**

The minimum requirements for Graduate Diploma are as follows:

- 120 level 6 credits
- passes in 90 credits
- compensated fails in a maximum of 30 credits

To be compensated for a module failure, a student must have achieved a minimum of 30% in that module, have attempted the final module assessment in all modules not passed and have met the progression requirements for the level.

#### **3.6.2 Reassessment in Graduate Diploma**

A student will be permitted reassessment opportunities in a maximum of 60 credits in any permutation or combination of module sizes.

### **3.7 Graduate Certificate**

#### **3.7.1 Minimum requirements for Graduate Certificate**

The minimum requirements for Graduate Certificate are as follows:

- 60 level 6 credits
- passes in 45 credits
- compensated fails in a maximum of 15 credits

To be compensated for a module failure, a student must have achieved a minimum of 30% in that module, have attempted the final module assessment in all modules not passed and have met the progression requirements for the level.

#### **3.7.2 Reassessment in Graduate Certificate**

A student will be permitted reassessment opportunities in a maximum of 30 credits in any permutation or combination of module sizes.

### **3.8 Diploma of Higher Education and Certificate of Higher Education**

Normally the DipHE and CertHE are awarded as exit awards where a student cannot progress to or gain sufficient credit for their intended award.

Where the DipHE or CertHE is a student's intended award the award minimum number of required credits are as outlined in the table in section 1.2. The award of distinction and merit are as per the requirements for the Foundation Degree, section 3.3.7 (DipHE) and the HNC, section 3.5.4 (CertHE).

Progression, reassessment and compensation regulations for the DipHE are as per the Foundation degree regulations (section 3.3) and reassessment and compensation regulations for the CertHE are as per the HNC regulations (section 3.5).

### **3.9 Trading Down to Achieve an Intermediate Award**

Where a student has obtained more credits than she/he requires at either level 5 or 6, he/she may choose to use the additional credits to compensate for a failure at either level 4 or level 5, subject to the agreement of the board concerned. In such cases the substantive mark which the student achieves will appear on the transcript. For Honours degree classification calculation purposes the mark will be capped in accordance with these regulations. A student may achieve an intermediate award by these means. Associate modules can be used in this way, provided the board agrees.

## **CHAPTER 4: REGULATIONS FOR THE UNIVERSITY CERTIFICATE OF PROFESSIONAL DEVELOPMENT (UCPD) SCHEME**

### **Introduction**

These regulations supercede all previous regulations associated with UCPDs and their predecessors UCCPDs and UCCEs and apply to new students enrolling from 01 January 2008 onwards.

Where a UCPD is associated with a foundation degree these regulations apply where a student's qualification aim is the UCPD unless otherwise agreed with the Department of Academic Quality and clearly notified to students.

Where students transfer to a foundation degree they will be subject to Chapter 3 of the *Handbook and Regulations for Undergraduate Awards* in force at the time of transfer.

In certain cases additional programme-specific regulations may apply, for instance where the UCPD is an accredited programme. In such cases the programme-specific regulations must be communicated to students at enrolment and within programme literature.

UCPD students are subject to the *General Regulations and Procedures Affecting Students*.

### **4.1 Academic Framework and Scheme Regulations**

#### **4.1.1 Credit Accumulation, Programmes and Academic Awards**

Programmes are composed of specific designated combinations of particular modules and lead to the award of a University Certificate of Professional Development (UCPD). Each programme leads to an award with a named subject designation, for example University Certificate of Professional Development in Black and White Photography. This is termed the named award. The UCPD is an undergraduate award requiring the successful achievement of a minimum of 60 credits at level 4<sup>15</sup> equating to 600 notional learning hours. The award may be based entirely at one of level 4, 5 or 6 or may utilise all three levels of study.

#### **4.1.2 Modules and Credits**

Each module has a template which describes its characteristics and content, aims, learning outcomes and assessment methods. Each module has a credit value, in which one credit equates to 10 notional learning/assessment hours. Within a UCPD award the allowable module credit values are in multiples of five, up to a maximum of 60 credits. A student is awarded the appropriate number of credits on achieving at least the minimum pass mark of 40% in a module.

#### **4.1.3 Levels of Study**

A module is designated at undergraduate level 4, 5 or 6.

---

<sup>15</sup> The University adheres to the Framework for HE Qualifications for England, Wales and Northern Ireland and the Credit Framework for England, which designate undergraduate study as levels 4, 5 and 6. These typically equate to the three years of study for an undergraduate award.

#### **4.1.4 Admission to Other Named Awards of the University**

Where a student passes a module which is defined as contributing to a named award under the scheme, the student obtains credits which contribute towards the named UCPD award. Only modules specifically validated as contributing to the named award may contribute to that award.

UCPD awards may be designated to include modules which also form part of a named award of the University leading to one or more of the following awards: Honours degree; Degree; Foundation Degree; Diploma of Higher Education; Certificate of Higher Education; HND or HNC. Such relationships between named awards of this scheme and other University named awards must be specified at the time of the UCPD programme validation.

A student who is successful in such a module, or modules is awarded credits which can count as credits towards the related named award. Accordingly, a student who has accumulated these credits is eligible to apply to transfer the credits into the related named award. In considering eligibility for transfer of credits the admissions tutor will take due account of when the modules were studied.

#### **4.1.5 Programme and Module Management**

UCPD programmes and modules are allocated to and managed by programme management boards. UCPD awards are considered for recommendation for conferment by faculty programme assessment boards. Where possible UCPD awards should be considered at the scheduled programme assessment boards in June and September of each academic session. Where this is not possible, the programme assessment board will delegate authority to a sub-committee or may run additional meetings. If a sub-committee is established the following will be deemed the minimum membership:

Dean of Faculty  
Head of Studies or Head of Department/School (Chair)  
Director of Student and Academic Services or nominee  
Faculty Manager or nominee

The sub-committee will report its decisions to the programme assessment board.

The programme management board will allocate to each module and programme within the scheme a programme leader and module leader who will be responsible to the programme management board for the operation of the module or programme. These leaders are responsible, among other things, for the communication of formal information to students and for managing the student experience on the module/programme.

The programme management board is responsible for ensuring that effective mechanisms for representation and feedback for scheme students are in place, in accordance with University policies.

#### **4.1.6 Partner Institutions**

All modules and programmes within the scheme are the responsibility of the appropriate programme management board. This applies equally to provision authored and/or delivered by partner institutions. Where a module or programme is delivered by a partner institution the programme management board will make

appropriate arrangements to ensure its effective management of the provision, including arrangements for operational liaison and co-ordination and for student representation, consultation and feedback.

Normally the copyright and related intellectual property rights of all modules within the scheme are owned by the University unless otherwise agreed in advance, for example in cases in which the University accredits existing work-based training.

#### **4.1.7 Assessment**

Scheme assessments shall be conducted in accordance with University policies. Mark criteria for undergraduate modules shall conform to those outlined in the University's *Handbook and Regulations for Undergraduate Awards*.

If a UCPD is discontinued or revalidated with revised or new modules, the existing modules must be available to students for reassessment for the full period of registration of cohorts enrolled upon the original UCPD programme.

#### **4.1.8 External Examiners**

No award will be made without the engagement of an external examiner in accordance with the provisions of the *Handbook and Regulations for Undergraduate Awards*.

### **4.2 Applicants and Students**

#### **4.2.1 Entry to the Scheme**

There are no generic University-level entry requirements. Candidates will be assessed for suitability to register as students on the likelihood of their ability to benefit. Individual programmes and modules can specify in the templates their own specific entry requirements.

Admission into the scheme with award of credit for prior learning (RPL) is available up to a maximum of 40 credits.

#### **4.2.2 Registration: Rights and Responsibilities**

Students may register either on a particular programme and its modules or onto an individual module, or modules, without specifying a particular programme. In order to attend a module, whether as part of a programme or not, students are required to register with the University and pay fees in the normal manner.

On registration students become subject to the University's *General Regulations and Procedures Affecting Students* which defines their rights and responsibilities, and to such Faculty, departmental or programme regulations as are notified to them.

#### **4.2.3 Maximum Period of Registration**

The maximum period of student registration for a programme leading to a UCPD award under the scheme is three years. However individual programmes may specify shorter periods as appropriate. Exceptional extension of the maximum period is at the discretion of the programme assessment board. Students may apply to the board for interruption of students for up to a maximum of one year on the grounds of

personal circumstances. Periods of interruption of studies are included in the maximum registration period.

If a student initially registers on a module, or modules, but not on a particular programme, the student is eligible to subsequently register on a programme to which the module, or modules, contribute credits. In such cases the maximum period of registration for the programme will date from the student's initial registration on the contributing module(s). Registration on a non-contributing module does not affect programme registration in this manner.

#### **4.2.4 Assessment, Reassessment and Deferral of Assessment**

Module templates will specify the arrangements for assessments leading to the award of credits.

There are no limits on the number of reassessments a student may take in relation to a particular programme within the scheme except that

- Students may not be reassessed more than twice in any one module;
- A particular programme template may specify a more stringent maximum number of reassessment opportunities in relation to obtaining the named award to which the programme leads;
- All assessments and reassessments must be successfully completed within the maximum period of registration for a programme in order for a student to obtain the named award.\

The rules governing deferral of assessments detailed within the *General Regulations and Procedures Affecting Students* apply to students registered under the scheme.

#### **4.2.5 Award of UCPD**

A student will be awarded a University Certificate of Professional Development upon the successful completion of 60 credits. The level at which the UCPD is awarded will be determined by the level of the credits achieved. At least 45 of the 60 credits must be at the level at which the award is made or at a higher level. For example where a student has studied a UCPD which contains 15 credits at level 4, 30 credits at level 5 and 15 credits at level 6 the UCPD will be awarded at level 5.

The award of UCPD with merit or distinction will be made according to the following regulations:

##### ***Merit***

The award of UCPD with merit will be made to students who achieve 60% or above in 45 of the 60 credits of the award, or who achieve 60% or above in the overall average of the marks for the modules forming the award.

##### ***Distinction***

The award of UCPD with distinction will be made to students who achieve 70% or above in 45 of the 60 credits of the award, or who achieve 70% or above in the overall average of the marks for the modules forming the award.



#### **4.2.6 Completion of Studies and Withdrawal from Registration with the University**

When a student completes studies for an award or withdraws from University registration, the University will provide the student with a transcript which details the student's academic record and which indicates any programme registration, modules studied, assessment attempted and credits and awards obtained.

The University will also provide the appropriate certificate parchment to any student conferred with an award.

## **CHAPTER 5: STUDENT GUIDANCE AND SCHEME MANAGEMENT**

### **5.1 Student Guidance and Support**

#### **5.1.1 Academic Guidance**

Students are reminded that they have a responsibility for the routine management of their studies. As queries arise, they should consult initially this Handbook and Regulations and the General Regulations and Procedures Affecting Students.

The principal sources of further advice available to students are the faculty Student Advice Centre, the subject leader, the programme leader or personal tutor. Within the faculty Student Advice Centres there are staff with knowledge of the University's undergraduate scheme and any programme-specific requirements which may apply. They will also be able to advise on subject and faculty procedures for making sure that a programme is managed as efficiently as possible, including the handing in of assessed work; procedures for notifying the relevant Academic Board and Faculty Panels if there are extenuating circumstances and so on. Any queries about student records should be addressed, in the first instance, to staff in the faculty Student Advice Centres.

Programme leaders and personal tutors will help to induct students into the University and the scheme. They will be able to advise on module choice. They will also take an interest in students' attendance at lectures and other classes and take appropriate action if this is unsatisfactory. They will monitor records of achievement and will advise on alternatives in the event of failure. Students must keep their personal tutor informed of any problems which may adversely affect their ability to study. Personal tutors are able to put students in touch with counsellors, welfare officers and others in Student and Academic Services who should be able to provide specialist help and advice as appropriate.

Within each faculty there is a Head of Studies to whom students are referred if they have queries which cannot be dealt with either by personal tutors or through the faculty Student Advice Centres. Students considering changing the emphasis of their programme; switching from part to full-time study or vice versa while continuing to take the majority of modules within the faculty, or considering withdrawing from the University, should discuss such possibilities with their programme leader or personal tutor in the first instance.

#### **5.1.2 Other Guidance and Support**

Support for the development of study, writing and maths skills is available for all students. Student and Academic Services provides advice on careers, welfare and personal finance issues as well as providing counselling as appropriate. Advice on student loans, University and/or external rules and regulations, including those involving local authorities, the Student Loans Company and the Home Office, is also available from Student and Academic Services.

### **5.2 Assessment Board**

#### **5.2.1 Establishment**

Assessment boards are established by and within faculties, subject to the approval of the Faculty Academic Committee. They have the formal status of standing committees of the Faculty Academic Committee and are subject to such standing

orders as are determined by the Academic Board. It is the responsibility of each Faculty Academic Committee annually to approve the membership for each assessment board and to determine that each assessment board is properly constituted, with a Chair, Deputy Chair and external examiner (s). The name of the assessment board will be determined by the programme grouping (s) associated with the board, for example Fine Art Assessment Board.

The assessment board has the responsibility for awarding marks at module level, reviewing student performance at module and programme level, making decisions in relation to student progression between levels of study and recommending awards and degree classifications in all programmes leading to named awards which are allocated to the assessment board.

### **5.2.2 Terms of Reference**

Working within University rules, regulations and protocols, each assessment board is responsible for:

- (a) Arrangements and processes for module assessment and moderation, including draft examination papers, coursework assignments, project briefs, work experience programmes (where intrinsic to studies), schedules for submission of assessed work etc.
- (b) The assessment of modules for which the board has responsibility and determining of module marks.
- (c) Arrangements for the retrieval of failure.
- (d) The application of University and programme regulations relating to progression and eligibility for reassessment.
- (e) Reviewing, checking and approving assessment profiles leading to named awards and determining awards and degree classification for confirmation by the Director of Student and Academic Services.
- (f) Ensuring compliance with professional, statutory and regulatory body requirements, where appropriate.
- (g) Making decisions regarding the suspension or termination of registration of students who do not meet progression or award requirements.

### **5.2.3 Conflicts of Interest**

If a member of the assessment board is aware of any potential conflict of interest, for example being related to or a close friend of a student under consideration, this must be declared and recorded in the minutes of the meeting, and the member of the board will not take part in any discussion covering the areas or student(s) concerned. At the discretion of the Chair the member concerned may be permitted to remain in attendance for the duration of these discussions and invited to respond to queries of a factual nature relating to them.

## 5.2.4 Constitution

Chair (Head of School or Department, or Dean's nominee)  
Deputy Chair (Dean, Head of Studies or Dean's nominee)  
Programme Leader(s)  
Subject Leader(s) (in Faculties where this role exists)  
External Examiner(s)  
Representatives from programme and module teaching teams as nominated by the Chair of the Board  
In attendance: Servicing officer/Faculty administrative staff; Representative of the Director of Student and Academic Services  
Ex Officio: Dean, Head of Studies, Head of Quality, Director of Student and Academic Services

### Note:

To effect a quorum the following must be present:

**Either** the Chair **or** Deputy Chair

**and either** the Programme Leader(s) for the programme(s) under consideration **or** their nominees.

**and either** the Head of Studies **or** their nominee

**and in attendance** the Servicing Officer **and** the Director of Student and Academic Services **or** their nominee.

## 5.3 Management Board

### 5.3.1 Establishment

Management boards are established by and within faculties, subject to the approval of the Faculty Academic Committee. They have the formal status of standing committees of the Faculty Academic committee and are subject to such standing orders as are determined by the Academic Board. It is the responsibility of each Faculty Academic committee annually to approve the membership for each management board and to determine that each management board is properly constituted with a Chair, Deputy Chair and student representative(s). The name of the management board will be determined by the programme group(s) associated with the board, for example Technology Management Board.

The management board has the responsibility for the overall academic management, development and quality assurance of the programme/subject area.

### 5.3.2 Terms of Reference

Working within University rules, regulations and protocols, each management board is responsible for the following:

- (a) The development of the academic subject, establishing curriculum development sub-groups, research sub-groups, inter alia, as necessary.
- (b) The planning, design, implementation and management of all aspects of the curriculum within the programme/subject area.
- (c) New curriculum development, curriculum modification and the withdrawal of existing provision.

- (d) The development and implementation of learning, teaching and assessment strategies within the programme/subject area.
- (e) The determination of best means of engaging with partner institutions as necessary, in order to conduct their business.
- (f) Arrangement and management of consultation and debate with students, obtaining and dealing with feedback, according to protocols established for that purpose.
- (g) Arrangement and management of consultation and debate among all teaching staff within the programme/subject area.
- (h) Quality assurance of the assessment process, determination and oversight of the administration of marking of modules, consideration of statistics which allow comparisons to be made both within and between modules, analysis of progression and award data, consequent adjustments to assessment rules and practices and learning and teaching strategies.
- (i) Consideration of and response to reports from external examiners.
- (j) Receipt and consideration of reports from professional, statutory or regulatory bodies.
- (k) Receipt and consideration of reports on academic offences conducted within the programme/subject area.

### **5.3.3 Constitution**

Chair (Head of School or Department, or Dean's nominee)  
 Deputy Chair (Deputy Head of School/Department or Subject Leader)  
 Programme Leader(s)  
 Subject Leader(s) (in Faculties where this role exists)  
 Representatives from programme and module teaching teams as nominated by the Chair of the Board  
 Student representative(s)  
 Servicing Officer/Faculty professional services staff  
 Ex Officio: Head of Studies, Head of Quality, Director of Student and Academic Services

The quorum will be as determined by the University Standing Orders, section 2.4.

It is expected that the relevant subject librarian will either be co-opted or invited to attend all management boards.

## **5.4 Roles of Individuals**

### **5.4.1 The Head of Studies**

Each faculty has a Head of Studies responsible for undergraduate programmes within or allocated to the Faculty and designated by the Dean of that faculty. Some of the specific duties of the Head of Studies may be delegated with the Dean's approval. The role of the Head of Studies includes:

#### **5.4.1.1 Academic Management**

- Has responsibility, on behalf of the Dean, for the management and co-ordination of academic planning for taught provision within the faculty. In this regard the postholder will work closely with the Department of Academic Quality as appropriate.
- In conjunction with subject and programme leaders within the faculty promotes curriculum development and enhancement which maximises the potential of the modular scheme both within the faculty and across faculties.
- Coordinates academic development and approval processes across the faculty, and has overall responsibility for the maintaining of the faculty's definitive record of the taught curriculum
- In conjunction with the chair of the Faculty Learning & Teaching Committee and teacher fellows in the faculty, promotes the development and enhancement of teaching, learning and assessment across the faculty.
- In consultation with subject and programme leaders and the Department of Academic Quality, ensures that academic approval and modification, timetable and other protocols are adhered to across the faculty.
- Has responsibility for ensuring an appropriate programme focus within the faculty and working with programme leaders and programme teams to aid them in this.
- Assists and advises programme leaders and module leaders in the preparation of templates
- Is an ex-officio member of Programme Boards.
- Is a member of the Faculty's Academic Committee and the Faculty Executive Committee. Is a member of the Faculty Human Research Ethics Committee.
- Contributes, as required, to the external quality assessment processes for subjects within the faculty
- Works with subject leaders and others in planning and organising arrangements for the recruitment, admission and induction of students.
- Provides overall management to the operation of assessment processes within the faculty.
- Contributes to the development, management and enhancement of retention and widening participation strategies.
- Is an ex-officio member of the Undergraduate Management Committee.

#### **5.4.1.2 Student Support**

- In liaison with subject and programme leaders, ensures that all students within the faculty are appropriately supported within the Personal Tutorial System and have access to academic guidance and support

- Deals with matters relating to students' progress which cannot be dealt with by academic or support tutors
- Ensures that satisfactory arrangements are in place to interview students who are experiencing severe extenuating circumstances and that the approved procedures are used to notify these to subject assessment boards
- Puts into place within the faculty appropriate arrangements for the monitoring of student attendance
- Ensures that satisfactory arrangements are in place to interview students with unsatisfactory attendance records and advises on appropriate action

#### **5.4.1.3 *Liaison***

- Liaises with programme and subject leaders and others over such issues as student recruitment, admissions, induction and the mentoring of students.
- Advises personal tutors as required and liaises with them over students causing concern
- Liaises, as necessary and appropriate, with the Department of Academic Quality and others, over students taking joint programmes which cross faculties and, in particular, over suitable arrangements for the recruitment, admission, induction, tutoring and advising of such students.
- Liaises with Partner Institution staff as appropriate.

#### **5.4.2 The Subject Leader**

Each subject (e.g. English) may have a subject leader designated by the Dean of faculty. The subject leader is an ex-officio member of the appropriate programme board(s). The role of the subject leader comprises:

##### **5.4.2.1 *Academic leadership***

- the articulation, development and delivery of the subject within the University.
- curriculum development and enhancement within the subject.
- promotion of innovation in teaching, learning and methods of assessment within the subject.
- ensuring the coherence of programmes offered by the subject.
- ensuring that the subject is monitored and evaluated in accordance with agreed quality assurance procedures.
- drafting the subject template for validation and approval and ensuring that it is periodically reviewed and updated.

- leading and co-ordinating, in liaison with programme leaders as appropriate, subject specific aspects of internal and external quality assessment processes.

#### **5.4.2.2 Subject Management**

- ensuring the implementation of agreed policies and procedures (as determined at subject, faculty and University levels).
- overseeing the day-to-day management of the subject; the subject leader will ensure effective liaison with module leaders in matters associated with the planning, management and review of the subject.
- on behalf of and in liaison with the Head of Department ensuring that issues relating to physical resources are resolved to ensure the timetabling and delivery of the programme.
- on behalf of the board and Faculty Academic Committee facilitating and responding to feedback on the subject's programmes and modules (from students, employers, external agencies etc.).
- acting and reporting on identified quality improvement needs at subject level as appropriate.
- in liaison with the Head of Studies, planning and organising arrangements for the recruitment, admission and induction of students.
- in liaison with the Head of Studies ensuring that all students within the subject area are provided with appropriate support.
- in liaison with programme leaders ensuring effective communication for the management, development and enhancement of collaborative provision.
- in liaison with programme leaders assisting students in the organisation of elections for representatives to the Programme Board.

#### **5.4.2.3 Assessment**

- contributing to the setting of assessment procedures for programmes within the subject and scrutinising the parity of module marks across the subject.
- ensuring the appropriate co-ordination of moderating/second marking of student work.
- Ensuring, in liaison with programme leaders, that student results for each module within the subject are available in a complete and accurate form for submission to the Programme Board by the agreed deadlines.
- liaising with external examiners as required.

#### **5.4.2.4 Liaison**

- liaising with the Faculty Head of Studies, particularly with regard to any proposed changes in the subject's undergraduate provision, and



arrangements for the recruitment, admission, induction and mentoring of students within the subject.

- Representing the subject in dealings with external agencies.

### **5.4.3 The Undergraduate Programme Leader**

Each programme within the University (e.g. BA (Hons) English) has a programme leader designated by the Dean of Faculty. The role of the undergraduate programme leader comprises:

#### **5.4.3.1 Academic Leadership**

- Promotion of curriculum development and enhancement within the programme; the programme leader will ensure effective liaison with module leaders in matters associated with the planning, management and review of the programme.
- promotion of appropriate approaches towards innovation in teaching, learning and methods of assessment within the programme.
- ensuring the coherence of the programme as experienced by a student in leading to its named award.
- ensuring that the programme is monitored and evaluated in accordance with agreed quality assurance procedures.
- drafting the template for validation and approval and ensuring that it is periodically reviewed and updated.
- liaising with the subject leader on programme-related aspects of internal and external quality assessment processes

#### **5.4.3.2 Programme Management**

- ensuring the implementation of agreed policies and procedures (as determined at programme, faculty and University levels).
- overseeing the day-to-day management of the programme.
- co-ordinating the staff resource for the programme and ensuring that staff are adequately briefed and involved.
- in conjunction with the Head of Timetabling, and as required, ensuring that appropriate and timely definitions of modules used by the programme are provided to the Timetable Office.
- on behalf of the Programme Board and Faculty Academic Committee facilitating and responding to feedback on the programme and its constituent modules (from students, employers, external agencies etc.).
- acting and reporting on identified quality improvement needs at programme level as appropriate.

- in liaison with the faculty and central University Marketing teams, market the programme so as to optimise applications.
- in liaison with the faculty Head of Studies, planning and organising arrangements for the recruitment, admission and induction of students.
- in liaison with the faculty Head of Studies ensuring that all students within the programme are provided with appropriate support; the programme leader is responsible for ensuring that all students on the programme have access to a personal tutor.
- notifying the Head of Studies of any prolonged absence which is likely to have a serious impact on a student's achievement.
- overseeing arrangements for supervised work experience including, where appropriate, liaison with dedicated placement units.
- In liaison with the subject leader ensuring effective communication to facilitate the management, development and enhancement of collaborative provision.
- In liaison with the subject leader assisting students in organising elections for representatives to the Programme Board

#### **5.4.3.3 Assessment**

- co-ordination of assessment procedures within the programme.
- ensuring the appropriate and timely feedback to students on assessments, particularly in relation to progress within and between levels of study, and failure in modules.
- liaising with the subject leader to ensure that the students' results for each module within the programme are available in a complete and accurate form for submission to the Programme Board by the agreed deadlines.

#### **5.4.3.4 Liaison**

- liaising with the Faculty Head of Studies, particularly with regard to any proposed changes to the programme.
- representing the programme in dealings with external agencies.

### **5.4.4 The Module Leader**

Each module has a designated module leader appointed by the Dean of faculty on the recommendation of the subject leader. The role of the Module Leader comprises:

#### **5.4.4.1 Academic Leadership**

- the preparation, review and updating of the module template.
- delivering the module to students in accordance with the approved module template.

- evaluating, developing and proposing modifications to the module.
- ensuring that the most appropriate teaching and learning methods are adopted in the delivery of the module.

#### **5.4.4.2 Module Management**

- producing and issuing information on the module to students in line with University requirements.
- in consultation with the subject leader, co-ordinating staffing arrangements for the delivery of the module.
- monitoring, evaluation and review of the module in accordance with agreed quality assurance requirements.
- ensuring that appropriate arrangements are in place to monitor and address student attendance at those classes for which attendance is must-take.
- liaison with placement providers and ensuring adequate support for students on placements.

#### **5.4.4.3 Assessment**

- the production and timely issue to students of the assessment scheme and timetable.
- managing the production of module examination papers.
- academic liaison with external examiners through the subject leader.
- ensuring that appropriate internal moderation procedures are in place for all elements of assessment.
- ensuring that marks for assessment components are submitted within required deadlines.
- attending meetings of the Programme Board.

#### **5.4.4.4 Liaison**

- liaison as necessary with the subject leader, course co-ordinators, other module leaders and other mentors.

## CHAPTER 6 EXTERNAL EXAMINERS

### 6.1 Purposes and Functions

#### 6.1.1 Purposes and Functions of External Examiners

The overall purposes of external examiners are to ensure:

- that degrees and intermediate awards granted by the University are comparable in standard to those of other institutions of Higher Education; external examiners must also ensure that awards comply with national threshold standards in subjects.
- that the assessment system is fair and is fairly operated. External examiners must also ensure that management of processes for progression of students and for determining awards provides for equity of treatment.

In order to provide for the discharge of these functions, the University appoints external examiners.

#### 6.1.2 Programme Boards

External examiners are appointed to Programme Boards with the responsibility for programmes. Where two or more examiners are appointed to a programme one may be appointed as the lead examiner to represent all as necessary.

External examiners should discuss with the programme team whether it is beneficial to meet with students. This will be determined by the nature of the discipline and assessment methods.

They are specifically required to scrutinise and advise on the following:

- **curriculum development and design:** the currency, relevance and coherence of curricular material;
- **standards:** that learning materials and learning outcomes are appropriate to curricula and that students are able to achieve standards comparable with those elsewhere and comparable to subject and level threshold requirements;
- **assessment:** that assessment aims and objectives are appropriate, the purposes and philosophy of assessment are clearly articulated and understood, that the load of assessment is appropriate, and assessment is properly and impartially conducted.

#### 6.1.3 Specific Functions

When Programme Boards function as assessment boards their primary purposes are to discuss individual problem cases that cannot be dealt with by routine protocols, to review and adjust as necessary the overall spread of marks for a module, formally to confirm the award of marks, to make progression and award decisions and to discuss any assessment issues. External examiners are expected to attend the meetings of Programme Boards which consider assessment results and must agree their involvement in the reassessment process which follows. If examiners are unable to

attend any of the boards, they must contact the Faculty to inform them of this and to arrange alternative means to input into the meeting.

The role of the external examiner comprises:

- adjudicating as necessary on individual cases, reviewing student profiles and exercising discretion. External examiners are not employed as a “third marker” and programme teams must not try to utilise them in this fashion.
- adjudicating on any moderation of module marks and to confirm all module marks awarded
- confirming internal assessment processes within modules and programmes
- raising any issues of concern for debate
- advising on curriculum design and change
- advising on assessment design and change;
- moderating assignments, exercises, examination questions etc
- sampling students’ assessed work and sampling the assessment of student work, and moderating as necessary
- conducting *viva voce* examinations in cases where the assessment board or the external examiner so wishes
- considering statistical analyses (performance indicators) relating to modules and programmes with which she/he is associated
- auditing and confirming the rigour of assessment practices and protocols adopted by the Programme Board
- considering and advising on the comparability of standards where modules and programmes are delivered at more than one location
- focusing on levels 5 and 6 modules and programmes, but sampling and auditing the level 4 work of the subject to an extent necessary to assure that it provides an adequate preparation for level 5 modules within the subject. For Foundation Degrees and UCPDs the focus should be on all years.
- Reviewing and confirming progression decisions and recommendations for the award of qualifications
- Confirming the standards achieved by students on programmes offered by the University
- Advising when required in relation to aegrotat awards and similar exceptional student cases
- reporting on the above to the University verbally at the board and in the written report.

Additionally to this, from time to time we may ask current external examiners to act as a mentor to newly appointed examiners.

## **6.2 Formal Requirements**

No degree or intermediate award of the University shall be awarded without participation in the assessment process by at least one external examiner.

External examiners are responsible to both the Vice-Chancellor as Chief Executive of the University, and to the Academic Board which appoints them.

The formal point of contact between the University and an external examiner for the notification of appointment, for the clarification of formal requirements and duties, and for the external examiner's reports shall be the Chair of the External Examiner and Reviewer Appointments Committee.

External examiners shall be appointed to serve on Programme Boards. The number of external examiners appointed to any particular board shall be sufficient to cover the full range of duties for which the board is responsible.

External examiners shall be appointed to cover provision validated by the University but arranged and offered by partner institutions and shall be external both to the University and the institution concerned.

## **6.3 Selection and Appointment**

The authority for appointing external examiners rests solely with the Academic Board, which may, however, delegate this responsibility to the Academic Quality Committee (AQC).

In appointing external examiners, the AQC shall have regard to the following:

### **6.3.1 Academic Standing and Examining Experience**

External examiners will be expected to have:

- knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality
- competence and experience in the field covered by the programme of study, or parts thereof
- relevant academic qualifications/professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate
- academic and teaching experience at the level at which assessment is taking place including competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures (either externally or internally). External

examiners from outside the Higher Education system<sup>16</sup>, for example, from industry or the professions, may be appointed where appropriate; but each board shall have at least one external examiner who has recent examining experience at the relevant level and who is familiar with the standards required for comparable programmes

- sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers
- familiarity with the standard to be expected of students to achieve the award that is to be assessed
- fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements)
- met the applicable criteria set out by professional, statutory or regulatory bodies
- awareness of current developments in the design and delivery of relevant curricula
- competence and experience relating to the enhancement of the student learning experience

Colleagues who are new to external examining or have professional experience relevant to a professional or vocational programme can be appointed with detailed mentoring arrangements approved by the Faculty Head of Quality. In such circumstances AQC will have due regard to the internal examining experience of nominees. Retirees can be considered provided they have sufficient evidence of continuing involvement in the academic area in question.

### **6.3.2 Volume of Work**

An external examiner should not normally be appointed if this would entail holding more than two concurrent external examinerships covering taught provision.

### **6.3.3 Independence and Impartiality of the External Examiner**

External examiners shall be entirely independent of De Montfort University and any partner institutions. External examiners should not normally be appointed if they have had close and persistent contact with a current member of staff of the University at any time during the previous five years (either prior to, or during, their employment at the University).

To avoid potential conflicts of interest, external examiners should not be appointed if they are covered by any of the following categories or circumstances:

---

<sup>16</sup> Care should be taken to avoid appointing external examiners from outside the sector for the purpose of consultation on the appropriateness of curriculum design to a profession or vocation. External advice and guidance should be sought during the curriculum development, approval and review process rather than during the assessment process.

- a member of a governing body or committee of De Montfort University or one of its collaborative partners, or a current employee of De Montfort University or one of its collaborative partners
- anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study
- anyone required to assess colleagues who are recruited as students to the programme of study
- anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study
- anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question. (However, for example, the contributions of University staff to edited works will not normally preclude the editor from consideration as an external examiner)

Nominating an individual who has acted as an external panel member for the validation of the programme is acceptable; however the faculty should balance the benefits of engaging someone who is familiar with the programme and its rationale with any risk to their ability to provide a fully independent perspective.

Any examiner, once appointed, who has a potential conflict of interest (for example being related to or a close friend of a student under consideration), must declare that interest to the Chair of the appropriate Assessment Board(s) as soon as the possibility arises, and should not normally be expected to be the examiner for the student concerned.

No more than one external examiner should be appointed from the same department of the same institution.

Reciprocal arrangements between institutions involving cognate programmes are not allowed. An external examiner should not be appointed from a department in which a member of De Montfort University is serving as an external examiner. Heads of School/Department will be asked to confirm that external examiners are not being exchanged.

If a member of DMU staff applies to be an external examiner in the same department in which one of our own existing external examiners is based, then the member of DMU staff must decline the appointment. If a reciprocal arrangement is discovered at a later date or is created when our existing examiner moves to another institution, the appointment will be reviewed.

The replacement of an external examiner from an institution by a colleague from the same department in the same institution is not allowed.

The External Examiner and Reviewer Appointments Committee will take into account where there is a legitimate case for making an appointment that does not fulfil all the criteria for example where external examiners are drawn from business, industry or the professions. Nominees from these backgrounds make a significant contribution to external examining across a range of disciplines but may be unable to fulfil all the



criteria. Whilst these nominees may possess considerable professional experience they may not have the formal qualifications anticipated, the academic background, or sufficient experience of assessment. Likewise, a team may wish to appoint an external examiner who has, as a researcher, eminent standing in the respective discipline, but lacks experience in providing and enhancing the student learning experience. The Appointments Committee will consider such cases formally as exceptions to the criteria. This consideration may be assisted where the appointee is not the sole external examiner for the award, hence his or her expertise is complemented by that of others who do satisfy the criteria. Where an appointee does not fulfil all the criteria, the team should take steps to provide appropriate training and support in relation to academic expectations for example in the form of a mentor. The Appointments Committee will also make appropriate use of exceptions when addressing nominations for external examiners in disciplines which are very small and specialist and where the pool of potential external examiners is therefore restricted.

#### **6.3.4 Members and Former Members of De Montfort University Staff**

Former members of the University staff shall not be appointed as external examiners before a lapse of at least five years, or sufficient time for students taught by that member of staff to have completed their registration at the University, whichever is the longer (the same shall apply in respect of former members of partner institutions).

#### **6.3.5 Period of Office**

The period of office of an external examiner shall be four years normally from 1 October.

The period of office of an external examiner shall not normally exceed four years, but may be extended **exceptionally** by AQC for a further year to ensure continuity.

An external examiner may be reappointed in exceptional circumstances by only after a period of five years or more has elapsed since their last appointment.

#### **6.3.6 Termination of appointments**

The appointment of an external examiner may be terminated by the Academic Board if the Academic Board judges that the responsibilities of the appointment have not been or cannot be fulfilled in the manner or to the standard which the University requires. Reasons for termination could include:

- failure to provide reports using the standard report proforma, to the expected professional standard and to be submitted within reasonable timescales, normally within a month after the main assessment board
- inability to attend two successive boards over two years where recommendations or decisions on progressions or awards are made, without good reason and without arranging alternative means to input into the meeting
- failure to undertake external examiner duties to the satisfaction of the University by providing inadequate scrutiny of proposed assessments and/or an unacceptable delay in corresponding with the programme team

- any change in the external examiners' circumstances which brings about potential conflicts of interest which might jeopardise objectivity
- persistent refusal to work within the University's academic regulations
- relocation of the external examiner far from the United Kingdom
- withdrawal of or non-recruitment to programmes
- if a reciprocal arrangement is discovered after the appointment or is created when an existing examiner moves to another institution, the appointment will be reviewed.

#### **6.4 Information for External Examiners**

External examiners will be briefed before the start of their duties. The Faculties and Subject Teams in conjunction with the Department of Academic Quality will arrange the briefings on an annual basis for newly appointed examiners.

##### **6.4.1 From the Department of Academic Quality**

The Department of Academic Quality shall ensure that the following generic information is provided to brief external examiners:

- a website link to the current Handbook and Regulation for Undergraduate Awards
- a website link to the current General Regulations and Procedures Affecting Students
- a website link to the Guide to External Examining at DMU which details the role of the Examiner on QA Policies and Protocols
- administrative arrangements for the operation of the external examiner system including the website link to the report proforma, an expenses claim form and contact information

##### **6.4.2 From the Chair of the Programme Board**

The Chair of the board will be responsible for the provision of the following to external examiners:

- the full specifications (templates) for each module for which the examiner has responsibility
- programme templates to place module specifications in the broad contexts of wider curriculum provision, local approaches to disciplines and the academic level
- professional body requirements (if applicable)
- student handbooks

- summary of review and evaluation reports including previous external examiner reports
- dates of assessment board meetings at which attendance of external examiners is required and/or meetings where external examiners' attendance would be beneficial along with a timeline of when to expect draft assessments and scripts for comment
- Details of programme and module management and assessment arrangements, and the role of the external examiner within them
- any relevant discipline assessment criteria, marking schemes, model answers, etc.

### **6.5 Participation in Assessment**

An external examiner shall be an ex officio member of the Programme Board to which she/he is appointed and shall approve module marks determined by the board.

The focus of examiners' duties shall be at levels 5 and 6. However, examiners shall have discretion to sample and audit work at level 4 to be assured that it is appropriate preparation for study at level 5. For foundation degrees and UCPDs the focus shall be on all years.

External examiners shall be consulted on draft examination papers at levels 5 and 6, and for all levels for foundation degrees and UCPDs. To facilitate consideration by examiners model answers, outline solutions and related marking schemes, where appropriate, shall be provided along with draft papers. Such documents shall be provided to external examiners at least four months in advance of the examination itself. External examiners should also be consulted regarding the range of coursework tasks set across a programme. Where programmes are assessed via 100% coursework, external examiners should be consulted on all draft assessments.

External examiners shall normally be consulted regarding students' choice of projects and/or design exercises and/or dissertations where these are integral components of module assessment at level 5 and/or level 6.

The external examiner has the right to see all assessed work in order to select an appropriate sample for moderation and/or audit against marking schemes/model answers/outline solutions. Examiners shall have discretion to sample material necessary to render judgements about the consistency of internal marking. Detailed arrangements for selection shall be agreed with the external examiner in advance.

To assist the external examiner, it is expected that a reasonable sample of material would include:

- the assessment(s) marked highest overall
- a selection of passed assessments from each classification band
- any problematic assessments
- a sample of fails. At the external examiner's discretion all fails in dissertation/major projects can be reviewed.

Assessments include all components contributing to a module including coursework elements and examination scripts. The reference to 'problematic assessments' is

intended to cover a variety of eventualities where a department wants the particular advice of the external examiner. This would include, for example, exceptional cases where there is internal disagreement about a mark for a script or coursework assignment.

The external examiner has the right to see any worked scripts and other assessed assignments, including coursework, projects, dissertations which contribute to the module mark. Examiners shall have discretion to sample material which will allow them to render a judgement as to (a) the overall suitability of the assessment methods in practice, (b) the coherence of the assessment strategy and (c) the consistency of internal marking.

The external examiner shall conduct viva voce examinations in such exceptional cases as shall be determined by the Chair of the Programme Board in consultation with the external examiner.

The external examiner may meet with a small group of students in order to assist in evaluation of the appropriateness of assessment methodologies, as well as to assist the external examiner in forming a view on standards and on quality of delivery.

## **6.6 Reports from External Examiners**

External examiners are expected to give oral reports to the boards on which they sit, on at least an annual basis, summarising their views and raising any issues for consideration. **If examiners are unable to attend the board, they should make alternative arrangements to input into the meeting.**

### **6.6.1 Annual Reports**

External examiners are required to submit written reports on an annual basis to the University within one month after the main assessment board. Each report should be emailed to qaenquiries@dmu.ac.uk. The reports will be picked up by the Quality Officer (External Examiners/Awarding Bodies) who is responsible for ensuring that reports are considered and that any necessary actions are taken within the University.

Annual written reports should be completed on the form available on the Department of Academic Quality website. The report is a major source of information in the annual monitoring process. The report should contain clear information on academic standards and should advise on good practice, innovation and areas for enhancement. Each report should cover the following areas: academic standards and module content, academic standards and student performance, module assessment, delivery and support, programme management and development, assessment board and administration, outstanding issues and other key observations and collaborative provision, if applicable.

The final report made at the end of the term of office should give general observations based on the whole period as well as covering the year in question. Particular attention should be paid to any issues that have been raised, but not addressed during the examiner's period of office.

In the unlikely event of a report not being sufficiently clear or informative, the University may seek further details.

### **6.6.2 Supplementary Reports**

Supplementary reports may be submitted at any time where an examiner considers that issues have arisen which requires prompt attention. This report is intended to be exceptional and it will not be necessary for examiners to report on the satisfactory operation, or progress of the work, of the board.

An external examiner may send a separate report to the Vice-Chancellor on any matter which she/he deems necessary; such a report may be sent in confidence at any time. If an external examiner has serious concerns about issues related to standards within the institution, and has exhausted all internal procedures including a confidential report to the vice chancellor, they should access the independent mechanism for addressing concerns about standards and quality in higher education managed by QAA.

### **6.6.3 Action Arising from Reports of External Examiners**

The focus of action in relation to external examiners' reports is at Programme Board level. It is the responsibility of boards to consider the issues raised by external examiners and to determine an appropriate course of action. In responding, boards should avail themselves of the advice of external examiners and engage their examiners in a dialogue to ensure that their proposed course of action is acceptable to the examiner. The outcome of both the internal consideration by boards and the dialogue with external examiners should be recorded in relevant minutes or related reports to ensure all parties are aware of the action taken/to be taken. External examiners are asked to comment on the feedback they receive in response to their reports and to highlight issues which require (but have not received) attention.

## GLOSSARY OF TERMS RELATED TO THE UNDERGRADUATE SCHEME

The definitions in this glossary are intended for inclusion in information documents for students. It is recognised that more technical definitions are required for specialist use. Some of the terms, such as Named Academic Award, also have meanings outside the undergraduate scheme. It is important that the same definition is used throughout the University to avoid confusion.

|                                   |  |
|-----------------------------------|--|
| <b>COMPENSATION</b>               | A student may be awarded compensation for a module mark of 30-39% in accordance with award-specific regulations detailed in Chapter 3. Such compensation is not permitted for must-pass modules. Some programmes may not permit such compensation. Where compensation is allowed this can only apply to a maximum number of modules per level. These maxima are stated in the award-specific regulations in Chapter 3. Compensating credits are awarded at the level of study not in relation to particular modules. |
| <b>COURSE</b>                     | See entry for Programme, below   |
| <b>CREDIT</b>                     | A credit is recognition of completion of study over a notional number of learning hours. Each single module within the DMU undergraduate scheme has a credit value of 30, gained after successful assessment, equivalent to 300 hours of learning. Modules with other credit values (eg 15, 60) are also available.  |
| <b>Compensating credit</b>        | Compensating credits are awarded at the level of study not in relation to particular modules (see Compensation)  |
| <b>General credit</b>             | General credit is the total amount of credit a student may be awarded through RPL. General credit may have no validity for the purpose of transferring to another programme.   |
| <b>Specific credit</b>            | Specific credit for a module is awarded for a pass mark (40%) or above). Specific credit is also the amount of credit which is recognised when a student is admitted by RPL to a particular programme.   |
| <b>MODULE</b>                     | A module is a defined unit of learning at a specified academic level and a with specific credit rating value. Each module has a module template, which describes its indicative content, learning outcomes, assessment and re-assessment requirements.   |
| <b>Must take Module</b>           | A module which a student must take within their programme. Must take modules are eligible for compensation.  |
| <b>Must take/must pass module</b> | A module which a student must both take and pass within their programme. Compensation is not allowed.  |
| <b>Must pass module</b>           | A module which a student does not necessarily have to take within their programme. However if a student chooses to take a module of this type, it must then be passed. Compensation is not allowed.  |
| <b>Optional Module</b>            | A module which may be taken by a student within their programme. However the student is not obliged to take or pass the module. Optional modules are eligible for compensation.  |

|                             |   |
|-----------------------------|---|
| <b>Pre-requisite Module</b> | A pre-requisite module must be successfully completed before a student may begin to study another specified module within a programme.  |
| <b>NAMED ACADEMIC AWARD</b> | An academic award of the University achieved by a student after the successful completion of part or all of a taught programme or programme of research, such as BA, BSc Hons etc. Each named academic award includes the generic title and the approved subjects of the programme eg Bachelor of Arts in English or Bachelor of Science in Radio Production.   |
| <b>LEVELS<sup>17</sup></b>  | Undergraduate programmes are divided into three levels. Level 4 of a student's chosen programme of study is diagnostic: helping the student to assess their skills and interest in one or more subjects or disciplines. Levels 5 and 6 are summative, that is both the award, and in the case of a degree, the classification, are determined by the modules taken and passed, and the marks achieved.  |
| <b>PROGRAMME</b>            | <p>A combination of modules at the appropriate academic level(s) of study which when successfully completed lead to a named academic award. Programmes may be accredited by professional or statutory bodies, e.g. MPharm, and may also set programme-specific regulations which deviate in an agreed manner from the generic regulations of the University. Any accreditation or programme-specific regulations will be recorded in the appendix to this handbook.</p> <p>May also be called 'course'. Programme is the definition used for statutory purposes, for example by the Quality Assurance Agency for Higher Education (QAA) whilst course is often used in student-facing situations.</p> |
| <b>SUBJECT</b>              | A cognate area of academic endeavour, which could either be a recognised discipline such as Politics, or a professional area of study such as Nursing.  |

---

<sup>17</sup> The University adheres to the Framework for HE Qualifications for England, Wales and Northern Ireland and the Credit Framework for England, which designate undergraduate study as levels 4, 5 and 6. These typically equate to the three years of study for an undergraduate award.

## APPENDIX 1: TYPICAL UNDERGRADUATE AWARDS OF THE UNIVERSITY

| Award   | Total credits | Level of credits  | Notes   |
|---|---------------|---|---|
| Integrated (undergraduate) masters                        | 480           | At least 120 credits at Level 7. Remaining credits as per honours degree. | Classified. Cannot be used as an intermediate exit award.   |
| Honours degree (BA, BSc, LLB etc)                         | 360           | 120 at Level 6<br>120 at Level 5<br>120 at Level 4                        | Classified. Normally the end award but may be used as an intermediate exit award from integrated masters only.  |
| Graduate Diploma (Grad Dip)                               | 120           | At least 90 credits at Level 6  | Award of merit and distinction not available. Cannot be used as an intermediate exit award.   |
| Ordinary degree (non-honours)                             | 300           | 60 at Level 6<br>120 at Level 5<br>120 at Level 4                         | Not classified. Can be an end award but normally awarded as an intermediate exit award  |
| Graduate Certificate (Grad Cert)                          | 60            | 60 at Level 6   | Award of merit and distinction not available. Cannot be used as an intermediate exit award  |
| Foundation degree (FdA or FdSc)                           | 240           | 120 at Level 5<br>120 at Level 4  | Award of merit and distinction not available. Cannot be used as an intermediate exit award  |
| Higher National Diploma (HND)                             | 240           | 120 at Level 5<br>120 at Level 4  | Award of merit and distinction available both module and award level. Cannot be used as an intermediate exit award. HNDs are sometimes integrated into honours degree programmes. Student electing to study for an HND in such a case can, upon award of the HND, continue to study for the honours degree. |
| Diploma of Higher Education (DipHE)                       | 240           | 120 at Level 5<br>120 at Level 4  | Award of merit and distinction available only when used as an intended award.. Can in some circumstances be intended end award but normally an intermediate exit award.   |
| Higher National Certificate (HNC)                         | 120           | 30 at Level 5<br>90 at Level 4  | Award of merit and distinction available both module and award level. Cannot be used as an intermediate exit award.   |
| Certificate of Higher Education (CertHE)                  | 120           | 120 at Level 4  | Award of merit and distinction available only when used as an intended award. Can in some circumstances be intended end award but normally an intermediate exit award.  |
| University Certificate of Professional Development (UCPD) | 60            | Minimum 60 credits at Level 4.  | Award can be at Level 4, 5, 6 or a combination of these. At least 45 of the 60 credits must be at the level or higher at which the UCPD will be awarded. Merit and distinction available at award level. Cannot be used as an intermediate exit award.  |



## **DEFINITIONS**

### **End award**

The highest award available on a programme of study. Normally this will also be the student's intended award upon enrolment.

### **Intermediate exit award**

Other awards available within the programme of study which are eligible for award to students who do not meet the requirements of the end award but do meet the requirement for the exit award.

## **GRADUATE DIPLOMA/GRADUATE CERTIFICATE**

Where a student studies honours degree (level 6) modules in a subject in which they already have an honours degree, the student will not be eligible for a second honours degree but will be awarded a Graduate Diploma (120 credits) or Graduate Certificate (60 credits). For example, a student who has gained a BSc (Hons) award in pre-registration Nursing and who goes on to study post-registration Nursing modules at honours degree level will be awarded a graduate diploma on the accumulation of 120 level 6 credits.

The same RPL allowance will apply, which means that in certain specified programmes in the Faculty of Health and Life Sciences a proportion of RPL at level 6 would be available for the Graduate Diploma.

## **ADDITIONAL INFORMATION**

The above table does not provide a definitive list of all possible undergraduate awards of the University but cover the overwhelming majority of the provision offered. The definitions conform to the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications for England, Wales and Northern Ireland (QAA, August 2008) and in terms of their credit structure to the Higher Education Framework for England (UUK/QAA, August 2008).

Only those awards in the tables marked as being eligible as an intermediate exit award can be offered as intermediate exit awards. No additional awards within the Ordinances are available as intermediate exit awards.

Students studying for undergraduate awards which are marked as end qualifications only, ie UCPD, HNC, HND, foundation degree, can progress onto a higher award, eg UCPD to foundation degree or foundation degree to honours degree, where a progression route has been identified. Progression routes for foundation degrees must be identified at the programme planning stage and a foundation degree cannot be validated without one, although the progression route may be to an award at a different HEI. Where a progression route has not been identified, eg for some UCPDs or HNDs, then the proportion of credits eligible to be used via Recognition of Prior Learning (RPL) against the higher award will be determined by the admissions process to the higher award.

For further information on any of the above please contact the Senior Officer, Taught Programmes, Department of Academic Quality, Student and Academic Services.

**APPENDIX 2: Illustrative profiles for the operation of degree classification based on the best 105 credits at levels 5 and the best 105 credits at level 6, triple-weighted towards level 6**

| Example          | Profile        |                   | Identifying the best credits   |
|------------------|----------------|-------------------|--|
|                  | Credits        | Module Mark       |  |
| <b>Student A</b> | <b>Level 5</b> |                   | <p>In selecting the best 105 credits the lowest ranked module is the 15 credit reassessed module at 40%. Removing this mark leaves a level average of 71%</p>                                      |
|                  | 45             | 75% (counts x 3)  |  |
|                  | 45             | 68% (counts x 3)  | <p>In selecting the best 105 credits the lowest ranked module is a 45 credit module with a mark of 59%, of which 15 credits is excluded, leaving a level average of 68%.</p>                       |
|                  | 15             | 67% (counts x 1)  |  |
|                  | 15             | 40%* (counts x 1) | <p>The student is awarded a first class honours award, having fallen into the consideration band with an average for classification of 69% and with 75 level 6 credits in the first class band</p> |
|                  | <b>Level 6</b> |                   |  |
|                  | 45             | 73% (counts x 3)  | <p>*mark capped after reassessment</p>   |
|                  | 45             | 59% (counts x 3)  |  |
|                  | 30             | 70% (counts x 2)  |  |
| <b>Student B</b> | <b>Level 5</b> |                   | <p>In selecting the best 105 credits the lowest ranked module is the 30 credit reassessed module at 40%, of which 15 credits is excluded, leaving a level average of 47%</p>                       |
|                  | 30             | 45% (counts x 2)  |  |
|                  | 15             | 42% (counts x 1)  | <p>In selecting the best 105 credits the lowest ranked module is the 15 credit reassessed module at 40%. Removing this mark leaves a level average of 52%</p>                                      |
|                  | 15             | 59% (counts x 1)  |  |
|                  | 15             | 47% (counts x 1)  | <p>The student is awarded a 2:2 with an average for classification of 51%.</p>   |
|                  | 15             | 51% (counts x 1)  |  |
|                  | 15             | 40%* (counts x 2) | <p>*mark capped after reassessment</p>   |
|                  | <b>Level 6</b> |                   |  |
|                  | 30             | 51% (counts x 2)  | <p>*mark capped after reassessment</p>   |
|                  | 30             | 50% (counts x 2)  |  |
|                  | 15             | 55% (counts x 1)  |  |
|                  | 15             | 69% (counts x 1)  |  |
|                  | 15             | 41% (counts x 1)  |  |
|                  | 15             | 40%* (counts x 1) |  |

|                  |                |  |  |
|------------------|----------------|--|--|
| <b>Student C</b> | <b>Level 5</b> | 30 62% (counts x 2)<br>30 52% (counts x 2)<br>30 55% (counts x 2)<br>30 34%* (counts x 2)                              | In selecting the best 105 credits the lowest ranked module is the 30 credit compensated module at level 5 (34%), of which 15 credits is excluded, leaving a level average of 53%   |
|                  | <b>Level 6</b> | 30 61% (counts x 2)<br>30 68% (counts x 2)<br>30 55% (counts x 2)<br>30 67% (counts x 2)<br><br>*module is compensated | In selecting the best 105 credits the lowest ranked module is the 30 credit module marked at 55%, of which 15 credits is excluded, leaving a level average of 64%<br><br>The student is awarded a 2:1 with an average for classification of 61%.   |
| <b>Student D</b> | <b>Level 6</b> | 30 68% (counts x 2)<br>30 49% (counts x 2)<br>30 47% (counts x 2)<br>15 65% (counts x 1)<br>15 61% (counts x 1)        | This profile is for a level 6 entry student. In selecting the best 105 credits the lowest ranked module is the 30 credit module (47%) of which 15 credits will be excluded, leaving a level average of 58%, which is also the average for classification.<br><br>The student is awarded a 2:1, the average for classification having fallen into the consideration band, with 60 level 6 credits in the 2:1 band |

## **Register of Programme-Specific Regulations 2014/15 Undergraduate Programmes**

### **Foreword**

This register contains information regarding the University's undergraduate programmes which have regulations which differ from the generic University regulations as given in the *Handbook and Regulations for Undergraduate Awards*.

The register lists the programmes which have programme-specific regulations, grouped by the owning faculties, and highlights the sections of the undergraduate regulations for which the programme has an alternative, programme-specific regulation. The programme-specific regulation itself is given alongside the generic University version.

The programme-specific regulations within the register cover academic awards. Where a programme is professionally accredited students may have to adhere to professional codes of practice as set down by the relevant Professional, Statutory or Regulatory Body. Failure to adhere to these codes of practice may cause a student to fail modules irrespective of academic performance and in severe cases may lead to a student being terminated from the programme.

The University adheres to the Framework for HE Qualifications for England, Wales and Northern Ireland and the Credit Framework for England, which designate undergraduate study as levels 4, 5 and 6. These typically equate to the three years of study for an undergraduate award.

This register forms an appendix to the *Handbook and Regulations for Undergraduate Awards*. It is intended as a reference document for students and staff, and should be utilised at programme assessment boards at which progression and award decisions are made in relation to programmes in the register.

## **Contents**

|   | <b>Page No.</b> |
|---|-----------------|
| <b>Faculty of Art , Design and Humanities</b>   |                 |
| BA (Hons) Architecture                          | 05              |
| Master of Architecture (MArch)                  | 05              |
| MDes Design Products                            | 06              |
| MDes Interior Design                            | 07              |
| <br>  |                 |
| <b>Faculty of Business and Law</b>              |                 |
| MAccFin (Hons) Accounting and Finance           | 08              |
| MBus (Hons) Business and Management             | 08              |
| LLB (Hons) Business Law                         | 09              |
| Graduate Certificate in International Business  | 10              |
| LLB (Hons) Law                                  | 10              |
| LLB (Hons) Law and Criminal Justice             | 11              |
| LLB (Hons) Law, Human Rights and Social Justice | 12              |
| CertHE Leadership in Management                 | 13              |
| DipHE Leadership in Management                  | 13              |
| <br>  |                 |
| <b>Faculty of Health and Life Sciences</b>      |                 |
| BSc (Hons) Biomedical Science                   | 14              |
| BSc (Hons) Clinical Midwifery                   | 14              |
| FdA Community Justice                           | 15              |
| BA (Hons) Community Justice                     | 16              |
| Graduate Diploma in Community Justice           | 16              |
| FdSc Dental Technology                          | 17              |
| BSc (Hons) Environmental Protection             | 17              |
| BSc (Hons) Health and Professional Practice     | 18              |

|  |    |
|--|----|
| BSc (Hons) Healthcare Science (all pathways)   | 19 |
| FdSc Healthcare Science  | 19 |
| FdSc Hearing Aid Audiology   | 19 |
| BSc (Hons) Human Communication (Speech and Language Therapy)   | 20 |
| BSc (Hons) International Nursing Studies   | 22 |
| BSc (Hons) Midwifery (pre-registration) (B72P44)   | 23 |
| BSc (Hons) Midwifery (pre-registration) shortened version  | 24 |
| BSc (Hons) Midwifery (pre-registration) (B72048)   | 25 |
| BSc (Hons) Midwifery (pre-registration) shortened version (B72P47)   | 26 |
| BSc/GradCert Non-Medical Prescribing   | 27 |
| BSc (Hons) Nursing (B70P43)  | 27 |
| BSc (Hons) Nursing (B70052)  | 28 |
| BSc (Hons) Nursing (Decelerated pathway)   | 29 |
| BSc (Hons) Nursing (Dual registration pathway)   | 30 |
| DipHE Nursing  | 31 |
| Advanced Diploma of HE in Nursing with Registration to the Professional Register of the Nursing and Midwifery Council – pathways in:<br>Adult; Child; Mental Health; Learning Disability | 32 |
| BA (Hons) Nursing Practice   | 33 |
| MPharm Pharmacy (old programme)  | 34 |
| MPharm Pharmacy (new programme)  | 35 |
| BSc (Hons) Practice Education  | 36 |
| BSc Practice Nursing   | 36 |
| FdA Policing   | 37 |
| BA (Hons) Social Work (pre 2013)   | 37 |
| BA (Hons) Social Work (2013 onwards)   | 39 |
| BSc (Hons) Specialist Community Public Health Nursing  | 40 |

|  |    |
|--|----|
| BSc (Hons) Specialist Nursing Practice –Neonates   | 41 |
| BSc (Hons) Specialist Practitioner – pathways in:<br>Adult Nursing; Children’s Nursing; Community Learning Disabilities<br>Nursing; Community Mental Health Nursing; District Nursing; General<br>Practice Nursing; Mental Health Nursing; Learning Disabilities Nursing | 42 |
| BA (Hons) Youth Work and Community Development   | 43 |

### **Faculty of Technology**

|  |    |
|--|----|
| BSc (Hons) Audio Recording Technology      | 44 |
| BEng (Hons) Electronic Engineering         | 45 |
| BSc (Hons) Media Production                | 46 |
| BSc (Hons) Media Technology                | 47 |
| BSc (Hons) Music Technology                | 48 |
| BSc (Hons) Radio Production and Technology | 49 |

## FACULTY OF ART, DESIGN AND HUMANITIES

**Programme title/award:**  
BA(Hons) in Architecture

**Programme code:**  
K10041 FT; K10042 PT

**Owning Faculty:**  
Art, Design and Humanities

**Owning Board:**  
Architecture

**Name of professional/statutory/regulatory body:**  
Royal Institute of British Architects (RIBA)  
Architects Registration Board (ARB)

| University generic regulation  | Programme-specific regulation   |
|--|---|
| 1.3 Credit accumulation and compensation   | Students are not eligible for compensation. All modules are mandatory modules and therefore students must achieve a pass mark of 40%. |
| 3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6 | To progress from Level 4 to Level 5, and from Level 5 to Level 6, a student must have passed at least 120 credits.                    |

**Programme title/award:**  
Master of Architecture  
(MArch)

**Programme code:**  
K10047 FT; K10048 PT

**Owning Faculty:**  
Art, Design and Humanities

**Owning Board:**  
Architecture

**Name of professional/statutory/regulatory body:**  
Royal Institute of British Architects (RIBA)  
Architects' Registration Board (ARB)

| University generic regulation                | Programme-specific regulation  |
|--|--|
| 1.2 Credit accumulation and award            | To gain the award of MArch a student requires 240 credits of which 120 are at level 7 and 120 are at level 6.  |
| 1.3 Credit accumulation and compensation     | Students are not eligible for compensation. All modules are must-pass modules and therefore students must achieve a pass mark of 40%.                    |
| 2.2.2 Substitution of Failed Modules         | The generic regulation is not applicable to the MArch.   |
| 3.1.3; 3.1.8 Progression from level to level | Students must pass all modules in the year of study before progressing to the next year of study. This applies to both full-time and part-time students. |



|  |   |
|--|---|
| 3.1.12 Reassessment Opportunities at Level 6 | Students are entitled to one reassessment only in each of the modules on the programme.   |
| 3.1.15 Honours Degree Classification         | <p>For FT and PT MArch students, classification will be based upon the best 105 credits from FT programme Year 1 (modules ARCH3411; ARCH3412; ARCH3413; ARCH5013) and the best 105 credits from FT programme Year 2 (modules ARCH5011; ARCH3414; ARCH5012), with FT programme Year 2 triple-weighted.</p> <p>ARCH5012 Comprehensive Design Project must always be included irrespective of the mark in this module.</p> <p>For students who start the programme at the beginning of the second year (with 120 credits RPL) classification will be based upon ARCH5012 and the best 45 credits from ARCH3414 and ARCH5011.</p> |

**Programme title/award:**  
**Master of Design (MDes) Design Products**

**Programme code:**  
**W24047**

**Owning Faculty:**  
**Art, Design and Humanities**

**Owning Board:**  
**Design Products**

**Name of professional/statutory/regulatory body: N/A**

| <b>University generic regulation</b>                 | <b>Programme-specific regulation</b>   |
|--|--|
| 3.1.16 Integrated (undergraduate) Masters programmes | Classification will be based upon the best 105 level 6 and best 105 level 7 modules, triple-weighted towards level 7 |

**Programme title/award:**  
**Master of Design (MDes) Interior  
Design**

**Programme code:**  
**W25043**

**Owning Faculty:**  
**Art, Design and Humanities**

**Owning Board:**  
**Interior Design**

**Name of professional/statutory/regulatory body: N/A**

| <b>University generic regulation</b>                 | <b>Programme-specific regulation</b>   |
|--|--|
| 3.1.16 Integrated (undergraduate) Masters programmes | Classification will be based upon the best 105 level 6 and best 105 level 7 modules, triple-weighted towards level 7 |

## FACULTY OF BUSINESS AND LAW

**Programme title/award:**  
MAccFin (Hons) Accounting and  
Finance

**Programme code:**  
TBC

**Owning Faculty:**  
Business and Law

**Owning Board:**  
Accounting and Finance

**Name of professional/statutory/regulatory body:** TBC

| University generic regulation                           | Programme-specific regulation  |
|---|--|
| 3.1.16 Integrated (undergraduate)<br>Masters programmes | Classification will be based on the module averages for each level as follows:<br>The best 225 credits of the 240 credits at level 5 and 6, single-weighted, and the best 105 credits of the 120 credits taken at level 7, triple-weighted.<br><br>Level 5 average* = 20% of classification<br>Level 6 average* = 20% of classification<br>Level 7 average* = 60% of classification<br><br>*With necessary module marks excluded from the calculation. |

**Programme title/award:**  
MBus (Hons) Business and  
Management

**Programme code:**  
N10065

**Owning Faculty:**  
Business and Law

**Owning Board:**  
Strategic Management and Marketing

**Name of professional/statutory/regulatory body:** N/A

| University generic regulation                           | Programme-specific regulation  |
|---|--|
| 3.1.16 Integrated (undergraduate)<br>Masters programmes | Classification will be based upon an average of the best 225 credits at levels 5 and 6 and the best 105 credits at level 7. The average of the level 5 marks will amount to 20% of the overall average for classification with the average of the level 6 and 7 marks accounting for 80% |

**Programme title/award:**  
**LLB (Hons) Business Law**

**Programme code:**  
**M22141**

**Owning Faculty:**  
**Business and Law**

**Owning Board:**  
**Law**

**Name of professional/statutory/regulatory body:**  
**The Law Society and Bar Council**

| <b>University generic regulation</b>                        | <b>Programme-specific regulation</b>   |
|---|--|
| 3.1.6 Progression of part-time students, level 4 to level 5 | <p>To progress from one year of part-time study to the next a student will normally have no module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to proceed to study any module at level 5 a student must generally have been credited with passes in at least two 30 credit modules at level 4. If level 5 studies are commenced prior to completion of all level 4 modules then normally all outstanding level 4 modules must be assessed (or reassessed as the case may be) at the same time as those level 5 modules are assessed for the first time.</p>                          |
| 3.1.6 Progression of part-time students, level 5 to level 6 | <p>To progress from one year of part-time study to the next a student will normally have no module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to study any module at level 6 a student must generally have passed all level 4 modules and have been credited with passes in at least two 30 credit modules at level 5. If level 6 studies are commenced prior to completion of all level 5 modules then normally all outstanding level 5 modules must be assessed (or reassessed as the case may be) at the same time as those level 6 modules are assessed for the first time.</p> |

**Programme title/award:**  
**GradCert in International Business**

**Programme code:**  
**N10053/N10054**

**Owning Faculty:**  
**Business and Law**

**Owning Board:**  
**Strategic Management and Marketing**

**Name of professional/statutory/regulatory body:**  
**N/A**

| <b>University generic regulation</b>         | <b>Programme-specific regulation</b>  |
|--|---|
| 1.6.2 Maximum period of registration         | The maximum period of registration for the programme will be 18 months FT   |
| 1.3 Credit accumulation and compensation     | All modules must be passed at 40%. No compensation is available.  |
| 3.1.12 Reassessment opportunities at level 6 | Each module may be reassessed on one occasion only. Any module failed for a second time will result in a student failing the programme. |

**Programme title/award:**  
**LLB (Hons) Law**

**Programme code:**  
**M10041 and M10048**

**Owning Faculty:**  
**Business and Law**

**Owning Board:**  
**Law**

**Name of professional/statutory/regulatory body:**  
**The Law Society and Bar Council**

| <b>University generic regulation</b>                        | <b>Programme-specific regulation</b>  |
|---|---|
| 3.1.6 Progression of part-time students: level 4 to level 5 | <p>To progress from one year of part-time study to the next a student will normally have no module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to proceed to study any module at level 5 a student must generally have been credited with passes in at least two 30 credit modules at level 4. If level 5 studies are commenced prior to completion of all level 4 modules then normally all outstanding level 4 modules must be assessed (or reassessed as the case may be) at the same time as those level 5 modules are assessed for the first time.</p> |
| 3.1.6 Progression of part-time students, level 5 to level 6 | To progress from one year of part-time study to the next a student will normally have no  |

|  |   |
|--|---|
|  | <p>module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to study any module at level 6 a student must generally have passed all level 4 (1) modules and have been credited with passes in at least two 30 credit modules at level 5. If level 6 studies are commenced prior to completion of all level 5 modules then normally all outstanding level 5 modules must be assessed (or reassessed as the case may be) at the same time as those level 6 modules are assessed for the first time.</p> |
|--|---|

**Programme title/award:**  
LLB (Hons) Law and Criminal Justice

**Programme code:**  
M21141 and M21144

**Owning Faculty:**  
Business and Law

**Owning Board:**  
Law

**Name of professional/statutory/regulatory body:**  
The Law Society and Bar Council

| <b>University generic regulation</b>                        | <b>Programme-specific regulation</b>  |
|---|---|
| 3.1.6 Progression of part time students, level 4 to level 5 | <p>To progress from one year of part-time study to the next a student will normally have no module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to proceed to study any module at level 5 a student must generally have been credited with passes in at least two 30 credit modules at level 4. If level 5 studies are commenced prior to completion of all level 4 modules then normally all outstanding level 4 modules must be assessed (or reassessed as the case may be) at the same time as those level 5 modules are assessed for the first time.</p> |
| 3.1.6 Progression of part-time students, level 5 to level 6 | <p>To progress from one year of part-time study to the next a student will normally have no module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to study any module at level 6 a student must generally have passed all level 4 modules and have been credited with passes in at least two 30 credit modules at level 5. If level 6 studies are commenced prior to</p>   |

|  |  |
|--|--|
|  | completion of all level 5 modules then normally all outstanding level 5 modules must be assessed (or reassessed as the case may be) at the same time as those level 6 modules are assessed for the first time. |
|--|--|

**Programme title/award:**  
**LLB (Hons) Law, Human Rights and Social Justice**  
**(previously LLB (Hons) Welfare Law)**

**Programme code:**  
**M20041 and M20042**

**Owning Faculty:**  
**Business and Law**

**Owning Board:**  
**Law**

**Name of professional/statutory/regulatory body:**  
**The Law Society and Bar Council**

| <b>University generic regulation</b>                        | <b>Programme-specific regulation</b>   |
|---|--|
| 3.1.6 Progression of part-time students, level 4 to level 5 | <p>To progress from one year of part-time study to the next a student will normally have no module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to proceed to study any module at level 5 a student must generally have been credited with passes in at least two 30 credit modules at level 4. If level 5 studies are commenced prior to completion of all level 4 modules then normally all outstanding level 4 modules must be assessed (or reassessed as the case may be) at the same time as those level 5 modules are assessed for the first time.</p>                          |
| 3.1.6 Progression of part-time students, level 5 to level 6 | <p>To progress from one year of part-time study to the next a student will normally have no module mark below 30% and have achieved an average of 40% in all modules studied after reassessment.</p> <p>In order to study any module at level 6 a student must generally have passed all level 4 modules and have been credited with passes in at least two 30 credit modules at level 5. If level 6 studies are commenced prior to completion of all level 5 modules then normally all outstanding level 5 modules must be assessed (or reassessed as the case may be) at the same time as those level 6 modules are assessed for the first time.</p> |

**Programme title/award:**  
**CertHE Leadership in Management**  
(for Norfolk Constabulary)

**Programme code:**  
**N20047**

**Owning Faculty:**  
**Business and Law**

**Owning Board:**  
**Corporate Development**

**Name of professional/statutory/regulatory body: N/A**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>   |
|---------------------------------------|--|
| 3.4.1 Minimum requirements for CertHE | A distinction may be awarded if a student has an average of 70% or above across the 120 credits of the programme.<br><br>A merit may be awarded if a student has an average of 60% or above across the 120 credits of the programme. |

**Programme title/award:**  
**DipHE Leadership in Management**  
(for Norfolk Constabulary)

**Programme code:**  
**N20048**

**Owning Faculty:**  
**Business and Law**

**Owning Board:**  
**Corporate Development**

**Name of professional/statutory/regulatory body: N/A**

| <b>University generic regulation</b> | <b>Programme-specific regulation</b>   |
|--------------------------------------|--|
| 3.3.1 Minimum requirements for DipHE | A distinction may be awarded if a student has an average of 70% or above across their last 120 level 5 credits.<br><br>A merit may be awarded if a student has an average of 60% or above across their last 120 level 5 credits. |



## FACULTY OF HEALTH AND LIFE SCIENCES

**Programme title/award:**  
BSc (Hons) Biomedical Science

**Programme code:**  
B90044

**Owning Faculty:**  
Health and Life Sciences

**Owning Board:**  
Clinical Sciences

**Name of professional/statutory/regulatory body:**  
Institute of Biomedical Science

| University generic regulation            | Programme-specific regulation  |
|--|--|
| 1.3 Credit accumulation and compensation | At levels 4 and 5 generic regulations apply.<br><br>At level 6 all modules must be passed at 40% and no compensation is available. |
| 3.1.15 Honours degree classification     | Students study 135 level 6 credits. Degree classification is calculated from the best 225 from 255 level 5 and 6 credits.          |

**Programme title/award:**  
BSc (Hons) Clinical Midwifery  
(running out)

**Programme code:**  
B72041

**Owning Faculty:**  
Health and Life Sciences

**Owning Board:**  
Nursing and Midwifery

**Name of professional/statutory/regulatory body:**  
Nursing and Midwifery Council

| University generic regulation  | Programme-specific regulation   |
|--|---|
| 1.2 Credit accumulation and awards   | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.                              |
| 2.5.1 The Recognition of Prior Learning Process  | For non-honours students 15 credits of RPL are available at level 6.<br>For honours students 45 credits of RPL are available at level 6 |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6 | All modules must be passed at 40%. No compensation is available.  |
| 3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at  | A student will have a maximum of 90 credits of reassessment opportunities at each level of  |

|   |   |
|---|---|
| level 5<br>3.1.12 Reassessment opportunities at level 6   | study   |
| 3.1.5 Repeating level 4 study                             | The regulation is not applicable to this programme  |
| 3.1.1 Minimum requirements for honours degree eligibility | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines |

**Programme title/award:**  
**FdA Community Justice**

**Programme code:**  
**L56043**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Criminology, Criminal Justice and Psychology**

**Name of professional/statutory/regulatory body:**  
**National Offender Management Service**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.   |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 (1) to level 5 (2) | All modules must be passed at 40%. No compensation is available.   |
| 3.1.4 Reassessment in level 4 (1) modules<br>3.1.11 Reassessment opportunities at level 5 (2) | Up to 90 credits of reassessment opportunities are available per level of study. A student may have only one reassessment attempt at the 45 credit module and may utilise up to 45 credits of reassessment for the remaining modules, with a maximum of two reassessment attempts at any one module. |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme   |
| 3.3.8 Award of distinction or merit within foundation degree                                  | The programme does not attract a merit or distinction classification. On successful completion of the programme a pass is awarded.   |

**Programme title/award:**  
**BA (Hons) Community Justice**

**Programme code:**  
**L56044**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Criminology, Criminal Justice and  
Psychology**

**Name of professional/statutory/regulatory body:**  
**National Offender Management Service**

| <b>University generic regulation</b>             | <b>Programme-specific regulation</b>  |
|--|---|
| 1.2 Credit accumulation and awards               | All module components must be passed at 40%.  |
| 1.3 Credit accumulation and compensation         | All modules must be passed at 40%. No compensation is available.  |
| 3.1.12 Reassessment opportunities at level 6 (3) | Up to 90 credits of reassessment opportunities are available. A student may have only one reassessment attempt at the 45 credit module and may utilise up to 45 credits of reassessment for the remaining modules, with a maximum of two reassessment attempts at any one module. |
| 3.1.15 Honours degree classification             | This is a level 6 programme and is therefore classified on the best 105 level 6 credits.  |

**Programme title/award:**  
**Graduate Diploma in Community  
Justice**

**Programme code:**  
**L56091**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Criminology, Criminal Justice and  
Psychology**

**Name of professional/statutory/regulatory body:**  
**National Offender Management Service**

| <b>University generic regulation</b>             | <b>Programme-specific regulation</b>   |
|--|--|
| 1.2 Credit accumulation and awards               | All module components must be passed at 40%.   |
| 1.3 Credit accumulation and compensation         | All modules must be passed at 40%. No compensation is available.   |
| 3.1.12 Reassessment opportunities at level 6 (3) | Up to 90 credits of reassessment opportunities are available. A student may have only one reassessment attempt at the 45 credit module and may utilise up to 45 credits of |

|  |  |
|--|--|
|  | reassessment for the remaining modules, with a maximum of two reassessment attempts at any one module. |
|--|--|

**Programme title/award:**  
FdSc Dental Technology

**Programme code:**  
B84011

**Owning Faculty:**  
Health and Life Sciences

**Owning Board:**  
Clinical Sciences

**Name of professional/statutory/regulatory body:**  
General Dental Council

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>                             |
|---|--|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.                     |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5 | All modules must be passed at 40%. No compensation is available. |

**Programme title/award:**  
BSc (Hons) Environmental Protection

**Programme code:**  
F80042

**Owning Faculty:**  
Health and Life Sciences

**Owning Board:**

**Name of professional/statutory/regulatory body:** N/A

| <b>University generic regulation</b> | <b>Programme-specific regulation</b>  |
|--------------------------------------|---|
| 3.1.15 Honours degree classification | Students study 180 credits at level 6. Degree classification is calculated on the best 150 credits from 180 |

**Programme title/award:**  
**BSc (Hons) Health and Professional Practice**

**Programme code:**  
**B70051**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body: N/A**

| <b>University generic regulation</b>            | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards              | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation        | All modules must be passed at 40%. No compensation is available.   |
| 2.5.1 The Recognition of Prior Learning Process | For non-honours students 15 credits of RPL are available at level 6.<br>For honours students 45 credits of RPL are available at level 6  |
| 3.1.12 Reassessment opportunities at level 6    | 60 credits of reassessment are available. A student will have a maximum of two attempts at assessment in any one module  |
| 3.1.15 Honours degree classification            | This is a level 6 programme and is therefore classified on the best 105 level 6 credits.<br><br>Where a student has studied and passed more than 120 credits, degree classification will be based an average of the total number of credits, excluding the 30 credits with the lowest mark(s). Where a student has studied and passed less than 120 level 6 credits (due to RPL) classification will be based upon the average of the marks for all modules studied. |

**Programme title/award:**  
**BSc (Hons) Healthcare Science**

**Programme code:**  
**B14041 (Audiology)**  
**B19043 (Cardiovascular, Respiratory and Sleep Sciences)**  
**F35041 (Medical Physics)**  
**B61045 Audiology top-up**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Clinical Sciences**

**Name of professional/statutory/regulatory body: N/A**

| <b>University generic regulation</b>     | <b>Programme-specific regulation</b>                             |
|--|--|
| 1.3 Credit accumulation and compensation | All modules must be passed at 40%. No compensation is available. |
| 3.1.5 Repeating level 4 study            | The regulation is not applicable to this programme               |

**Programme title/award:**  
**FdSc Healthcare Science**  
(running out)

**Programme code:**  
**B90012**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Clinical Sciences**

**Name of professional/statutory/regulatory body: N/A**

| <b>University generic regulation</b> | <b>Programme-specific regulation</b>        |
|--------------------------------------|---|
| 1.1 Programmes and modules           | The programme consists of 20 credit modules |

**Programme title/award:**  
**FdSc Hearing Aid Audiology**

**Programme code:**  
**B61011**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Speech and Language Therapy/Audiology**

**Name of professional/statutory/regulatory body:**  
**Hearing Aid Council**

| <b>University generic regulation</b>      | <b>Programme-specific regulation</b>   |
|---|--|
| 3.3.2 Progression from level 4 to level 5 | Students are not eligible for compensation. All modules are mandatory modules and students must achieve a pass mark of 40%.<br><br>Students must pass all the practice competencies contained within level 4 |

|  |   |
|--|---|
|  | AUDY1405 to progress to level 5.  |
| 3.3.3 Reassessment in level 4 modules<br>3.3.7 Reassessment in level 5 modules | A student will have a maximum of 90 credits of reassessment opportunities at each level of study. On the accelerated programme students will have a maximum of 90 credits of reassessment opportunities for the entire programme. |
| 3.3.1 Minimum requirements for foundation degree eligibility                   | Students must complete the personal Hearing Aid Audiology reflective portfolio of their practical training through the two years.   |

**Programme title/award:**  
**BSc (Hons) Human Communication**  
**(Speech and Language Therapy)**

**Programme code:**  
**B60041**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Speech and Language Therapy/Audiology**

**Name of professional/statutory/regulatory body:**  
**Health Professions Council**

| <b>University generic regulation</b>   | <b>Programme-specific regulation</b>  |
|--|---|
| 1.2 Credit accumulation and awards   | Students must achieve 420 credits to gain the award   |
| 1.3 Credit accumulation and compensation   | Students are not eligible for compensation. All modules are mandatory modules and students must achieve a pass mark of 40%.   |
| 3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6 | <p><b>Full-time students</b></p> <p>Students may normally only proceed into level 5 on successful completion of all level 4 modules except that students may proceed carrying 1 failed component (practical phonetic transcription) of SALT1003 (Phonetics and Phonology) providing this is retrieved during level 5 (Component Phase Test 1 – practical phonetics test, threshold 66%).</p> <p>Students may normally only proceed into level 6 on successful completion of all level 5 modules except that students may proceed carrying 1 failed component (practical phonetic transcription) of SALT2004 (Clinical Linguistic Assessments) providing this is retrieved during level 6 (Component Phase Test 1 – phonetics oral, threshold 66%).</p> <p>Students may normally only proceed into the</p> |

|   |   |
|---|---|
|   | <p>final 60 credits at level 6 on successful completion of the first 120 credits of level 6 modules.</p> <p><b>Part-time students</b><br/>Students studying part-time must normally successfully complete all modules in each year of study before proceeding to the next except that students may proceed carrying 1 failed component (practical phonetic transcription) of SALT1003 (Phonetics and Phonology) and SALT2004 (Clinical Linguistic Assessment) providing that the failed component is retrieved in the next year of study.</p> |
| 3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study  |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme  |
| 3.1.12 Reassessment opportunities at level 6  | <p>Students who fail the clinical placement report or the video tutorial in SALT3333 and/or SALT3044 may have only one reassessment opportunity between the two modules. Students exceeding this will only be eligible for an academic award without eligibility for state registration – BSc (Hons) Human Communication.</p> <p>There is a maximum of 90 credits of reassessment available within the 180 level 6 credits</p>  |
| 3.1.1 Minimum requirements for honours degree eligibility                             | Students who fail the project module receive the award BSc/BSc (Hons) Human Communication under generic University regulations. This award does not entitle graduates to apply to the HPC for state registration.   |
| 3.1.1 Minimum requirements for honours degree eligibility                             | Students must have successfully completed all modules with no mark less than 40%.   |
| 3.1.15 Honours degree classification  | <p>Classification is based upon the best 225 credits from the 255 credits at levels 5 and 6.</p> <p>45 credits across levels 5 and 6 are pass/fail and are excluded</p> <p>For the academic, non-accredited exit award, the BSc (Hons) Human Communication, the best 120 level 6 credits should be utilised within the classification algorithm but no</p>  |



|                                   |  |
|-----------------------------------|--|
|                                   | consideration band will be applied as the lowest module results have already been discounted.  |
| 2.6 Award of credit for placement | <p><b>Fitness to practice:</b><br/> Students must attend for Occupational Health Assessment if asked to do so by the programme leader or deputy. Students who experience such health issues as to render them unable to practice safely and effectively may, at the discretion of the programme board, be unable to pursue the professional programme.</p> |

**Programme title/award:**  
**BSc (Hons) International Nursing Studies**

**Programme code:**  
**B70055**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>         | <b>Programme-specific regulation</b>   |
|--|--|
| 1.2 Credit accumulation and awards           | <p>All module components must be passed at 40%.</p> <p>All zero-credit (pass/fail) components must be passed.</p>  |
| 1.3 Credit accumulation and compensation     | All modules must be passed at 40%. No compensation is available.   |
| 3.1.12 Reassessment opportunities at level 6 | TBC  |
| 3.1.15 Honours degree classification         | <p>This is a level 6 programme and is therefore classified on the best 105 level 6 credits.</p> <p>Where a student has studied and passed more than 120 credits, degree classification will be based on an average of the total number of credits excluding the 30 credits with the lowest mark(s).</p> <p>Where a student has studied and passed less than 120 level 6 credits (due to RPL) classification will be based upon the average of the marks for all modules studied.</p> |

**Programme title/award:**  
**BSc (Hons) Midwifery (pre-  
 registration)**

**Programme code:**  
**B72P44**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of  
 professional/statutory/regulatory  
 body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.  |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6  | All modules must be passed at 40%. No compensation is available.  |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study.<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme. |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme  |
| 3.1.1 Minimum requirements for honours degree eligibility   | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure  |

**Programme title/award:**  
**BSc (Hons) Midwifery (pre-  
 registration) shortened version**

**Programme code:**  
**B72P49**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of  
 professional/statutory/regulatory  
 body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>                      | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards                        | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.  |
| 1.3 Credit accumulation and compensation                  | All modules must be passed at 40%. No compensation is available.  |
| 2.2.3 Availability of reassessment opportunities          | A student will have a maximum of 90 credits of reassessment opportunities at each level of study.<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme. |
| 3.1.1 Minimum requirements for honours degree eligibility | Students must complete 120 credits at level 6 to achieve a BSc (Hons) Midwifery (shortened) with NMC registration as a midwife.<br><br>Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure.                                    |
| 3.1.15 Honours degree classification                      | This is a level 6 programme and is therefore classified on the best 105 level 6 credits   |

**Programme title/award:**  
**BSc (Hons) Midwifery (pre-  
 registration)**

**Programme code:**  
**B72048**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of  
 professional/statutory/regulatory  
 body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.  |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6  | All modules must be passed at 40%. No compensation is available.  |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study.<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme. |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme  |
| 3.1.1 Minimum requirements for honours degree eligibility   | Students must complete 120 credits at level 6 to achieve a BSc (Hons) Midwifery with NMC registration as a midwife.<br><br>Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or though the Fitness to Practice procedure.   |

**Programme title/award:  
BSc (Hons) Midwifery (pre-  
registration) shortened version)**

**Programme code:  
B72P47**

**Owning Faculty:  
Health and Life Sciences**

**Owning Board:  
Nursing and Midwifery**

**Name of  
professional/statutory/regulatory  
body:  
Nursing and Midwifery Council**

| <b>University generic regulation</b>   | <b>Programme-specific regulation</b>  |
|--|---|
| 1.2 Credit accumulation and awards   | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.  |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 5 to level 6  | All modules must be passed at 40%. No compensation is available.  |
| 2.2.3 Availability of reassessment opportunities<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study.<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme. |
| 3.1.1 Minimum requirements for honours degree eligibility  | Students must complete 60 credits at level 5 and 120 credits at level 6 to achieve a BSc (Hons) Midwifery (shortened) with NMC registration as a midwife.<br><br>Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure.          |
| 3.1.15 Honours degree classification   | Degree classification will be based upon 60 credits at level 5 and the best 105 credits at level 6, triple-weighted towards level 6.  |

**Programme title/award:**  
**BSc/GradCert Non-Medical  
 Prescribing**

**Programme code:**  
**B70042**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/  
 statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>         | <b>Programme-specific regulation</b>                                    |
|--|---|
| 3.1.12 Reassessment opportunities at level 6 | A student will be allowed one reassessment attempt only at each module. |

**Programme title/award:**  
**BSc (Hons) Nursing**

**Programme code:**  
**B70P43**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6  | All modules must be passed at 40%. No compensation is available.   |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme   |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme. |
|   |  |

|   |  |
|---|--|
| 3.1.1 Minimum requirements for honours degree eligibility | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure |
|---|--|

**Programme title/award:  
BSc (Hons) Nursing**

**Programme code:  
B70052**

**Owning Faculty:  
Health and Life Sciences**

**Owning Board:  
Nursing and Midwifery**

**Name of professional/statutory/regulatory body:  
Nursing and Midwifery Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.  |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6  | All modules must be passed at 40%. No compensation is available.  |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme  |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme. The second progression point as outlined by the NMC is to be achieved by the end of Level 5 study. Therefore a student must complete all modules successfully at level 5, including retrieval of any failure, within 12 weeks of completion of the second year of the programme. |
| 3.1.1 Minimum requirements for honours degree eligibility   | Exceptionally a student who has gained sufficient credit for the award may fail to  |

|  |   |
|--|---|
|  | achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure |
|--|---|

**Programme title/award:**  
**BSc (Hons) Nursing**  
**(Decelerated pathway)**

**Programme code:**  
**B70053**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6  | All modules must be passed at 40%. No compensation is available.   |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme   |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study<br><br>The progression points as outlined by the NMC are at an eighteen month intervals. All requirements for award and registration will be met at four years rather than three. |
| 3.1.1 Minimum requirements for honours degree eligibility   | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure   |



**Programme title/award:**  
**BSc (Hons) Nursing**  
**(Dual registration pathway)**

**Programme code:**  
**B70054**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| University generic regulation   | Programme-specific regulation  |
|---|--|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6  | All modules must be passed at 40%. No compensation is available.   |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme   |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study<br><br>The progression points as outlined by the NMC are at an eighteen month intervals. All requirements for award and registration will be met at four years rather than three. |
| 3.1.1 Minimum requirements for honours degree eligibility   | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure   |

**Programme title/award:**  
**DipHE Nursing**

**Programme code:**  
**B70P45**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br>All zero-credit (pass/fail) components must be passed.  |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5   | No compensation is available.   |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme  |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.10 Reassessment opportunities at level 5 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study.<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme.   |
| 3.3.1 Minimum requirements for DipHE  | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure.<br><br>A distinction may be awarded if a student has an average of 70% or above across their last 120 level 5 credits.<br><br>A merit may be awarded if a student has an average of 60% or above across their last 120 level 5 credits. |

**Programme title/award:**  
**Advanced Diploma of HE in Nursing  
with Registration to the Professional  
Register of the Nursing and Midwifery  
Council – pathways in:**  
**Adult; Child; Mental Health; Learning  
Disability**

**Programme code:**  
**B70P45**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.<br>All zero-credit (pass/fail) components must be passed.<br><br>Students must achieve at least 60% in all level 4 modules and some specified level 5 modules.  |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5   | No compensation is available.  |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme   |
| 2.2.3 Availability of reassessment opportunities<br>3.1.4 Reassessment in level 4 modules<br>3.1.10 Reassessment opportunities at level 5 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study.<br><br>The first progression point as outlined by the NMC is to be achieved by the end of level 4 study. Therefore a student must complete all modules successfully at level 4, including retrieval of any failure, within 12 weeks of completion of the first year of the programme.      |
| 3.3.1 Minimum requirements for DipHE  | Students are required to achieve an additional 60 credits at level 6<br><br>Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure.<br><br>A distinction may be awarded if a student has an average of 70% or above across the level 5 |

|  |   |
|--|---|
|  | <p>and 6 modules.</p> <p>A merit may be awarded if a student has an average of 60% or above across the level 5 and 6 modules.</p> |
|--|---|

**Programme title/award:**  
BA (Hons) Nursing Practice

**Programme code:**  
B70047

**Owning Faculty:**  
Health and Life Sciences

**Owning Board:**  
Nursing and Midwifery

**Name of professional/statutory/regulatory body:**  
Nursing and Midwifery Council

| <b>University generic regulation</b>                      | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards                        | <p>All module components must be passed at 40%.</p> <p>All zero-credit (pass/fail) components must be passed.</p>   |
| 1.3 Credit accumulation and compensation                  | All modules must be passed at 40%. No compensation is available.  |
| 3.1.12 Reassessment opportunities at level 6              | 60 credits of reassessment are available. A student will have a maximum of one attempt at reassessment in any one module  |
| 3.1.1 Minimum requirements for honours degree eligibility | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure  |
| 3.1.15 Honours degree classification                      | <p>This is a level 6 programme and is therefore classified on the best 105 level 6 credits.</p> <p>Where a student has studied and passed more than 120 credits, degree classification will be based an average of the total number of credits, excluding the 30 credits with the lowest mark(s). Where a student has studied and passed less than 120 level 6 credits (due to RPL) classification will be based upon the average of the marks for all modules studied.</p> |

**Programme title/award:**  
**MPharm Pharmacy (old programme)**

**Programme code:**  
**B23042**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Pharmacy**

**Name of professional/statutory/regulatory body:**  
**General Pharmaceutical Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.  |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6    | All modules must be passed at 40%. No compensation is available.<br><br>Students must pass all modules before progressing to the next level   |
| 1.2 Credit accumulation and awards<br>1.3 Credit accumulation and compensation  | Additionally to the above the pass mark for module components and/or the overall module for PHAR1501, PHAR2502, PHAR3504 and PHAR4502 is greater than 40%. In some instances this is 50% (e.g. law and dispensing assessments) or 70% (e.g. calculations assessments). In addition, modules PHAR2502, PHAR3504 and PHAR4502 include an assessment of a reflective portfolio which must be passed in order to pass the module. |
| 1.6.2. Maximum periods of registration  | The maximum period of registration for the programme will normally be 6 years.  |
| 3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study, with the exception of level 7 where a maximum of 60 credits of reassessment opportunities are available. Reassessment opportunities at level 7 are available to a student for 15 months only dating from the first attempt.   |
| 3.1.1 Minimum requirements for honours degree eligibility   | Failure in more than 60 credits in the final year will lead to the award of a BSc (Hons) degree in Pharmaceutical Studies   |
| 3.1.15 Honours degree classification  | Classification will be determined by an average of all modules at level 5 amounting to 10% of the overall average for classification with the average of the best 105 credits at level 6 and the best 105 credits at level 7, double-weighted towards level 7, amounting to the remaining   |

|  |      |
|--|------|
|  | 90%. |
|--|------|

**Programme title/award:**  
**MPharm Pharmacy (new programme)**

**Programme code:**  
**B23044**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Pharmacy**

**Name of professional/statutory/regulatory body:**  
**General Pharmaceutical Council**

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>  |
|---|---|
| 1.2 Credit accumulation and awards  | All core module components must be passed at 40%.   |
| 1.3 Credit accumulation and compensation<br>3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6    | All modules must be passed at 40%, apart from PHAR1601, PHAR2601, PHAR3601 and PHAR4601 which are non-credit bearing and have pass/fail components, all of which must be passed.<br><br>No compensation is available.<br><br>Students must pass all modules before progressing to the next level                              |
| 1.2 Credit accumulation and awards<br>1.3 Credit accumulation and compensation  | Additionally to the above, the pass mark for module components and/or the overall module for PHAR1605, PHAR2605, PHAR3605 and PHAR4605 is greater than 40%. In some instances this is 50% (e.g. law and dispensing assessments) or 70% (e.g. calculations assessments).   |
| 1.6.2. Maximum periods of registration  | The maximum period of registration for the programme will normally be 6 years.  |
| 3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5<br>3.1.12 Reassessment opportunities at level 6 | A student will have a maximum of 90 credits of reassessment opportunities at each level of study, with the exception of level 7 where a maximum of 60 credits of reassessment opportunities are available. Reassessment opportunities at level 7 are available to a student for 15 months only dating from the first attempt. |
| 3.1.5 Repeating level 4 study   | The regulation is not applicable to this programme  |
| 3.1.1 Minimum requirements for honours degree eligibility   | Failure in more than 60 credits in the final year will lead to the award of a BSc (Hons) degree   |

|                                      |  |
|--------------------------------------|--|
|                                      | in Pharmaceutical Studies.   |
| 3.1.15 Honours degree classification | Classification will be determined by an average of all modules at level 5 amounting to 10% of the overall average for classification with the average of the best 105 credits at level 6 and the best 105 credits at level 7 double-weighted towards level 7 amounting to the remaining 90%. |

**Programme title/award:**  
BSc Practice Education

**Programme code:**  
B70094

**Owning Faculty:**  
Health and Life Sciences

**Owning Board:**  
Nursing and Midwifery

**Name of professional/statutory/regulatory body:** NMC

| University generic regulation                | Programme-specific regulation  |
|--|--|
| 1.1 Programmes and modules                   | The programme consists of three modules, totalling 60, level 6 credits. Modules must be completed sequentially. PRED 3000/3003 first followed by PRED 3001 then PRED 3002. |
| 1.2 Credit accumulation and awards           | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation     | All modules must be passed at 40%. No compensation is available.   |
| 3.1.12 Reassessment opportunities at level 6 | 60 credits of reassessment are available. A student will have a maximum of two attempts at assessment in any one module  |

**Programme title/award:**  
BSc Practice Nursing

**Programme code:**  
B70095

**Owning Faculty:**  
Health and Life Sciences

**Owning Board:**  
Nursing and Midwifery

**Name of professional/statutory/regulatory body:** N/A

| University generic regulation      | Programme-specific regulation                 |
|------------------------------------|---|
| 1.1 Programmes and modules         | The programme consists of 1 60 credit module. |
| 1.2 Credit accumulation and awards | All module components must be passed at       |

|  |   |
|--|---|
|  | 40%.<br>All zero-credit (pass/fail) components must be passed.  |
| 1.3 Credit accumulation and compensation     | All modules must be passed at 40%. No compensation is available.  |
| 3.1.12 Reassessment opportunities at level 6 | 60 credits of reassessment are available. A student will have a maximum of two attempts at assessment in any one module |

**Programme title/award:**  
**FdA Policing**  
 (running out)  
**Owning Faculty:**  
**Health and Life Sciences**

**Programme code:**  
**L43511**  
**Owning Board:**  
**Criminology, Criminal Justice and Psychology**

**Name of professional/statutory/regulatory body:**  
 N/A

| <b>University generic regulation</b>  | <b>Programme-specific regulation</b>                             |
|---|--|
| 1.2 Credit accumulation and awards  | All module components must be passed at 40%.                     |
| 1.3 Credit accumulation and compensation<br>3.3.2 Progression from level 4 to level 5 | All modules must be passed at 40%. No compensation is available. |

**Programme title/award:**  
**BA (Hons) Social Work**  
 (Pre 2013)

**Programme code:**  
**L50044**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Health, Social, Youth and Education**

**Name of professional/statutory/regulatory body:**  
**Health and Care Professions Council**

| <b>University generic regulation</b> | <b>Programme-specific regulation</b>   |
|--------------------------------------|--|
| 1.2 Credit accumulation and awards   | All module components must be passed at 40%. Students are not eligible for compensation. |



|  |   |
|--|---|
| <p>3.1.3 Progression from level 4 to level 5<br/>3.1.8 Progression from level 5 to level 6</p> | <p>All modules are mandatory modules and students must achieve a pass mark of 40%.</p> <p>Students cannot progress to the next level of practice placement without having achieved the credits for the previous practice placement.</p> <p><b>Progression from level 4 to level 5:</b><br/>Normally a student must pass all modules before progressing to level 5.</p> <p><b>Progression from level 5 to level 6:</b><br/>Normally students may commence the academic modules at the next academic level carrying no more than one fail in an academic module at the previous level, subject to the proviso that no work will be assessed at the higher level until the previous failure has been redeemed by the end of term one in level 6.</p> |
| <p>3.1.4 Reassessment in level 4 modules<br/>3.1.11 Reassessment opportunities at level 5</p>  | <p>A student will have a maximum of 90 credits of reassessment opportunities at each of levels 4 and 5 and 60 credits at level 6</p>  |
| <p>3.1.5 Repeating level 4 study</p>   | <p>The regulation is not applicable to this programme</p>   |
| <p>3.1.15 Honours degree classification</p>  | <p>The programme has a number of credit-bearing pass/fail modules (30 credits at level 5; 45 credits at level 6).<br/>Classification will be based upon the best 150 from 165 level 5 and 6 credits, triple-weighted towards level 6.</p>   |

**Programme title/award:**  
**BA (Hons) Social Work**  
 (2013 onwards)

**Programme code:**  
**L50044 New programme**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Health, Social, Youth and Education**

**Name of professional/statutory/regulatory body:**  
**Health and Care Professions Council**

| University generic regulation  | Programme-specific regulation   |
|--|---|
| 1.2 Credit accumulation and awards   | All module components must be passed at 40%. Students are not eligible for compensation.  |
| 3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6 | <p>All modules are mandatory modules and students must achieve a pass mark of 40%.</p> <p>Students cannot progress to the next level of practice placement without having achieved the credits for the previous practice placement.</p> <p><b>Progression from level 4 to level 5:</b><br/>           Normally students may commence the academic modules at the next academic level carrying no more than one fail in an academic module at the previous level, subject to the proviso that no work will be assessed at the higher level until the previous failure has been redeemed by the end of term one in level 5 . They will not be able to go on placement until all level 4 modules have been passed.</p> <p><b>Progression from level 5 to level 6:</b><br/>           Normally students may commence the academic modules at the next academic level carrying no more than one fail in an academic module at the previous level, subject to the proviso that no work will be assessed at the higher level until the previous failure has been redeemed by the end of term one in level 6.</p> |
| 3.1.4 Reassessment in level 4 modules<br>3.1.11 Reassessment opportunities at level 5  | <p>A student will have a maximum of 90 credits of reassessment opportunities at each of levels 4 and 5</p> <p>They will have a maximum of 60 credits of reassessment opportunities at level 6</p>   |
| 3.1.5 Repeating level 4 study  | The regulation is not applicable to this programme  |

**Programme title/award:**  
**BSc (Hons) Specialist Community  
 Public Health Nursing  
 (Health Visiting ) PN347A  
 (School Nursing) PN348A**

**Programme code:**  
**B71044**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>                      | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards                        | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation                  | All modules must be passed at 40%. No compensation is available.   |
| 2.5.1 The Recognition of Prior Learning Process           | For honours students 45 credits of RPL are available at level 6  |
| 3.1.2 Reassessment opportunities at level 6               | TBC  |
| 3.1.1 Minimum requirements for honours degree eligibility | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional Standards and Proficiencies through the practice portfolio  |
| 3.1.15 Honours degree classification                      | This is a level 6 programme and is therefore classified on the best 105 level 6 credits.<br><br>Where a student has studied and passed more than 120 credits, degree classification will be based an average of the total number of credits, excluding the 15 credits with the lowest mark(s). Where a student has studied and passed less than 120 level 6 credits (due to RPL) classification will be based upon the average of the marks for all modules studied. |

**Programme title/award:**  
**BSc (Hons) Specialist Nursing**  
**Practice** – pathway in:  
**Neonates**  
(programme running out)

**Programme code:**  
**B70N41**  
**PN323A**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>                      | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards                        | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation                  | All modules must be passed at 40%. No compensation is available.   |
| 2.5.1 The Recognition of Prior Learning Process           | For non-honours students 15 credits of RPL are available at level 6.<br>For honours students 45 credits of RPL are available at level 6.   |
| 3.1.12 Reassessment opportunities at level 6              | 60 credits of reassessment are available. A student will have a maximum of one attempt at reassessment in any one module   |
| 3.1.1 Minimum requirements for honours degree eligibility | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure   |
| 3.1.15 Honours degree classification                      | This is a level 6 programme and is therefore classified on the best 105 level 6 credits.<br><br>Where a student has studied and passed more than 120 credits, degree classification will be based an average of the total number of credits, excluding the 15 credits with the lowest mark(s). Where a student has studied and passed less than 120 level 6 credits (due to RPL) classification will be based upon the average of the marks for all modules studied. |

**Programme title/award:**  
**BSc (Hons) Specialist Practitioner**  
**with pathways in:**  
**Adult Nursing; Children’s Nursing;**  
**Community Learning Disabilities**  
**Nursing; Community Mental Health**  
**Nursing; District Nursing; General**  
**Practice Nursing; Learning Disabilities**  
**Nursing; Mental Health Nursing**

**Programme code:**  
**B70050**

**Owning Faculty:**  
**Health and Life Sciences**

**Owning Board:**  
**Nursing and Midwifery**

**Name of professional/statutory/regulatory body:**  
**Nursing and Midwifery Council**

| <b>University generic regulation</b>                      | <b>Programme-specific regulation</b>   |
|---|--|
| 1.2 Credit accumulation and awards                        | All module components must be passed at 40%.<br><br>All zero-credit (pass/fail) components must be passed.   |
| 1.3 Credit accumulation and compensation                  | All modules must be passed at 40%. No compensation is available.   |
| 2.5.1 The Recognition of Prior Learning Process           | 60 credits of RPL are available at level 6 meaning that students must undertake a minimum of 60 credits of level 6 study at DMU as opposed to 120  |
| 3.1.12 Reassessment opportunities at level 6              | 60 credits of reassessment are available. A student will have a maximum of one attempt at reassessment in any one module   |
| 3.1.1 Minimum requirements for honours degree eligibility | Exceptionally a student who has gained sufficient credit for the award may fail to achieve the award because of failing NMC professional guidelines in practice or through the Fitness to Practice procedure   |
| 3.1.15 Honours degree classification                      | This is a level 6 programme and is therefore classified on the best 105 level 6 credits.<br><br>Where a student has studied and passed more than 120 credits, degree classification will be based an average of the total number of credits, excluding the 15 credits with the lowest mark(s). Where a student has passed less than 120 level 6 credits (due to RPL) classification will be based upon the average of the marks for all modules studied. |

**Programme title/award:  
BA (Hons) Youth Work and  
Community Development**

**Programme code:  
L53044**

**Owning Faculty:  
Health and Life Sciences**

**Owning Board:  
Health, Social, Youth and Community  
Education**

**Name of professional/statutory/regulatory body:  
National Youth Agency**

| <b>University generic regulation</b>   | <b>Programme-specific regulation</b>  |
|--|---|
| 1.2 Credit accumulation and awards   | All module components must be passed at 40%   |
| 3.1.3 Progression from level 4 to level 5<br>3.1.8 Progression from level 5 to level 6<br>3.1.3 Credit accumulation and compensation | Students are not eligible for compensation. All modules are mandatory modules and students must achieve a pass mark of 40%.<br><br>Students must pass all modules at one level in order to be assessed for work at the next level. Students may start to study at the higher level carrying no more than a single failure on the understanding that work can only be assessed at the higher level once the failure has been redeemed. |
| 3.1.4 Reassessment in level 4 (1) modules<br>3.1.11 Reassessment opportunities at level 5 (2)  | A student will have a maximum of 90 credits of reassessment opportunities at each of levels 4 and 5   |
| 3.1.5 Repeating level 4 study  | The regulation is not applicable to this programme  |

## FACULTY OF TECHNOLOGY

**Programme title/award:**  
**BSc (Hons) Audio and Recording  
 Technology**

**Programme code:**  
**J93041**

**Owning Faculty:**  
**Technology**

**Owning Board:**  
**Media Technology**

**Name of professional/statutory/regulatory body:**  
**Institution of Engineering and Technology (IET)**

| University generic regulation  | Programme-specific regulation  |
|--|--|
| 3.1.1 Minimum requirements for honours degree eligibility<br>3.1.8 Progression from level 5 to level 6 | Compensation at levels 5 and 6 is limited to 15 credits at each level.   |
| 3.1.15 Honours degree classification   | Classification will be determined by the following: <ul style="list-style-type: none"> <li>• All students will initially be classified using all 240 level 5 and level 6 credits, triple-weighted towards level 6</li> <li>• Students who receive a third class degree as calculated above cannot gain IET accreditation and classification is therefore recalculated using the generic classification regulations 3.1.14. Students' class of degree may rise to 2:2, but will remain unaccredited by the IET.</li> <li>• Students who receive a 2:2 or above under the programme-specific regulation in bullet point 1 are recalculated under the generic classification regulation 3.1.14. Any student who would receive a higher class of degree under the generic regulations (i.e. 2:2 to 2:1 or 2:1 to 1<sup>st</sup>) will be asked by the faculty to choose either the original lower classification with IET accreditation or the higher award without accreditation. Students must choose in accordance with the deadlines provided by the faculty. All choices are final and cannot be changed after graduation.</li> </ul> |

**Programme title/award:**  
**BEng (Hons) Electronic Engineering**

**Programme code:**  
**H61043**

**Owning Faculty:**  
**Technology**

**Owning Board:**  
**Engineering**

**Name of professional/statutory/regulatory body:**  
**Institution of Engineering and Technology (IET)**

| University generic regulation  | Programme-specific regulation   |
|--|---|
| 3.1.1 Minimum requirements for honours degree eligibility<br>3.1.8 Progression from level 5 to level 6 | Compensation at levels 5 and 6 is limited to 15 credits at each level.  |
| 3.1.15 Honours degree classification   | <p>Classification will be determined by the following:</p> <ul style="list-style-type: none"> <li>• All students will initially be classified using all 240 level 5 and level 6 credits, triple-weighted towards level 6</li> <li>• Students who receive a third class degree as calculated above cannot gain IET accreditation and classification is therefore recalculated using the generic classification regulations 3.1.14. Students' class of degree may rise to 2:2, but will remain unaccredited by the IET.</li> <li>• Students who receive a 2:2 or above under the programme-specific regulation in bullet point 1 are recalculated under the generic classification regulation 3.1.14. Any student who would receive a higher class of degree under the generic regulations (i.e. 2:2 to 2:1 or 2:1 to 1<sup>st</sup>) will be asked by the faculty to choose either the original lower classification with IET accreditation or the higher award without accreditation. Students must choose in accordance with the deadlines provided by the faculty. All choices are final and cannot be changed after graduation.</li> </ul> |



**Programme title/award:  
BSc (Hons) Media Production**

**Programme code:  
P31041**

**Owning Faculty:  
Technology**

**Owning Board:  
Leicester Media School**

**Name of professional/statutory/regulatory body:  
Institution of Engineering and Technology (IET)**

| University generic regulation  | Programme-specific regulation   |
|--|---|
| <p>3.1.1 Minimum requirements for honours degree eligibility<br/>3.1.8 Progression from level 5 to level 6</p> | <p>Compensation at levels 5 and 6 is limited to 15 credits at each level.</p>   |
| <p>3.1.15 Honours degree classification</p>  | <p>Classification will be determined by the following:</p> <ul style="list-style-type: none"> <li>• All students will initially be classified using all 240 level 5 and level 6 credits, triple-weighted towards level 6</li> <li>• Students who receive a third class degree as calculated above cannot gain IET accreditation and classification is therefore recalculated using the generic classification regulations 3.1.14. Students' class of degree may rise to 2:2, but will remain unaccredited by the IET.</li> <li>• Students who receive a 2:2 or above under the programme-specific regulation in bullet point 1 are recalculated under the generic classification regulation 3.1.14. Any student who would receive a higher class of degree under the generic regulations (i.e. 2:2 to 2:1 or 2:1 to 1<sup>st</sup>) will be asked by the faculty to choose either the original lower classification with IET accreditation or the higher award without accreditation. Students must choose in accordance with the deadlines provided by the faculty. All choices are final and cannot be changed after graduation.</li> </ul> |

**Programme title/award:**  
**BSc (Hons) Media Technology**

**Programme code:**  
**J90041**

**Owning Faculty:**  
**Technology**

**Owning Board:**  
**Leicester Media School**

**Name of professional/statutory/regulatory body:**  
**Institution of Engineering and Technology (IET)**

| <b>University generic regulation</b>   | <b>Programme-specific regulation</b>  |
|--|---|
| 3.1.1 Minimum requirements for honours degree eligibility<br>3.1.8 Progression from level 5 to level 6 | Compensation at levels 5 and 6 is limited to 15 credits at each level.  |
| 3.1.15 Honours degree classification   | <p>Classification will be determined by the following:</p> <ul style="list-style-type: none"><li>• All students will initially be classified using all 240 level 5 and level 6 credits, triple-weighted towards level 6</li><li>• Students who receive a third class degree as calculated above cannot gain IET accreditation and classification is therefore recalculated using the generic classification regulations 3.1.14. Students' class of degree may rise to 2:2, but will remain unaccredited by the IET.</li><li>• Students who receive a 2:2 or above under the programme-specific regulation in bullet point 1 are recalculated under the generic classification regulation 3.1.14. Any student who would receive a higher class of degree under the generic regulations (i.e. 2:2 to 2:1 or 2:1 to 1<sup>st</sup>) will be asked by the faculty to choose either the original lower classification with IET accreditation or the higher award without accreditation. Students must choose in accordance with the deadlines provided by the faculty. All choices are final and cannot be changed after graduation.</li></ul> |

**Programme title/award:**  
**BSc (Hons) Music Technology**

**Programme code:**  
**J93042**

**Owning Faculty:**  
**Technology**

**Owning Board:**  
**Media Technology**

**Name of professional/statutory/regulatory body:**  
**Institution of Engineering and Technology (IET)**

| <b>University generic regulation</b>   | <b>Programme-specific regulation</b>  |
|--|---|
| 3.1.1 Minimum requirements for honours degree eligibility<br>3.1.8 Progression from level 5 to level 6 | Compensation at levels 5 and 6 is limited to 15 credits at each level.  |
| 3.1.15 Honours degree classification   | <p>Classification will be determined by the following:</p> <ul style="list-style-type: none"><li>• All students will initially be classified using all 240 level 5 and level 6 credits, triple-weighted towards level 6</li><li>• Students who receive a third class degree as calculated above cannot gain IET accreditation and classification is therefore recalculated using the generic classification regulations 3.1.14. Students' class of degree may rise to 2:2, but will remain unaccredited by the IET.</li><li>• Students who receive a 2:2 or above under the programme-specific regulation in bullet point 1 are recalculated under the generic classification regulation 3.1.14. Any student who would receive a higher class of degree under the generic regulations (i.e. 2:2 to 2:1 or 2:1 to 1<sup>st</sup>) will be asked by the faculty to choose either the original lower classification with IET accreditation or the higher award without accreditation. Students must choose in accordance with the deadlines provided by the faculty. All choices are final and cannot be changed after graduation.</li></ul> |

**Programme title/award:**  
**BSc (Hons) Radio Production and  
 Technology**

**Programme code:**  
**H64041**

**Owning Faculty:**  
**Technology**

**Owning Board:**  
**Leicester Media School**

**Name of professional/statutory/regulatory body:**  
**Institution of Engineering and Technology (IET)**

| University generic regulation  | Programme-specific regulation  |
|--|--|
| 3.1.1 Minimum requirements for honours degree eligibility<br>3.1.8 Progression from level 5 to level 6 | Compensation at levels 5 and 6 is limited to 15 credits at each level.   |
| 3.1.14 Honours degree classification   | Classification will be determined by the following: <ul style="list-style-type: none"> <li>• All students will initially be classified using all 240 level 5 and level 6 credits, triple-weighted towards level 6</li> <li>• Students who receive a third class degree as calculated above cannot gain IET accreditation and classification is therefore recalculated using the generic classification regulations 3.1.14. Students' class of degree may rise to 2:2, but will remain unaccredited by the IET.</li> <li>• Students who receive a 2:2 or above under the programme-specific regulation in bullet point 1 are recalculated under the generic classification regulation 3.1.14. Any student who would receive a higher class of degree under the generic regulations (i.e. 2:2 to 2:1 or 2:1 to 1<sup>st</sup>) will be asked by the faculty to choose either the original lower classification with IET accreditation or the higher award without accreditation. Students must choose in accordance with the deadlines provided by the faculty. All choices are final and cannot be changed after graduation.</li> </ul> |