Regulations for Awards

Taught Students

University of HUDDERSFIELD
Inspiring global professionals

2026/27

Please note that these regulations may be subject to change within the academic year and as such, any printed or downloaded documents will not reflect these changes.

For the most up to date version, please refer to Registry's website.

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SECTION 1: Awards of the University

1.1 Awards and titles of award covered by the regulations

1.1.1. Pre-degree level:
- University Certificate (UniCert)
- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Foundation Degree (Fd)

1.1.2. First degree level:
- Certificate in Education(CertEd)
- Certificate in Professional Studies (CertPS)
- Degree and honours degree: (BA, BEd, BEng, LLB, BMus, BSc, BHM, BCM)
- Graduate Certificate: GCert
- Graduate Diploma: GDip
- Integrated Master's Degree: (MChem, MComp, MEng, MHRM, MMaths, MPharm MPsych, MSci, MLP, MSW, MHSCL)
- Professional Graduate Certificate in Education (ProfGCE)

1.1.3. Post-experience:
- Diploma in Professional Studies (DipProf)
- Certificate in Management Studies (CMS)
- Certificate in Leadership Studie. (CertLdp)

1.1.4. Postgraduate and post-experience/postgraduate:
- Diploma in Architecture (DipArch)
- Postgraduate Certificate in Education (QTS) (PGCE)
- Postgraduate Certificate in Education (PGCE)
- Postgraduate Diploma in Education (PGDE)
- Postgraduate Certificate; (PGCert)
- Postgraduate Diploma (including Diploma in Management Studies); (PGDip, PGDipMgt)
- Master's degree (LLM, MA, MArch MBA, MDes, MLA, MMus, MPA, MPH, MPP, MPS, MSc,).

1.1.5. Honorary Master's
- Master of Arts (Hon MA) and Master of Sciences (Hon MSc).

1.1.6. Honorary Fellowship of the University
- Fellowship of the University.

1.2 Titles of Foundation, Bachelor's, Integrated Master's and Postgraduate Master's Degrees

1.2.1 Foundation degrees, Bachelor's degrees and Bachelor's degrees with Honours are awarded with a title which reflects the subject balance of the course. The titles available can be accessed in **appendix one.**

1.3 Principles of awards

1.3.1. Courses of study must have aims and learning outcomes which the curriculum, structure, teaching methods and forms of assessment are designed to fulfil.

1.3.2. The aims will include the development to the level required for the award of a body of knowledge and skills appropriate to the field of study and reflecting academic developments in that field.

1.3.3. The aims will also include general educational aims: the development of students' intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. Each student's course of study must stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness.

1.3.4. The learning outcomes will specify in more detail the knowledge and skills to be developed by the course and evaluated in the assessments.

1.4 Conditions of awards

1.4.1. An award will be conferred when the following conditions are satisfied:

- The student was a registered student at the time of their assessment for an award;
- The student has completed a course of study approved by the University;
- The award has been recommended by an assessment meeting.

1.5 Admission to study

1.5.1. All applicants are subject to the University's Admissions Policy. This section must be read in conjunction with the Admissions Policy..

1.5.2. The admission regulations must describe the basis on which a student will be admitted to the beginning or to subsequent stages of a course of study by:

1. Identifying the knowledge and skills required at admission and relating these to the length, content and learning outcomes of the course.
2. Describing the way in which these arrangements will accord with the requirements relating to the standard of the award, as set out in the Regulations for Awards section 2.6: credit requirements for awards.
3. Setting out the criteria and means by which the suitability of the student for admission will be judged.
4. Setting out, where appropriate, the procedures to be used in assessing for the purposes of Honours classification any relevant previous work of students admitted with specific credit.
5. Setting out the maximum and minimum length of a course.

1.5.3. The admission of an individual student is subject to the following:

1. A reasonable expectation that the student will be able to fulfil the learning outcomes of the course and achieve the standard required for the award.

2. The general requirements for the award to which the course leads.
3. The regulations for the particular course of study, which will describe the knowledge and skills required for admission.
4. Evidence of personal, professional and educational experiences that provide indications of ability to meet the demands of the course.
5. The normal expectation that the student will be at least 18 years of age by 30 September in the academic year of entry.

1.5.4. For course specific principles of admission, please refer to Course Finder.

1.6 The conferment of awards

1.6.1. Conferment is the formal ratification by the University of the recommendations made by the approved examiners. The University confers the following awards on students who have completed an approved course of study:

1.6.1.1 Awards available as Bachelor's Degrees with Honours:

- Bachelor of Arts (BA);
- Bachelor of Education (BEd);
- Bachelor of Engineering (BEng);
- Bachelor of Laws (LLB);
- Bachelor of Music (BMus);
- Bachelor of Science (BSc);
- Bachelor of Culinary Management (BCM);
- Bachelor of Hotel Management (BHM).

1.6.2. Where a student fails to meet the requirements for an Integrated Master's Degree, the student will be considered for the award of a Bachelor's degree with Honours.

1.6.3. A Postgraduate Diploma in Legal Practice may be awarded with Merit, Distinction or Commendation.

1.6.4. All other taught awards are available with Merit or Distinction and can be found in Appendix Two**.**

1.7 Information included on the certificate of award

1.7.1. The certificate of an award conferred by the University shall record:

- The name of the University together with, if appropriate, the name of any other institution sharing responsibility for the student's course of study.
- The student's name as given on the conferment list and held within the student record system.
- The award.
- The title of the course (if any) as approved for the purpose of the certificate.
- An endorsement, where appropriate, that the course of study was in the sandwich mode.
- The signatures of the Vice-Chancellor and the Registrar and Secretary

SECTION 2: The Structure of Courses, Modules and Credit

2.1 Terminology of credit per level of study

Level	FHEQ Level	Descriptor
P (undergraduate)	3	Pre-foundation level [eg IFY/ Foundation Year]
F (undergraduate)	4	Foundation level [eg CertHE/HNC]
I (undergraduate)	5	Intermediate level [eg DipHE/FD/HND]
S (undergraduate)		Supervised Work Experience
H (undergraduate)	6	Honours level [eg BA (Hons)/BSc (Hons)/LLB (Hons)]
M (postgraduate)	7	Master's level [eg MA/MSc/Integrated Master's degrees]
D (postgraduate)	8	Doctoral level [eg PhD/Professional Doctorate]

2.2 The accreditation system within approved courses of study

2.2.1. The University's awards are normally gained through the accumulation of credits within approved courses of study and each award is defined in terms of the number and levels of credit which are required to attain it. Credit submitted as part of one award may not normally be re-presented as credit towards another award at the same level.

2.2.2. The University's academic courses are built up from modules. Each 10 credit points awarded at either undergraduate or postgraduate level corresponds to 100 hours of learning experience.

2.2.3. Excluding S level modules, a module on a taught undergraduate course may not be less than 20 credits or greater than 40 credits. A module on a postgraduate course may not be less than 15 credits and should not be greater than 60 credits. The normal multiplier for the size of an undergraduate module is 10 credits and for a postgraduate module is 15 credits, however this may vary depending on the type of provision.

2.2.4. Requests for credit values that vary from the expected value at either undergraduate or postgraduate levels should be submitted through the validation process with a rationale for why the variance is appropriate. The request will be subject to approval via the validation procedure.

2.2.5. Each module normally attracts credits at a defined level. The University's scheme for the accumulation and transfer of credit embraces the following levels:

Level	Description	Equivalent to
P	Pre-foundation	'Access' level
F	Foundation level	First year full-time degree
I	Intermediate level	Post-foundation study
S	Supervised work experience	Sandwich year
H	Honours level	Post-intermediate study at honours degree level
M	Postgraduate level	Post-honours degree level.

2.2.6. The standard model for **undergraduate courses** is as follows:

- 120 Foundation level credits;
- 120 Intermediate level credits;
- 120 Honours level credits.

2.2.7. In the case of supervised work experience (S) level credits, a minimum of a 36-week period of supervised work experience is rated at 120 credits.

2.2.8. The standard model for **postgraduate courses** is as follows:

- 180 M level credits in one academic year for full-time students;
- 90 M level credits per academic year, unless stated otherwise in the programme specification document for two-year part-time students.

2.3 Sandwich Degrees

2.3.1. A designated sandwich course leads to an award 'in the sandwich mode', where the word 'sandwich' is stated on the award certificate. A course of study approved as leading to a degree or a degree with Honours in the sandwich mode must include between 36 and 48 weeks of full-time Supervised Work Experience in addition to the period required for the full-time award.

2.3.2. The period of supervised work experience forms a compulsory element of the course of studies. Its learning outcomes must be specified and related to the learning outcomes of the whole course. The performance of students must be assessed and satisfactory completion and performance in the period of supervised work experience must be a requirement for the award.

2.4 Apprenticeships

2.4.1. An enrolled University of Huddersfield student studying an Apprenticeship course will be subject to the regulations for awards for taught students. Apprenticeships are defined as work-based courses combining both higher and vocational education and academic learning. Students receive a salary from their employer and tuition fees are met from funding generated by the apprenticeship levy.

2.4.2. Apprenticeships must be aligned with 'apprenticeships standards' which have been developed by groups of employers and define the knowledge, skills and behaviours required in order to be competent in a specific occupation. The course includes an End Point Assessment which is a final independent assessment of competence (the format of which may vary according to apprenticeship standard). See section 6.6 for details on when an apprenticeship is classified.

2.5 Master's with Advanced Professional Practice

2.5.1. Students studying for a Master's degree which includes a placement component are expected to complete 240 credits at postgraduate level, of which the final 60 credits are awarded for the placement component. If the placement component is passed, 'Advanced Professional Practice' is added in brackets after the course title on the award documentation. Normally the placement component can only be taken once the 180 M level credits have been achieved. If a student does not pass the placement component, but has passed the other 180 M level credits, they will be awarded a Master's Degree without the advanced professional practice component.

2.6 Credit requirements for awards

2.6.1. The following awards are available through credit accumulation:

Award Title	Description
University Certificate	The minimum requirement is 60 credits at F level.
Certificate of Higher Education	The minimum requirement is 120 credits F level.
Certificate in Education	Associated with a course designed to cover the theory and practice of teaching and for which the minimum requirement is 120 credits at F level.
Certificate in Professional Studies	Associated with a course designed to cover specialist areas of the allied health professions for which the minimum requirement is 60 credits at H level.
Diploma of Higher Education	The minimum requirement is 240 credits of which at least 120 must be I and/or H level.
Foundation Degree	The minimum requirement is 240 credits of which at least 120 must be I level, and include a minimum of 60 credits located in work-based learning (S level).
Bachelor's Degree (Non-Honours)	The minimum requirement is 300 credits of which no more than 120 credits should be at F level and at least 60 should be at H level. With the exception of students who have received their prior relevant credits from this University, for the award of a degree as an exit award of a standalone top-up degree, a minimum of 100 credits at H level is required. For the award of a degree in the sandwich mode there is an

Award Title	Description
	additional requirement of sufficient S level credits to satisfy 2.3
Bachelor's Degree with Honours	The minimum requirement is normally 360 credits of which no more than 120 credits should be at F level and at least 120 credits should be at H. For the award of an Honours degree in the sandwich mode there is an additional requirement of sufficient S level credits to satisfy 2.3.
Graduate Certificate	The minimum requirement is 40 credits at H level.
Graduate Diploma	The minimum requirement is 80 credits at H level.
Integrated Master's Degree	The minimum requirement is 480 credits of which no more than 120 credits should be at F level, and at least 120 credits at H and 120 credits at M level. For an award to be made in the sandwich mode there is an additional requirement of sufficient S level credits to satisfy 2.3. The award of an Integrated Master's Degree normally requires an overall average mark of at least 50% in H level modules to progress to M level modules. Normally, H and/or M level modules total between 120 and 180 credits of the value of the award.
Professional Graduate Certificate in Education	The minimum requirement is 120 credits at least 20 of which must be at H level.
Diploma in Professional Studies	Reserved for courses of study related to specific professions and designed to build on professional experience and for which the minimum requirement is 120 credits at I level.
Master of Architecture (RIBA Part 2)	Reserved for a postgraduate course designed to meet the requirements of the architectural profession, which requires 240M level credits: Master of Architecture (RIBA Part 2)
Postgraduate Certificate in Education	The minimum requirement is 60 credits at M level.
Postgraduate Certificate in Education (with Qualified Teacher Status)	The minimum requirement is 120 credits of which at least 60 must be at M level.
Postgraduate Diploma in Education	The minimum requirement is 120 credits at M level.
Certificate in Management Studies	Reserved for a course designed to meet the requirements for entry to a Postgraduate Certificate or Diploma in Management or Management Studies.

Award Title	Description
Postgraduate Certificate	The minimum requirement is 60 credits at M level.
Diploma in Management Studies	The minimum requirement is 105 credits at M level.
Postgraduate Diploma	The minimum requirement is 120 credits at M level.
Postgraduate Master's Degree	The minimum requirement is 180 credits at M level.

2.6.2. A Certificate of achievement may be provided for a course of study which is validated by the University and is formally assessed, but which does not lead to an award of the University.

2.6.3 If a registered student does not achieve more than 50 credits on their designated course, they will be issued a 'Confirmation of Credit on Exit' (CoCoE) in the form of a transcript only.

2.6.4. With the exception of the Bachelor's degree with Honours, any of the University's taught awards may be conferred with Distinction or with Merit.

2.6.5. The Bachelor's degree with Honours and the Integrated Master's Degree, unless stated otherwise in the PSD or by a PSRB, is awarded with a classification, namely First Class, Upper Second Class, Lower Second Class, or Third Class.

2.6.6. In determining eligibility for all awards of the University, credits at a higher level can, where appropriate, be substituted for credits at a lower level.

2.7 Registration for modules

2.7.1. Full-time undergraduate students will normally register for tuition in no more than 120 credit points each year. This does not apply to those registered on an accelerated degree. Full-time postgraduate students will normally register for tuition in no more than 180 credits.

2.7.2. Full-time students shall normally be progressed from one stage to the next provided 90 credit points have been recorded in the earlier stage.

2.7.3. In exceptional circumstances, at the discretion of the Course Assessment Meeting (CAM), an undergraduate student may be registered for tuition in 160 credit points.

2.7.4. Part-time undergraduate students will normally register for tuition in no more than 80 credit points per academic session. Ratification of more than 80 credits at the CAM will not be permitted, except at the explicit and recorded discretion of the CAM.

2.7.5. Part-time postgraduate students will normally register for tuition in no more than 90 credit points per academic session.

2.7.6. The responsibility for ensuring that module choices have been made and correctly recorded rests with the student. In addition, the responsibility to ensure they have registered to the full amount of credits and modules required for their year of study, full-time or part-time also rests with the student.

2.7.7. A student may be allowed to change their module choices up to the end of the third week of their current academic session. However, to make such exceptional module changes, the student will need to obtain the express permission of the course leader and module leader and will need to complete all the necessary tasks to secure the new module registration. Students must note that any agreed change(s) can only be accommodated within the timetable slot(s) as originally allocated.

2.7.8. A student is entitled to be assessed only in those modules on which they are formally enrolled. If a student changes modules without seeking approval and/or without changing registration, any work in connection with such module(s) will not be formally assessed.

2.7.9. If a student fails to confirm their recorded module choices, the student will only be assessed in those modules which have been registered.

2.7.10. If a student enrols for a module which is subsequently not taken, the Course Assessment Meeting will record a fail in that module.

2.8 Changes to modules within a course

2.8.1. For taught students, module assessment requirements may change from year to year. A student who is undertaking a module for a second time in full, with attendance should normally expect to be assessed using the current academic year module specification and criteria. However, in cases where it is not practicable for students to be reassessed using the same assessment requirements as applied to the new cohort, the CAM may, at its discretion, make such special arrangements as it deems appropriate.

2.8.2. A taught student who is undertaking a module for the second time, but trailed into the subsequent academic year without attendance, should normally expect to be assessed using the same evidence and criteria which were current at the original point of first assessment. However, the appropriate CAM may, at its discretion and with the student's consent, make such special arrangement as it deems appropriate in cases where it is not practicable for students to be reassessed using the same assessment requirements as at the first attempt.

2.8.3 If a module has changed and is being taken for the first time, but deferred and trailed into the subsequent academic year, the student may be given the exceptional opportunity to change to a substituted module, if permissible for their course. The student would be expected to attend this in full and this would be classed as their first attempt. Students must provide written consent to change to the substitute module.

2.9 Graded and non-graded modules including professional practice

2.9.1. Each module must have the status either of being graded or non-graded.

2.9.2. All Honours level modules contributing to a classified award must be graded. A maximum of 40 Intermediate level credits may be ungraded. Any exceptions to this regulation must be agreed with the Pro Vice-Chancellor (Teaching & Learning).

2.9.3. Students who obtain the minimum pass mark or more on a graded module will be deemed to have passed that module and learning outcomes, unless additional criteria have been explicitly approved as part of the validated module specification.

SECTION 3: Accreditation of Prior Learning (APL)

3.1 The University guidelines on the assessment of APL claims for enrolment on taught courses

3.1.1. Accreditation of Prior Learning (APL) is a process which allows a student to gain academic credits from prior learning or experience outside of education. Students may be admitted with credit for prior learning to courses at both undergraduate and postgraduate level in two forms, Accreditation of Prior Certified Learning (APCL) or Accreditation of Prior Experiential Learning (APEL). Students who wish to make a claim should be allocated a tutor to advise them on and support them through the process.

3.1.2. We may recognise prior learning that has taken place for credit achieved previously at the University of Huddersfield on another course; at another educational institution; or through wider experience, e.g. in the workplace. APL is considered on an individual basis and is a process where students are exempted from some parts of their chosen course of academic study by recognition of their learning from previous experiences or achievements. The credit is considered and confirmed by the Tier 1 Accreditation and Validation Panel (AVP) and will be shown on a student's final transcript as APL credit.

3.1.3. APL for courses regulated by a Professional Statutory Regulatory Body (PSRB) or Degree Apprenticeship may be subject to further or alternative requirements. Students are advised to contact the admissions team in this instance for information.

3.1.4. We will assess the comparability of certificated learning or conduct an assessment to show the equivalence of experiential learning. This assessment will determine whether the student has the requisite knowledge to be exempted from parts of the course. We reserve the right to verify the validity of any documentation provided as part of this process.

3.1.5. Accreditation of Prior Certified Learning (APCL)
A process through which a student can claim academic credit for prior certified learning achieved from an accredited course at another institution. Claims may be considered for previously obtained credit to be used as APL towards a new award where the previously obtained credits:

- were awarded by or outside of the University of Huddersfield;
- match core credit(s) that form part of the new award.

3.1.6. Accreditation of Prior Experiential Learning (APEL)
A process through which a student can claim academic credit for prior learning acquired through experience gained (for example) in the workplace.

3.2 Limitation on credit for prior learning and its contribution to an award

3.2.1. APL can contribute a maximum of two thirds of the credit value of the new award for all Undergraduate and Postgraduate taught courses. Specifically, for undergraduate students, no more than 20 credits can be used as APL at H level and for integrated master's students, no more than 80 credits may be used as APL at H level. Requirements within this limit may vary for different courses.

3.2.2. If a student has been admitted onto a course with approved APL, but does not successfully complete the course, they may be awarded the appropriate exit award if they have earned sufficient credit at the University of Huddersfield to be eligible, inclusive of the APL on their record. This is not classified.

Example: An undergraduate student has 120 F level credits from another university approved as APL, then earns 120 UoH credits at I level but fails their H level modules. Once the CAM has ratified failure of the course, a Diploma of Higher Education would be awarded.

3.2.3. Accreditation can only be sought against whole modules. Mapping is carried out against individual or a group of modules, including against a full year of a course.

3.2.4. Accreditation on stand-alone top-up degree courses or credit for Sandwich courses is not permitted.

3.2.5. In cases where APL is awarded, the student will receive the credit but no mark will be recorded. As no mark is recorded, the APL credit will **not** be used to calculate the final degree classification. Any credit awarded by a provider other than the University of Huddersfield, will not be used for classification purposes, however where a student uses credit previously awarded by the University of Huddersfield in their APL, the classification is calculated as per 3.3.1.

3.3 The use of credit previously awarded by The University of Huddersfield

3.3.1. For students returning to complete their undergraduate Honours degree having previously accepted an exit award from the University of Huddersfield, classification will include those intermediate and honours level modules which formed part of the exit award. The previous exit award must be rescinded for the student to begin their new course of study. The final degree classification will be calculated using the standard algorithm and will include the marks obtained previously, where appropriate. Students must have achieved a pass mark in all modules.

3.3.2. For students returning to complete their postgraduate taught degree having previously accepted a postgraduate exit award from the University of Huddersfield, classification will include those modules which formed part of the exit award. Students must have achieved a pass mark in all modules. The previous exit award must be rescinded for the student to begin their new course of study. The final degree classification will be calculated using the standard algorithm and will include the marks you obtained previously, where appropriate.

3.3.3. If a postgraduate or undergraduate student returns at a later date to the University to complete the same course for which they were withdrawn, any modules which were failed and are now being repeated will be capped at the minimum pass mark. If a student is returning to the University on a new course for which they have not yet studied or failed a module, they will not be capped.

3.3.4. Normally, if a student returns to complete their degree there is no limit on the number of credits they have achieved previously or have left to achieve, to come back

and complete their study. However, the existing credit must have been awarded within the past six years in order to be deemed current.

3.3.5. The University will not normally consider applications to re-join the University to complete a previous course if the past credit or experience has been gained more than six years prior to the year of application.

3.3.6. If a previous student from the University of Huddersfield returns to study a different course where modules for APL consideration can be mapped to match the core credits of the new award, the usual APL requirements apply as per 3.5.1.

3.4 When and how to submit an APL claim

3.4.1. A student wishing to make a claim for prior credit or learning to be used towards an award of the University should submit a claim and supporting evidence through the admissions procedure.

3.4.2. A claim should normally be submitted during the application process and before the student joins the course. Applications for credit can be considered and approved in advance of a student's registration or during their studies with exceptional agreement by the Tier 1 Accreditation and Validation Panel(AVP).

3.4.3. Normally, it is a requirement that all Tier 1 AVPs receive the full set of documentation for advanced entry claims by the start of term and for all such claims to have been processed as soon as possible thereafter.

3.4.4. The form and the recommendation are submitted for approval to the Tier 1 AVP and the student should be informed in writing of the outcome.

3.4.5. Approved credit will be recorded in the student record system promptly, no later than the end of the student's first term of study. In cases where an APL claim is rejected, the Tier 1 AVP must clarify whether a resubmission of the claim would be permitted. In the instance where a student would like to query a rejected APL claim, they should contact the admissions team.

3.4.6. Any claim for credit which will permit advanced entry to the course is to be concluded promptly so that a student can be confident that they have entered the course at the correct point.

3.5 Time Limits on the use of APL

3.5.1. The University will not normally consider any previous credit or experience which has been gained more than six years prior to the year of application. This applies to both APCL and APEL.

3.6 Accreditation of Prior Certified Learning (APCL) requirements

3.6.1. A student wishing to make an APCL application should be asked to complete a claim form and provide accompanying evidence. This would typically include some or all of the following:

- relevant course certificates and/or letters confirming grades and courses completed;
- copies of course materials, handbooks, timetables or other related documents;
- marking schemes and feedback sheets for assessments;
- transcripts of accredited training
- Coursework and other assessed work is not acceptable evidence.

3.6.2. In the case of APCL, a designated tutor may require a meeting with the student to examine the equivalency and legitimacy of the qualification(s) in terms of:

- the level of the previous study;
- the content of the curriculum and its learning outcomes;
- the currency of the award;
- confirmation of that the award has been conferred (certificate and transcript).

3.7 Accreditation of Prior Experiential Learning (APEL) requirements

3.7.1. A student wishing to make an APEL application should be asked to complete a claim form and provide accompanying evidence. This would usually take the form of a portfolio comprising a collection of evidence to demonstrate how the experience maps against the learning outcomes of the modules for which credit is being requested. This would typically include some of or all of the following:

- Letters of support from current and/or previous managers;
- A personal statement describing the student's experience and why it is relevant in terms of the learning outcomes of the modules for which APL is being claimed. This will demonstrate the learning, knowledge and skills appropriate to the academic credit that being claimed;
- Evidence that supports the statement – such as copies of presentations, reports or projects undertaken in a previous employment.

3.7.2. In discussion with the student, a tutor may conclude that a format other than a portfolio is appropriate. This may be a reflective account of the learning achieved or a performance-based assessment. In such cases, the proposed format should be agreed by the Chair of the Tier 1 Accreditation and Validation Panel before being confirmed with the student.

SECTION 4: Two-year no credit, Maximum period of registration, Withdrawal, Exit and Aegrotat/ Posthumous Awards

4.1 The two-year no credit rule and maximum period of registration

4.1.1.a A student's registration for an award of the University will be terminated if two academic years (including standard resit periods) elapse without the award of credit. This includes if a student has interrupted for more than two academic sessions consecutively or if a student has outstanding deferral attempts or ECs in place. The Course Assessment Meeting (CAM) will confer any exit award to which the student is entitled. In extraordinary cases, a student can apply to the Dean, usually within 10 working days of published results, for an exception to be made to the two-year no credit rule, but without this, withdrawal from the course will be processed as standard.

4.1.1.b Students on part time Collaborative Provision Masters courses with biannual cohorts will receive an automatic exception to the two year no credit rule when they interrupt one academic session. This exception will not be allowed for any subsequent interruptions.

4.1.2. **The maximum period of registration** is the length of the course as set out in the Programme Specification Document plus 2 years for full-time taught students. If a student is unable to achieve their award within the maximum period of registration, they will normally be withdrawn from their course and any exit award will be conferred, as appropriate. If a student has been granted an exceptional period of interruption which would usually trigger the two year no credit rule then the maximum period of registration will also be exceptionally extended in line with the Dean's decision.

4.2 Withdrawal from your course

4.2.1. A student at the point of second or subsequent consideration by the CAM who has been awarded 40 or fewer credits for the current stage of assessment shall be deemed to have failed the course and lose any opportunity for further reassessment.

4.2.2. A student may choose to return to the University to complete the same course from which they were withdrawn but must do so within six years of being awarded their last credit and any modules which were failed, required to be repeated, will be capped at the minimum pass mark. If a student is returning on a new course for which they have not yet studied or have not failed a module, these will not be capped.

4.3 Exit Awards awarded by a Course Assessment Meeting (CAM)

4.3.1. Students who do not achieve the award to which they aspire will have the appropriate exit award conferred where sufficient credits at the appropriate level have been satisfactorily completed.

4.3.2. Undergraduate courses designed to lead to the award of the Bachelor's degree with Honours will normally incorporate the exit awards below. Students who have failed

and been withdrawn from their course of study, but have sufficient credit, will be conferred an appropriate exit award at the same CAM when the student's registration for that level of award is discontinued.

- University Certificate (minimum requirement is 60 credits at F level);
- Certificate of Higher Education (minimum requirement is normally 120 credits at F level);
- Diploma of Higher Education (minimum requirement is normally 240 credits of which at least 120 must be I and/or H level);
- Bachelor's degree without Honours (minimum requirement is normally 300 credits of which no more than 120 should be at F level and at least 60 should be H level).

4.3.3. Courses designed to lead to the award of a Foundation degree will normally incorporate the exit award below. Students who have failed and been withdrawn but have sufficient credit, exit will be conferred an appropriate exit award at the same CAM as their registration for the Foundation degree award is discontinued.

- University Certificate (minimum requirement is 60 credits at F level)
- Certificate of Higher Education (minimum requirement is normally 120 credits at F level subject to 2.6.6).

4.3.4. Courses designed to lead to the award of a postgraduate Master's degree will normally incorporate the exit awards below. Students who have failed and been withdrawn from their course of study but have sufficient credit will be conferred an appropriate exit award at the same CAM as their registration for the Master's award is discontinued.

- Postgraduate Certificate (minimum of 60 credits at M level);
- Postgraduate Diploma (minimum of 120 credits at M level).

4.3.5 Courses designed to lead to the award of an Integrated Master's degree will normally incorporate the exit awards below. Students who have failed and been withdrawn from their course of study, but have sufficient credit will be conferred an appropriate exit award at the same CAM as their registration for the Integrated Master's degree award is discontinued.

- Certificate of Higher Education (minimum requirement is normally of 120 credits at F level subject to 2.6.6).
- Diploma of Higher Education (minimum of 240 credits of which at least 120 must be I and/or H level)
- Bachelor's degree without Honours (minimum of 300 credits of which no more than 120 should be at F level and at least 60 should be H level).
- Bachelor's degree with Honours (minimum of 360 credits, 120 credits at F, I and H level)

4.4 Exit awards and returning University of Huddersfield students

4.4.1. Students transferring between courses without taking a break in study will not normally be eligible to claim an exit award.

4.4.2. Where a student transfers courses but the credit obtained to date is not to be used for the purposes of contributing to the award of the course transferred to, then the student will be entitled to the exit award for which they are eligible from their original course.

4.4.3. Receipt of an exit award does not prevent a student from subsequently registering with the University in order to progress to a higher award, however the student will normally be required to take a break in registration of at least one full academic session.

4.4.4. As per section 3.3 of the Regulations for Awards, students returning to complete a degree at a higher level having previously accepted an exit award from the University of Huddersfield, must rescind their previous exit award to begin their new course of study.

4.4.5 The University will not consider as current any previous credit which has been awarded more than six years prior to the year of application.

4.5 Aegrotat / Posthumous awards

4.5.1. The cumulative nature of assessment under these regulations would normally ensure that sufficient evidence would be available to determine and confer an award irrespective of illness. Where, exceptionally, a CAM is satisfied that for illness or other valid cause, a student would have qualified for the award, an aegrotat award may be made.

4.5.2. An aegrotat Bachelor's degree is unclassified and a student who accepts such a degree cannot subsequently be reassessed to satisfy the requirements for a degree with Honours. No other aegrotat awards are available.

4.5.3. Any award listed under section 1 and appendix one from within the Regulations for Awards may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied unless the course leader applies to Registry with evidence for an exception.

SECTION 5: Assessment, including Marking and Moderation

5.1 Assessment Regulations

5.1.1. The purpose of assessment is to enable students to demonstrate that they have met the learning outcomes of their course of study and have achieved the standard required for the award.

5.1.2. Assessment will reflect the achievement of the individual student in addressing course learning outcomes, and at the same time relate that achievement to a consistent national standard of awards. **See appendix one.**

5.1.3. The University will ensure that the assessment requirements for courses of study are made available to students. The assessment scheme of an individual course of study is subject to both institution-wide regulations and regulations specific to that course, and students will be made aware of the detailed requirements of both sets of regulations via the course and Module Handbooks.

5.1.4. The assessments on a course of study will state how students will be assessed for an award, how the successful completion of the assessments satisfy the general educational aims and learning outcomes, the standard of the award, and any special assessment requirements associated with the award. This information is published in the programme specification document.

5.1.5 The University will make reasonable adjustments to the method of assessments for disabled students to ensure they are not placed at a disadvantage when undertaking assessments. Any adjustments made must not alter the competencies students are expected to demonstrate. The adjustments recommended for a student will be outlined in the Personal Learning Support Plan.

5.1.6 The External Examiner must scrutinise all examination papers and substantive assessment briefs before they are released to students. This includes any exceptional alternative assessments put in place for students whose requirements cannot be accommodated through PLSP adjustments.

5.1.6. All marks remain provisional until confirmed by the Course Assessment Meeting (CAM). The University makes information available to all students about the grounds and procedure on which they may request the CAMs to review their decision in section 9 of the Regulations for Taught Students: Appealing a Result.

5.1.7. Submission dates can be scheduled during non-teaching weeks, provided that appropriate academic and administrative support is available to students during the submission period. Submission dates must not be scheduled on University closure days.

5.1.8 Assessments other than formal examinations and end assessments as identified in the Assessment and Feedback Strategy should be marked and made available for return to students within three term-time weeks of the submission date. In cases of extensions or ECs, the return date should be within three term-time weeks of the revised submission date.

5.2 Student Responsibilities with submission and exam attendance, Fit to Sit and Fit to Submit

5.2.1 It is the responsibility of students to attend examinations and submit the correct work for the assessment in the specified format, by the agreed submission date. In addition, it is their responsibility to follow the University's procedures for Extensions and/or Exceptional circumstances where it is believed that your ability to meet a deadline has been affected. Once a student has been given a deferral/referral opportunity, it is their responsibility to ensure they are aware of and submit the work or attend the exam by the new deadline.

5.2.2 Fit to Submit
By submitting any element of an assessment (which is not subject to Fit to Sit), a student is declaring they are Fit to Submit the assessment. Once the assessment has been submitted, the student cannot normally then make a claim for Exceptional Circumstances. If the student had an Exceptional Circumstances claim approved prior to submitting the work and then submits for the assessment, the claim for Exceptional Circumstances will be removed. The University does not normally accept EC claims for poor performance for submitted assessments.

5.2.3. Fit to Sit
By attending a placement, an examination or a test under exam conditions, a student is confirming that they are fit to undertake that placement activity / examination and the student cannot normally then make a claim for Exceptional Circumstances. If the student had an Exceptional Circumstances claim approved prior to submitting the work and then attends the placement / exam, the claim for Exceptional Circumstances will be removed. The University does not normally accept EC claims for poor performance in placement, exams or tests under exam conditions that a student has attempted.

5.2.4. If a student fails to attend an examination or submit work for assessment without good cause, then a non-submission will be noted. In cases of disputes over a submission, a student is required to provide a copy of the receipt of submission to evidence their claim. If this is not provided, the claim will not normally be considered.

5.2.5. Assessed work which is submitted late but within five working days of the agreed submission date will be accepted, however the maximum mark available for that piece of assessment will be the standard pass mark for that piece of assessment. This does not apply to the submission of assessed work relating to referral or deferral requirements but does apply to previously agreed, extended or renegotiated deadlines. You cannot request an EC for work that has been accepted as a late submission.

5.2.6. The University Academic Misconduct Regulations apply to all summative assessed work. Students who are found to have breached these regulations will have penalties applied in line with the Academic Misconduct Regulations and Procedures in force at the time of the offence.

5.3 Marking and Moderation Processes

5.3.1. Marked work must be subject to the internal moderation process, this includes both the first attempt and subsequent resit submission.

5.3.2. The single marking or the team marking of a component of assessment will be the norm for the majority of assessments unless there are reasonable grounds, in the opinion of the course leader, for either second or blind double marking to take place.

5.3.3. In cases where a module of 40 credits or more is assessed by a single piece of assessment, unless the process has involved a model of collaborative marking, the University normally requires either second or blind double marking.

5.3.4. The set of marks for modules that contribute towards the final award will be scrutinised, for example, by the External Examiners process, prior to CAMs to ensure that there is no unaccountable variance of grades that would unfairly disadvantage students.

5.3.5 If a student exceeds 10% of the specified length of assessment or wordcount, the work beyond that point is not marked.

5.3.6 Single Marking
Single Marking is an activity where a piece of assessment is marked in its entirety for the whole cohort by a single member of academic staff.

5.3.7 Team Marking
Team Marking is an activity where a piece of assessment is marked by a team of markers amongst whom responsibility for the marking of the assessment has been distributed. Team marking may refer to distribution by groupings of students (so that a member of academic staff marks the entire assessment for an identified subgroup of students) or by elements of the assessment (for example tutor A marks all of question 1 for all students while Tutor B marks all of question 2 for all students) – or a combination of the two.

5.3.8 Blind Double Marking
Blind Double Marking is an activity where two markers mark independently with no knowledge of the other's marks or comments. Discrepancies in the mark allocated are reconciled between the two markers after the initial marking is complete.

5.3.9 Second Marking
Second Marking is an activity where the second marker marks the work in full, with sight of the first marker's marks/comments. Discrepancies in the mark allocated are reconciled between the two markers after the initial marking is complete.

5.3.10 Collaborative Marking
Collaborative Marking is an activity where an initial unconfirmed mark for a piece of assessment is reached through discussion between two or more markers.

5.3.11 Standardisation

- Standardisation is an activity to ensure that the assessment criteria for a programme, module, or module component, are applied consistently by tutors and assessors.
- Subject and discipline areas may need to apply different strategies in order to achieve standardisation. School Teaching and Learning Committees will develop standardisation policies and processes to suit their assessment requirements.
- These policies should include appropriate recording of standardisation events and outcomes, particularly for modules and components which are marked by more than one tutor.

5.3.12 Internal Moderation

- Internal moderation should take place to cover the work of a minimum of 15% of the student cohort or 10 students (whichever is the greater but normally not more than 30 students) normally covering high, medium, and low attainment. All assessments within a module should be internally moderated, irrespective of their weighting.
- **All** failed assessments should be made available to the Internal Moderator and subsequently the External Examiner who will undertake duties as prescribed by External Moderation.
- It is expected that where multiple markers have been used across a cohort of submissions that the sample size normally includes assessments marked by all markers who contributed. A record for this moderation is required and should be kept as evidence for the process having been undertaken.
- For each delivery of a module, covering both the initial assessment and any subsequent resits, the module leader must evidence that the assessment for that cohort has undergone appropriate moderation. This should include confirmation from those responsible for internal moderation that they are satisfied with the standards maintained and the processes followed during the assessment
- Internal Moderation is not a further mark of the piece of work in question. Disagreements with the standard applied are referred back to the initial marker for review. If the matter cannot be reconciled between the two, then a third member of academic staff or External Examiner should be involved to support an agreement on the mark.

5.3.12.1 Internal moderation allows an appropriate member of academic staff not involved in the initial assessment to confirm that:

1. The marking has been undertaken appropriately against the assessment criteria;
2. The marking was impartial, valid and reliable;
3. Appropriate feedback has been provided;
4. Standards have been consistently and appropriately applied for the level of study being assessed.

5.3.13 External Moderation

- For each delivery of a module at post-Foundation level, the module leader is required to demonstrate that all assessment material for that cohort has been subject to appropriate scrutiny by an External Examiner. Resit attempts would

only be required to be scrutinised by the External Examiner if the assessment team has been completely replaced. The purpose of engagement with the External Examiner is to allow them the appropriate opportunity to confirm satisfaction with the standards and processes applied to the overall assessment of that delivery.

- Work presented for sight by the External Examiner must have been part of the internal moderation sample. The role of the External Examiner is not to mark or adjudicate on individual pieces of assessment; it is to confirm independently that processes have been followed with consistent application of standards that are typical of the sector as a whole.
- A sampling of the assessment process of 15% or 10 students (whichever is the greater but normally not more than 30 students) normally covering high, medium and low attainment and **all** failed assessments should be made available to the External Examiner. This sample can be the same provided for internal moderation. A pro-forma for this moderation should be used and appropriately stored as evidence for the process having been undertaken.

5.4 Academic Judgement

5.4.1. Following conferment by a CAM, disagreement with the academic judgement in the assessment of an individual piece of work or any assessment decision based on the marks, grades and other information relating to a student's performance cannot in itself constitute grounds for a request for a re-mark by a student.

5.4.2. Assessment is a matter of academic judgement based on the expertise of the tutors responsible for marking. Tutors are responsible for interpreting the assessment regulations for the course if any difficulties arise, and their academic judgements cannot, in themselves, be questioned or overturned.

5.4.3 Marks, grades and percentages are used by tutors to communicate their judgement of different aspects of a student's work, in order to provide information on which the final decision on a student's fulfilment of course learning outcomes may be based.

5.4.4. Request for a review of a mark or grade
A student can only request a review of a mark or grade where there is demonstrable procedural irregularity within the marking process. In addition, a request for a review of a mark or grade will only be permitted where it has not yet been referred to a CAM and has not already been second or blind double marked. A procedural irregularity may be any of the following:

- The mark or grade was not based on the specified assessment methods or criteria provided as part of the assessment brief
- The published split of marks has not been applied
- A piece of work handed in on time was treated as having been submitted late and thus not marked or given a downgraded mark
- There has been an error in calculating the final mark or grade
- There is evidence that questions, or parts of questions, have not been marked.

5.4.4.1. If a student is unhappy with their mark or grade, to begin this process we expect that they raise their concerns with their Tutor or Module Leader within five working days

after the release of the unconfirmed results. A reasonable delay would be permitted where they have provided evidence that the tutor has not responded promptly to the timely request for this feedback. We expect the student to contact the tutor who has marked the work for a more detailed explanation of the mark or grade and how they reached their decision. If after this, the student can demonstrate a procedural irregularity has occurred within the marking process, the following should be actioned before the CAM takes place;

1. They submit a request for a review of the mark or grade to the Module Leader and provide an explanation and/or evidence of the procedural irregularity
2. The review of the explanation and/or evidence along with the mark or grade will be completed by another member of staff and should be completed in advance of the CAM
3. The Module Leader will normally provide a written response to the student no later than 10 working days after the date of the request to explain the review and any decision made.
4. If after the review a re-mark is required, the new mark or grade will in all cases replace the original mark or grade and will be subject to standard moderation processes.

5.5 Marking Criteria

5.5.1 The templates for marking criteria for UGT and PGT students are included in . Course teams are required to add to the criteria with subject specific language in accordance with the assessment and assessment type. Course Leaders must ensure that they include the full criteria they will use to provide clear indications of how achievement of learning outcomes may be demonstrated, thereby promoting reliability. The marking criteria should be kept in the Module Handbook.

SECTION 6: The Classification of Awards and Course Assessment Meetings (CAMs)

6.1 The classification of Bachelor's Degrees awarded with Honours

6.1.1. In a course leading to the award of a Bachelor's Degree with Honours, classification will be based on a weighted numerical average of marks awarded in graded I and H level credits undertaken in a student's course of study, with the best marks totalling 100 credits at each level being included in the calculation. Students must have passed all modules leading to the award before being eligible for an Honours degree.

6.1.2. In calculating the weighted numerical average for the Bachelor's degree with honours, the calculation shall be conducted on a pro rata basis with H level credits counting to the calculation carrying a weighting of two, and graded I level credits counting to the calculation carrying a weighting of one, unless the course or a PSRB stipulates otherwise (this should be clearly documented in the programme specification document).

Bachelor's Degree with Honours		
Classification bands		**Algorithm**
1	69.5%	Calculated using a weighted average comprising of 1x the best 100 I level credits and 2x the best 100 H level credits.
2:1	59.5%	
2:2	49.5%	
3	40%	

6.1.3. For students returning to complete an Honours degree having previously accepted and rescinded an exit award, classification will include those intermediate and Honours level module grades which formed part of the exit award.

6.1.4. In a course leading to the award of a Bachelor's Degree with Honours where the student has received accreditation for prior learning, the classification will be based on a numerical average of marks awarded in up to 100 graded I and 100 H level credits undertaken in the student's course of study as a registered student of the University. Students must have achieved a pass mark in all modules.

6.1.5. In cases where APL is awarded, the student will receive the credit but no mark will be recorded. As no mark is recorded, the APL credit will **not** be used to calculate the final degree classification. Only credit awarded at the University of Huddersfield will be used for classification purposes, if University of Huddersfield credit was part of the APL. If a student is granted APL for part of an award contributing level, the total remaining graded credit at that level will be used to calculate the level average and therefore the final classification.

6.2 The classification of an Integrated Master's Degree

6.2.1. A student on an Integrated Master's degree will be awarded using the classification criteria below, unless the course specified differs from the principles

outlined in this section. Any exceptions will be identified in the Programme Specification Document.

Integrated Master's Degree		
Classification bands		**Example Algorithm**
1	69.5%	As each course may differ, the course administrator will be able to inform you of the algorithm calculation associated with the degree. **Example algorithm:** 100 I level credits weighted 25%; 100 H level credits weighted 25% and 100 M level credits weighted 50%.
2:1	59.5%	
2:2	49.5%	
3	40%	

6.2.2. Students will normally be classified using an algorithm which combines all modules which contribute to the award (I, H and M level credits). The algorithm calculation may differ for each course and as such, students should contact the Course Administration Team for information on how their degree is classified.

6.2.3. Where a student fails to meet the requirements for an Integrated Master's Degree, the student will be considered for the award of a Bachelor's Degree with Honours. This award will be subject to the student having achieved a pass mark in all modules leading to the Honours level qualification and will exclude marks awarded in modules taken in the final year of the Integrated Master's Degree course.

6.2.4. In cases where APL is awarded, the student will receive the credit but no mark will be recorded. As no mark is recorded, the APL credit will **not** be used to calculate the final degree classification. Only credit awarded at the University of Huddersfield will be used for classification purposes, if University of Huddersfield credit was part of the APL. If a student is granted APL for part of an award contributing level, the total remaining graded credit at that level will be used to calculate the level average and therefore the final classification.

6.3 The classification of a designated Sandwich degree

6.3.1. In the case of a designated sandwich course, weighted marks attached to S level credits may also play a part in determining the classification of a degree with honours. If this is the case, the calculation shall be conducted on a pro rata basis with H level credits counting to the calculation carrying a weighting of two and graded I and S level credits counting to the calculation carrying a weighting of one unless the course or a PSRB stipulates otherwise (this should be clearly documented in the programme specification document).

6.3.2. In cases where APL is awarded, the student will receive the credit but no mark will be recorded. As no mark is recorded, the APL credit will **not** be used to calculate the final degree classification. Only credit awarded at the University of Huddersfield will be used for classification purposes, if University of Huddersfield credit was part of the APL. If a student is granted APL for part of an award contributing level, the total

remaining graded credit at that level will be used to calculate the level average and therefore the final classification.

Designated Sandwich degree		
Classification bands		**Algorithm**
1	69.5%	Calculated using a weighted average comprising of 1x the best 100 I level, 1x best S level credits and 2x the best 100 H level credits.
2:1	59.5%	
2:2	49.5%	
3	40%	

6.4 The classification of Foundation Degrees

6.4.1. In a course leading to the award of Foundation Degree, classification will be based on a numerical average of the overall marks awarded at intermediate level, with the best marks totalling 100 credits at intermediate level being included in the calculation. Students must have achieved a pass mark in all modules.

6.4.2. In cases where APL is awarded, the student will receive the credit but no mark will be recorded. As no mark is recorded, the APL credit will **not** be used to calculate the final degree classification. Only credit awarded at the University of Huddersfield will be used for classification purposes, if University of Huddersfield credit was part of the APL. If a student is granted APL for part of an award contributing level, the total remaining graded credit at that level will be used to calculate the level average and therefore the final classification.

Foundation Degrees		
Classification bands		**Algorithm**
Distinction	69.5%	Calculated using a weighted average comprising the best 100 I level credits.
Merit	59.5%	
Pass*	40%	
*Students who pass their award but do not achieve a merit or distinction will not have a classification printed on their certificate.		

6.5 The classification of Postgraduate awards and other non-Honours qualifications

6.5.1. In a course leading to an award other than an Honours qualification or a Foundation degree, classification will be based on a numerical average of the overall marks awarded unless the course or a PSRB stipulates otherwise (this should be clearly documented in the programme specification document). For any postgraduate qualification, the pass mark is 50% and for any undergraduate or Foundation degree qualification, the pass mark is 40%.

Postgraduate awards		
Classification bands		**Algorithm**
Distinction	69.5%	Calculated using a numerical average of all M level credits.
Merit	59.5%	

Pass*	50%	
Undergraduate non-honours qualifications		
Classification bands		**Algorithm**
Distinction	69.5%	Calculated using a numerical average of the overall marks awarded.
Merit	59.5%	
Pass*	40%	
*Students who pass their award but do not achieve a merit or distinction will not have a classification printed on their certificate.		

6.5.2. When calculating the classification average for merit or distinction for an exit award, the average to be used must be drawn from the marks achieved for the required modules at the level of study of the award.

6.5.3. In cases where APL is awarded, the student will receive the credit but no mark will be recorded. As no mark is recorded, the APL credit will not be used to calculate the final degree classification. Only credit awarded at the University of Huddersfield will be used for classification purposes, if University of Huddersfield credit was part of the APL.

6.6 The classification of Apprenticeship Awards and End Point Assessment

6.6.1. Apprenticeship courses finish with an End Point Assessment (EPA), the format of which will depend on the apprenticeship standard and will be outlined in the EPA plan on the Department for Education (Skills England) website and the programme specification document for the course. The EPA will confirm the apprentice is occupationally competent in their role before they receive their apprenticeship certificate. The EPA will determine whether the overall apprenticeship standard has been met.

6.6.2. For integrated apprenticeship courses, where the University is responsible for the teaching of the award and the EPA module is included within the structure of the course (for example a 20-credit final year module), the CAM will confirm all modules and completion of the EPA and notify this to the Department for Education. Where the EPA module is ungraded, as specified in the EPA plan, this will be excluded from the calculation of the degree award classification.

6.6.3. For integrated apprenticeship courses, the CAM may exceptionally require an additional External Examiner who meets the criteria set out in the EPA Assessment Plan for the course being examined. The CAM and End Point Assessment Panel will make a decision on the award of the degree and its classification and also whether the learner has passed or failed the EPA. The two separate decisions will be based on differing criteria.

6.6.4. For non-integrated apprenticeship courses, the employer will select an approved end point assessment organisation to conduct the EPA. The learner cannot be awarded until there has been confirmation that they have passed their End Point Assessment.

6.6.5. For some regulated professions, the apprenticeship standard follows a fully integrated EPA. Learners will be informed by the Centre for Apprenticeships, Work-based Learning and Skills if this is the case. The EPA is not included within the structure of the course. The learner can only progress to the CAM once the Gateway

requirements, in line with the apprenticeship standard, have been met. The CAM will then confirm the credit, EPA and make a recommendation for the conferment of the award.

6.7 Use of the classification uplift criteria

6.7.1. CAMs must be guided by the relevant classification bands in assigning classifications. There is a 0.5% uplift margin below a higher classification banding. Subject to the published criteria, a CAM should exercise academic judgement by using 6.7.3 and 6.7.4, if the student meets the relevant criteria. The Fit to sit and Fit to submit policies mean that unretrieved ECs will only be granted in limited situations, when a student can demonstrate they did not have the capacity to make an informed decision about their ability to sit or submit for an exam or assessment. (ie the 0.5% margin will be *9 - *9.49)

6.7.2. In cases where a student profile includes a module with an unretrieved approved exceptional circumstance (EC), a 1.5% uplift margin will apply provided that at least one other criterion is satisfied. Students must have achieved a pass mark in all modules and meet the criteria specified in 6.7.3 or 6.7.4. (ie the 1.5% margin will be *8 - *9.49)

6.7.3. Undergraduate Honours award uplift criteria

- If a student is in the 0.5% margin they must demonstrate one of criteria a-d
- If a student is in the 1.5% margin they must demonstrate one of criteria a-c **plus** unretrieved ECs (granted in exceptional circumstances only) at I or H level (criteria d).

a. 50% or more of the total credits at H level are in the higher band;
b. The H level average (based on the full 120 H level credits) is in the higher classification category;
c. The mark for the major piece of final year work (as defined by the Course Leader in advance of the CAM) is in the higher classification category;
d. There is an unretrieved EC (granted in exceptional circumstances only) in at least one module at either I or H level.

6.7.4. Integrated Masters award uplift criteria

- If a student is in the 0.5% margin they must demonstrate one of criteria a-d;
- If a student is in the 1.5% margin they must demonstrate one of criteria a-c **plus** unretrieved ECs (granted in exceptional circumstances only) at I, H or M level (criteria d).

a. 50% or more of the total credits at the level of award are in the higher classification category;
b. The M level average (based on the full 120 M level credits) is in the higher classification category
c. The mark for the major piece of work (as defined by the Course Leader in advance of the CAM) is in the higher classification category;
d. There is an unretrieved EC (granted in exceptional circumstances only) in at least one module included in the classification calculation.

6.7.5. Postgraduate award and other non-Honours award uplift criteria

- If a student is in the 0.5% margin they must demonstrate one of criteria a-c;

- If a student is in the 1.5% margin they must demonstrate one of criteria a-b **plus** unretrieved ECs (granted in exceptional circumstances only) at M level (criteria c).

a. 50% or more of the total credits at the level of award are in the higher classification category;
b. The mark for the major piece of work (as defined by the Course Leader in advance of the CAM) is in the higher classification category;
c. There is an unretrieved EC (granted in exceptional circumstances only) in at least one module included in the classification calculation.

6.8 The purpose and role of a Course Assessment Meeting (CAM)
6.8.1. The CAM will not change moderated marks brought for ratification but has responsibility:

a. To ratify the outcomes of the performance in modules (passed, referred, deferred, condoned or failed), based on the moderated marks brought forward to the CAM. These decisions are made in accordance with the Regulations for Awards.
b. To ratify student progression between stages of the course, in accordance with the Regulations for Awards.
c. To ratify degree classifications and conferment of awards, in accordance with the Regulations for Awards.
d. To confirm the application of the uplift criteria on student profiles as set out in Section 6.5 of the Regulations for Awards (Taught).
e. To confirm that the course team has properly carried out its assessment responsibilities, including internal and external moderation, where appropriate.
f. To record student outcomes.

6.8.2. No other body has authority to recommend conferment of an award, nor to amend the decision of an approved and properly constituted CAM acting within its terms of reference and in accordance with the regulations for the courses of study. A CAM may, however, be required to review a decision or may have that decision annulled where a student submits a successful Results Appeal.

6.8.3. In exceptional cases, the Chair has the authority to act on behalf of the CAM which includes progression and the conferment of an award. However, this decision must be reported to the External Examiner for written confirmation prior to any result being released. The action must be recorded and reported to the next available CAM meeting for official documentation.

6.8.4. CAMs may be responsible for either a single course or for two or more closely related courses which may have a similar structure and a high proportion of common modules.

6.8.5. The CAMs take place in accordance with procedures determined by the Senate and are accountable to that body for the fulfilment of their terms of reference **(see appendix three).**

6.8.6 Where a breach of the University's Academic Misconduct regulations is suspected, the CAM will not reach a decision on the student's performance until the investigation has been closed and the facts have been established to report at the next available CAM.

6.8.7 In the event that an error with a decision has been made at a CAM, this will be remedially corrected via Chair's Action, subject to the External Examiner's approval. Students will be notified via email and receive an updated confirmation of results as soon as the External Examiner has agreed to the correction.

6.9 The membership of a CAM and quoracy

6.9.1. The membership of each CAM will normally comprise.

- The Chair nominated by the Dean of School (academic staff member), who will be independent of the Course being considered;
- The Course Leader(s);
- The Course Administrator (also responsible for the CAM cover sheet) to maintain accurate records of outcomes.

All three members have to attend the meeting or send an appropriate delegate.

Module Leader(s) are not required to attend.

The following staff members may be in attendance;

- The Registrar and Secretary (or nominee) may attend to provide guidance on the regulations.

6.9.2. The Chair, Course Leader and Course Administrator should be in attendance for the CAM to be quorate. The External Examiner is not required to attend the meeting however no recommendation for progression or the conferment of an award may be made without their written consent. This must be issued as soon as possible following the meeting and **before** results are released and conferment lists can be produced.

6.9.3. In all other cases, the CAM may not proceed in cases where it is not quorate.

6.9.4. Any members who have a private relationship with any student to be considered must declare their interest at the start of the CAM and may be required to leave the meeting at the point of consideration of that student or that student's cohort.

6.9.5. No student may be a member of a CAM or attend the meeting.

6.10 Module Leader's responsibilities for the CAMs

6.10.1. The responsibility for managing the completed assessment of modules shall lie with the designated Module Leader. The Module Leader will be responsible for:

a. The collation of marks;
b. Oversight of any second marking and other moderation procedures required to ensure the full and proper assessment of student performance;

c. Ensuring that the External Examiner has access to all necessary information and scripts to enable them to carry out full and proper moderation of students' work on the module;
d. Ensuring that the External Examiner has detailed knowledge of the moderation processes undertaken by the module teaching team;
e. Confirming a final and complete set of marks with the agreement of the External Examiner.

6.11 External Examiner's responsibilities for the CAMs

6.11.1. External Examiners are not required to attend the CAM. However, no recommendation for the progression of a student or conferment of an award may be made without written approval from an External Examiner. They will also give confirmation that all marking and moderation has been carried out to their satisfaction in line with sector standards.

6.11.2. On any matter which the External Examiner(s) have declared a matter of principle, the decision of those examiner(s) shall either be accepted as final by the CAM or shall be referred to the Chair of University Teaching and Learning Committee. Any unresolved disagreement between External Examiners shall be referred to the Senate.

6.11.3. External Examiners may be assigned to one or more courses. As part of their role, before they consent for results to be released, External Examiners will exercise both an oversight of students' overall performance and carry out a responsibility for monitoring the comparability and fairness of the assessment processes for all the modules which comprise the Course.

6.11.4. The External Examiner will not comment on the marks awarded to individual students when seen as part of a sample selection but will:

- Undertake moderation of student performance within modules;
- Assure and comment on the comparability of marks between the modules ascribed to them;
- Monitor the effectiveness of the processes used to moderate scripts, and, where necessary, make recommendations to improve or develop these processes.

6.11.5. External Examiners need not be associated with the assessment of performance at foundation level or pre-foundation level with the following exceptions:

- Where foundation level or pre-foundation level modules lead to a University award – an External Examiner must be appointed to the course;
- In the case of foundation level modules, when examining modules on foundation degrees.

6.12 Appeal against a decision of a CAM

6.12.1. The Registrar and Secretary (or nominee), under delegated authority of Senate, may in the following circumstances require a CAM to reconsider its decision:

1. If a student requests such a reconsideration and establishes to the satisfaction of the Senate or appropriate nominee that their performance in the assessment was adversely affected by illness or other factors which the student was unable, or for valid reasons unwilling, to divulge before the CAM reached its decision. The

student's request must be supported by medical certificates or other supporting information deemed acceptable as referenced in section 9 of the Student Regulations and Procedures

2. If the Senate or appropriate nominee is satisfied on evidence presented by a student or any other person that there has been a procedural administrative error, or that the assessments were not conducted in accordance with the current regulations for the course, or that some other procedural irregularity relevant to the assessments has occurred.

3. If the Senate or appropriate nominee is satisfied on evidence presented by a student or any other person that there has been bias or a reasonable perception of bias in how work was marked, or classification was calculated

6.12.2. Disagreement with the academic judgement of a CAM in assessing the merits of an individual piece of work or in reaching any assessment decision based on the marks, grades and other information relating to a student's performance cannot in itself constitute grounds for a request for reconsideration by a student.

6.12.3. A successful Results Appeal means that the original CAM decision will be modified to reflect the appeal outcome.

6.12.4. In cases of procedural or other irregularity, or where it is not possible to reconvene a CAM, the Senate shall have power to annul a decision of the CAM without making a prior request for reconsideration. If an error or irregularity is found to have affected more than one student, the Senate may annul the whole assessment or any part of it.

6.12.5. When a decision has been annulled it is the responsibility of the Senate to take action, including if necessary the appointment of new External Examiners, to ensure that recommendations are made to it in respect of the student(s) concerned by an approved CAM.

SECTION 7: Award, Progression, Reassessment, Failure in a Module, Accumulated Failure and Exceptional Circumstances (ECs)

7.1 Undergraduate and Postgraduate grading scales

7.1.1. The following grading scales are applied by the University when grading modules, unless otherwise stated in the module and/or programme specification document.

1. Undergraduate-Level Modules

Pass/Referral Bands	
Pass	40%
Refer	0-39%
Module Grading Bands	
A	70% +
B	60-69%
C	50-59%
D	40-49%
R/F*	0-39%
Undergraduate Modules* Initial CAM consideration allows a referral opportunity between 0% and 39% CAM consideration following referral will conclude fail between 0 and 39% R = Referral F = Fail	

2. Integrated Masters Modules

Pass/Referral Bands			
Undergraduate Level Modules		**Postgraduate Level Modules**	
Pass	40%	Pass	50%
Refer	0-39%	Refer	0 - 49%
Module Grading Bands			
Undergraduate Level Modules		**Postgraduate Level Modules**	
A	70% +	A	70% +
B	60-69%	B	60-69%
C	50-59%	C	50-59%
D	40-49%	R**	0-49%
R/F*	0-39%	F**	0-49%
Undergraduate Modules* Initial CAM consideration allows a referral opportunity between 0% and 39%		**Postgraduate/Masters-Level Modules****	

CAM consideration following referral will conclude fail between 0 and 39% R = Referral F = Fail	Initial CAM consideration allows a referral opportunity between 0% and 49% CAM consideration following a referral will conclude fail between 0 and 49% R = Referral F = Fail

3. Postgraduate/Masters-Level Modules

Pass/Referral Bands	
Pass	50%
Refer	0-49%
Module Grading Bands	
A	70% +
B	60-69%
C	50-59%
R**	0-49%
F**	0-49%
Postgraduate/Masters-Level Modules** Initial CAM consideration allows a referral opportunity between 0% and 49% CAM consideration following an initial refer will conclude fail between 0 and 49% R = Referral F = Fail	

7.2 Regulations on Progression for all Awards and Maximum Period of Registration

7.2.1. The University must set out the way(s) in which students progress through the course, and identify the modules that are compulsory, core, and optional. The standard principles for progression and classification are listed in this section. Where exceptions to those regulations are required, they should be clearly stipulated in the Programme Specification Document.

7.2.2. Where attendance is not only compulsory and monitored but is required at a certain level for the student to pass the module/course, the course related materials must give details of the attendance requirements to be met by students.

7.2.3. Students are awarded credit at a Course Assessment Meeting (CAM) for each module that they pass, including a condoned pass. Where a student is an associate student and is not linked to a named course, course teams must assign responsibility for the award of credit to an appropriate CAM and issue a record of achievement.

7.2.4. Subject to relevant progression regulations, students at whatever point in their course of study shall have the right, following a first failure, to repeat and be reassessed **once** only, provided that it is still possible to complete the course within the maximum period of registration.

7.2.5. **The maximum period of registration** for a full-time taught student is the length of the course as set out in the programme specification document plus two years. If a student is unable to achieve their award within the maximum period of registration, they will be withdrawn from their course and any exit award will be conferred, as appropriate.

7.2.6. Students may, following a first failure in an optional module (and in accordance with the appropriate course regulations), choose to substitute a different optional module in preference to exercising their entitlement to a capped second reassessment for the original failed module. These modules will be termed substituted modules. Students who elect to study substituted modules will not be capped at the minimum pass mark upon successful completion of the substituted module. However, following first failure to pass the substituted module, they will not be entitled to a full module repeat and no further resit opportunities will be available.

7.2.7. Students are not permitted to substitute an optional module where the initial failed module was failed under the Academic Misconduct Regulations

7.2.8. Each module must have the status either of being graded or of being non-graded. Normally, and subject to PSRB regulations, all Postgraduate modules and Undergraduate Honours level modules contributing to a classified award must be graded. A maximum of 40 Undergraduate Intermediate level credits may be ungraded. An exception to this rule will be permitted in the case of existing ungraded placement Intermediate level modules.

7.2.9. Students who obtain the minimum pass mark or more on a graded module will be deemed to have passed that module unless additional criteria have been explicitly approved as part of the validated module specification.

7.2.10 Students who undertake an enterprise placement year once they have finished their course of study will be considered by a CAM for their award when the placement has been completed.

7.3 Progression for Students with Professional Practice and PSRB (Professional, Statutory and Regulatory Bodies) Requirements

7.3.1. For students studying with a **professional practice component,** and for those courses where a PSRB has set a specified requirement, unless stated otherwise in the Programme Specification Document, the following rules will apply:

- Where the theory and practice components reach the minimum pass mark or above and the practice element has been passed, the credit will be awarded with the appropriate full mark and grade.
- Where the theory component reaches the minimum pass mark or above and the practice component has been referred the credit will not be awarded until the practice component has been passed and the full theory mark and grade will be awarded.

- Where the theory component is referred and the practice component has been passed the credit will not be awarded until the theory component has been passed, and the mark and grade will be capped at the minimum pass mark.
- Where either the practice and/or theory component is failed after referral the standard University regulations for retaking modules will apply
- Where the student has not completed the competency element of a practice component through no fault of their own, relating to issues in the placement or circumstances otherwise outside of the student's control, the outstanding elements can be signed off at a subsequent placement in the academic year where an appropriate opportunity is available. If no subsequent placement is available, this is not permissible; the CAM will consider the first placement as a first attempt and a resit attempt will be offered. Where a student has failed to achieve placement sign-off due to capability concerns, this regulation does not apply.

7.4 Full-time undergraduate progression consideration and failure to achieve an award

Initial CAM	Decision	Second/Subsequent CAM	Decision
120 credits	May progress or be awarded (7.4.1)	120 credits	May progress or be awarded (7.4.4)
Less than 120 credits **Sandwich course students only – this rule only applied to the academic year before the placement begins.**	Decision deferred (7.4.3)	120 credits	May progress to sandwich year (7.4.5)
		Anything under 120 credits	Normally may not progress onto the sandwich year and will be transferred onto the non-sandwich route (7.4.11). Usual progression regulations will then apply (see below).
Less than 120 credits	Decision deferred (7.4.3)	Minimum 90 credits	May progress with trails (7.4.5)
		Minimum 80 credits with failed 40 credit single module graded over 30%	May progress with trails (7.4.6)
		Minimum of 80 credits with at least one deferred module	May progress with trails/deferrals (7.4.6)
		Minimum of 50 credits (fails and/or deferrals)	May not progress/may repeat year (7.4.8)
		Less than 50 credits (with deferrals)	May be permitted to exceptionally repeat year, or interrupt studies. (7.4.9)

Initial CAM	Decision	Second/Subsequent CAM	Decision
		Less than 50 credits	Fail and withdrawal from the course (7.4.10)
		No credit awarded in two academic years	Fail and withdrawal from the course (7.4.12)

7.4.1. Students at the point of initial consideration by the CAM who have been awarded a total of 120 credits for the current stage of assessment may progress into the next stage of their course or be awarded. Progression or award decisions for all other students without 120 credits at the point of initial consideration by the CAM will be deferred, pending the outcome of referral or deferral assessments.

7.4.2. At all times, progression shall be subject to the provision that it is still possible for the student to complete the course within the maximum specified period (7.2.5). Students cannot normally progress to H level with trailed F level modules. The student must complete this work before the CAM can confer their progression into H level.

7.4.3. Students at the point of initial consideration by the CAM shall have the right to be referred in any module where credit has not been awarded.

7.4.4. Students at the point of second or subsequent consideration by the CAM who have been awarded a total of 120 credits for the current stage of assessment may progress or be awarded.

7.4.5. Students at the point of second or subsequent consideration by the CAM who have been awarded a **minimum total of 90 credits** for the current stage of assessment may progress with any failed modules to be trailed/retrieved in the subsequent session, unless there are prohibitions on this nature of progression stipulated in the validated programme documents. A trailed module normally is completed by assessment-only and does not require attendance.

7.4.6. Students at the point of second or subsequent consideration by the CAM who have been awarded a **total of 80 credits** for the current stage of assessment may only progress if (subject to 7.4.7):

- They have a single 40 credit module outstanding in which the student has achieved a minimum overall mark of 30%.
  or
- They have two 20 credit modules outstanding with at least one of them being a deferral from either the first or second CAM.

A trailed module is normally completed by assessment-only and does not require attendance.

7.4.7. Section 7.4.6 is subject to there being no prohibitions of this nature of progression stipulated in the validated programme documents.

7.4.8. Students at the point of second or subsequent consideration by the CAM who have been awarded at **least 50 credits** for the current stage of assessment but who do not fall into one of the categories outlined in the three points above may not progress but will be permitted to return in the subsequent session to retrieve failed modules, subject to any PSRB requirements. The second full attempt of any outstanding modules will normally be completed with attendance in the next academic session, unless an exception has been approved by the Registrar and Secretary (or nominee).

7.4.9. Students at the point of second or subsequent consideration by the CAM who have been awarded **40 or fewer credits** for the current stage of assessment shall normally be deemed to have failed the course and lose any opportunity for further reassessment. However, if a student has approved ECs on the outstanding assessments, the Dean may exceptionally grant a repeat year if the usual timeframe to complete the outstanding credit is achievable. The student will be expected to attend the incomplete modules in the next academic session. The student may also be advised to interrupt their studies via the Support to Study procedure if they are unable to complete the outstanding work.

7.4.10 **Less than 50 credit rule** - Students at the point of second or subsequent consideration by the CAM who have been awarded **40 or fewer credits** for the current stage of assessment shall be deemed to have failed the course and lose any opportunity for further reassessment. A student who has been failed under the less than 50 credit rule, will normally be required to take a break in registration of at least one full academic session before they are permitted to return to the University. If a student subsequently returns to the University, either to resume the same course from which they were withdrawn or to enrol on a different course, any previously failed modules that are repeated will have their marks capped at the minimum pass mark. However, if the student enrols on a new course and studies modules that they have not previously attempted and failed, the marks achieved in those modules will not be capped.

7.4.11 Designated sandwich course students who are due to proceed onto their placement year who at the point of second or subsequent consideration by the CAM have got fewer than 120 credits will not normally be allowed to proceed onto their placement. Students will then be transferred to the non-sandwich route where the usual progression regulations will apply. However, this may differ dependent on the course.

7.4.12. **Two Years No Credit** (full information in Section 4) **-** An undergraduate student's registration for an award of the University will be terminated if two academic years (including standard resit periods) elapse without the award of credit. The CAM will confer any exit award to which the student is entitled.

7.4.13 **The maximum period of registration** if a student is unable to achieve their award within the maximum period of registration, they will be withdrawn from their course and any exit award will be conferred, as appropriate.

7.4.14 Students enrolled on a Professional Doctorate will be awarded by a CAM for level 7 credit as part of the first part of their course. The programme handbook for specific Professional Doctorates outlines the modules that candidates will follow during the taught phase of their programme. The taught phase will typically cover the first year of the programme (or two years for part time), though this may vary between programmes. Candidates may only progress to the research phase when they have

successfully completed the taught element. At the end of the taught phase, candidates may:

- Progress to the Doctoral research phase of the programme; OR
- Request to transfer from the DBA to DPA, or vice versa and progress to the Doctoral research phase of the programme; OR
- Progress to complete a shorter research project and submit for the Master of Research (MRes) award; OR
- Accept the exit awards appropriate to the completed taught element (Postgraduate Diploma / Postgraduate Certificate), where available.

7.5 Part-time undergraduate awards progression consideration failure to achieve an award

7.5.1. Part-time undergraduate students shall be subject to the same progression principles outlined above, taking account of the maximum number of credits permitted for registration by a part-time student. Progression for part-time undergraduate students will be considered at the end of each academic stage.

7.5.2 **The maximum period of registration** If a student is unable to achieve their award within the maximum period of registration, they will be withdrawn from their course and any exit award will be conferred, as appropriate.

7.6. Full-time postgraduate credit achievement and failure to achieve an award

7.6.1 **Two Years No Credit -** A postgraduate student's registration for an award of the University will be terminated if two academic years (including standard resit periods) elapse without the award of credit. The CAM will confer any exit award to which the student is entitled.

7.6.2 **The maximum period of registration -** If a student is unable to achieve their award within the maximum period of registration, they will be withdrawn from their course and any exit award will be conferred, as appropriate.

7.7 Part-time postgraduate consideration of credit achievement and failure to achieve an award

7.7.1. **Two-years no credit -** A postgraduate student's registration for an award of the University will be terminated if two academic years (including standard resit periods) elapse without the award of credit. The CAM will confer any exit award to which the student is entitled.

7.7.2 **The maximum period of registration -** If a student is unable to achieve their award within the maximum period of registration, they will be withdrawn from their course and any exit award will be conferred, as appropriate.

7.8. Reassessment regulations for taught undergraduate and postgraduate students

7.8.1. The decision as to whether a module should be declared as deferred, referred, condoned or failed will be ratified at the CAM. These decisions apply to graded and ungraded modules. The decisions may reflect whether or not the student submitted the original attempt and any course specific limitations on referral opportunities. The maximum mark available for a graded module following referral is the minimum pass mark for their course.

7.8.2 Students who have been permitted a referral opportunity will normally include repeating and re-submitting only the component(s) of assessment that were not previously passed and must be presented with a new exam paper/in-class test or other assessment task, as appropriate.

7.8.3. Students are not permitted to retake a module or component of assessment which they have passed, unless they have a deferral in place. This applies to students who are due to repeat a failed module in full with attendance. The student should only repeat the element(s) of assessment not passed at the first opportunity. Any erroneous attempt made at an already passed element of assessment will not replace any earlier marks already awarded.

7.8.4. In calculating the mark for a module following a referral and if the module has still not been passed, the higher of the marks achieved for each element of assessment will be the mark used in the calculation of the overall mark.

7.8.5. If a student fails to attend an examination or to submit assessed work by the agreed submission date (after allowing for any extension or Exceptional Circumstance that might have been granted) the CAM will record a mark of zero, leading to failure in that examination or assessed work.

7.8.6. In calculating the mark for a module following a deferral, the higher of the marks achieved for each element of assessment will be the mark used in the calculation of the overall mark.

7.8.7. When retrieving a deferral in a module that also contains a referral, the deferral should be completed first unless completion of the deferral alone is unlikely to result in a pass mark being obtained. If a pass mark cannot be obtained through successful completion of the deferral then the referral should be completed at the same time as the deferral attempt as to avoid delaying the student's opportunities to pass the module and/or progress/be awarded. However, if in accordance with the course requirements all components of a module must be passed, then referral assessments should be completed at the same time as the deferral.

7.8.8. Deferred or referred work can only be considered after the initial result has been formally published as a deferral or referral by a CAM. Assessment of deferred or referred modules must be completed by a standard time as specified in the University's Academic Administration timetable. Where a student is deferred or referred in a pre-requisite module, the work should normally be assessed before the student starts the post-requisite module.

7.9 Condonement of a Module

7.9.1 Condonement is the process that may allow students to be awarded credit in order to allow for progression or award, despite failing to achieve a pass mark at a **first** attempt of a module. Programme Specification Documents must make it clear which modules are condonable.

7.9.2. Condonement is not permitted on ungraded modules or awards and cannot be considered until the student has a full marks profile for that stage of the award.

7.9.3. In all cases where a module has been condoned, the credit for the module will be awarded, and the actual mark achieved will be recorded.

7.9.4. Where a module has been condoned, the module will be accepted as a prerequisite for subsequent relevant modules.

7.9.5 Condoned modules should not be used as APL. Core modules are available for condonement, however compulsory modules cannot be condoned.

7.9.6. Condonement of an Undergraduate Module

Students on **undergraduate** awards who fail to achieve a pass at the first attempt in a single 20 or 30 credit module or in two 10 credit modules but who have passed all other modules in that level of award (i.e. Foundation, Intermediate or Honours level) will be awarded a condoned pass in the module(s) in question provided that:

a. The mark achieved in the module(s) in question is in the range of 30% to 39%;
b. The module has not been identified as compulsory for that course;
c. The student would otherwise have been referred, remained referred (through deferral) or failed the module in question;
d. The overall average achieved by the student for all modules at that level exceeds 40%;
e. The module is not subject to a proven allegation of academic misconduct and/or the student has not been subject to a proven allegation under the Fitness to Practise regulations;
f. The total condoned credits for the student do not exceed 60 credits across a 360 credit honours award (pro rata for awards of fewer credits);
g. There are no professional body requirements preventing condonement.

7.9.7 Condonement of a Postgraduate Module

Students on **postgraduate** awards who fail to achieve a pass at the first attempt in a single module, which does not exceed 30-credits or two 15-credit modules, but who have passed all other modules will be awarded a condoned pass in the module(s) in question provided that:

a. The overall mark achieved in the module(s) in question is in the range of 45% to 49%;
b. The module has not been identified as compulsory for that course;

c. The student would otherwise have been referred, remained referred (through deferral) or failed the module in question;
d. The overall average achieved by the student for all modules at that level exceeds 50%;
e. The module is not subject to a proven allegation of academic misconduct and/or the student has not been subject to a proven allegation under the Fitness to Practise regulations.
f. The module does not form part of a 'top-up' stage;
g. The module does not incorporate the major project or dissertation;
h. There are no professional body requirements preventing condonement.

7.9.8 Condonement of a pre-foundation module

If a student has passed a minimum of 90 credits at level 3 following a first full attempt (including a referral), the referral CAM will be permitted to condone one module of up to 30 credits if the following conditions have been met:

a. They have achieved a pass mark in the relevant module identified as a requirement for progression to their desired degree
b. They have achieved a mark of between 30 and 39 at the second attempt of the module to be condoned
c. The module is not subject to a proven allegation of academic misconduct.

7.10 Failure in a module, mode and timings of second full reassessment attempt

7.10.1. Students who fail to achieve the specified pass mark in a graded module or who fail to secure a pass in an ungraded module will normally be failed by the second/subsequent CAM unless the module has satisfied the Condonement of a Module criteria. As per 7.4.5, students at the point of second or subsequent consideration by the CAM who have been awarded a **minimum total of 90 credits** for the current stage of assessment may progress with any failed modules to be trailed/retrieved in the subsequent session, unless there are prohibitions on this nature of progression stipulated in the validated programme documents. A trailed module is normally completed by assessment-only, does not require attendance and will be capped at the minimum pass mark, regardless of the actual grade achieved.

7.10.2. If a student is not in a trailing position and if available for the course, the CAM will normally grant a second, and final, full reassessment attempt at a failed module in the subsequent session. The maximum grade awarded for the module when taken as a second full repeat will be the minimum pass mark, regardless of the actual grade achieved.

7.10.3 For undergraduate and postgraduate students, the second, final, full reassessment attempt is normally granted **with** attendance. Attendance is only required for the failed modules, not modules already passed. In exceptional cases, students may be granted permission by the Registrar and Secretary (or nominee) to repeat the module's second full reassessment attempt **without** attendance. If a student is permitted to repeat without attendance, support will be made available to them throughout the year, including from their Personal Academic Tutor. They are also be

expected to engage with Brightspace and attend any online synchronous learning opportunities. Students not in attendance will not be able to receive any funding from the Student Loans Company for this duration. Students will also be unable to change this status during an academic year. The full procedure, including the appeal route is detailed in Section 1.15 of the Regulations and Procedures for Taught Students.

7.10.4 For undergraduate and postgraduate students who are only retrieving referred or deferred modules not completed in the previous academic year, you are not expected to re-register or attend timetabled sessions unless required by your course for specific activities such as placements, clinical or lab work. You may be required to attend to complete any outstanding referred or deferred exams/ICTs. Students will not be able to receive any funding from the Student Loans Company for this duration. Students will also be unable to change this enrolment status during an academic year.

7.10.5 If an international student's completion of course is delayed for any reason, the University will not automatically sponsor them for a study visa beyond the normal length of their course.

7.10.6 Information on the work required of a second full and final reassessment attempt at a failed module.

Undergraduate students

Where a student fails their first full attempt at an undergraduate module, the student will normally have a full second reassessment opportunity in the subsequent academic session. The repeat will normally include repeating and re-submitting all the component(s) of assessment that were not previously passed (which should not comprise of any previously submitted material). Any components of assessment within the module previously passed should not be taken again, any erroneous attempt at already passed components will not be considered by the CAM. The maximum mark available for a graded module taken for the second time is the minimum pass mark and this applies even where some elements of the assessment have been passed, including sub-components.

Postgraduate students

Where a student fails their first full attempt at a postgraduate module, the student will normally have a full second reassessment opportunity in the subsequent academic session. The repeat will normally include repeating and re-submitting all the component(s) of assessment that were not previously passed (which should not comprise any previously submitted material). Any components of assessment within the module previously passed should not be taken again and any erroneous attempt at already passed components will not be considered by the CAM. Exceptionally and for postgraduate dissertation or postgraduate project modules only, a CAM may require a student who has failed a dissertation or project module to rework the original assessment rather than undertake a new and different assessment. The maximum mark available for a module taken for a second time is the minimum pass mark and this applies even where some elements of the assessment have been passed, including sub-components.

7.11 Exceptional Circumstances (ECs)

7.11.1 The University, through the University's Teaching and Learning Committee has an approved Exceptional Circumstances (ECs) regulation and procedure which comes under 'Consideration of Personal Circumstances' and is managed by the Registrar and Secretary (or nominee). ECs approved by this procedure will be noted at the CAM.

7.12 Accumulated failure

7.12.1 A module which has been taken and failed on two occasions is deemed to be an accumulated failure. This means the student is not able to achieve the full number of credits required to complete their course and as such, where this happens, will not be permitted to continue with their course.

7.13 The withholding of an award or credit for a student under investigation

7.13.1 If a student is being investigated under any of the University's regulations, the CAM cannot withhold academic credit or postpone an award except in the case of an ongoing Academic Misconduct investigation, or if awaiting the outcome of a Fitness to Practise / Support to Study hearing.

7.14 Revocation of an award

7.14.1 Awards made by the University are conferred in good faith. However, in limited circumstances, an award may be revoked. They are normally under the following conditions:

- There is satisfactory evidence to prove an administrative error contributed to the decision to award.
- It is found that the student provided false information through the admissions process which, if known, would have resulted in them not being admitted onto the course.
- An Academic Misconduct hearing issues a decision upholding evidence of academic misconduct following an allegation(s).
- A Fitness to Practise hearing issues a decision upholding evidence of fitness to practise being impaired following an allegation(s).
- A Disciplinary hearing issues a decision upholding evidence of gross misconduct following an allegation(s).

7.14.2 Recommendations for revocation will be referred to the Vice-Chancellor or a nominee from the Senate membership for approval. If an award has been revoked, the reasons for the decision will be clearly outlined to the student. As part of the process, the student will have the right to appeal the decision. The decision will be made by a nominee of Senate and will be final. Please refer to **Section 1.15** of the Regulations for Students for the full procedure.

7.14.3 The University will require the student to return the degree certificate and reserves the right to notify relevant bodies, where appropriate.

SECTION 8: Exceptional Variations to the Regulations

Managing assessments in a period of major disruption: Emergency Regulations for Course Assessment Meetings (CAMs)

8.1 Introduction and principles

8.1.1. The University of Huddersfield is committed to upholding the highest academic standards in all circumstances. However, during a period of major disruption like a pandemic or industrial action, it is recognised that it may be necessary to vary the normal protocols on an exceptional basis.

8.1.2. In all cases, the objective is to ensure students are not disadvantaged by circumstances beyond their control or that of the University, whilst ensuring quality assurance and consistency in progression and awards decisions.
Course Assessment Meetings (CAMs) are expected to operate in adherence to these underlying principles:

- Wherever possible normal assessment regulations, deadlines and timescales should be followed.
- Adjustments to assessment protocols will be carefully considered; they will enable the University to uphold rigorous academic standards whilst taking into account any serious, unforeseen or unavoidable circumstances having a wide impact across a cohort, course, School or at University level.
- Wherever possible, students should be able to graduate or progress from one stage of their degree programme to the next.
- Where there is no doubt about a student's level of attainment (all or sufficient marks exist for sound academic judgment to be made about the student's overall level of attainment), the normal regulations should be applied, and results determined accordingly.
- Where marks are missing, and adjustments are considered essential, the regulations will be applied consistently and fairly to all students affected.

8.1.3. These alternative regulations will not be implemented without the permission of Professional, Statutory and Regulatory Bodies (PSRBs), where applicable.

8.1.4. The emergency regulations will only be introduced where it is likely that not to do so would cause protracted delay and/or severe disadvantage.

8.1.5. These regulations will only come into force following consultation with students through their elected representatives. The decision to implement will be approved by the University Teaching and Learning Committee and Senate (by virtual meeting or by Chair's action as necessary) and will be lifted under the same authority. Schools will be informed as soon as the emergency regulations are invoked.

8.2 Exceptional Circumstances under Emergency Regulations CAM

8.2.1. Where the performance of a group of students' is affected by adverse circumstances which are not personal to them but as a result of a wider issue (for example technical, social, economic, political or public health problems), the University,

through its Registry, will issue guidance to Schools on how to consider students' performance under these circumstances.

8.2.2. Where Registry permits a blanket EC to a group of students, these decisions must be taken in the context of: available information; the programme intended learning outcomes; the discipline and level; the time of year; University regulations; any professional requirements. Decisions may depend on whether the student is/is not at the final stage of the programme. The External Examiner should be consulted in all cases. All decisions reached should be clearly documented within the minutes.

8.2.3. The usual Exceptional Circumstances process should be followed by students wherever possible. A student or staff member (with the student's permission) should submit an EC claim noting that the adverse impact was directly related to the major disruption. If other factors contributed as well, these should also be noted. The CAM will keep a record of all cases where the major disruption is accepted as an exceptional circumstance.

8.2.4. Where the impact of the major disruption causes postponement of the usual CAM schedule, additional assessment opportunities and extra CAMs for students may be introduced in order to minimise the delay to progression and award decisions.

8.2.5. An interruption of study may be preferable to some students. If this is agreed, there will be an expectation that the student returns at the same point in the following academic year to recommence studies. The fees for both the year of the disruption and the following year will be charged pro rata.

8.2.6 For non-standard cases the Registrar and Secretary or nominee should be consulted prior to the CAM.

8.3 Progression

8.3.1. If the student's profile of marks is incomplete due to disruption-related exceptional circumstances, progression will be permitted under one of the following mechanisms:

8.3.2. Where assessments have been taken but marks are not available, students will normally be permitted to progress, with post-emergency recovery action required as soon as marks are available.

8.3.3. Where missing results relate to core, pre-requisite or PSRB requirements, the CAM may exceptionally delay a progression decision, with post-emergency recovery action required as soon as marks are available.

8.3.4. Where the regulations allow alternative assessment or incomplete assessment as detailed in sections 9.4 and 9.5.

8.4 Award

8.4.1. If the student's profile of marks is incomplete due to disruption-related exceptional circumstances, the CAM may consider an award as follows:

8.4.2. By determining an overall module mark based on partial completion of the module assessment if the learning outcomes have been met.

8.4.3. Exceptionally, where there is no reasonable expectation that an assessment opportunity can be made available, the CAM may record a pass mark for the module, if it is otherwise assured that the student has completed the module to a satisfactory standard. This will be noted on the transcript.

8.4.4. Confirm the award, subject to later confirmation of the classification.

8.5 Alternative assessment

8.5.1. Where necessary, alternative assessments will be provided and marks will be made available to the CAM. However, some components of assessment may be disregarded as detailed below.

8.5.2. In the Foundation year (year 1) or Pre-foundation year (year 0) of the course:

- Where 50% or more of the module mark is already accounted for through previous assessed components, other components of assessment may be discounted and the overall module mark based on the mark(s) already achieved.
- Where less than 50% of the module mark is accounted for, an alternative assessment will be put in place wherever possible.

8.5.3. In the Foundation year (year 1) or Pre-foundation year (year 0) of the course, where alternative assessments cannot reasonably be set, progression may be determined on a pass/fail basis for each of the module(s) affected. The transcript will record the reason for this.

8.5.4 In the Intermediate year (year 2) of the course:

- Where 60% or more of the module mark is already accounted for through previous assessed components, other components of assessment may be discounted and the overall module mark based on the mark(s) already achieved.
- Where less than 60% of the module mark is accounted for, an alternative assessment will be put in place wherever possible.

8.5.5. In the Intermediate year (year 2) of the course, where alternative assessments cannot reasonably be set by the second point of consideration, progression may be permitted with outstanding assessments trailed into the following year. Where the trailing of credit is considered, the following must apply unless the PRSB regulations differ;

- A student may only progress if they have a minimum of 90 credits in their current year of study, or 80 credits with the outstanding 40 credits in one single module
- Where a candidate has been awarded at least 50 credits for the current stage of assessment but do not fall into the category above, they may not progress but will be permitted to return in the subsequent session to retrieve the outstanding modules
- Candidates who have been awarded 40 or fewer credits for the current stage of assessment shall be deemed to have failed the course.

8.5.6. In the Honours year (year 3 or 4) and Final year of Integrated Masters:

- An alternative assessment will be put in place for all missing components of assessment.
- Where an alternative assessment is not readily available, the CAM will defer its decision until such time as an appropriate assessment can be set and a module mark provided.

8.5.7. In all cases where these regulations are brought into force, students will be informed how the CAM will proceed and on what basis it will make its decisions.

8.6 Complaints and appeals

8.6.1. The University's accelerated procedure in the event of a major disruption will be followed. For all other complaints unrelated to the disruption, the standard regulations and procedures will apply.

8.7 Post-emergency recovery actions

8.7.1. When the Vice-Chancellor or Pro Vice-Chancellor Teaching and Learning determines the emergency over, and this has been approved by UTLC and Senate (by Chair's action if necessary), action will be taken to:

- Recover any missing marks, if extant, and enter into ASIS
- To put in place any additional assessment required to allow students to demonstrate that the learning outcomes have been met
- Progress or award as normal, where a candidate has been awarded a pass for the module
- For taught provision, once any outstanding marks are recorded on ASIS, CAMs will re-consider the entire marks profile by means of Chair's Action.

8.7.2. The University reserves the right to correct errors made during an emergency, particularly if these affect licence to practice. Ordinarily however:

- Where the marks generate a lower module mark/class, the student may be permitted as an exception to retain the higher mark/class previously awarded.
- Where the incorporation of missing marks generates a fail in a module which has been previously entered as a pass under this guidance, the student will be offered the opportunity to resit but will not be required to do so unless required by a PSRB.
- Where the incorporation of missing marks identifies a student who has been recommended for progression under these procedures where they would otherwise have failed, the progression decision will stand and the student will be offered the following options:

    1. Repeating the previous year;
    2. Trail the failed module(s) as outlined in the progression regulations (section 7) whilst continuing at the current level of study;
    3. Substitute the module at the lower level and trail it;
    4. Transfer course.

8.7.3. Exceptionally, where no alternative assessment is possible and/or as stipulated by the PSRB, the student may be required to withdraw from the course.

SECTION 9: Regulations For Accelerated Undergraduate Degrees (Two-Year Calendar Degree)

These regulations are supplementary to the standard regulations for award and must be applied alongside these principles.

9.1 Structure of Courses, Modules and Credit

9.1.1. An Accelerated Undergraduate Degree is a programme leading to an undergraduate award delivered over two full calendar years, rather than three academic years. It retains the same total credit volume and academic standards as standard undergraduate provision.

9.1.2. Accelerated Undergraduate Degrees should normally comprise 360 credits at Levels 4 - 6, structured to enable continuous study across the two calendar years, including periods not designated as teaching time in standard academic delivery.

9.1.3. Accelerated Undergraduate Degrees may be delivered

a) by the University; and/or
b) by an approved partner institution, including partners located outside England, under validated or franchised arrangements.

9.1.4. The approved programme specification shall set out

a) the calendar-year structure of delivery;
b) defined progression points;
c) assessment and reassessment points, including in-year reassessment; and
d) arrangements for the completion of trailing modules.

9.2 Registration, Attendance, Maximum Period of Registration and Personal Circumstances

9.2.1. The normal period of registration for an Accelerated Undergraduate Degree shall be two calendar years.

9.2.2. The maximum period of registration shall not normally exceed three calendar years, inclusive of any permitted interruption, unless exceptionally approved.

9.2.3. Students registered on Accelerated Undergraduate Degrees are expected to engage in all aspects of study throughout the calendar year, subject to any scheduled breaks approved as part of the programme.

9.2.4. In considering personal circumstances via extensions or exceptional circumstances for students on Accelerated Undergraduate Degrees, the University shall take account of;

a) the compressed delivery model; and
b) the absence of long vacation periods.

9.2.5. Adjustments to assessment deadlines made through personal circumstances shall maintain University expectations set out in Section 7, while ensuring students are

not disadvantaged by the intensity of delivery.

9.2.6 If a student interrupts, usually, they must re-enrol at the next appropriate intake point in the academic cycle to pick up the level at the same point they left. If the student wants to interrupt for a longer period of time, this decision will be made in line with the procedure set out in Section 4.

9.2.7 In line with the 2 year no credit rule outlined in Section 4, if a student has not gained credit over two consecutive academic levels, they will be withdrawn.

9.3 Assessment, External Examination and Course Assessment Meetings (CAMs)

9.3.1 Assessment on Accelerated Undergraduate Degrees is designed to reflect the intensive and continuous nature of delivery while maintaining our expected academic standards.

9.3.1 Course Assessment Meetings (CAMs) for Accelerated Undergraduate Degrees operate in accordance with the University's standard procedures, outlined in Section 6.

9.3.2. Where the course delivery is by a partner institution;

a) assessment decisions remain the responsibility of the University;
b) Course Assessment Meetings act under the authority of the University; and
c) External Examiners shall confirm equivalence of standards across delivery locations, including through moderation activity in accordance with Section 5 and Section 6.

9.4 Progression and Trailing Modules

9.4.1. For a standard undergraduate route, there will be two formal progression points and these are defined at the end of each academic level where a main CAM will take place.

9.4.2. At a progression point, a student must normally;

a) have passed all modules at that level; or
b) be trailing no more than the permitted value of credit.

9.4.3. A trailing module is a module from a lower academic level which has not yet been passed at the point of progression. Normally, students can carry no more than 30 credits of trailing modules at any progression point.

9.4.4. Students may not carry trailing Level 4 credit into Level 6 and must complete this by the end of Level 5.

9.4.5. Trailing modules must be reassessed or completed at the earliest available opportunity specified in the programme assessment schedule.

9.5 Reassessment and Failure

9.5.1. Programmes normally include in-year reassessment opportunities (following the principles set out in Section 7), enabling students who fail an assessment at first

attempt to undertake reassessment within the same academic level.

9.5.2. In-year assessment;

a) shall be scheduled as close as practicable to the original assessment;
b) may occur during teaching blocks; and
c) shall be published in advance to students.

9.5.3. Any re-assessment taken, including in-year, will be capped at the module level as per Section 7. This is in line with the expectations set in the standard assessment regulations in Section 7.

9.5.4. Where in-year reassessment is not practicable, this will take place at the next available assessment point. These arrangements will avoid any compromise of academic standards or fairness.

9.5.5. Where a student fails their first full assessment opportunity, in line with the standard progression regulations in Section 7, the Course Assessment Meeting may;

a) permit progression to the next academic level and permit a trailing full repeat of the module without attendance, in the next academic level; or
b) may not permit progression but will grant the student a full repeat of the module(s) with attendance at the next available opportunity. This may require the student to interrupt their studies.
c) withdraw the student under the less than 50 credit rule.

9.6 Conferment of Awards

9.6.1. Awards and classifications shall be determined in accordance with the University's approved classification schemes, set out in Section 6.

9.6.2. The accelerated nature of the programme shall not be indicated on the award certificate.

9.6.3. The academic transcript may indicate the mode of study as "Accelerated".

Appendices

APPENDIX ONE: Titles of Foundation, Bachelor's, Integrated Master's and Postgraduate Master's Degrees (1.2)

Title of Award	Description
Foundation Degree (FdA)	For art and design, the arts and humanities, combined studies in the arts and social sciences, and for areas of social or business studies where it is appropriate.
Bachelor of Arts (BA)	For art and design, the arts and humanities, combined studies in the arts and social sciences, and for areas of social or business studies where it is appropriate.
Bachelor of Culinary Management (BCM)	Reserved for courses of specialised study in culinary management and hospitality.
Bachelor of Education (BEd)	Reserved for courses of teacher education.
Foundation Degree (FdEng)	Reserved for courses which provide a technologically broad education with an emphasis on engineering applications.
Bachelor of Hotel Management (BHM)	Reserved for courses of specialised study in hotel management and hospitality.
Bachelor of Engineering (BEng)	Reserved for courses which provide a technologically broad education with an emphasis on engineering applications and may lead to registration with the Engineering Council.
Bachelor of Laws (LLB)	Reserved for courses of specialised study in law.
Bachelor of Music (BMus)	Reserved for courses of specialised study in music.
Foundation Degree (FdSc)	For courses that are substantially based on mathematics or one or more of the sciences, including their application.
Bachelor of Science (BSc)	For courses that are substantially based on mathematics or one or more of the sciences, including their application.
Integrated Master's Degrees	Awarded with a title which reflects the subject balance of the course. The following titles are available: **Master of Chemistry (MChem),** which is reserved for courses of specialised study in chemistry. **Master of Computing (MComp),** which is reserved for courses that focus on the computing and its application. **Master of Engineering (MEng),** which is reserved for courses that focus on engineering and its application.

Title of Award	Description
	Master of Pharmacy (MPharm), which is reserved for courses that focus on pharmacy and its application. **Master of Science (MSci),** which is reserved for courses that focus on science and their application. **Master of Laws (MLaw),** which is reserved for courses of specialised study in Law. **Master of Law and Practice (MLP),** which is reserved for courses of specialised study in Law. **Master of Social Work (MSW),** which is reserved for courses of specialised study of social work. **Master of Health and Social Care Leadership (MHSCL),** which is reserved for courses of specialised study of health and social care leadership. **Master of Psychology (MPsych),** which is reserved for courses of specialised study in Psychology. **Master of Mathematics (MMath),** which is reserved for courses of specialised study of Mathematics. **Master of Optometry (MOptom),** which is reserved for the Optometry course only
Postgraduate Master's Degrees	Awarded with a title which reflects the subject balance of the course. The following titles are available: **Master of Architecture (MArch),** which is reserved for courses of specialised study in the practice of architecture. **Master of Arts (MA),** which is for the arts and humanities and for other areas of study where the use of a more specialised title is not appropriate. **Master of Business Administration (MBA),** which is reserved for courses that focus on the general principles and functions of management and on the development of management skills. **Master of Design (MDes),** which is reserved for courses of study that focus on the practice of design. **Master of Enterprise (MEnt),** which is reserved for courses of specialised study in enterprise.

Title of Award	Description
	Master of Laws (LLM), which is reserved for courses of specialised study in law. **Master of Landscape Architecture (MLA),** which is reserved for courses of specialised study in the practice of landscape architecture. **Master of Music (MMus),** which is reserved for courses of specialised study in music. **Master of Public Administration (MPA),** which is reserved for courses of specialised study in public administration, governance and public services management. **Master of Public Health (MPH),** which is reserved for courses of specialised study in public health. **Master of Public Policy (MPP),** which is reserved for courses of specialised study in public policy. **Master of Podiatric Surgery (MPS),** which is reserved for courses that address the specialist provision and advanced clinical practice of podiatric surgery. **Master of Science (MSc),** which is reserved for courses that are substantially based on science or mathematics and their applications, and for other areas of study where the use of a more specialised title is not appropriate.

APPENDIX TWO: Awards available with Merit or Distinction (1.7.1.4)

Award Level	Award Title
Undergraduate	Certificate University Certificate Certificate of Higher Education (CertHE) Aegrotat Certificate of Higher Education Certificate in Education (CertEd) Higher National Certificate Higher National Diploma Diploma of Higher Education (DipHE) Aegrotat Diploma of Higher Education Foundation Degree (FdA, FdSc, FdEng) Aegrotat Foundation Degree Graduate Certificate Graduate Diploma Professional Graduate Certificate in Education.
Postgraduate	Master of Architecture (MArch) Master of Arts (MA) Master of Business Administration (MBA) Master of Computing (MComp) Master of Design (MDes) Master of Education (MEd) Master of Enterprise (MEnt) Master of Landscape Architecture (MLA) Master of Laws (LLM) Master of Music (MMus) Master of Public Administration (MPA) Master of Public Health (MPH) Master of Public Policy (MPP) Master of Podiatric Surgery (MPS) Master of Science (MSc) Master of Teaching and Learning (MTL).
Other	Diploma in Professional Studies (DPS) Diploma in Architecture Postgraduate Certificate in Education (PGCE) Certificate in Management Studies (CMS) Diploma in Management Studies (DMS) Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip).

APPENDIX THREE: Course Assessment Meeting Terms of Reference

COURSE ASSESSMENT MEETING (CAM)

Terms of Reference

A Course Assessment Meeting (CAM) acts on the delegated responsibility of the Senate to ratify results of all moderated assessments for all candidates presented by the School. The terms of reference for a CAM are as follows;

1. To ratify the outcomes of the performance in modules (passed, referred, deferred, condoned or failed), based on the moderated marks brought forward to the CAM. These decisions are made in accordance with the Regulations for Awards.
2. To ratify student progression between stages of the course, in accordance with the Regulations for Awards.
3. To ratify degree classifications and conferment of awards, in accordance with the Regulations for Awards.
4. To confirm the application of the uplift criteria on student profiles as set out in in **section 6.5** of the Regulations for Awards (Taught).
5. To confirm that the School has properly carried out its assessment responsibilities, including internal and external moderation, where appropriate.
6. To record student outcomes.

Membership
The membership of each meeting will normally comprise;

- The Chair nominated by the Dean of School (academic staff member), who will be independent of the course being considered;
- The Course Leader(s);
- The course administrator (also responsible for the CAM cover sheet),

In Attendance

- The Registrar and Secretary (or nominee) may attend to provide guidance on the regulations.

Quorum
All three (members have to attend the meeting or send an appropriate delegate.

Mode of Operation
Each appointed Chair is responsible for the arrangements and conduct of their CAM meetings in conjunction with the Course Administrator. Registry and Academic Development will allocate an administrator to record decisions.

The timing of CAMs within the course structure must be specified as part of the validation process. For taught courses, each stage should normally have a main, resit(s) and final deferral CAM.

APPENDIX FOUR: UGT and PGT Marking Criteria Templates

UGT Marking Criteria Grid Template

This is a template only. Schools are required to add to the criteria with subject specific language in accordance with the assessment and assessment type. Schools must ensure that they include the full criteria they will use to provide clear indications of how achievement of module learning outcomes may be demonstrated, thereby promoting reliability of assessment. The marking criteria should be kept in the Module Handbook.

General / Knowledge		**1. Presentation and Structure** **2. Understanding / Skills** **3. Selection of cited material**
80 and above	**Outstanding work** Demonstrating comprehensive mastery knowledge, understanding and extensive critical appreciation of the subject area.	1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. Some degree of originality. 2. Evidence of highly significant and relevant evaluation skills and conclusions 3. Very significant evidence of reading outside the material presented in academic sessions and the directed texts. Sources used selectively and skilfully to support argument. Referencing is extensive, accurate and relevant
70-79	**Excellent work** Demonstrating mastery of knowledge, understanding and critical appreciation of the subject area	1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. 2. Evidence of highly significant and relevant evaluation skills and conclusions 3. Significant evidence of reading outside the material presented in academic sessions and the directed texts. Sources used selectively and skilfully to support argument. Referencing is extensive, accurate and relevant
60-69	**Very good work** Demonstrating very good knowledge, understanding and appreciation of the subject area	1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. 2. Evidence of very good and relevant evaluation skills and conclusions 3. Evidence of reading outside the material presented in academic sessions and the directed texts. Referencing is appropriate, accurate and relevant.
50-59	**Good work** Demonstrating good knowledge, understanding and appreciation of the subject area	1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. 2. Evidence of good and relevant evaluation skills and conclusions

General / Knowledge		1. Presentation and Structure 2. Understanding / Skills 3. Selection of cited material
		3. Evidence of some reading outside the material presented in academic sessions and the directed texts. Referencing is adequate, accurate and relevant.
40-49	**Satisfactory work** Demonstrating sufficient knowledge, understanding and appreciation of the subject area.	1. Work is structured and academically presented with clear attention to grammar and to the use of language, expression and style 2. Some evidence of good and relevant evaluation skills and conclusions 3. Evidence of some limited reading outside the material presented in academic sessions and the directed texts. Referencing is limited.
30-39	**Unsatisfactory work** Demonstrating very limited knowledge or understanding of the subject area	1. Work is not structured well or academically presented with a lack of attention to grammar and to the use of language, expression and style 2. Minimal evidence of good and relevant evaluation skills and conclusions 3. Some evidence of some limited reading outside the material presented in academic sessions and the directed texts. Referencing is minimal.
0-29	**Poor / very poor work** Demonstrating inadequate, limited knowledge and fragmentary understanding of the subject area.	1. Work is not structured well or academically presented with a lack of attention to grammar and to the use of language, expression and style 2. No or very limited evidence of good and relevant evaluation skills and conclusions 3. No or very limited evidence of further reading and referencing

PGT Marking Criteria

This is a template only. Schools are required to add to the criteria with subject specific language in accordance with the assessment and assessment type. Schools must ensure that they include the full criteria they will use to provide clear indications of how achievement of module learning outcomes may be demonstrated, thereby promoting reliability of assessment. The marking criteria should be kept in the Module Handbook.

Distinction (A): 70-100 **An exceptional approach to research and enquiry that reflects outstanding knowledge of material and critical ability appropriate to postgraduate level**					
General/Knowledge		**Presentation**	**Understanding /Skills**	**Selection of cited material & Coverage**	**Structure**
90-100	Outstanding and Insightful. Displays (for example): publishable quality; outstanding research or critical potential in the context of current problems and/or new insights; originality and independent thought; ability to make informed judgements	Highest professional standards of presentation written in the style appropriate to the assessment brief	Authoritative, full understanding of all the issues with originality in analysis; clear evidence of problem-solving skills	Full range of sources used selectively and skilfully to support argument. Accurate and consistent use of the agreed referencing system	Coherent and compelling argument well presented
80-89	Striking and insightful. Displays (for example): excellent research or critical potential in the context of current problems and/or new insights; flexibility of thought; possibly of publishable quality	Professional standards of presentation written in the style appropriate to the assessment brief			
70-79	Excellent. Displays (for example): high levels of accuracy; evidence of the potential to undertake research; the ability to analyse primary sources critically in the context of current problems and/or new insights	Very good standards of presentation written in the style appropriate to the assessment brief			

Merit (B): 60-69 A coherent approach to research and enquiry that meets all learning outcomes and demonstrates critical evaluation appropriate to postgraduate level					
General/Knowledge		**Presentation**	**Understanding/Skills**	**Selection of cited material & Coverage**	**Structure**
60-69	Approaching excellence in some areas with evidence of the potential to undertake research and critical analysis of current problems and/or new insights. Well-developed relevant argument and a good degree of accuracy	Good standard of presentation; written in the style appropriate to the assessment brief with length requirement met and academic conventions followed	Independent, critical evaluation of full range of relevant concepts and theories with some evidence of originality; evidence of problem-solving skills	Complex work and concepts presented; key texts used effectively. Accurate and consistent use of the agreed referencing system	Argument concise and explicit
Pass (C): 50-59 **A coherent and logical approach to research and enquiry that meets all learning outcomes and shows understanding of the basic principles appropriate to postgraduate level**					
General/Knowledge		**Presentation**	**Understanding/Skills**	**Selection of cited material & Coverage**	**Structure**
50-59	A systematic understanding of knowledge; critical awareness of current problems and/or new insights; can evaluate critically current research and can evaluate literature and methodologies	Length requirement met and academic conventions mostly followed. Written in the style appropriate to the assessment brief; possibly very minor errors in language which do not impede understanding	Practical understanding of how established techniques of research and/or analysis are used to create and interpret knowledge in the discipline; some evidence of problem-solving skills	Comprehensive understanding of techniques applicable to own research or advanced scholarship. Consistent use of the agreed referencing system which is predominately accurate	The argument is developed but may lack fluency

Referred (R): 0-49 Some knowledge of core material and critical ability appropriate to postgraduate level, though learning outcomes are not fully met					
General/Knowledge		**Presentation**	**Understanding/Skills**	**Selection & Coverage**	**Structure**
35-49*	knowledge of concepts within prescribed range but fails to adequately address the task posed by assessment	Length requirement met and academic conventions mostly followed. The style of presentation is appropriately matched to the assessment brief. Minor errors in language which do not impede understanding	Some insight into the problem or topic; attempt to demonstrate problem-solving skills and originality	Limited sources. Use of the agreed referencing system contains some inconsistencies and inaccuracies	Argument not fully developed and may lack structure and coherence
Referred (R): 0-34 **A superficial or inaccurate answer with only peripheral knowledge of core material and very little critical ability.** **Learning outcomes not met. Not an appropriate submission for postgraduate level.**					
General/Knowledge		**Presentation**	**Understanding/Skills**	**Selection & Coverage**	**Structure**
0-34	Knowledge of concepts falls short of prescribed range and does not address the task posed by the assessment	Length requirements not observed, inconsistency in academic conventions and style. Minor language errors which occasionally impede understanding	Limited or no insight into the problem or topic; no evidence of problem-solving skills or originality	Some irrelevant and/or out of date sources. Referencing system may be systematically inaccurate or absent	Argument not developed and/or may be presented in a manner that makes knowledge and understanding difficult to assess

Glossary

Term	Definition
1st	First Class Honours classification.
2:1	Upper Second Class Honours classification.
2:2	Lower Second Class Honours classification.
3rd	Third Class Honours classification.
Accumulated failure	A module which has been taken and failed on two occasions is deemed to be an accumulated failure. You will not be permitted to continue with your course where this happens.
Condonement	Recorded when a student has failed to achieve a pass mark in an eligible module but satisfies the identified criteria. The mark achieved is recorded but the credit for the module is granted without the student having to make good the failed elements of assessment for that module. If condonement is granted for a module, the student cannot appeal the decision to improve their mark.
Course Assessment Meeting	The meeting at which all credit, progression and awarding decisions are made in relation to student academic profiles. Course Assessment Meeting is abbreviated to CAM
Course of study	A specified set of modules/subjects leading to an award.
Core Module	A module which must be taken by all students on a particular course.
Compulsory Module	A module which must be passed and is not eligible for condonement. If a student fails a compulsory module, *having exhausted their rights of reassessment*, they fail the course.
Decision postponed	Recorded when a student's profile is incomplete because CAM decisions on modules are awaited pending the outcome of referrals or deferrals or an academic misconduct investigation.
Deferred (module)	Recorded when either: a student has failed to achieve a pass mark in a module and has approved exceptional circumstances or a student has achieved a pass mark in a module and has approved exceptional circumstances for a non-submitted element of assessment. Deferral allows a student to repeat the affected element(s) of assessment for the maximum mark available (if taking the assessment for the first time). If taking the assessment or the module for a second time, the mark awarded for the module will be capped at the minimum pass mark.
Exceptional Circumstances	Any circumstances that we approve through our consideration of personal circumstances procedure that might affect your ability to complete your work on time or to a level you normally expect or attend/sit a test or exam.
Fail (course)	Recorded when a student is not able to progress having exhausted their rights of re-assessment or module substitution or when a student does not satisfy the minimum criteria to be eligible to continue on their course.

Term	Definition
Fail (module): Postgraduate/M-Level of Integrated Masters	Recorded when a student has achieved a mark below the specified referral range for a module at the point of first consideration (the first available CAM) or a mark below the specified pass mark at the point of second consideration (second available CAM).
Fail (module): Undergraduate	Recorded when a student has achieved a mark below the specified pass mark for a module at the point of second consideration by the CAM.
Full-time Supervised Work Experience	The work experience needed to satisfy the requirements for a sandwich year is that the work must be full-time and for a minimum of 36 to 48 weeks. Full-time work means you work for a minimum of 35 hours a week.
Initial reassessment	Having taken and failed a module, a student may take the module for a second time – this is classed as an initial re-assessment.
May not progress (decision postponed)	Recorded when a student profile is incomplete because decisions on modules are awaited pending the outcome of referral or deferral opportunities being retrieved in the next available assessment window.
May not progress (repeat year)	Recorded when a student has not met the minimum criteria for progression, but has achieved the minimum criteria to remain a current student and is therefore repeating modules in the subsequent academic session.
May progress	Recorded when a student has met the minimum criteria for progression between stages.
Optional module	If a student gets to choose an optional module(s) worth a certain amount of credit, the student can choose from a list of multiple modules which they would like to study to gain the credit required.
Pass (module)	Recorded when a student achieves the minimum pass mark for a module.
Professional Statutory Regulatory Body	Abbreviated to PSRB. They are external bodies which formally accredit, approve and recognise university programmes, setting standards for and regulating entry into particular professions.
Referred	Recorded at the point of first consideration by a CAM when a student has achieved an overall mark within the specified referral range for a module which is not eligible for condonement. Referral allows a student to repeat the failed elements of assessment with the overall module mark being capped at the standard pass mark.
Repeat module	A module being taken by a student which they failed in a previous session and normally requires completion as a second full attempt with attendance.
Tier 1 Accreditation Validation Panel	Tier 1 Accreditation and Validation Panels have local level responsibility for approval and modification of course and module documentation and responsibility for recognition of prior

Term	Definition
	learning. They may also have additional responsibilities delegated to them by School Board.
Stage of Assessment	120 credits which would normally be deemed to constitute one year of full-time undergraduate study as defined in the Programme Specification Document (excluding any trailed modules) or 180 credits which would normally be deemed to constitute one year of full-time postgraduate taught study.
Substitute module	A module chosen by a student to replace an optional module which the student has failed at the first attempt. The mark awarded for a substitute module is not capped but the student will not have a second full attempt at a substitute module if it is failed.
The Senate	The Senate is responsible for the consideration of the academic plan of the University, its associated academic activities and the resources needed to support them, and for advising the Vice-Chancellor and the University Council who are at the highest level of authority at the University.
Trailing module	A module being taken by a student which they failed in a previous session. This does not normally require attendance and is completed by assessment-only.

Document Sign-off, Ownership Details and Revision History

DOCUMENT SIGN-OFF AND OWNERSHIP DETAILS	
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REVISION HISTORY			
Version	**Date**	**Revision description/Summary of changes**	**Author**
10.0	01 August 2026	**Throughout the Regulations** • Minor corrections. • Some sections rewritten in plain English for clarity; no impact on regulations. • Some sections renumbered for accuracy • Updated references to 'Director of Registry and Academic Development' to Registrar and Secretary **Section 2: The Structure of Courses, Modules and Credit** • S2.4 Degree Apprenticeships title updated to Apprenticeships: **Section 4: Two-year no-credit, Maximum period of registration, Withdrawal, Interruption**	Registrar and Secretary's Office

		• Added clarification, for CP Masters courses with biannual cohorts, of the point at which the automatic exception to the 'two-year no credit' rule applies. • Clarification that the additional 'plus two years' applied to the standard course duration for the purpose of calculating the maximum period of registration is fixed and does not operate on a pro-rata basis for part-time students. • Added that previous credit awarded more than six years prior to the year of application will not be considered current. **Section 5: Assessment, including Marking and Moderation** • Added that submission dates may be scheduled during non-teaching weeks, where support is available to students. Submission dates must not fall on university closure days. • Change of terminology from material irregularity' to 'procedural irregularity' for consistency **Section 6: Classification of Awards and CAMs** • Added a section to clarify Integrated Masters Award uplift criteria (S6.7.4) • Some minor re-wording provides additional clarity and removes duplication, which does not impact a regulatory or material change **Section 7: Award, Progression, Reassessment, Failure in a Module, Accumulated Failure and Exceptional Circumstances** • Clarification that the additional 'plus two years' applied to the standard course duration for the purpose of calculating the maximum period of registration is fixed and does not operate on a pro-rata basis for part-time students • Clarification that any course specific limitations on referral opportunities may apply to module reassessments • Clarification added to the Condonement of a Module (S7.9) that condonement of a module is limited to the first attempt for undergraduate and postgraduate modules	

		• Clarification added to the Condonement of a Module (S7.9) that condonement of a module is limited to the first full attempt for pre-foundation modules • Section 7.4.10 reworded for clarity • Added to S7.14, that a Disciplinary hearing outcome may lead to the Revocation of Award **Section 9: Regulations For Accelerated Undergraduate Degrees (Two-Year Calendar Degree)** • New section of regulations added are supplementary to the standard regulations for award and must be applied alongside these principles.	
9.0	01 August 2025	**Throughout the Regulations** • Minor corrections. • Removed any reference to 'Tutor Reassessment' • The change of reference to 'schools' in some cases where this will now be Central teams • Change of terminology from 'interim award' to 'exit award' • Change of terminology from 'Evidence' to 'Documentation' or 'Information' as appropriate • Updated references to 'Registrar and Secretary' to Registrar and Secretary • Some larger areas of re-wording provide additional clarity, which does not impact a regulatory or material change **Section 1: Awards of the University** • New Addition: Postgraduate Diploma in Education (PGDE) • Removed: Postgraduate Certificate in Education (International) **Section 2: The Structure of Courses, Modules and Credit** • New Addition: Postgraduate Diploma in Education (PGDE)	Registry

		• Link to the AAT removed as this is not student facing document **Section 4: Two-year no-credit, Maximum period of registration, Withdrawal, Interruption** • Maximum period of registration information added in this section for clarity and to explain the interlink with two-year no credit rule **Section 5: Assessment, including Marking and Moderation** • References to Tutor reassessment removed • Added clarity re Placements and late submissions in the Fit to sit section **Section 6: Classification of Awards and CAMs** • Replaced IfATE with DfE (Skills England) • Further clarification provided on the use of the classification uplift criteria • Renumbered for clarity • Removed references to Module Assessment Meetings • Clarification on the grounds for results appeal **Section 7: Award, Progression, Reassessment, Failure in a Module, Accumulated Failure and Exceptional Circumstances** • References to Tutor reassessment removed • Clarification on Condonement Regs – a change (limiting this to the first attempt of a module) that was introduced in 2021/22 was not implemented and therefore, rescinded in February 2025. This has been reinstated. • Removed condonement criteria in the UGT and PGT sections about learning outcomes as it was irrelevant • Added FTP as an exclusion to condonement eligibility • Added clarity relating to trailing modules	

		• Added section to distinguish between repeating modules and retrieving outstanding assessment attempts and the finance implications **Glossary and Appendices** • CAM ToR updated for clarity of roles and responsibilities • Removed ToR for MAM • Error rectified – Master of Optometry moved to Integrated Master's section from Postgraduate Master's	
8.0	01 August 2024	**Throughout the Regulations** • Minor corrections. • The change of terminology from CAB to CAM (Course Assessment Meeting) • The change of reference to Schools in some cases where this will now be 'course teams' **Section 2: The Structure of Courses, Modules and Credit** • Addition of reference to accelerated degrees • Addition of consent needed from students to move to a new module (if changes are made) – CMA requirement **Section 4: 2 year no-credit, Withdrawal, Interruption** • Clarity on returning to complete a course within 6 years of receiving last credit **Section 5: Assessment, including Marking and Moderation** • Introduction of no marking past 10% of the stipulated assignment length • 7.8.8 moved to 5.1.7 as it better fits the three-week turnaround marking and moderation regulation **Section 6: Classification and CAMs** • Inclusion of Module Assessment Meeting definition and purpose (previously called Pre-CAB) • Update of definition and purpose of CAMs (previously called CABs)	Registry

		• Update to the role of an EE for a CAM **Section 7: Award, Progression, Reassessment** • Clarity on maximum period of registration and exceptional interruptions • Introduction of regulations in the condonement of a pre-foundation module • PGT students now to repeat a module with attendance akin to UGT students, instead of without • New addition of accumulated failure regulation **Section 8: Emergency regulations** • Removal of covid arrangements **Glossary and Appendices** • Change of terminology for SAVP – now Tier 1 Accreditation Validation Panel • Inclusion of EC definition • CAB ToR updated with new CAM and MAM changes	
7.0	01 August 2023	**Throughout the Regulations** • Minor corrections. **Section 2: The Structure of Courses, Modules and Credit** • Introduction of Confirmation of Credit on Exit rule (CoCoE) (under 50 credits only) **Section 3: APL** • Minor amendments to information regarding student's returning to complete a degree **Section 6: Classification and CAMs** • Inclusion of regulation for the rectification of errors made at a CAM **Section 5: Assessment, including Marking and Moderation** • Minor clarification of internal and external moderation processes • Introduction of fit to submit • Introduction of marking criteria templates (appendix 4) • Introduction of Tutor Reassessment moderation activity	Registry

		Section 7: Award, Progression, Reassessment • Removal of 75 credit rule for PGT students as this is not able to work effectively due to the way the majority of courses are structured • Expansion on revocation of award process including appeal route • Introduction of sandwich year progression routes • Further clarity on Tutor Reassessment opportunities, including deadlines for submission • Further clarity on the capping of referred modules • Further clarity on PGT reassessment activity, with and without attendance. **Section 8: Emergency regulations** • Minor amendment to reflect the impact of covid-19 in 2023/24. **Appendix One** • Minor amendments to course titles	
6.0	01 August 2022	**Throughout the Regulations** • Minor corrections. **Section 3: APL** • Minor amendments **Section 4: 2 year no-credit, Withdrawal, Interruption** • Minor amendments **Section 6: Classification and CAMs** • Minor amendments • Clarification and information provided on apprenticeships and end point assessments **Section 7: Award, Progression, Reassessment** • Removal of PGT referral band • Introduction of 75-credit rule for PGT students • Amendment to rules for students studying placement or practice components on a PSRB course • Introduction of revocation of awards **Section 8: Emergency regulations – impact of covid-19**	Registry

		• Minor amendment to reflect the situation with covid-19 in 2022/23. **Glossary** • New definition for sandwich year course requirements.	
5.0	01 August 2021	**Throughout the Regulations** 1. The regulations have been updated to include numerical references for each paragraph to help easily identify areas. 2. The regulations have been split into smaller more succinct sections for ease of reading. The sections are now numbered, rather than lettered to match the Regulations for Taught Students. Some areas from previous sections in the regulations have now been placed in different sections to ensure clarity and consistency for each process. 3. Where regulation processes are different for UGT and PGT students, these have been clearly marked throughout all sections. 4. The wording of the regulations has been revised where required to plain-English processes as much as possible. 5. Introduction of tables throughout the regulations to more clearly define processes, especially with regard to classification and grade boundaries. 6. Introduction of appendices for important information which does not need to be embedded within the regulations themselves. **Section 1: Awards** 1. Removal of previous sections B1, B2, B2.1, B3, B4 (Regulatory Framework) – already exists in the Quality Assurance Handbook. 2. Section 1.2 Titles of Foundation, Bachelor's, Integrated Master's and Postgraduate Master's Degrees - placed in appendices to keep the document concise. **Section 2: Structure of Courses** 1. Master's with Advanced Practice regulation has been updated to provide clarity on when the practice component can be undertaken.	Registry

		2. Clarification provided regarding credit requirements for integrated master's degrees. **Section 3: APL** 1. More clearly defined the term APL and have included the terms APCL and APEL to match the current terminology used in the HE sector. 2. Clearly defined parameters in which previous UoH students can return to the University with APL. **Section 4: 2 year no-credit, Withdrawal, Interruption** 1. New section on the 2 year-no credit rule. 2. Clarification where a student has been previously withdrawn from the University and want to return to complete the course and whether previously attempted modules are capped or uncapped. 3. Included a section on the exit awards available for integrated master's degrees. **Section 5: Assessment** 1. Clearly outlined the fit to sit policy with exam attendance. 2. Revised and clarified 'request for a review of a mark and grade' process to make it easier to follow. **Section 6: Classification and CAMs** 1. Introduced tables and algorithms for the classification of each award type and clarified the use of APL within each classification. 2. Introduced a new section on the classification of apprenticeship degrees. 3. Detailed the uplift criteria for classification upgrades. Removed the criteria for 'complex courses'. 4. Updated the role and purpose of the CAM in line with the Terms of References (appendix 3). 5. Clarified the process of when an External Examiner cannot make a CAM. **Section 7: Award, Progression, Reassessment** 1. Introduction of tables to show grade scales for each award type.	

		2. Clarification of the maximum period of registration for FT and PT students in line with common practice across the HE sector. 3. Introduction of a progression table and matching text for UG. 4. Streamlining of the EC section – now linked to the taught regulation and procedure to avoid repetition. **Glossary** 1. Updated to include definitions for SAVP, PSRB, classification types, optional, core and compulsory modules.	
4.0	01 August 2020		Registry
3.0	01 August 2019	Removal of sections B and H – to be added to the Quality Assurance Handbook Removal of all PGR sections – to be added to the new Awards Handbook for PGR courses Removal of the section relating to peer review General re-wording to clarify and emphasise the point of regulations	Registry