

# General Regulations for Undergraduate & Integrated Master's Programmes

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AU-RSC-22-5434-A

Applicable to all students and learners enrolled or re-enrolled  
from 1st August 2023

2023-24

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## Regulation Summary

These General Regulations, approved by the University [Senate](#), set out the requirements for Undergraduate and Integrated Master's programmes, including:

- University baseline entry qualifications and regulations on the Recognition of Prior Learning (RPL).
- The assessment of the sandwich/placement year, and its contribution to the student's overall degree classification.
- Decisions available to Boards of Examiners, including periods of credit validity, options in the case of failure, condonement, and refer/repeat/withdrawal decisions.
- General principles relating to exceptional circumstances, which are expanded on in the University's Guide to Exceptional Circumstances.
- Degree algorithms and calculation of student awards.

These regulations also set out processes for student transfer to the Ordinary Degree pathway through Representations Boards, and the provision and generic learning outcomes for interim exit awards.

## Related Regulations, Policies, and Guidance

These general regulations should be read in conjunction with the University's [Credit and Qualifications Framework](#). The University's [General Regulations for the Conduct of Boards of Examiners](#) provide further information on student progression decisions.

General regulations for other types of programmes operated by the University are available on the [general regulations webpage](#). Additional programme regulations are published as part of the relevant Programme Specification.

## Version Control

Ref No	Version	Responsible Officer	Approved by	Approval Date	Effective Date
AU-RSC-18-1855	A	Adam Hewitt	ULTC	Jul 2019	Sep 2019
AU-RSC-19-2809	A	Adam Hewitt	ULTC	Jun 2020	Sep 2020
AU-RSC-20-3959	A	Adam Hewitt	ULTC	Jun 2020	Sep 2020
AU-RSC-21-4825	A	Adam Hewitt	ULTC	Jul 2022	Sep 2022
AU-RSC-22-5434	A	Adam Hewitt	ULTC	Jun 2023	Aug 2023
New for 2023/24: Minor moderation and RPL amendments, removal of regulations covering transfer from Ordinary Degree back to Honours.					

# 1 DEFINITIONS

- 1.1 An **Aegrotat Degree** may be awarded to individual candidates who have enrolled for a degree and who, in the judgement of the Board of Examiners, would have qualified for the award had they not been prevented by illness or incapacity from being fully examined. An Aegrotat Degree is unclassified and is not an Honours Degree. Information about the ability and standard of performance on the programme of the holder of an Aegrotat Degree may be obtained through references.
- 1.2 **Approved Place of Learning.** In addition to study at Aston University and/or a [Partner College](#), the University, through the University Learning and Teaching Committee and the relevant [College Learning and Teaching Committee](#), may approve the delivery of all or part of a programme at other locations, such as employer premises or outreach centres.
- 1.3 **Approved Placement** means industrial or professional or occupational training or experience, or linguistic experience or study abroad, approved by the College Learning and Teaching Committee and undertaken by students enrolled on a Sandwich or Language degree programme.
- 1.4 **Approved Programme** means a set of modules organised into a series of Stages leading to a formal qualification offered by the University (e.g. the BSc in Chemistry), as prescribed by a Programme Specification approved by the [Senate](#) on the recommendation of the University Learning and Teaching Committee and the relevant College Learning and Teaching Committee.
- 1.5 An **Assessment** is the measurement of a student's performance in a module. This may comprise a number of elements, including written papers, oral tests, essays, continuously assessed work, laboratory or field studies or reports, or other forms of evaluation. Assessments will be one of (i) fixed-time assessments, (ii) fixed-window assessments or (iii) coursework, each as defined in the [Assessment Regulations](#).
- 1.6 **Associate Dean** means the person designated to co-ordinate all the undergraduate programmes in a College, and to monitor the quality and standards of these programmes.
- 1.7 An **Associate Student** of the University may enrol for, and be assessed in, individual credit-rated modules to a maximum of 60 credits in any five-year period without enrolling for an approved programme of study. Access to appropriate learning resources will be provided for Associate Students.
- 1.8 **Board of Examiners** means the Board of Examiners of the University for a particular programme, as approved by the Senate on the recommendation of the relevant [College Learning and Teaching Committee](#). Boards of Examiners have responsibility for considering progression and conferment of awards, in accordance with the requirements of the individual programme, and in the light of all the separate module results and any exceptional circumstances, exercising powers of condonement as appropriate.

**Stage Examination Boards** are held after all the Periods of Study within a Stage have taken place.

**Period Examination Boards** (for Part-time and Flexible-time programmes) are held between Periods of Study within a Stage. Period Examination Boards may allow in-period referral to take place where appropriate.

Both Stage and Period Examination Boards are types of Programme Board.

- 1.9 **Condonement** is the process by which a [Board of Examiners](#), in consideration of a student's overall performance, recommends that credit be awarded for part of a programme in which the student has failed to satisfy the assessment criteria, on the grounds that the positive aspects of the overall performance outweigh the area of failure. Programme Specifications shall indicate whether any modules are not subject to condonement or where limits to condonement apply, having regard to the aims and learning outcomes of the programmes concerned.
- 1.10 A **Co-requisite** refers to two or more modules a student is normally required to study at the same time within the same Stage of a programme. This is not necessarily the same as a Core module which students are required to study as a compulsory element of a particular programme.
- 1.11 **Deferred Assessment** is assessment in a failed module with no increment to the attempt number for that assessment. The [Board of Examiners](#) may require the student to attend the University and receive tuition.
- 1.12 **Exceptional Circumstances** are circumstances which cause the student to:
- fail to meet submission deadlines, and/or
  - fail to attend a fixed-time assessment or engage with a fixed-window assessment, and/or
  - be adversely affected by an incident or issue occurring during a fixed-time or fixed-window assessment.

In general, [exceptional circumstances](#) will be of a medical or personal nature significantly affecting the student at or during a relevant period of time and/or during the assessment period and which can normally be corroborated by independent evidence.

- 1.13 **Moderation** is the name given to procedures for checking the accuracy and appropriateness of academic assessment, these procedures include Internal and External Moderation, Sampling, and Pre-Assessment Scrutiny.

The University's [Assessment Regulations](#) provide further information on the moderation processes and quality assurance of assessment required by the University.

- 1.14 **Partner College** is an approved College with whom the University has a Memorandum of Co-operation for the delivery of programmes of study.

### 1.15 Patterns and Periods of Study

- a Full-time. A student on a full-time programme would be expected to complete 120 credits within a 12-month period. For full-time students, there is a single Period of Study per Stage, comprising of 120 credits over a 12-month period.
- b Part-time. A student on a part-time programme would be expected to complete 60 credits within a 12-month period. For part-time students, there are two Periods of Study per Stage, each comprising of 60 credits over a total 12-month period.
- c Flexible-time. A student on a flexible-time programme would be expected to undertake a specified number of credits per stated period as defined in the relevant Programme Specification. For flexible-time students, a Period of Study and duration of a Stage is as defined in the relevant Programme Specification. A Period of Study for flexible-time students may not contain fewer than 30 credits (excluding credit from any referred/repeated modules).
- d Language. An approved language programme normally includes at least 30 weeks abroad undertaking a programme of linguistic experience or studying in a foreign language at a recognised institution (usually including assessments), normally prior to the final Stage of study at the University.
- e Sandwich. An approved sandwich programme normally includes, in addition to the full or part-time programme, at least 30 weeks of approved placement experience.

All patterns of study (Full-time, Part-time and Flexible-time) require the inclusion of a sandwich/language placement, unless otherwise stated in the relevant Programme Specification.

- 1.16 A **Prerequisite** refers to a module a student is normally required to study prior to studying a module for which it is a prerequisite. This is not necessarily the same as a Core module which students are required to study as a compulsory element of a particular programme.

### 1.17 Progression

To progress from one Stage to the next of a programme, students are expected to achieve 120 credits for the appropriate Stage and to have satisfied all module prerequisites for the next Stage specified in the Programme Specification. A Stage Examination Board may, at its discretion, recommend progression with a minimum of 100 credits at that Stage, or a minimum of 90 credits, if the trailed credit constitutes a single 30 credit module. In such cases the credits associated with the trailed modules shall be added to the progression or award requirements of the subsequent Stage, including for purposes of eligibility for referral. For purposes of condonement, trailed credits remain subject to the maximum condonement volume of their original Stage.

For Part-time and Flexible-time programmes, to continue from one Period of Study to the next within a Stage, students must:

- have achieved the credits within the Period of Study; or
- be referred in failed credit from the Period of Study by the Period Examination Board (subject to the limits outlined in Section 5 below); or
- be eligible for consideration for repeat of any failed credits by a Stage

Examination Board.

Students who are not eligible for progression to the next Period of Study shall be eligible for consideration for a restarted Stage or be required to withdraw from the programme (see Regulation 5.2).

- 1.18 **Qualifications.** The requirements for all Aston University Qualifications, including credits, and Levels of awards, are detailed in Aston University [Credit and Qualifications Framework](#).
- 1.19 A **Referred Assessment** in a module is a new assessment in that module, of such form and timing as the Board of Examiners may determine, undertaken upon initial failure in that module without following any further tuition for the module. Referred assessments normally take place within the referral period within a Stage or, for Part-time and Flexible-time programmes, within the assessment period associated with the subsequent Period of Study within a Stage, and will normally be governed by the same General Regulations as the initial attempt. (See also [Regulation 6](#) below.) Referred assessments at Stage P will normally be at the next available opportunity, as determined by the Board of Examiners.
- 1.20 **Repeat Assessment** in a module is a new assessment in that module, of such form and timing as the Stage Examination Board may determine. The Stage Examination Board may require the student to attend the University and/or [Partner College](#) and/or other approved place of learning to receive tuition. Repeat assessments normally take place after the Period(s) of Study and referral period(s) within the Stage containing the previous attempt(s). (See also [Regulation 6](#) below.)
- 1.21 **Restart Assessments.** Restarting a Stage normally requires full attendance and all modules must be retaken. Restart decisions are only permitted where a student's study has been significantly affected by appropriate exceptional circumstances. Existing credits from previous attempts at this Stage will be set aside. Restart assessments are not allowed in the case of final Stage modules. (See also [Regulation 6](#) below.)
- 1.22 **College Learning and Teaching Committee** is responsible for the maintenance and enhancement of the academic standards and quality of the taught programmes of a College. College Learning and Teaching Committees may formally delegate all or some of the responsibilities assigned in these General Regulations to appropriate bodies or individuals. Any such delegation of authority should be recorded in the minutes of the Committee.
- 1.23 **Stage.** The Stage referred to within the regulations is a period of time culminating in a decision by the Stage Examination Board on progression or completion. A Stage of Study includes the Period(s) of Study for the Stage and any referral period(s). For Full-time students, it is normally a 12-month period of enrolment and for Part-time students, it is a 24-month period of enrolment. For Flexible-time students, the period of enrolment for each Stage is specified in the relevant Programme Specification.
- 1.24 **Student Discipline.** Students of the University are subject to the [Charter and Statutes](#) of the University and to Ordinances, Regulations and other rules made

under them. Infringements of such rules may render the student liable to disciplinary action in addition to any other penalty set down in the legislation.

[Regulations on Student Discipline](#) provide further details on the University's disciplinary procedures, offences and the scope of penalties available.

- 1.25 **Trailed Modules.** A trailed module is a module which forms part of a preceding Stage of study and has not yet been passed. At the discretion of the Stage Examination Board the credits associated with the module are added to the progression or award requirements of the subsequent Stage, including for purposes of eligibility for referral. For the purposes of condonement, trailed credits remain subject to the maximum condonement volume of their original Stage.
- 1.26 **Transcript.** Students, except those in academic-related debt to the University or a [Partner College](#), as set out in the University Sanctions Policy, will, at the end of each Stage, be supplied by their College with an official transcript recording the modules for which the candidate registered, the Level, the credits awarded and the percentage marks awarded. The transcript should indicate any module passed by condonement or in a referred or repeat assessment.

## 2 ENTRY QUALIFICATIONS

- 2.1 In order to qualify for admission to an approved programme, a student must produce evidence of having fulfilled the entry requirements as prescribed by the Programme Specification relating to that particular programme

AND

have provided evidence of proficiency in the English language and mathematics as demonstrated by a pass at GCSE Grades A\*, A, B or C, (Grades 9, 8, 7, 6, 5 or 4 in the GCSE grading structures used from September 2017) or a qualification recognised by the Senate as being equivalent.

- 2.2 The relevant Associate Dean may exempt from part of a programme of study individual students who have satisfactorily pursued a previous programme of study of an appropriate nature and standard. Following the recommendation of the relevant Programme Director, the Associate Dean may award credit to a maximum of two thirds of the total credit required for an Aston Bachelor award; or three quarters of the total credit required for an integrated Master's award. The extent of the credit awarded must be recorded by the [Board of Examiners](#).
- 2.3 Cohorts of students that have satisfactorily pursued a previous programme of study of an appropriate nature and standard may be exempted from more than one-third of the total credit required for an Aston award subject to approval of the volume and nature of the certificated prior learning by the Collaborative Provision Strategy Group (CPSG).
- 2.4 An Aston undergraduate degree may only be awarded to students who successfully complete the final academic Stage of study with Aston University or a designated academic partner.



- 2.5 The following basic principles have been drawn up to assist Colleges in developing procedures for the Recognition of Prior Learning (RPL), in cases where this is accepted by the College. RPL includes certificated learning and experiential learning whether gained before admission to the University, or during the period of enrolment.
- a the responsibility rests with the student for making a claim and supporting the claim with appropriate evidence, although advice and assistance on the nature of the evidence required should be provided by the responsible member of College staff. The College should determine appropriate fees for this service;
  - b the experience of the student is significant only in so far as it can be identified as a source of learning;
  - c academic assessment of certificated and experiential prior learning is the responsibility solely of academic staff;
  - d attention should be paid to the matching of a student's stated achievements and competencies against the module learning outcomes for each module for which exemption on the basis of RPL is sought;
  - e in making offers for exemption the authorised member of staff should be sure that the student has already gained the required knowledge/skills for which exemption is awarded and that their ability to follow the rest of the programme will not be jeopardised;
  - f any exemptions on the basis of RPL should be approved by the appropriate Associate Dean.

Where a proposal for exemptions involving Recognition of Prior Experiential Learning applies to a group of students, the University recognises that whilst the experience of the group might be similar, the students' learning from it, and therefore the exemptions to which they may individually be entitled, might differ.

### 3 LEAVE OF ABSENCE

The [College Learning and Teaching Committees](#), or the committees' nominees, may approve a maximum of 24 months leave of absence.

## 4 ASSESSMENT OF SANDWICH/LANGUAGE PLACEMENTS

### 4.1 Minimum required Components of Assessment

4.1.1 Students who successfully complete a sandwich/language placement shall be awarded credits at Level P.

4.1.2 In order to be eligible for the award of Level P credits students must successfully complete a reflective assessment portfolio, to include:

- a written self-declaration of successful completion of the student's placement contract, countersigned by the Placements Team.

- a self-reflective element, consisting of six questions/reflective prompts, requiring students to reflect upon the context, actions taken, and results of key events experienced in their placement experience, equivalent to 2,000 words and weighted as 60% of the total placement assessment mark.
- an element from a prescribed list, held by the University Learning and Teaching Committee, of the College/subject area's choice, which demonstrates the application of theory to practice experienced whilst on placement, equivalent to 2,000 words and weighted as 40% of the total placement assessment mark.

## 4.2 Assessment for the Award of Marks and/or Grades

- 4.2.1 The Placement reflective assessment portfolio shall be assessed using a percentage Grade Scale agreed by the University Learning and Teaching Committee.
- 4.2.2 Submission of the written self-declaration of successful completion of the student's placement contract, countersigned by the Placements Team, will ensure a mark no lower than 40% for the placement overall.
- 4.2.3 Students should be informed of the criteria for the assessment.

## 4.3 Placement Shortfall

- 4.3.1 If the number of weeks of placement completed, for unavoidable reasons confirmed by the Placements Team, falls no lower than 25 weeks, the options displayed in the Placement Shortfall Flowchart in [Appendix 1b](#) of these regulations then become available.
- 4.3.2 If the number of weeks of placement completed is between 6 and 24 weeks, the student will be expected to work with the Placements Team to identify and complete appropriate top-up experience. In cases where the Placements Team vouch that a significant genuine attempt has been made by the student to complete appropriate top-up experience, the Board of Examiners may take the student's reflective portfolio assessment mark as representative of the completion of Stage P. The options displayed in the Placement Shortfall Flowchart in [Appendix 1b](#) of these regulations then become available.
- 4.3.3 If the number of weeks of placement completed is 5 weeks or fewer, the student will be required to repeat the practical placement experience in the following academic year.
- 4.3.4 Claims for exceptional circumstances submitted by students whilst out on placement will be considered through the University's usual Exceptional Circumstance and Absence Panels and Board of Examiners procedures.
- 4.3.5 Students studying a programme with an optional placement element who have chosen to undertake a placement, cannot normally return to the non-placement pathway after the commencement of the placement. Where a placement ceases prematurely through no fault of the student, and no other viable placement options

exists as set out in Regulation 4.3 Placement Shortfall, the student may be transferred to the non-placement pathway.

#### 4.4 Contribution of Sandwich/Language Placement to Degree Classification

4.4.1 Sandwich/language placements normally contribute to degree classification. The numerical mark awarded for the placement assessment will contribute 10% to degree classification.

## 5 DECISIONS OF THE BOARD OF EXAMINERS

5.1 Wherever the Board of Examiners considers that more than one outcome is applicable, it may allow the student to choose between those options available.

5.2 Subject to the [Credit and Qualifications Framework](#), AU-RSC-22-5433-A and subsequent versions, and [Regulation 1.17](#) above, the Board of Examiners for each programme shall have the discretion to decide whether the student:

### **Stage Examination Boards**

- a following award of the specified number of credits in the final Stage, shall be recommended for an award, or
- b following award of the specified number of credits at Stages other than the final Stage, shall proceed to the next Stage of the programme, or
- c shall be required to take referred assessments with no further tuition, or
- d shall be required to take repeat assessments with or without attendance and in receipt of such tuition as is specified by the Board, or
- e shall be required to restart the Stage with full attendance and in receipt of such tuition as is specified by the Board (where a student's study has been significantly affected by appropriate exceptional circumstances), or
- f shall be required to withdraw from the programme, with or without the award of a Certificate or Diploma of Higher Education; or Bachelor's exit qualification for Integrated Master's programmes, or
- g shall be offered the opportunity to return to the Honours Degree from the Ordinary Degree, where sufficient credits have been achieved.

### **Period Examination Boards (Part-time and Flexible-time programmes only)**

- a shall proceed to the next Period of Study:
  - following award of the specified number of credits, or
  - following referral in failed credit from the Period of Study under consideration, with no further tuition, or
  - if eligible for consideration for repeat of any failed credits by a Stage Examination Board, or
- b shall be required to restart the Stage with full attendance and in receipt of such tuition as is specified by the Board (where a student's study has been significantly affected by appropriate exceptional circumstances), or
- c shall be required to withdraw from the programme, with or without the award of a Certificate or Diploma of Higher Education; or Bachelor's exit qualification for Integrated Master's programmes.

Where exceptional circumstances are to be taken into account, further options become available to the Board of Examiners, as set out in [Section 7](#) below.

- 5.3 The maximum period of enrolment on a programme is the normal length of programme plus two years, except where otherwise specified in the Programme Specification for the programme.
- 5.4 The Board of Examiners shall have the discretion to condone failure in a maximum of 40 credits in each academic Stage from Stage 1 to Stage F (i.e. excluding Stage P) provided that there is evidence of adequate performance from the student concerned. Period Examination Boards need to balance the possible effects of condonement on any assessments yet to be taken within that Stage and judge whether the student is able to demonstrate adequate performance from the modules assessed within the Stage at the time of the Board (see Regulation 1.9). The volume of condonement for an individual candidate should not exceed 60 credits in total across all academic stages of a Bachelor's Degree and 80 credits in total across all academic stages of an integrated Master's Degree.
- 5.5 Stage P may be condoned at the discretion of the Board of Examiners.
- 5.6 The threshold for condonement of modules shall be 5% below the pass mark. Marks below the threshold may not be condoned. The mark obtained by the student for each condoned module shall be used by the Board of Examiners in calculating the overall mark for the Stage of the programme and/or the student's degree classification. The student's transcript shall indicate that the module was passed by condonement.
- 5.7 Before implementing a decision that a student should withdraw from a programme, the Board of Examiners shall give the student concerned, aided by another member of the University (as defined in paragraph 1 of the [Charter](#) and Section 1 of the [Statutes](#)) if so desired, an opportunity to make representations, in writing or in person or both, of any circumstances which might have affected their performance, that were unknown to the Board when the first decision was made.
- 5.8 A student wishing to request a formal review of the decision of a Board of Examiners may appeal on the grounds set out in the University's [Academic Appeals Procedure](#). The Academic Appeals Committee may consider allegations of procedural irregularity in the conduct or marking of assessments; the decisions of the Board of Examiners in all matters relating to academic judgement shall be final.

## 6 OPTIONS IN CASE OF FAILURE

### 6.1 Principles

- 6.1.1 Except in the case of a restarted Stage, students may not be reassessed in any module for which they have already obtained credit. It must be made explicit to the student how a module is to be reassessed, how the percentage mark for each module is to be determined and the implications of any further failure.
- 6.1.2 The [Board of Examiners](#) may allow a student to be assessed in a new module(s) as

a substitute for a failed module(s). A substitute module(s) will be treated as a referred or repeat module(s) and the module pass mark shall be recorded for modules passed.

- 6.1.3 If a candidate has failed 15 credits or fewer in a Stage at a third attempt, the Board of Examiners may substitute concurrently achieved virtuous credit from a pre-determined list approved by University Learning and Teaching Committee. Substitution is at the discretion of the Examination Board and consideration needs to be given to the Level of the substituted credit and the relevance of the failed credit to the programme learning outcomes. A substitute module(s) will be treated as a referred or repeat module(s) and the module pass mark shall be recorded for modules passed.
- 6.1.4 The Board of Examiners shall record the module pass mark for referred and repeat modules passed. There is no ceiling on the percentage mark a student may achieve in restart assessments.
- 6.1.5 The Board of Examiners' decisions in case of failure are governed by the options set out in [Regulation 5.2](#) above.
- 6.1.6 Where programmes operate stages structured of a single module, the relevant programme specification will set out approaches to referral, condonement and trailing that do not align with the General Regulations.

## 6.2 Stages of Assessment prior to the Final Stage, excluding Level P

- 6.2.1 A student who fails not more than 45 credits within a Stage of Study has the right to take referred assessments in the failed modules.
- 6.2.2 The [Board of Examiners](#) may, at their discretion, taking into account the student's overall performance and any exceptional circumstances, allow referral in a further 15 credits up to a maximum of 60 credits within a Stage of Study, including any referred trailed credits.
- 6.2.3 The Stage Examination Board may require a student who fails in more than 45 credits within a Stage of Study, to undertake repeat assessments in the failed modules after the Period(s) of Study and referral period(s) within the Stage containing the previous attempt(s), with or without attendance and in receipt of tuition as specified by the Board.
- 6.2.4 The Board of Examiners may require a student who fails in more than 45 credits within a Stage of Study, where a student's study has been significantly affected by appropriate exceptional circumstances, to restart the entire Stage of assessment with full attendance and in receipt of tuition, or otherwise to withdraw from the programme. A student required to withdraw may be eligible for the award of a Certificate or Diploma of Higher Education, see [Regulation 6.6.1](#) below.
- 6.2.5 If a student fails referred assessments, where these constitute the second attempt, the Stage Examination Board may require the student to undertake repeat assessments in the failed modules not later than 12 months after the Period(s) of

Study and referral period(s) within the Stage containing the previous attempt(s), with or without attendance and in receipt of tuition as specified by the Board.

6.2.6 If a student fails repeat assessments, where these constitute the second attempt, the Stage Examination Board may require the student,

to take referred assessments, or

to restart the Stage of assessment with full attendance and in receipt of tuition, where a student's study has been significantly affected by appropriate exceptional circumstances, or

to withdraw from the programme. A student required to withdraw may be eligible for the award of a Certificate or Diploma of Higher Education, see [Regulation 6.6.1](#) below.

6.2.7 If a student fails repeat assessments, where these constitute the third attempt, and virtuous credit is not available or appropriate, the Stage Examination Board will require the student to withdraw from the programme of study.

6.2.8 Sandwich or Language students who are required to undertake up to 30 credits of referred or repeat assessment(s) at the Stage prior to placement may, subject to the approval of the Board of Examiners and the organisation(s) involved, proceed to their approved placement before taking the referred or repeat assessment(s). In cases of exceptional circumstances, Boards of Examiners have the discretion to increase the 30 credit limit where appropriate.

6.2.9 If a student fails restart assessments, where these constitute the second attempt, the Stage Examination Board may require the student to take referred assessments.

6.2.10 If a student fails restart assessments, where these constitute the third attempt, and virtuous credit is not available or appropriate, the Stage Examination Board will require the student to withdraw from the programme of study.

### 6.3 Level P Stage of Assessment

6.3.1 A student who fails to satisfy the [Board of Examiners](#) in the Level P Stage of assessment at the first attempt may be required either,

to take referred assessments,

or, in the case of Placement Shortfall (see [Regulation 4.3](#)),

to repeat the entire Stage.

6.3.2 A referred placement portfolio assessment attempt may be trailed into the next Stage.

6.3.3 A student who fails referred assessments in the Level P Stage of assessment, where these constitute the second attempt, may be allowed one further referred attempt.

- 6.3.4 A student who fails a repeated Stage of assessment at Level P, where this constitutes the second attempt, may be required to undertake referred assessments.
- 6.3.5 A student who fails the placement assessment at the third attempt, but has both completed the practical aspect of Stage P, as defined in Regulation 4.3, and has submitted a valid attempt at the placement assessment, may be awarded credits at Stage P and the best achieved mark recorded for the purposes of degree classification. A student who fails both to submit a valid attempt at the placement assessment and to complete the practical aspect of Stage P as defined in Regulation 4.3, where these constitute the third attempt, will be required to withdraw from the programme of study.

#### 6.4 Final Stage of Assessment

- 6.4.1 A student who fails not more than 45 credits within the final Stage of Study has the right to take referred assessments in the failed modules.
- 6.4.2 The [Board of Examiners](#) may, at their discretion, taking into account the student's overall performance and any exceptional circumstances, allow referral in a further 15 credits up to a maximum of 60 credits within the final Stage of Study, including any referred trailed credits.
- 6.4.3 The Stage Examination Board may require a student who fails in more than 45 credits in assessments to undertake repeat assessments in the failed modules after the Period(s) of Study and referral period(s) within the Stage containing the previous attempt(s), with or without attendance and in receipt of tuition as specified by the Board.
- 6.4.4 A student who fails to satisfy the Stage Examination Board in a third attempt at repeat assessments at the final Stage of a programme will be required to withdraw from the programme, or may be awarded a Pass Degree or Diploma of Higher Education provided that they have fulfilled the relevant criteria for such an undergraduate degree. A Bachelor's exit award may be awarded to students enrolled on an Integrated Master's programme in this scenario.

#### 6.5 Ordinary Degree

- 6.5.1 The Board of Examiners may allow a student who makes representation to the Board in relation to failure (see Regulation 5.7) to transfer to an Ordinary Degree, when they fail to meet the requirements for progression to the next Honours Stage. The relevant Programme Specification will specify if an Ordinary Degree is not available on a particular programme. Transfer to an Ordinary Degree can only be effected by a Representations Board; Programme Boards cannot transfer students to an Ordinary Degree.
- 6.5.2 Transfer to an Ordinary Degree shall only take place where the student, following any condonement, has accumulated 100 credits at the end of first Stage, or at least 200 credits at the end of Stage 2. Transfer to the Ordinary Degree shall not be effected unless the student, prior to any condonement, has accumulated 80 credits

at the end of first Stage, or at least 160 credits at the end of Stage 2. Any opportunity to apply virtuous credit regulations should be explored prior to transfer to the Ordinary Degree, and the implications of transfer to the Ordinary Degree must be made clear to the student.

## 6.6 Certificates and Diplomas of Higher Education

6.6.1 A student who has gained the requisite number of credits but who is unable, for whatever reason, to complete their degree programme shall be awarded a Certificate of Higher Education (Stage 1) or a Diploma of Higher Education (Stages 1 and 2).

6.6.2 The award of a Certificate of Higher Education indicates that the student:

- a has knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
- b has an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study;
- c can evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- d is able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- e has the ability to undertake further training and develop new skills within a structured and managed environment;
- f has the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

6.6.3 The award of a Diploma of Higher Education indicates that the student:

- a has knowledge and a critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- b an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- c has knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- d an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge;
- e can use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- f is able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- g has the ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations;
- h has the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.



## Options in case of failure

[Boards of Examiners](#) are reminded that the tables reflect standard circumstances only.

**Period Boards (Part-time and Flexible-time programmes only)**

Stage	Failure at the first attempt in up to 45 credits (in total) within the Stage	Failure at the first attempt in between 46 and 60 credits (in total) within the Stage	Failure at the first attempt in over 60 credits (in total) within the Stage
All Stages	<ul style="list-style-type: none"> <li>*Proceed to the next Period of Study with referred assessments</li> <li>Proceed to the next Period of Study with recommendation to Stage Examination Board to Repeat</li> </ul>	<ul style="list-style-type: none"> <li>*Proceed to the next Period of Study with referred assessments</li> <li>Proceed to the next Period of Study with recommendation to Stage Examination Board to Repeat</li> <li>Restart</li> <li>Withdraw and, if applicable, make a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>Proceed to the next Period of Study with recommendation to Stage Examination Board to Repeat</li> <li>Restart</li> <li>Withdraw and, if applicable, make a lesser award</li> </ul>

**Stage Programme Board (prior to referral period)**

Stage	Failure in up to 45 credits	Failure in between 46 and 60 credits	Failure in over 60 credits
Stages other than P and F	<ul style="list-style-type: none"> <li>*Referred assessments</li> <li>**Withdraw and, if applicable, recommend a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>*Referred assessments</li> <li>*Repeat</li> <li>Restart</li> <li>Withdraw and, if applicable, recommend a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>*Repeat</li> <li>Restart</li> <li>Withdraw and, if applicable, make a lesser award</li> </ul>
Stage P	<ul style="list-style-type: none"> <li>*Referred assessments</li> <li>*Repeat</li> <li>**Withdraw and recommend a lesser award</li> <li>For further details on the options available in the case of Placement Shortfall, please see Appendix 1b</li> </ul>		
Stage F	<ul style="list-style-type: none"> <li>*Referred assessments</li> <li>** Withdraw and recommend a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>*Referred assessments</li> <li>*Repeat</li> <li>Withdraw and recommend a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>*Repeat</li> <li>Withdraw and recommend a lesser award</li> </ul>

**Stage Programme Board (after referral period)**

Stage	Failure in up to 20 credits	Failure in between 21 and 45 credits	Failure in over 45 credits
Stages other than P and F	<ul style="list-style-type: none"> <li>*Repeat</li> <li>*Proceed with trailing modules (up to 30 credits if a single module)</li> <li>**Withdraw and, if applicable,</li> </ul>	<ul style="list-style-type: none"> <li>*Repeat</li> <li>**Withdraw and, if applicable, recommend a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>*Repeat</li> <li>Restart</li> <li>Withdraw and, if applicable, make a lesser award</li> </ul>

	recommend a lesser award		
<b>Stage P</b>	<ul style="list-style-type: none"> <li>• *Referred assessments</li> <li>• *Repeat</li> <li>• **Withdraw and recommend a lesser award</li> <li>• For further details on the options available in the case of Placement Shortfall, please see Appendix 1b</li> </ul>		
<b>Stage F</b>	<ul style="list-style-type: none"> <li>• *Repeat</li> <li>• **Withdraw and recommend a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>• *Repeat</li> <li>• **Withdraw and recommend a lesser award</li> </ul>	<ul style="list-style-type: none"> <li>• *Repeat</li> <li>• Withdraw and recommend a lesser award</li> </ul>

\* Boards of Examiners may take account of exceptional circumstances or other mitigating factors and recommend that the attempt is deferred.

\*\* If failure is 3<sup>rd</sup> attempt.

Boards of Examiners may use their discretion in making these decisions and decisions may be used in conjunction with condonement (in accordance with Regulation 5.4 and Regulation 5.5). Transfer to an Ordinary Degree (in accordance with Regulation 6.5) can only be effected by a Representations Board.

**All decisions should be made in accordance with relevant General and Programme Regulations, and with a view to ensuring consistency, parity and fairness.**

## 7 FACTORS AFFECTING PERFORMANCE/EXCEPTIONAL CIRCUMSTANCES

- 7.1 The [Board of Examiners](#) will consider any claims of exceptional circumstances. All decisions relating to adequate performance and the allocation of marks are at the discretion of the Board, and such circumstances will inform, but not determine, its decisions.
- 7.2 It is the student's responsibility to inform the Chair of the Exceptional Circumstances and Absence Panel (ECAP) in writing, normally prior to the meeting of the Panel, of any factors that occurred either during or prior to any of their assessments which they feel may have affected their performance. Students should supply any relevant evidence and must comply with any procedures published by the relevant Associate Dean.
- 7.3 By being present beyond the start time of a fixed-time assessment, or engaging with a fixed-window assessment, students will be regarded as having deemed themselves fit to be able to undertake the assessment in question, and accept the outcome of the assessment as valid.
- 7.4 Factors affecting the ability of students to attempt/complete an assessment which arise subsequent to the beginning a fixed-time or fixed-window assessment must be notified to the Board of Examiners by the student. Any factors affecting performance that result in a student leaving an invigilated/proctored fixed-timed assessment must be raised with the Chief Invigilator/proctor and, for invigilated assessments, must be recorded in the Chief Invigilator's Report. Where a student has deemed themselves fit to sit, the Board of Examiners will normally consider the student to have made a valid attempt at the assessment.

- 7.5 By submitting a coursework assessment students will be regarded as having deemed themselves fit to have been able to undertake the assessment in question and accept the outcome of the assessment as valid. Where a student has deemed themselves fit to submit, the Board of Examiners will normally consider the student to have made a valid attempt at the assessment.
- 7.6 Exceptional Circumstances claims which are judged to meet University Regulations will be addressed by taking appropriate action specific to the individual module(s)/assessment(s) concerned whenever possible (e.g. by allowing a further attempt with no penalty), or by putting in place provisions to address a special need (such as allowing a longer length of time for an assessment). Exceptional Circumstances which meet University Regulations will not be addressed using condonement.
- 7.7 In the case of a final Stage assessment the student will normally be offered the option of undertaking the assessment at the next opportunity, normally during the referred assessment period and/or at the next normal point of assessment. The following options are also available:
- a to recommend the award of a classified degree on the available evidence, which may include an oral examination on the missed module(s);
  - b to recommend the award of an Aegrotat Degree (the student should be made aware that some professional bodies do not recognise Aegrotat Degrees, while others only give limited recognition).

## 8 AWARD OF DEGREE

- 8.1 A student who has gained the appropriate number of credits at the appropriate Levels shall be recommended to the [Senate](#) for award.
- 8.2 Students whose performance in the Four Year Integrated Master's Degree (e.g. MChem) Final Stage of assessment is considered by the final Stage [Board of Examiners](#) not to be of Honours standard may be considered for a Bachelor's Degree with or without Honours.
- 8.3 For [Ordinary Degree](#) students the average mark for Stage 2 modules will contribute 25% to the overall final mark. The remaining 75% will consist of the average Stage 3 mark. If the Ordinary Degree includes a successfully completed placement, the average mark for Stage 2 modules will contribute 15% to the overall final mark and the placement will contribute 10%. Students whose performance in the Ordinary Degree is considered by the final Stage Board of Examiners to be of an exceptionally high standard (normally a final average percentage of 60% or above) may be recommended for the award of an Ordinary Degree with Merit.
- 8.4 In order for an award to be conferred a student must have discharged all academic-related obligations to the University as set out in the University Sanctions Policy, normally within 12 months of the date upon which the Board of Examiners recommended the award.

## 9 CLASSIFICATION OF AWARDS

9.1 Degree classifications shall be determined by an overall weighted average mark. [Boards of Examiners](#) shall observe the following criteria for the award of classified Honours Degrees:

Mark %	Classification	
70 or above	I	First Class Honours
60 - <70	IIi	Upper Second Class Honours
50 - <60	IIii	Lower Second Class Honours
40 - <50	III	Third Class Honours

### 9.2 Three-Stage programmes and four-Stage programmes with placement

9.2.1 If there is no placement the average mark for Stage 2 modules will contribute 25% to the overall final mark. The remaining 75% will consist of the average Stage F mark.

9.2.2 If there is a placement the average mark for Stage 2 modules will contribute 15% to the overall final mark, and the placement stage mark will contribute 10%. The remaining 75% will consist of the average Stage F mark.

9.2.3 Borderline candidates

- a Candidates who are 0.5% or less below a boundary will be promoted automatically to the higher class.
- b Candidates whose mark falls within a 2.0% band below automatic promotion will be considered for promotion to the higher class. Where Regulation 9.2.3.b applies:
  - Any candidate who has 50% or more of the 16 eligible units in the higher classification will be promoted.
  - The 16 eligible units are:
    - 12 units representing the final stage weighted appropriately, i.e. 30 credit modules count as 3 credit units;
    - 2 units representing the average mark for the second academic stage (normally Stage 2);
    - 2 units representing the average mark for the placement. Or
  - If a candidate does not have 16 eligible units, ineligible units (e.g. credit from Recognised Prior Learning or other credit without marks) are removed from the calculation and promotion is based on achieving the higher classification in 50% or more of the remaining units.

### 9.3 Four-Stage programmes leading to a Level 7 award (e.g. MPharm, MEng, MChem, MSci)

9.3.1 Degree classification will be based on the final three academic Stages of the programme only. The final Stage will contribute a minimum of 50% to the overall final

mark. If there is a placement which contributes to the degree classification, this will contribute 10% of the overall final mark. The programme specification for the programme shall specify the method of calculation of the overall weighted average mark.

### 9.3.2 Borderline candidates

- a Candidates who are 0.5% or less below a boundary will be promoted automatically to the higher class.
- b Candidates whose mark falls within a 2.0% band below automatic promotion will be considered for promotion to the higher class. Where Regulation 9.3.2.b applies:
  - Any candidate who has 50% or more of the 16 eligible units in the higher classification should be promoted automatically. The 16 eligible units are:
    - 12 units representing the final stage weighted appropriately, i.e. 30 credit modules count as 3 credit units;
    - 2 units representing the average mark for the third academic stage (normally Stage 3);
    - 2 units representing the average mark for the second academic stage (normally Stage 2); Or
  - If a candidate does not have 16 eligible units, ineligible units (e.g. credit from Recognised Prior Learning or other credit without marks) are removed from the calculation and promotion is based on achieving the higher classification in 50% or more of the remaining units.

9.4 For each Stage contributing to the final degree classification, a minimum of 90 credits should have a numerical mark.

9.5 Where a student enters Stage F with no marks, the degree classification will be calculated based solely on marks awarded in Stage F.

## 10 PUBLICATION OF RESULTS

10.1 In the case of those modules with marks, the results achieved in all assessed work, both by module and overall, and at all Stages of study, should be released to individual students in the form of a transcript detailing his or her own assessment results in the form of a percentage mark per module.

10.2 Percentage marks awarded for each module will be provisional until confirmed by the relevant [Board of Examiners](#); subject to this provision students shall be given informal guidance with regard to their academic performance at such times as the relevant Associate Dean may determine.

10.3 Any final award, including the degree classification of a student, is regarded as public information and may be published by the University in any form and released to enquirers on request.

## 11 RE-ENROLMENT

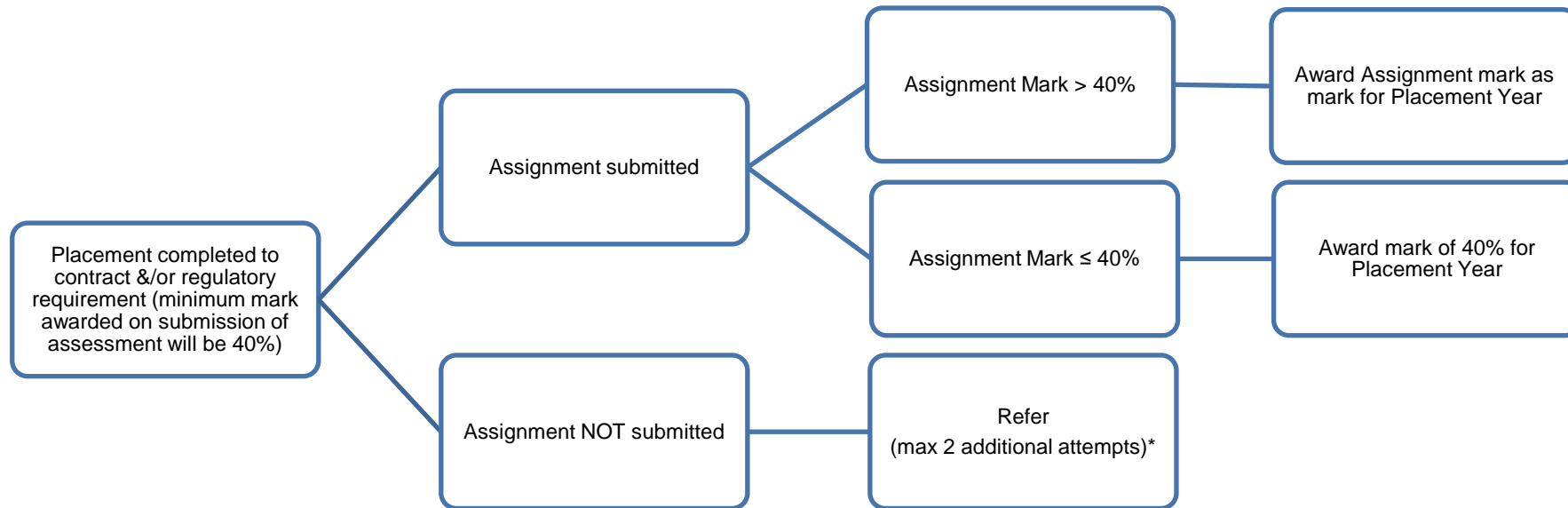
A student who has been required to withdraw from a programme because of academic failure will not be allowed to re-enrol on that programme.

## 12 WAIVERS OF REGULATIONS

Where, in the opinion of the [College Learning and Teaching Committee](#), there have been exceptional circumstances affecting a student after admission to the programme which could not reasonably have been foreseen at the time of admission and which operate to the detriment of the student, the College may:

- a waive any relevant part of the programme specification on such conditions as it may deem fit to the benefit of the student, or
- b recommend that the University Learning and Teaching Committee waive any relevant part of the General Regulations on such conditions as it may deem fit to the benefit of the student.

## Appendix 1a: Exam Board Decision Flowchart: Practical Placement Completed



\* Record mark of 0-abs until portfolio containing at least confirmation of completion from the Placements Team is submitted

## Appendix 1b: Exam Board Decision Flowchart: Placement Shortfall

