Academic Regulations
2026/27

(Regulations for Taught provision leading to a University of Cumbria Award)

(Approved by Academic Board March 2026)

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These regulations should be read in conjunction with the relevant sections of the University's academic procedures and processes the Admissions Policy and Student Policies and Procedures available at https://my.cumbria.ac.uk/Student-Life/Student-Policies-and-Procedures/.

This document may be viewed in electronic format on the University of Cumbria website and can be made available in alternative formats. Please contact the Disability Service by email disabilityservices@cumbria.ac.uk.

A The Academic Regulations

A1 The scope of the Academic Regulations

These Academic Regulations apply to the University of Cumbria hereinafter referred to as 'the University'.

A1.1 The University's Academic Regulations are determined by the Academic Board of the University. They indicate how the University fulfils its responsibilities under the Articles of Government in exercising its degree awarding powers as determined by the Further and Higher Education Act 1992 Section 76 and other relevant legislation, and can be amended only by a resolution of the Academic Board.

A1.2 The University is empowered to approve programmes of study leading to degrees, diplomas and certificates, or other academic awards. It may grant such awards to persons who complete the appropriate programme of study and satisfy the required assessment, and may award other distinctions and Honorary Awards.

A1.3 The University may exercise its powers to grant awards by granting awards jointly with another institution(s) and may authorise other institutions to operate programmes of study leading to the University's awards on its behalf.

A1.4 These regulations apply in their entirety to all taught awards of the University. Variations are only permitted where it is necessary to comply with the requirements of professional statutory or regulatory bodies (PSRB). These must be approved as part of programme validation.

A1.5 The University may agree to offer provision leading solely to awards and qualifications by external bodies. In such cases the Academic Regulations of the external body take precedence over University regulations in relation to the requirements for the conferment of the award. Further Education provision leading to awards from external bodies may be subject to additional regulations from the Awarding Bodies.

A1.6 Any approved changes to these regulations will not be applied retrospectively to students who have graduated. No change will be implemented to the disadvantage of students currently registered for awards.

A1.7 The University's awards are shown in section B2. The Academic Board must approve proposals for alternative new awards before provision is developed.

A1.8 The University may approve individual modules which do not themselves lead to a named award but lead to the award of academic credit and which may, under certain circumstances, count towards a specific award. (See section C7)

A1.9 The University may, for good reason, deprive any person of any award granted to him or her by the University (or, in the case of a joint award, may do so jointly with the other institution[s]) or may recommend revocation to an appropriate awarding body. Good reason includes academic fraud.

A1.10 In fulfilling its responsibilities under the Articles, the Academic Board authorises Committees, Boards and Panels to act on its behalf. These Committees, Boards and Panels are responsible to the Academic Board of the University and are required to act in accordance with the Articles of the University and these Academic Regulations.

A1.11 These regulations are reviewed regularly with appropriate staff, student and External Examiner involvement. The regulations are also reviewed at any time when changes to legislation make any regulations obsolete or non-compliant.

A1.12 If the University, because of exceptional circumstances beyond its reasonable control, is unable to apply the Academic Regulations as approved for an academic year, Academic Board may approve Emergency Academic Regulations which shall set out modifications to and/or general exceptions from the approved Academic Regulations which shall apply to such students and for such duration as Academic Board, in its absolute discretion, determines.

A1.13 The implementation of Emergency Academic Regulations approved by Academic Board shall not constitute a failure to correctly apply the relevant approved Academic Regulations and shall therefore not provide valid grounds for an academic appeal against a decision of an Assessment Board.

A1.14 **Abnormal circumstances**

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

instances may include impact of natural disaster or civil unrest. Any such actions will be reported to the next Academic Board meeting. Actions will be in the students' best interest but they will not compromise academic standards.

B Awards of the University

B1 Principles

B1.1 All University awards are consistent with the Framework for Higher Education Qualifications (FHEQ). The University's Qualification and Level descriptors (Appendix 2) are aligned to the FHEQ.

B1.2 Awards are defined by a series of benchmarks relating to the general level of knowledge and skills required to register for the award, and the qualification, credit volume and study levels required to achieve the awards.

B1.3 The University's awards are generally staged so that programmes incorporate exit awards with appropriate learning outcomes. Exit awards can only be offered where these have been approved as valid awards at programme validation.

B1.4 Qualifications can only be conferred or recommended where a student has registered for and successfully completed a programme of study leading to an approved award as detailed in Section B2.

B1.5 English is the primary language of learning and assessment for all awards except where the study area involves a language other than English.

B1.6 Where an award is recognised by, and subject to, the regulations of a professional statutory or regulatory body (PSRB) and there is a conflict between these regulations and those of the PSRB, then the regulations of the PSRB shall have precedence.

B1.7 Any module or programme leading to an award of the University must meet required academic standards and comply with the prevailing Academic Regulations. English Law prevails for all such study even when students are studying outside England.

B2 University of Cumbria Awards

B2.1 *The Awards*

Award	FHEQ award level	University award level	Also available as an Exit award from ^
Postgraduate Awards			
1. Masters (Taught) (MA; MEd; MSc; MBA; LLM, MTL)	7	7	
2. Postgraduate Diploma (PGDip)	7	7	Masters
3. Postgraduate Certificate (PGCert) (including PGCE)*	7	7	Masters, PGDip
Graduate Awards			
4. Graduate Diploma	6	6	
5. Graduate Certificate (including PgCE)*	6	6	Graduate Diploma
Undergraduate Awards			
6. Honours Degree (BA; BSc; BEng; LLB (Hons))	6	6	
7. Ordinary Degree (BA; BSc; BEng; LLB)	6	6	Honours degree♦; Top-Up Degree♦
8. Top-up Degree (Hons)	6	6	
9. Foundation Degree (FdA; FdSc; FdTech; FdEng)	5	5	Honours degree
10. Diploma of Higher Education (DipHE)	5	5	Honours degree
11. Higher National Diploma (HND)	5	5	
12. Higher National Certificate	4	4	
13. Diploma in Professional Studies (DPS)	5	5	
14. Certificate of Higher Education (CertHE)	4	4	
15. Foundation Certificate	-	3	
16. University Advanced Diploma	6	6	Any other University award listed in B2.1, where specifically approved at validation
17. University Diploma	5	5	
18. University Certificate	4	4	
19. University Award	4-7	4-7	
20. Certificate of Achievement	4-7	4-7	

Notes:

* The following programmes include professional registration of Qualified Teacher Status (QTS)
- PgCE = Professional Graduate Certificate in Education (with QTS)
- PGCE = Postgraduate Certificate in Education (with QTS)

♦ Ordinary degrees can only be awarded as an exit award where the student has undertaken a minimum of 60 Level 6 credits of taught studies at the University

B2.2 *Ægrotat Awards*

An Assessment Board may use discretion to confer or recommend conferment of an ægrotat award subject to the requirements of professional statutory or regulatory bodies where it is satisfied that but for illness or other valid cause, a candidate would have qualified for the award. An ægrotat award is not classified.

B2.3 *Posthumous Awards*

The University may confer/recommend conferment of an award title posthumously provided the following conditions are satisfied:

- The individual was a registered student of the University but had been unable to complete all the requirements for the award they sought at the time of their death;
- The University Progression and Award Board has sufficient evidence to judge that the student would have reached the required threshold standard for the qualification, and where feasible, secures additional evidence to make a judgement on a classification or division.

The award may be accepted on the student's behalf by a parent, spouse or other appropriate person. At the discretion of the Vice Chancellor, financial good standing conditions may be waived in the case of a posthumous award.

B2.4 *Honorary Awards*

The University may award Honorary Degrees and Fellowships in accordance with the criteria laid down by Academic Board.

B2.5 *Certificate of Achievement*

A Certificate of Achievement is awarded to recognise academic credit gained for successful completion of a formally assessed programme of study which does not satisfy the requirements for a University award. A programme of study may consist of individual modules or modules validated as academically-based short courses. Such credit may subsequently be used to contribute to a formal award. (See C7).

B2.6 *Transcript/Diploma Supplement*

All registered students receive an official transcript detailing their achievement on an annual basis and at the end of the registered programme of study. Transcripts comply with QAA guidelines on recording achievement and with the requirements for the Diploma Supplement.

B3 Title of Awards

B3.1 *Foundation Degrees*

.1 Foundation degree programmes will lead to the award of either FdA, FdSc, FdTech or FdEng.

.2 The award of FdA is generally used in art and design, the arts and humanities and areas of social science and business studies.

.3 The award of FdSc is generally used in areas of science, mathematics and their applications.

.4 The award of FdTech is generally used in the field of technology and its applications.

.5 The award of FdEng is generally used in the field of engineering and its applications.

B3.2 *Bachelor Degrees*

.1 First degree programmes will lead to the award of either BA, BSc, BEng, LLB (with or without honours).

.2 The award of Bachelor of Arts (BA) is generally used in art and design, the arts and humanities and areas of social science and business studies.

.3 The award of Bachelor of Science (BSc) is generally used in areas of engineering, technology, science and mathematics and their applications.

.4 The title of Bachelor of Engineering (BEng) is reserved for programmes which provide a technologically broad based education with an emphasis on engineering applications.

.5 The title Bachelor of Laws (LLB) is reserved for programmes of specialised study of law which are recognised by the relevant professional body.

.6 For Joint Honours, programmes that contain at least 150 credits across levels 5 and 6 of science and/or technology modules will be eligible for the award of BSc. Otherwise the award of BA will pertain. Joint Honours degree titles will indicate 'subject 1' and 'subject 2'.

B3.3 *Professional Graduate Certificate in Education (PgCE)*

The Professional Graduate Certificate in Education (**PgCE)** is a teaching award similar award to the **PGCE** but the academic components are at Level 6 rather than Level 7.

B3.4 *Taught Masters Degree*

.1 Masters level programmes will lead to the award of either MA, MSc, MEd, MTL, MBA, LLM, MPH, PGDip or PGCert.

.2 The title Master of Arts (MA) is generally used in art and design, the arts and humanities and areas of social science and business studies.

.3 The title Master of Science (MSc) is generally used in areas of engineering, technology, science and mathematics and their applications.

.4 The title of Master of Education (MEd) is generally used in education.

.5 The title of MTL (Master of Teaching and Learning) is specifically reserved for programmes of specialist study of teaching and learning.

.6 The title Master of Business Administration (MBA) is reserved for programmes which focus on the general principles and functions of management and the development of managerial skills.

.7 The title Master of Laws (LLM) is reserved for programmes of specialised study of law.

.8 The title Master of Public Health (MPH) is reserved for programmes which focus on the study of public health, epidemiology and health promotion.

B3.5 Postgraduate Diplomas and Certificates, Graduate Diplomas and Certificates, University Diplomas and Certificates and University Awards may be awarded across the whole range of the University's academic portfolio and may be awarded in a particular specialism. In these cases the area of specialism may be reflected in the title of the award.

Higher National Certificates and Diplomas

B3.6 The award of Higher National Diploma (HND) and Higher National Certificate (HNC) may be used for awards that are mapped to the core context of existing BTEC Higher National programmes and align with the Key Guiding Characteristics for Higher National qualifications.

B3.7 Higher National Diploma (HND) and Higher National Cerificate (HNC) are awarded by the University under Trademark Licence from Pearson.

B3.8 *Higher and Degree Apprenticeships*

B3.8.1 The University may only make those degree awards listed in C1.3.

B3.8.2 Higher and Degree apprenticeship awards are made to those apprentices who have been registered for, and who have satisfactorily followed, the programme linked to that award, and

- who have successfully completed the programme associated with that award and met any other requirements as specified in the programme specification, and
- who have been awarded the required credits, and
- who have successfully completed the required on the job learning and end-point assessment as set out in the Apprenticeship Standard and Assessment Plan.

B3.8.3 The degree certificate is issued by the University. The apprenticeship is confirmed by an end-point assessment organisation (EPAO), which could be the University, once the end-point assessment is successfully completed. Degree apprenticeship certificates are issued by the Apprenticeship Assessment Service.

B4 Validation and Review

B4.1 All programmes offered at the University are approved through the Validation Procedures approved by Academic Board. The procedures, which include those for implementing changes to programmes in approval, are detailed in the University Quality Handbook and must be followed. Continued approval is determined through Periodic Review which takes place for all programmes every six years (unless PSRB or other external agencies require a different re-approval period).

B4.2 Programme approval may be given:

(i) without time limit up to the next Periodic Review date;
(ii) for a specified period;
(iii) with academic or administrative conditions.

B4.3 Programmes with registered students must be in validation.

B4.4 New programmes that have received planning approval but have not yet been validated may be marketed and promoted provided such activity clearly specifies that the programmes are 'subject to validation'.

B5 Withdrawal of Approval/Programme Closure

B5.1 The Academic Board may, through the Programme Withdrawal Process, agree the withdrawal of programme approval if it has evidence that the programme is no longer meeting minimum acceptable academic standards or where recruitment levels are no longer viable.

B5.2 Where a programme is closed to further recruitment for any reason including B5.1 above, the University will ensure that adequate standards and the learning experience are maintained for any students remaining on the programme, or that students are enabled to transfer to a suitable alternative programme at the University or elsewhere.

B6 Academic Collaborative Provision

B6.1 The University may form a variety of academic collaborative relationships with other bodies in the UK or overseas to offer programmes of study which may lead to the awards of the University. The forms of academic collaboration provision the University may engage in are listed in the University's Collaborative Provision Policy.

B6.2 The University retains overall responsibility for the academic standards and quality of such programmes and awards which are subject to the University Academic Regulations. The delivery of programmes of study must meet the required academic standards, and the comply with the quality assurance arrangements specified in the Quality Handbook and the University's Collaborative Provision Policy and Procedures.

B6.3 Each academic collaborative arrangement is underpinned by a formal signed contractual agreement specifying the nature of the collaboration and each party's respective rights, roles and responsibilities. This formal legal contract, signed by all parties involved and setting out how the programme will be delivered and how academic standards will be maintained, will be executed for each programme or part of a programme offered by partner under a collaborative arrangement.

B6.4 *Institutional Partnerships*

Links with other bodies can include:

(i) **Associate Institutions**: Another body may be permitted to operate validated, franchised, joint or dual/double award programmes (see B6.5 below). The relationship is underpinned by an Institutional Agreement which sets out the respective rights, roles and responsibilities of the partners.

(ii) **Articulation Agreements**: The University agrees to recognise specific qualifications offered by students of a partner institution for **advanced entry** to specific University programmes. The relationship is underpinned by an Articulation Agreement which sets out the respective rights, roles and responsibilities of the partners.

B6.5 Under Associate Institution agreements, collaborative programme arrangements may be:

(i) **Validated Programmes:** These are designed, delivered and assessed by the partner and validated by the University as leading to one of its awards.

(ii) **Franchised Programmes:** These are validated University programmes (or part of a programme) designed, delivered and assessed by the University that are also delivered and assessed in the partner institution, and by the staff of the partner.

(iii) **Joint Awards:** These are programmes in which the University collaborates with other HE partners to design and deliver a common programme which is validated by all partner institutions and which leads to a recognised award of the collaborating institutions, with a single certificate. Special regulations, which stand outside the University's Regulations, may be required and would need to be approved by Academic Board in advance of programme validation.

(iv) **Dual/Double Awards**: An arrangement where the University collaborates with one or more other awarding bodies to provide a single jointly delivered programme that leads to separate awards (and separate certification) being granted by each institution.

B6.6 Where a programme is offered overseas the following additional requirements apply:

(i) the University will, through its formal approval processes, secure written confirmation from the relevant authority that delivery of the programme has the approval of the government or other relevant authority of the country concerned before delivery of the programme starts;

(ii) all programmes, wherever delivered, are taught and assessed in English. If however the learning outcomes specifically relate to competence in a language other than English or if the acquisition of competence in English is a declared outcome, teaching and support work may be in the local language.

C University Credit Accumulation and Transfer Framework

C1 General

C1.1 The University Credit Accumulation and Transfer Framework governs all taught awards offered by the University and is designed to facilitate transfer between full and part time modes of study, and particular combinations of programmes of study to include institutional transfer of credit.

C1.2 Awards are defined in terms of the volume and level of credits that must be attained to achieve the award. Learning is arranged in defined blocks called modules which have credit values. Combinations of credit rated modules are approved by Academic Board to form programmes which lead to awards or certificated learning.

C1.3 Table of credit requirements for higher education awards

Award type	**Total Credit require-ment**	**Credit requirements at each level**				
		L3	**L4**	**L 5**	**L 6**	**L 7**
Postgraduate Awards						
1. Masters (Taught) (MA; MEd; MSc; MBA; LLM; MTL; MPH)	180				(20)	**180** (160)
2. Postgraduate Diploma (PGDip)	120				(20)	**120** (100)
3. Postgraduate Certificate (PG Cert) (including PGCE)	60				(20)	**60** (40)
Graduate Awards						
4. Graduate Diploma	120				**120**^ (100)	(20)
5. Graduate Certificate (including PgCE)	60				**60**	
Undergraduate Awards						
6. Honours Degree (BA; BSc; BEng; LLB (Hons))◇	360		**120**	**120**	**120**	
7. Honours Degree with Foundation Certificate entry (BA; BSc; BEng; LLB (Hons))	480	(120)	**120**	**120**	**120**	
8. Ordinary Degree (BA; BSc; BEng; LLB)	300		**120**	**120**	**60**	
9. Top-up Degree (Hons)	120				**120** #	

10. Foundation Degree (FdA; FdSc; FdTech; FdEng)	240		**120**	**120**		
11. Diploma of Higher Education (Dip HE)	240		**120**	**120**		
12. Diploma in Professional Studies (DPS)	120			**120**^ (100) +	(20)	
13. Certificate of Higher Education (Cert HE)	120		**120**			
Other Awards						
14. Foundation Certificate (including International Foundation Certificate) *	120	**120**				
15.University Advanced Diploma	60				**60**	
16.University Diploma	60			**60**		
17.University Certificate	60		**60**			
18.University Award	10-40 credits at levels 4-6 20 or 40 credits at level 7					
19. Certificate of Achievement (&)	5-40 credits at levels 3-6 5-60 credits at level 7					
20. Higher National Diploma	240		**120**	120		
21. Higher National Certificate	120		**120**			

Notes:

- Where specifically approved at validation, other level credit may contribute to the total credit requirement for the award as denoted by the figures in brackets.

^ Where specifically approved at validation, higher level credit may contribute to the total credit requirement as denoted by the figures in brackets.

◇ The credit total for BA/BSc (Hons) in sandwich mode will be 480, 120 credits of which will be the credit rated sandwich year

$ Every University Award requires a programme specification (including cases where the Award is made up of one module)

+ Students would require 120 credits at Level 4 for entry to the DPS

Students would require 120 credits at Level 4 and 120 credits at Level 5 for entry to a Top-Up Degree

* From 2027/28 the award of Foundation Certificate (Row 14) will be withdrawn

C2 Learning Hours

C2.1 In determining the volume of credits required to achieve an award, the University recognises one credit as equivalent to ten hours of notional academic learning time.

C2.2 A standard academic year of full-time undergraduate study equates to 120 credits (1200 notional hours).

C3 Modules

C3.1 Each module is self-contained with defined learning outcomes and a specified volume of credit at one level. Modules can also stand alone as coherent credit bearing learning experiences in their own right.

C3.2 All modules are allocated to a Faculty. The development, delivery and assessment of modules are the responsibility of the Dean of Faculty.

C3.3 Standard module sizes are as follows:

Level of Study	**Standard Module Size**	**Other permitted module sizes**
Pre-HE and Undergraduate Levels 3 - 6	20 Credits	10 credits 40 credits
Postgraduate Level 7	20 Credits	40 credits 60 credits
Undergraduate Dissertations 40 credits Postgraduate Dissertations 60 credits or a 40 credit dissertation plus research methods (embedded or standalone Research Methods module)		

C3.4 Module sizes other than those permitted in C3.3 may be approved exceptionally at validation where it is demonstrated to the Panel that it is necessary for the proper delivery of the curriculum. Alternative module sizes should work to a base of 10 credits.

C3.5 Modules may have specified pre- and co-requisites. Where these are attached, they will determine the order in which particular modules or a combination of modules is undertaken.

C3.6 Modules must be classified as core, compulsory or optional.

C3.7 Essential elements of learning within a named programme award may be indicated through the specification of core modules at validation. **Core modules** must be passed for the named award to be conferred and cannot be compensated.

C3.8 **Compulsory modules** must be taken where specified as part of the validated programme. Assessment in compulsory modules must be attempted, but marginal failures can, at the discretion of

the University Progression and Award Board, and within the limits cited at F14, be compensated.

C3.9 **Optional modules** provide students with a choice of module(s) to study within the validated programme. All optional modules must be approved at validation and be pertinent to the validated award title.

C3.10 Modules contributing to programmes leading to a professional qualification may integrate academic and professional components.

C3.11 There may be occasions when the University may change module or programme provision to ensure delivery of the best educational experience to its students. Some changes may arise from external legislation, regulatory or PSRB requirements. The University's validation processes provide a framework for making changes and set out how students (and prospective students) are notified and consulted.

C3.12 The University has a full set of level descriptors and grade descriptors as laid out in the Academic Procedures and Processes (Appendices 2 and 3a).

C4 Programmes

C4.1 Programmes lead to named awards e.g. BA (Hons) Business Studies. They consist of specified combinations of modules validated for the named award that allow students to meet the overall award requirements in terms of credits and level, and learning outcomes.

C4.2 Programmes which lead to a professional qualification are required to comply with the standards of the relevant professional statutory or regulatory body. Where approved at validation, programmes may include non-credit bearing qualificatory professional components in addition to the module/credit requirements for the award.

C5 Core Elements of Learning

C5.1 Within programmes and modules certain elements of learning may be described as 'core' in terms of providing fundamental knowledge, skills or understanding that students must acquire to achieve successfully the required learning outcomes of the programme, subject or module. The acquisition of these core elements of learning is demonstrated by a pass in assessments, or individual elements of assessment (see F5.7).

C5.2 Programmes leading to a professional qualification or professions-based (e.g. Apprenticeships) may include qualificatory professional components which are not credit-rated nor do they carry an academic grade. Such components will not contribute to any award classification but must be completed satisfactorily and assessed on a pass/fail basis in order for the professional element to be awarded.

C6 Recognition of Prior Learning (RPL)

The regulations that follow should be read in conjunction with the Procedures for the Recognition of Prior Learning (Appendix 6).

C6.1 *Credit for Certificated and Experiential Learning*

Recognition of Prior Learning permits credit to be given for both certificated learning (learning/qualification already certificated) and experiential learning (from life/work experience). The student must be able to demonstrate that the prior learning to be accredited is equivalent to/at the standard of learning required as part of the intended module/programme of study in respect of skills, subject knowledge, understanding and professional competences as appropriate. Credit judged equivalent may be general or specific.

C6.2 *General and Specific Credit*

The decision on the award of credit for purposes of exemption or transfer or admission is an academic judgement.

Specific credit requires the matching of specific learning outcomes at the appropriate level from previous certificated learning, or experience, against the learning outcomes of the module for which accreditation is being sought. Where the majority but not all of learning outcomes have been met, a student may be required to undertake relevant bridging work.

General credit can be sought against individual modules or levels within a programme where the learning is judged appropriate at the equivalent level.

Unless prohibited by the validation document, RPL will be permitted in all modules, including core and compulsory, within the limits set out below.

C6.3 *Graded and ungraded credit*

.1 Specific Credit
The grades for all credit awarded by UK 'Recognised Bodies'[1] will normally be accepted by the University, unless a module requires bridging work.

.2 General Credit
General credit will be transferred as ungraded credit.

C6.4 *Credit exemption allowances for accredited learning*

.1 For all university awards of 120 credits or less, except that listed at C6.4.3, up to one half of the award may be RPL'd.

.2 For awards of more than 120 credits up to two thirds of the award may be RPL'd.

.3 For the Postgraduate Certificate 40 credits of the award may be RPL'd.

.4 RPL is not permitted in the preliminary year (Year 0) of the Integrated Level 3 Award. RPL may be considered for up to two thirds of the remaining programme.

.5 In the case of specialised programmes which are governed by the standards and competences of a professional body, the above limits may be superseded by specific entry requirements set out in the validation document for the programme. All credit exemption is subject to the principles on the re-use of credit.

C6.5 *The principles of the use and re-use of credit*

C6.5.1 Undergraduate and Graduate Programmes

.1 Once the credit total for an undergraduate or graduate award (as defined in C1.3) has been achieved, the re-use of that credit against a University of Cumbria award at the same or lower level is limited to one third of the credit value of the previous award. Credit exemption allowances for the intended award must not be exceeded.

.2 Where a student has already qualified for any other award (as defined in C1.3) further credits may be accrued towards completing the credit requirements for any other University of Cumbria award.

C6.5.2 Postgraduate Programmes

.1 Where a student has already qualified for a Postgraduate Certificate (at the University of Cumbria or another UK HEI) further credits may be accrued towards completing the credit requirements for a Postgraduate Diploma or Masters award.

.2 Where a student has already qualified for a Postgraduate Diploma (at the University of Cumbria or another UK HEI)

[1] https://www.gov.uk/check-a-university-is-officially-recognised/recognised-bodies

further credits may be accrued towards completing the credit requirements for a Masters award.

.3 Where a student has already achieved a postgraduate award, re-use of that credit against a University of Cumbria postgraduate award of the same or lower volume of credit is limited to one third of the credit value of the previous postgraduate award. Credit exemption allowances for the intended award must not be exceeded

General

C6.5.3 Where learning outcomes for a module have been matched and the credit awarded, the student will be allowed exemption and will be exempted from completing the module with the University.

C6.5.4 The contractual nature of RPL means that once the student has been awarded the credit, they must accept it as part of the programme profile and cannot subsequently take additional modules in the hope of replacing credit awarded by RPL.

C6.5.5 The contractual nature of RPL means that once the student's application has been approved, they must see the process through. If the RPL assessment is unsuccessful they may resubmit or to take the module for which exemption is being sought.

C6.5.6 Students may not simultaneously apply for RPL and study the module(s) in question.

C6.6 *Internal Transfers*

Where a current student transfers internally from one University of Cumbria programme to another, graded credit may be transferred to the new programme where appropriate and above the limits cited in 6.3.1, as approved by the Programme Leader, in accordance with regulation C6.2.

C6.7 Higher and Degree Apprenticeships

.1 All applicants to a degree apprenticeship programme should complete an Initial Needs Assessment to ascertain whether they will be exempt from part(s) of the programme based on prior knowledge, skills and behaviour. Exemption from the programme of study is subject to the applicant meeting the requirements of the University's RPL procedures and processes.

.2 Where an apprentice is exempted from a part(s) of their programme of study based on prior study/experiential learning, the content (and possibly the duration of the apprentice's study) will be

reduced to reflect this. Any reduction in duration should meet the minimum threshold of the individual needing 12 months of learning on programme to comply with Apprenticeship Funding Rules.

C.7 Internal Credit Accumulation

Students may register to take individual modules on a stand-alone basis without registering for an award. Where such modules form part of the validated curriculum of a defined University award, students may later import these modules as graded credit into the award, beyond the RPL limits outlined in C6.4. All modules contributing to the award must be completed within the maximum registration period for the award (see D3.1).

D General Regulations

D1 Student Registration

D1.1 All students are required to register for a valid University of Cumbria award or stand-alone module(s) and the linked programme of study. Students are required to re-register in each academic year of their study. Students, through the University's registration and re-registration processes, sign up to the Academic Regulations approved for that academic year. Failure to complete re-registration within 21 days of commencement of delivery in the academic year may result in the imposition of restricted access to IT and other University systems, and could ultimately result in termination from programme.

D1.2 Those who register for the award of stand-alone credit have no guaranteed progression rights.

D1.3 Students registered on any University award are not allowed to register for a greater number of modules than the validated curriculum of the programme.

D1.4 Students registered on a full-time award may not normally simultaneously register for any other award.

D1.5 Students may not simultaneously register for individual modules for more than one award. Students may not simultaneously seek RPL for modules for more than one award.

D1.6 A Break in Learning will be considered for medical reasons or for circumstances that prevent the student from engaging appropriately with the programme. A break in learning is intended to enable the student to return to their course at the equivalent point they left, with scope to negotiate an earlier return if this enables a better reintegration into the study year.Whilst on a break in learning, students may not take part in any formal learning or assessment. A break in learning is not guaranteed and must have the support of the Programme Leader, taking into account financial considerations for the student (e.g. Student Loans Company/Apprenticehip funding or bursary implications) and any programme specific requirements.

D1.7 Any student who has ceased their registration during a programme of study and returns later to the University to complete the programme will normally be governed by the academic regulations in force at the time of re-entry to the University.

D1.8 All students are required to declare any relevant unspent convictions before admission to and whilst registered as a student

of the University. Professional programmes may require students to undergo Disclosure and Barring Service (DBS) procedures (or equivalent) and be cleared by the University to undergo training which involves work with vulnerable adults or children. A further declaration following a break in learning is required. The University reserves the right to request new updated checks at any point in the programme, where it reasonably believes new information, or the circumstances of the student, may have changed.

D2 Mode of Attendance

D2.1 The University Credit Accumulation and Transfer Framework accommodates the movement of students between full-time and part-time modes of study, where available, subject to approval by the Chair of the Assessment Board.

D2.2 Apart from professional programmes, a full-time student is defined as any student undertaking 100 credits or more during a standard academic year. Full-time status in relation to academic sessions which are shorter or longer than the standard is calculated pro-rata.

D3 Registration Period

D3.1 Programmes may be validated in full-time, part-time, or full-time and part-time modes. The standard, and maximum, registration periods for awards are set out the table below.

Award	**Standard full-time registration period**	**Maximum full-time registration period**	**Standard part-time registration period**	**Maximum part-time Registration period**
Foundation Certificate	1 year	3 years	2 years	4 years
Cert HE	1 year	3 years	2 years	4 years
Dip HE	2 years	4 years	3/4 years	5/6 years
Foundation Degree	2 years	4 years	3/4 years	5/6 years
Diploma in Professional Studies	1 year	2 years	2 years	4 years
Bachelor Degree (Ordinary and Honours)	3 years	5 years	5 years	7 years

Accelerated Bachelor Degree	2-years	4 years	-	–
Bachelor Degree with Foundation entry (Ordinary and Honours)	4 years	6 years	6 years	8 years
Master's Degree	1 calendar year	3 calendar years	2 calendar years	4 calendar years
PG Dip	1 year	3 years	2 years	4 years
PG Cert	1 semester	3 semesters	1 year	2 years
PGCE with QTS	1 year	3 years	Up to 2 years	4 years
Graduate Diploma	1 year	3 years	2 years	4 years
PgCE with QTS	1 year	3 years	Up to 2 years	4 years
Graduate Certificate	1 year	3 years	2 years	4 years
University Certificate / University Advanced Diploma / University Diploma	1 semester	3 semesters	1 year	2 years
Single module	1 semester	3 semesters	1 semester	2 years
Top-up degrees	1 year	3 years	2 years	4 years
Higher National Certificate	1 year	3 years	2 years	4 years
Higher National Diploma	2 years	4 years	3/4 years	5/6 years

.1 Breaks during the programme of study will be assessed in relation to the impact on professional currency of these breaks and will normally be of a maximum of one year's duration.

.2 Years of study relate to academic sessions unless stated as calendar years.

.3 Where programmes are validated as sandwich awards, the standard registration period will be extended by one year.
.4 Maximum registration period will include time taken for any module retake in its entirety.

D3.2 The maximum registration period, as outlined in the Programme Specification, is the *maximum* time limit for completion of programmes, taking into account individual periods of student breaks in learning or formally approved periods of reassessment without attendance. Any deviation from the study pattern outlined other than a break in learning should be avoided as it may have financial implications for students e.g. a reduction in funding through the Student Loans Company or another funding provider. Students should always seek advice from the University and if necessary their funding provider, and follow formal processes to change their study pattern.

D3.3 Validation Panels may approve programmes with alternative standard or maximum registration periods where this is justified through curriculum delivery methods or the level of student entry qualifications. Professional bodies or specific relevant external regulatory requirements may also impose specific requirements in relation to standard and maximum registration periods.

D3.4 A student seeking an exceptional extension of their registration period will be referred to the Dean of Faculty who will liaise with relevant colleagues to:

- check if there are any PSRB requirements
- ensure the currency of the programme will be maintained
- check that academic study will be undertaken during the extension period
- ascertain that the study route will be available following the extension period
- confirm that any financial implications have been discussed with the student.

If granted, this will, usually, extend the registration period for a further academic year and would need further review and a further request for extension, if study has not been completed by the end of this period.

D3.5 <u>Higher and Degree Apprenticeships</u>
In exceptional circumstances where there are confirmed extenuating circumstances the Dean of Faculty may extend the maximum period of registration for a given award for an individual apprentice in accordance with the maximum period for completion of the Apprenticeship Standard and the Programme Specifications.

D4 Work-Related and Work-Based Learning

D4.1 The University supports the development of opportunities for students to undertake appropriate forms of work-related and work-based learning as an integral part of, or alongside, their programme of study e.g. placements. This may take the form of a specific module, may be integrated with academic study within a module or may stand alone as an additional element to the programme.

Sandwich Degrees

D4.2 Sandwich degrees are developed with a period of supervised work experience included. The work experience will be compulsory for the sandwich mode, must be for a period of not less than 30 weeks (with an average of at least 21 hours per week) and will be credit rated as 120 credits.

D4.3 The level, aims and learning outcomes of the sandwich degree work experience will be clearly defined and must relate to the overall objectives of the programme.

D4.4 The work experience of the sandwich degree will be assessed on a pass/fail basis, through means approved at validation. Any reassessment opportunities within the sandwich element must be clearly defined at validation.

D4.5 Credits achieved for the work experience element of the sandwich degree will not contribute towards degree classification but must be achieved for conferment of the award in sandwich mode. Students who fail or are unable, for valid reasons, to complete the sandwich element may be assessed for the non-sandwich award.

Apprenticeships

D4.6 The University supports the development of higher level and degree apprenticeships which provide work-centred learning opportunities, combining on the job and off the job learning hours. Apprenticeship programmes align to the Apprenticeship Standards published by the Institute for Apprenticeships and Technical Education.

D5 Attendance and Engagement

D5.1 Full engagement with designated learning activities of programmes and modules is required. Attendance and academic engagement requirements are set out in the University's published Attendance and Academic Engagement Policy. Notification of illness and requests for leave of absence should be submitted in accordance with published procedures. The University monitors engagement with learning activities for programmes in accordance with any PSRB and/or funding body requirements (e.g. Apprenticeship

funding requirements, Student Loans Company requirements) and for international students studying on a Student Visa.

D5.2 Programmes that confer a licence to practise may require a specific attendance level to meet the award or qualification requirements.

D5.3 Individual modules may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

D5.4 De-registration under the Four Week Rule

.1 Following a four working week period of continuous lack of engagement with designated learning activities of programmes and modules, students who:

i. do not respond to communications from the University regarding this matter, or

ii. are unable to give reasonable explanation for their absence and assurance of future appropriate engagement

may be deemed to have withdrawn from their programme of study. The date of withdrawal will be recorded as the last day of attendance.

.2 Any student discontinued under the 4 week rule will have the right to request a review of this decision that will be undertaken by a senior member of staff of the University (see Appendix 8: 4 Week Rule Procedures). In the event that any review is not upheld the student will be notified, in writing, of the reason(s) for this decision. Upon completion of this stage and should the student remain discontinued they will be issued with a Completion of Procedures letter advising them they may pursue the matter further by submitting a Scheme Application form to the Office of the Independent Adjudicator (OIA) (www.oiahe.org.uk). This must be submitted within twelve months of the date of the Completion of Procedures letter.

D5.5 Specific arrangements for the monitoring and management of student attendance and engagement will apply to elements of programmes which are delivered by the University of Cumbria International College, as set out in the International College Attendance Policy.

E The Admission of Students

E1 Scope

E1.1 These regulations set out the underpinning principles on which the admission of students takes place and are designed to ensure fairness, consistency and equality of opportunity.

E1.2 The regulations apply to all applicants for all taught award-bearing HE programmes offered by the University of Cumbria.

E2 General

E2.1 The University's regulations, policy and procedures relating to admissions comply with, and are guided by relevant legislation and the Office for Students requirements . They are also informed by the principles articulated within the UUK Fair Admissions Code of Practice (2025).

E2.2 The University encourages and welcomes students of all ages, cultures, disabilities and social backgrounds and gives fair consideration to all applicants, treating them solely on the basis of their merits, abilities and potential in line with equality legislation.

E2.3 The University's academic entry requirements are detailed in the University's Admissions Policy and Procedures which are reviewed on a regular basis by Academic Board through delegated authority by the Academic Registry.

E2.4 Applicants are required to meet all Apprenticeship Funding Body requirements for an apprentice (e.g. be in employment in a relevant job role) and also meet any academic entry requirements set by the university. Whilst the Funding Body sets functional skills at level 2 as a requirement for Gateway to End Point Assessment, the university may set this, or a higher standard, as an entry requirement for a specific programme depending on the skills required for that programme. Where level 2 English and Maths are an academic entry requirement for the programme this must be in place before the apprenticeship commences. Exceptionally, apprentices who cannot provide evidence of level 2 English and Mathematics may be permitted to register to the programme of study, in which case they must gain their level 2 English and Mathematics qualifications before the gateway for the End Point Assessment.

E2.5 A student whose registration on a University of Cumbria award has previously been terminated due to academic failure may not be permitted to re-register for the same award unless specific professional body requirements necessitate this and this has been

approved through validation. They may may be permitted to re-register for an alternative award subject to the admission requirements for that award.

E3 Falsification or misrepresentation

E3.1 The University reserves the right to withdraw the offer of a place at any time to applicants who falsify or misrepresent their applicant details in any respect. Applicants in these circumstances will be given an opportunity to explain discrepancies or anomalies as appropriate.

E4 Appeals and complaints for applicants

E4.1 To safeguard the interests of prospective students, the University has an appeals and complaints procedure for applicants. Applicants will not be disadvantaged in any way because they have used the procedure. A separate process is available for matters relating to Disclosure and Barring Service appeals and complaints.

F Assessment

F1 Scope

F1.1 Assessment may be formative or summative and may be qualificatory and/or contributory for either part or the whole award. Unless otherwise specified these regulations apply to all summative assessment including qualificatory and/or contributory components.

F2 Principles

F2.1 Assessment processes are set out in the University's Marking and Moderation Procedures (Appendix 3b).

F2.2 All assessment of students must be conducted in accordance with the regulations and be conducted in a demonstrably fair and consistent manner. Practice which attempts to pervert the objectives and/or the procedures of assessment (such as cheating, plagiarism, collusion, fabrication, impersonation etc) will not be accepted. Where academic malpractice/impropriety is evident, all cases will be managed in accordance with the University's Policy and Procedures Governing Academic Malpractice (Appendix 3d).

F3 General

F3.1 Where programmes of study lead to the qualifications of professional bodies (or to exemptions from the professional statutory or regulatory bodies' own qualifications) full account is taken of the regulations and requirements of the professional bodies in respect of assessment requirements.

Intellectual property

F3.2 Students will normally own the intellectual property for any work that they generate as part of their studies whilst registered as a student of the University.

F4 Probity in Assessment Practice

F4.1 Examiners/assessors must declare any close personal or business relationship with a student that could reasonably question the impartiality of the examining/assessment process. The University operates a policy covering staff and student relationships.

F5 Module Assessment

F5.1 All validated modules have defined assessment methods approved through the validation process which must be clearly identified and linked to the learning outcomes. Module assessment may be a combination of formative and summative or summative only.

F5.2 The Programme Leader is responsible for ensuring assessment strategies, criteria and the schedule (including deadlines for the

submission of assessed work), are explained and published clearly and accurately to staff and students and to External Examiners where appropriate.

F5.3 All students will receive detail of the assessment methods and the assessment schedule.

F5.4 All modules will be assessed. Assessments must be submitted in the format specified with allowance for reasonable adjustments for students with disabilities (See F.9).

F5.5 No more than two pieces of summative assessment will normally be required for any module, regardless of the module size or level.

F5.6 The module pass mark for undergraduate level study is 40%. At postgraduate level, the module pass mark is 50%. (Where a level 6 module forms part of the validated curriculum for a postgraduate award, the pass mark will be 50% and normal compensation will apply). Professional body pass mark requirements, or Assessment requirements as set out in Apprenticeship Standards, may override these university pass marks. Any such variations to meet PSRB requirements must be approved at the point of validation. The overall module mark will normally be derived from an aggregation of the marks obtained in individual components as approved at validation.

F5.7 Modules may specify certain elements as 'core'. Any such elements are confirmed at validation and must be passed in order to pass the module i.e. failure in a core element cannot be compensated by marks achieved in other elements of assessment within the module. This applies especially to modules which integrate academic and professional components where a minimum performance in each component may be required to pass the module.

F5.8 The University operates a universal marking scheme based on percentages to denote student performance in modules. Final module marks are shown as percentages, unless modules have been validated on a pass/fail basis, or where the external body (e.g. HNC/HND programmes delivered under Pearson Trademark Licence) requires outcomes to be presented in another form.

F5.9 Students who fail to attend/submit for assessment without good reason (extenuating circumstances) will be judged to have sat and will be awarded a mark of zero.

F5.10 Where an attendance requirement is specified which must be achieved as part of satisfactory completion of the module, this must be approved at validation.

F5.11 Where a module has been passed there is no opportunity for reassessment in order to improve on the mark awarded except when a void mark is agreed by the University Progression and Award Board.

F6 Submitting assignments

F6.1 Students are responsible for submitting for assessment in accordance with the published submission deadlines and formats specified. Extensions of time for submitting assignments may be requested, as set out in the University's Extenuating Circumstances and Extension Procedures (Appendix 3e). Details of the submission procedures are published to students at the start of the programme.

F6.2 Penalties for work submitted late without prior approval are:

.1 coursework submitted as for the first time after the deadline but within 3 working days (72 hours) will be accepted for a maximum mark of 40% (undergraduate) and 50% (postgraduate);

.2 late submission thereafter is regarded as non-submission and awarded zero;

.3 where a formal extension has been given, and for deferred assessment and/or reassessment, work must be submitted by the date provided i.e. the 3 working day late submission for a capped mark does not apply in these cases. Late submission in such cases is regarded as non-submission and awarded a mark of zero.

F6.3 Students who are unable to submit work within 3 working days after the submission date due to verifiable extenuating circumstances may submit a case for consideration in accordance with the University's Extenuating Circumstances Procedures.

F6.4 Failure to submit an assessment by the deadline date (including the provisions set out in F6.2.1) will count as a non-submission and attract a mark of zero, unless extenuating circumstances are accepted (see Section F12).

F7 Examination Arrangements

F7.1 An unseen examination is defined as a formal, timed assessment of any duration that is subject to continuous invigilation and has been identified as such through the validation process.

F7.2 The University operates a strict code of conduct in relation to the conduct of examinations, which includes principles of invigilation, arrangements for students requiring additional examination arrangements, and the behaviour of examination candidates (see Appendix 3c: The Conduct of Assessment). A copy is made available to all examination candidates. These requirements also apply to 'in-class tests' and other types of assessment that take the form of an unseen formal timed assessment.

F7.3 The University undertakes to publish or arrange publication of the examination timetable in good time.

F7.4 Students are responsible for presenting for examination in accordance with the published schedule. Failure to attend an examination is counted as a sit and attracts a mark of zero unless extenuating circumstances are accepted (see Section F12).

F8 Module Reassessment

F8.1 Unless prohibited by professional statutory and regulatory body regulations, undergraduate and postgraduate students have a right to one reassessment opportunity for any failed component of assessment in each module. A further reassessment opportunity may be granted by the assessment board subject to the conditions at F8.6 below.

F8.2 *General*

Reassessment is required in the component element of failure only (that is, a student will be reassessed on a failed assignment, practical exercise or examination and not on any other components of the module that they have passed) and will be by the same method of assessment as the first attempt. Where it is not practicable for a student to be reassessed using the original method or mode of assessment, the University Progression and Award Board may approve an alternative method of assessment or timescale.

An assessment contract should be drawn up in the following cases

- Students with more than 40 credits of assessed work to be recouped (first reassessment and deferred assessment);
- Students who have had a confirmed case of malpractice that has resulted in reassessment.

F8.3 Where the student passes all reassessment elements, credit for the module(s) is awarded. The pass mark is recorded for any module in which reassessment has been successful (a maximum of 40% for undergraduate and a maximum of 50% for postgraduate). For

programmes which involve PSRB accreditation, the pass mark will be 'capped' at the PSRB pass mark.

F8.4 Where the student fails to improve on the original assessment performance via reassessment, the final mark for the module will be the highest mark obtained.

F8.5 A student who fails their reassessment may be considered for compensation in that module within the limits outlined in F14.1.

F8.6 Where a student has attempted a reassessment and has not passed, a further and final reassessment opportunity will be offered subject to the following conditions:

1. Any Professional, Statutory and Regulatory Body (PSRB) associated with the programme permits this.
2. The student engaged with all previous opportunities for assessment and reassessment.

Module Re-registration

F8.7 Re-registration for a module is highly exceptional and will only be offered as an alternative to a further and final reassessment (F8.6).

F8.8 Permission to retake a module will only be granted in cases where all the following criteria are met:

1) Any Professional, Statutory and Regulatory Body (PSRB) associated with the programme permits this.
2) The student engaged with all previous opportunities for assessment and reassessment.
3) The student will not be permitted to progress to the next stage of study until the retaken credit is passed – meaning that the student will be a part-time student for the academic year of retakes.
4) A student who retakes a module is required to re-enrol for the module, where appropriate pay any tuition fee required for such enrolment, follow the course of tuition offered and attempt all the items of assessed work, including any which he/she/they may previously have passed.
5) A student whose enrolment is subject to the provisions of a Tier 4 Student Visa and who is required to undertake reassessment in a second registration of a module, may be required to take that final reassessment opportunity outside the UK.

F8.9 The first attempt in the retaken module will be uncapped, the reassessment will be capped at the pass mark.

F9 Students with Disabilities and/or Specific Learning Difficulties and/or long term illness

F9.1 The University supports the operation of appropriate alternative and/or additional arrangements for students undertaking assessment. The additional and/or alternative arrangements should enable the student to meet the relevant learning outcomes and, where appropriate, professional competencies.

F9.2 In the case of timed examinations where a valid claim has been made, arrangements will be made in accordance with relevant procedures (see Appendix 3c The Conduct of Assessment)

F9.3 If a student is unable, through disability or long-term illness, to be assessed by the normal coursework methods, the Module Leader, through dialogue with the Programme Leader, may vary the assessment methods as appropriate, taking into account the module's stated learning outcomes. The proposed alternative assessment must be approved by the Principal Lecturer.

F9.4 Requests for alternative and/or additional arrangements should be made as early as possible using the University's published procedures.

F9.5 Reasonable adjustments must be made if there is an urgent or severe need to do so, or the circumstances of the case demand it (even where a student has not engaged with the Disability Service).

F10 Academic Malpractice

The regulations that follow should be read in conjunction with the University's Policy and Procedures governing Academic Malpractice (Appendix 3d).

F10.1 The University regards any attempt by a student to gain an unfair advantage in assessment as a serious academic offence that undermines the academic standards of the University. Academic malpractice in any form of assessment will be penalised and may lead to the award not being conferred or to the termination of a student's registration on the programme.

F10.2 Malpractice includes all forms of cheating, plagiarism, collusion, fabrication and falsification and impersonation (including unattributed content created by artificial intelligence or any other content generating technology).

F10.3 Students will be made aware of the regulations with respect to academic malpractice (including the principle of confidentiality within professional programmes) and the penalties that apply, at

the start of the programme and, in particular, the importance of academic integrity, what is meant by plagiarism and how to avoid it.

F10.4 Students are required to confirm that each piece of assessment submitted is their own work and has not been submitted in similar or identical form towards other assessment or qualificatory work by the student or any other person. For group work, all group members are required to sign a common confirmation statement.

F10.5 Where malpractice is suspected but is unresolved at the time of the appropriate Assessment Board meeting, the Board will not consider the student's assessment result until an investigation has been conducted and the matter resolved.

F10.6 Where evidence of academic misconduct becomes available subsequent to marks and progression/award outcomes being confirmed by the Assessment Board, the matter will be re-opened through formal academic malpractice procedures and the Panel may recommend to a subsequent meeting of the Board an alternative outcome to the original decision of the Board. This may extend to rescinding decisions and/or revoking awards where academic malpractice is proven within one year of the academic award being made; beyond this time other university processes may be applied.

F11 Composition and Responsibilities of Assessment Boards

F11.1 Assessment Boards operate with delegated authority from Academic Board.. Students are not permitted as members of Assessment Boards. Members of staff who are also students of the University are not permitted to attend any Assessment Board considering programmes of study for which they are registered students.

F11.2 All members of Assessment Boards are expected to attend for the whole of the meeting to ensure quoracy and parity of treatment for all students. The quoracy level is the same as that for all Academic Board Committees. Quoracy will include attendance by the designated Chair and the Chief External Examiner. In the event of the Chair not being able to attend for serious unexpected reasons the Board may proceed providing an independent Chair of equal or greater seniority can be substituted.

F11.3 The Vice-Chancellor, PVC Learning and Teaching, Dean for Student Success, PVC Student Journey/Academic Registrar and Deputy Academic Registrar have right of attendance at any Assessment Board.

F11.4 The University operates a single tier assessment board system through the University Progression and Award Board (UPAB). The UPAB meets following conclusion of the University's formal mark confirmation processes, through which internal and external moderation in line with University requirements is confirmed.

F11.5 The University Progression and Award Board considers the progress of students throughout awards, including end of session results for continuing students and final award and classification outcomes for completing students. The UPAB is also the ratifying Board for stand-alone modules.

F11.6 Membership of the University Progression and Award Board (UPAB) comprises:

- Chair (Dean of Faculty, Director / Head of Centre, Head of Learning Teaching and Student Experience or the Dean for Student Success)
- The relevant Head of Learning Teaching and Student Experience (where not chairing)
- Relevant Programme Leaders (University and Partners)
- Relevant Module Leaders
- Assessment and Awards Manager (Academic Registry) or nominee
- Chief External Examiner(s)

In exceptional circumstances an alternative Chair may be appointed, with the approval of the Deputy Vice Chancellor.

F11.7 The University Progression and Award Board considers the profile of marks for each student at progression point and those of completing students to confirm the award outcome including classification, and:

***For Proceeding Students**:*

.1 approves applied rules in relation to fails, malpractice and other special cases in accordance with the regulations

.2 ensures comparability of treatment for students in the interpretation of regulations and with reference to precedents across different subjects and programmes of study

NOTE: Proceeding students within level and not at progression or award point, may be dealt with as devolved responsibility from a UPAB with approval from the Academic Registrar (or their nominee)

For Progressing Students

.1 receives finalised module marks for each student to approve applied progression rules in accordance with the regulations

.2 applies approved rules in relation to fails, malpractice and other special cases in accordance with the regulations
.3 applies approved rules in relation to compensation and reassessment decisions in accordance with the regulations
.4 ensures comparability of treatment for students in the interpretation of regulations and with reference to precedents across different subjects and programmes of study
.5 identifies students to be discontinued where they cannot meet progression requirements and after all opportunities set out within the regulations have been exhausted
.6 recommends awards where students opt to exit early
.7 consider programme level standards issues arising from the assessment exercise

For Finalists

.1 receives finalised module marks for each student to approve applied award rules in accordance with the regulations
.2 applies approved rules in relation to borderline cases that determine the final award
.3 applies approved rules in relation to compensation and reassessment decisions in accordance with the regulations
.4 makes recommendations to the Academic Board in relation to posthumous and ægrotat awards (see H6.1)
.5 ensures comparability of treatment for students in the interpretation of regulations and with reference to precedents across different subjects and programmes of study
.6 determines the award for students in debt to the University. (A decision as to whether to confer the award will be determined in line with the University's Student Financial Regulations.)
.7 receives confirmation of satisfactory sampling of gateway requirements being met for apprentices being presented for the confirmation of the final academic award and the apprenticeship.

Provision for the Operation of Assessment Boards during Exceptional Times

F11.10 At the discretion of the Deputy Vice Chancellor, normal requirements for quoracy at Assessment Boards will be waived. To proceed, Assessment Boards must comprise as a minimum a Chair, an External Examiner and Officer. The Chair may elect to invite a representative subset of other Board members drawn from normal membership of the Board. The Board may operate synchronously or asynchronously (with the External Examiner(s) providing ratification with comments reported, and being invited to confirm decisions after the meeting) and will have due regard to any recommendations provided by academic, administrative and student

support teams. In the event of a scheduled Board being unable to proceed, it will be rescheduled to the next available opportunity.

F11.11 At the discretion of the Deputy Vice Chancellor, exceptionally, a University Progression and Award Board Chair may, with the approval of the External Examiner(s), recommend to the DVC (or nominee) a course of action in respect of progression or award outside these regulations. Such discretion is applied highly exceptionally and only to prevent an unfair outcome for a student or group of students in exceptional circumstances.

F12 Extenuating Circumstances

The regulations that follow should be read in conjunction with the University's Extenuating Circumstances and Extension Procedures (Appendix 3e).

F12.1 Any student that attends an examination and takes that examination, or who submits a piece of coursework, or attends and takes part in a presentation, practical session, or any other form of assessment is deemed as having confirmed themselves to be "fit to sit" through engaging with the assessment. Students having decided to engage in assessment will not be eligible to submit a request for extenuating circumstances. Following the Assessment Board, a student may appeal against their assessment result on the basis that their medical condition at the time impaired their ability to make reasoned decisions under the fit to sit policy. Where illness occurs during an examination or presentation consideration to action to be taken will be given through formal reporting by the examination invigilator or presentation assessor.

F12.2 The University's extenuating circumstance procedures operate to provide a confidential, transparent and fair way to allow for the consideration of extenuating circumstances. The following rules apply:

- .1 claims for extenuating circumstances must be submitted by the student in the required format and in line with published procedures and deadlines
- .2 extenuating circumstances are considered by a Panel to determine whether claims are valid. The decisions of the Panel are reported to the University Progression and Award Board.
- .3 claims for extenuating circumstances must be supported by independently verifiable evidence.
- .4 claims for extenuating circumstances will be logged and tracked for monitoring purposes
- .5 students will be advised whether their claim is accepted as valid once this has been decided by the panel.

Notification of the final outome of the impact of the extenuating circumstances (i.e. how the claim outcome has been applied by the University Progression and Awards Board can only be shared with students after the UPAB when decisions are confirmed).

F12.3 Valid claims for extenuating circumstances mean that the Panel can recommend either:

.1 voiding the assessment and offer a deferred assessment (first sit for first attempt, second for reassessment)

.2 construct an assessment contract where the circumstances affect more than 40 credits worth of assessed work.

F12.4 Confidentiality within the process will be respected.

F12.5 The existence of valid extenuating circumstances does not negate the requirement for students to demonstrate that they have satisfactorily achieved the required learning outcomes.

F12.6 A disability in itself is not seen as an extenuating circumstance, as additional support is available, but where a disabled student is experiencing further difficulty, they should refer to the academic procedures such as the Student Progress Review and/or Extenuating Circumstances procedure in the first instance for guidance.

F13 Compensation of Assessment Requirements

F13.1 Students who fail to satisfy some element of assessment may be allowed to progress or complete if the University Progression and Award Board exercises its discretion to compensate assessment requirements. This discretion is only available to this Board and is subject to specific conditions.

F13.2 Compensation is normally available to students on undergraduate, graduate and taught postgraduate programmes, within the limits prescribed in F14. Any exceptions must be agreed through the validation process.

F13.3 Although a compensation may allow a student to progress or complete for an award by receiving credit, the marks achieved in a compensated module are not altered and this mark will carry forward to any classification calculation if relevant.

F13.4 *Undergraduate and Graduate Programmes*

Compensation relates to marginal performance and may be applied at the discretion of the University Progression and Award Board at each level where the mark band for the module is greater than or

equal to 35% and less than 40%. Compensation can only be applied where:

.1 all other module assessments at the level have been submitted

.2 the module is not core, or professional or awarding body requirements do not prohibit compensation, and

.3 there is evidence that the outcomes for the level of study have been met, as indicated by an average of 40% over all modules at the first attempt.

F13.5 *Taught Postgraduate Programmes*

Compensation relates to marginal performance and may be applied at the discretion of the University Progression and Award Board to the taught component of the award, where the mark band for the module is greater than or equal to 45% and less than 50%. Compensation can only be applied where:

.1 all other module assessments at the level have been submitted

.2 the module is not core or professional body requirements do not prohibit compensation, and

.3 there is evidence that the outcomes for the level of study have been met, as indicated by an average of 50% over all modules in the taught component at the first attempt.

F13.6 Compensation of assessment requirements are construed to be passes.

F14 Limits to Compensation

F14.1 Credits can be compensated on the basis of 40 credits per level at levels 3 and 4 and 20 credits per level at levels 5, 6 and 7. (A maximum of one 20 credit module within a Postgraduate award of 120 credits or more.) Compensation is not possible for 60 credit awards. Compensation will be automatically applied when all initial module outcomes for the level of study are completed and the profile meets regulatory requirements of compensation.

F14.2 Compensation cannot be applied to modules validated on a Pass/Fail basis.

G Student Progression

G1 General

G1.1 Each student registered for an award which extends for more than a standard academic year is assessed for progression. For these purposes 'standard' relates to the standard year for the programme.

G1.2 The purpose of assessment for progression is to ensure that students are making satisfactory progress towards their registered target award and that they remain academically eligible to complete successfully.

G2 Assessment Boards for Progression

G2.1 Assessment for progression is undertaken by the appropriate University Progression and Award Board.

G2.2 In determining progression recommendations, University Progression and Award Boards will apply these Academic Regulations and any professional body or programme-specific regulations approved at validation. Programme specific progression regulations may, by exception, be approved by Academic Board for Apprenticeships provision where the nature, design and delivery of the curriculum across the full calendar year creates challenges for progression (there not being standard recoup / reassessment periods before progression points).

G2.3 Recommendations for progression fall into four categories:

- Pass
- Reassessment
- Defer
- Fail

G2.4 The achievement of any award is dependent on achieving a minimum pass (40% UG (including level 3), 50% PG), or to have been compensated, in all credit bearing modules at each level of study. These may include placements and other professional qualificatory components.

G2.5 For 4 year degree programmes where entry is via foundation study at level 3, students must successfully complete 100 credits at Level 3 before progressing to Level 4. The remaining 20 Level 3 credits must be passed (through reassessment or retaking the module) before commencing any study at Level 5.

G2.6 Providing there is no conflict with PSRB requirements, students must successfully complete a minimum of 100 Level 4 credits before attempting any study at Level 5. The remaining 20 Level 4 credits

must be passed (through reassessment or retaking the module) before commencing any study at Level 6.

G2.7 Providing there is no conflict with PSRB requirements, students must successfully complete a minimum of 100 Level 5 credits before attempting any study at Level 6.

G2.8 Students may not combine study (including reassessment) at Levels 4 and 6.

G2.9 Students may not combine study (including reassessment) at Levels 3 and 5.

G2.10 In the case of the four-year Honours degree programme with QTS the University Progression and Award Board may allow Honours degree students to progress from Level 5 to Level 6 with up to 40 credits of work that has not been assessed for the first time providing that their work is to be assessed by the end of the next semester. In regard to any carried forward modules which are assessed for the first time and failed, G2.8 applies.

G2.11 ***From August 2027****, there will be a new regulation applying to students commencing a sandwich degree in the 2027/28 year:* Students registered on a sandwich degree programme must successfully complete a minimum of 100 Level 5 credits before proceeding to the sandwich year element of the programme.

G3 Transfer to Higher Award

G3.1 A student who wishes to transfer to a higher target award within a staged award programme may do so provided they meet the progression requirements for the higher award and subject to approval of the transfer by the Programme Leader in consultation with the Academic Registry.

G3.2 Where a transfer to a higher award is approved, the initial award is not normally conferred. In exceptional circumstances, where appropriate requirements have been met, and where this has been explicitly approved through validation, the initial award may be conferred.

G4 Failure to Progress

G4.1 Where it is not possible for a student to successfully complete the course on which they are enrolled, having exhausted all assessment opportunities (including validated exit awards) because of failure of module(s), their registration shall be terminated.

G4.2 Exceptionally, a student with one or more confirmed fails at Level 5 but on target to achieve an Ordinary degree may, at the discretion of the University Progression and Award Board (and if not prohibited by the appropriate professional body), be considered for progression to the exit award of the Ordinary Degree.

G4.3 A student whose registration has been terminated due to academic failure may be permitted to re-register for an alternative award subject to the admission requirements for that award. Students may only be re-registered to an alternative award with the agreement of the 'exiting' and 'admitting' Programme Leader.

G4.4 A student whose registration has been terminated due to academic failure may not be permitted to re-register for the same award unless specific professional body requirements necessitate this and this has been approved through validation.

G4.5 Students who fail at progression points in a Programme or who choose to terminate their studies prematurely should be awarded an exit award where it is approved and they qualify for it. A transcript detailing all credit achieved will be provided.

G4.6 A student who appears likely to fail in a professional placement may, if the University internal examiners agree, have the period of practice extended before the assessment is made. This is at the discretion of the internal examiners and will not normally exceed the length of the validated placement. This action may be taken with or without the advice of the External Examiners, who will be informed of the circumstances.

G4.7 In exceptional circumstances, where a student has reached a progression point with insufficient credit to progress (see G2.5-G2.7) but still has outstanding reassessment opportunities available, where it is considered that there is a reasonable prospect of successful completion (and providing there is no conflict with professional statutory or regulatory body requirements), the University Progression and Award Board has discretion to approve 'reassessment without attendance' for one year.

G4.8 Providing there is no conflict with professional statutory or regulatory body requirements the University Progression and Award Board has discretion to approve an exceptional repeat year/level of study or grant an extension of study for any student where it is satisfied on the basis of evidence presented, that there is a reasonable prospect of successful completion. A repeat year/level is only available once within the award in question and follows the mode in which the modules were originally studied. All modules

and their assessment must be repeated. Marks from the previous attempt will not be carried over.

G5 Progression from Foundation Degrees

G5.1 All Foundation Degree programmes are developed with at least one specified route for progression directly to an honours degree, incorporating a bridging programme where necessary.

G5.2 The operation and assessment of bridging programmes are subject to details set out in the validated programme.

G6 Termination of Study

G6.1 Termination of study may occur because of failure in academic or professional components (see G4), lack of appropriate attendance/engagement, or for reasons of misconduct.

G6.2 Where possible, within approved arrangements, the University will recommend an alternative award to students who have failed professional components, as specified in the validated programme

G6.3 Procedures for the conduct of students, including suspension and exclusion for disciplinary offences, are covered under the following Student Procedures, which do not form part of these regulations:

- Student Code of Conduct
- Student Disciplinary Procedure
- Fitness to Study Policy and Procedure
- Fitness to Practise Policy
- Precautionary Action and Suspension Procedures

G6.4 Exceptionally, where there is evidence that the presence of a student is detrimental to the physical, educational or emotional safety or well-being of a client group or to the University community, or evidence that the student has failed to establish effective working relationships with professional colleagues, or where behaviour is deemed to amount to unprofessional conduct, a recommendation may be made for termination of the student's registration on the programme in accordance with the Precautionary Action and Suspension Procedures.

G7 Interruption to Study and Student Wellbeing

G7.1 There are a range of supportive student processes including Student Progress Reviews, a break in learning, and/or referral to occupational health or other external agencies for assessment etc, as appropriate to the circumstances. Use of the chosen procedure needs to be sensitive to the individual circumstances and promote inclusion and successful return, where appropriate to academic study.

G7.2 For any programme of study, where there is evidence that the student poses a risk to themselves as an individual or to the physical, educational or emotional wellbeing of others, whether for reasons of health or due to their conduct, then a number of routes may be used in response.

G7.3 Exceptionally, students may be suspended without prejudice through disciplinary processes whilst investigation is undertaken.

H Programme Awards and Results

H1 General

H1.1 Awards are determined by properly constituted University Progression and Award Boards acting with delegated authority from the Academic Board.

H1.2 University Progression and Award Boards make decisions through the application of the Academic and relevant Programme Regulations within the limits defined in these regulations.

H1.5 Where the student has an academic debt to the University, subject to the provisions of the Data Protection Act, the University Progression and Award Board will withhold the award.

H2 Recommendation for Award

H2.1 To receive an award a student must have:

.1 achieved passes in the credit and level requirements (including via RPL) specified for the award

.2 passed any additional requirements specified by the programme associated with the award including core modules, defined combinations of modules and placements

.3 met any professional statutory or regulatory body requirements for the award.

H3 Classification of Awards

H3.1 The classification of awards is based on the arithmetic mean of module marks achieved. Additional requirements apply to specific awards as detailed below.

H3.2 Marks recorded for compensated modules are as achieved and count towards the mean without amendment.

H3.3 Modules which have been accredited via RPL are excluded from any classification calculations, other than those exceptions detailed in Regulation C6.3.1.

H3.4 Credits achieved for the work experience element of sandwich degrees will not contribute towards degree classification but must be achieved for conferment of the award in sandwich mode.

H3.5 Module marks are shown as percentages for award classification purposes. Percentage marks are ascribed to award classifications as follows:

Percentage	Foundation Degree / Target DipHE / Graduate Diploma	Honours Degree	Masters Degree	Higher National Diploma/ Higher National Certificate
69.50%+	Distinction	First	Distinction	Distinction
59.50-69.49%	Merit	Upper Second	Merit	Merit
49.50-59.49%	Pass	Lower Second	Pass	Pass
39.50-49.49%	Pass	Third	Fail	Pass

From October 2028 this regulation (H3.5) will change to the below so after this date the following boundaries will be used for the classification of awards:

Percentage	Foundation Degree / Target DipHE / Graduate Diploma	Honours Degree	Masters Degree	Higher National Diploma/ Higher National Certificate
70.00%+	Distinction	First	Distinction	Distinction
60.00-69.99%	Merit	Upper Second	Merit	Merit
50.00-59.99%	Pass	Lower Second	Pass	Pass
40.00-49.99%	Pass	Third	Fail	Pass

Honours Degree

H3.6 An Honours degree classification will be awarded using these precepts:

.1 Classification will be based on the mean percentage mark, subject to the criteria defined in regulations H3.6.3 – H3.6.6.

.2 For Bachelor degrees, Level 4 modules are excluded from the calculation. A weighted mean for Level 6 and Level 5 study is employed in the ratio of 70:30.

.3 Where all the modules are at level 6 (top-up degrees) classification shall be based on the mean mark of the marks for all modules undertaken.

.4 Classification will be based on the mean of the marks for all modules, other than the lowest 20 credits (over Levels 5 and 6) which shall be discounted.
From October 2028 this regulation (H3.6.4) will be removed: After this date there will be no discounting of the lowest 20 credits within awards classifications.

.5 Where the mean percentage park is less than 2% below the next higher classification band and at least 100 credits (or in the case of top up degrees 40 credits) are in the higher band, the student will be awarded the higher classification.

H3.7 Students whose final profile, following all reassessment and retake opportunities have been exhausted, contains at least 60 Level 6 credits, but less than 120 credits will be offered the award of an Ordinary Degree, based on successful completion of 300 credits (of which 120 credits will be at Level 4, at least 100 credits at Level 5 and at least 60 credits at Level 6).

Foundation Degree / Target DipHE / Graduate Diploma

H3.8 For Foundation degrees and target DipHE awards, a weighted mean for Level 5 and Level 4 study is employed in the ratio of 70:30.

H3.9 The Foundation Degree or target DipHE is awarded with Merit where the arithmetic mean of the contributing modules is 59.50% or above.

H3.10 The Foundation Degree or target DipHE is awarded with Distinction where the arithmetic mean of the contributing modules is 69.50% or above.

H3.11 Classification will be based on the mean of the marks for all modules, other than the lowest 20 credits (over Levels 4 and 5) which shall be discounted.
Awards issued from October 2028, will be based on the mean of the marks for all modules: There will be no discounting of the lowest 20 credits.

H3.12 Where the mean percentage park is less than 2% below the next higher classification band, and at least 100 credits are in the higher band, the student will be awarded the higher classification.

Masters Degree

H3.13 In Masters Degree programmes, all modules are contributing modules.

H3.14 A Masters Degree is awarded with Merit where the arithmetic mean of the contributing modules is 59.50% or above.

H3.15 A Masters Degree is awarded with Distinction where the arithmetic mean is 69.50% or above, and the mark for the dissertation is not less than 65%.

Higher National Diploma/Higher National Certificate

H3.16 For HND/C awards, a weighted mean for Level 5 and Level 4 study is employed in the ratio of 70:30.

H3.17 The HND/C is awarded with Pass where the arithmetic mean of the contributing modules is 39.50% or above.

H3.18 The HND/C is awarded with Merit where the arithmetic mean of the contributing modules is 59.50% or above.

H3.19 The HND/C is awarded with Distinction where the arithmetic mean of the contributing modules is 69.50% or above.

H3.20 Classification will be based on the mean of the marks for all modules, other than the lowest 20 credits (over Levels 4 and 5) which shall be discounted.

Awards issued from October 2028 will be based on the mean of the marks for all modules: There will be no discounting of the lowest 20 credits.

H3.21 Where the mean percentage mark is less than 2% below the next higher classification band, and at least 100 credits are in the higher band, the student will be awarded the higher classification.

H4 Alternative Awards

H4.1 University Progression and Award Boards may award an alternative award and award title to students who have failed the target award or who leave at a progression point where such awards have been validated within the programme regulations and provided students satisfy the requirements.

H4.2 Where failure is in a professional component the student may be offered the opportunity of reassessment via an alternative non-professional assessment, which has been built into the validated programme, to qualify for an alternative named award.

H4.3 Where an award includes professional accreditation, and the student fails to meet the requirements for the professional accreditation, an alternatively named award may be awarded if approved at validation.

H4.4 Alternative awards will only be made where a student's study for their registered award has been completed and where this is permissible within the validated scheme.

H5 Ægrotat Awards

H5.1 Where final student performance is incomplete because of valid extenuating circumstances the University Progression and Award Board may recommend an ægrotat award. An ægrotat award of the target or exit award is conferred where the University Progression and Award Board is satisfied that, but for the extenuating circumstances, the student would have reached the standard required.

H5.2 Ægrotat awards are not classified.

H5.3 If a student accepts an ægrotat award and wishes subsequently to be considered for a classified award, then the ægrotat award must be relinquished if a classified award is conferred.

H6 Results

H6.1 Results are published in line with University procedures that pertain at the time. All students receive a transcript detailing their achievement in any academic session unless this is withheld for reasons of academic debt.

H6.2 In line with Data Protection legislation, students have a right of access to both moderated and un-moderated marks.

H6.3 Following publication of results the University will offer a 10 working day results period where students can seek clarification of an assessment board decision.

I Appeals Against Assessment Board Decisions

The regulations that follow should be read in conjuction with the University's Academic Appeals Procedures (Appendix 5).

I1 General

I1.1 All appeals will be dealt with confidentially, unless disclosure is necessary to progress the appeal. In this event the student will be notified in advance of the disclosure.

I1.2 Students will not be disadvantaged in any way as a result of making an appeal, whatever the outcome, if that appeal has been made in good faith.

I1.3 Timescales will be published and must be adhered to by the University and by the student. In the case of overseas students, appropriate allowance will be made for time zone differences.

I1.4 The appellant will have access to information and documents relevant to the appeal, as appropriate under the 2018 Data Protection Act and any subsequent relevant legislation.

I1.5 An appeal cannot be made against the academic judgement of the examiner(s), properly exercised. Appeals on this basis will be ruled invalid.

I1.6 Requests for appeals must be in writing and state the ground(s) for the appeal. Documentary evidence must be provided.

I2 Grounds for Appeal

I2.1 Valid grounds for consideration of an appeal will be restricted to circumstances:

.1 where there has been or could have been material administrative error or procedural irregularity which has affected the student's results

.2 where significant new evidence concerning extenuating circumstances which for good reason had not been available to the UPAB (for example a medical condition which had not been diagnosed at the time of the Board) has been produced; appeals on these grounds will be referred to the EC Panel

.3 where a student at the time of sitting or submitting the assessment concerned, can evidence that they were not capable of understanding that their performance was likely to be affected seriously by ill health and/or its treatment. Under the University's Extenuating Circumstances regulations a student, by taking an assessment, deems themself to be fit,

so cannot successfully appeal if they have undertaken the assessment unless there is exceptional and compelling justification, supported by evidence, that they were not fit to make that decision. Evidence should be in the form of written support from a mental health practitioner who has been treating the student over a period of time, or a GP if they are aware of (a) treatment or referrals to such specialists, or (b) an incident close to the assessment date that may have temporarily affected the student's capacity to take decisions.

.4 Where reassessment has not been offered and there is new evidence relating to the student's engagement or non-engagement with reassessment, which had not been available to the UPAB, for good reason, at the time of making that decision.

I3 Process

I3.1 Full details of the Appeals Procedure, including deadlines and evidence requirements are set out in the University's Academic Appeals Procedures (Appendix 5).

J External Examiners

The regulations below should be read in conjunction with the University's External Examiners Procedures and Processes (Appendix 4).

J1 General

J1.1 The external examining process is fundamental to ensuring that the standard of awards offered at the University is comparable with those across the HE sector in the United Kingdom.

J1.2 The external examining process helps to improve the quality of provision at the University through reference to the commercial, industrial and professional environment and to current best practice in the higher education sector in the discipline concerned.

J1.3 Subject External Examiners provide essential experience and objective input into the assessment process through the knowledge of how comparable situations are dealt with elsewhere.

J1.4 Chief External Examiners provide an objective view on the extent to which assessment processes and the determination of awards have been fairly conducted.

J2 Appointment of External Examiners

J2.1 Subject and Chief External Examiners are appointed under contract to the University using agreed criteria and procedures (subject, where relevant to the requirements and approval of any professional or external validating bodies).

J2.2 The University reserves the right to terminate appointments in circumstances where the contractual duties are not fully or properly discharged.

J2.3 The criteria for the appointment of External Examiners ensure that they are in a position to exercise impartial, independent and expert judgement.

J2.4 Subject External Examiners have responsibilities in relation to Programmes and modules, and (in the case of some integrated apprenticeships for the quality assurance of End Point Assessment). The University will ensure appropriate coverage of these areas through the appointments process.

J2.5 All nominations for appointment are scrutinised and approved through the Deputy Academic Registrar.

J2.6 All External Examiners receive appointment letters from the University that detail the precise nature of their responsibilities and the term of their appointment. The standard term of appointment for External Examiners appointed by the University is four years. Exceptional variations to this period must be approved by the Deputy Academic Registrar.

J2.7 All External Examiners receive information from the University about the provision they are responsible for and the regulations that apply. All External Examiners are invited to engage in induction activity provided by the University.

J2.8 The Programme Leader is responsible for ensuring there is proper liaison with External Examiners during the year and especially during the assessment period.

J3 Responsibilities of External Examiners

J3.1 External Examiners are primarily concerned with the awarding function of the University and the final qualification of students. They have particular responsibility in the context of the assessment process to ensure that comparability of standards is maintained and that students are treated equally and fairly within the published assessment arrangements for the programme.

J3.2 Subject External Examiners are concerned with the moderation of assessment in Levels 5 and 6 of Bachelor's degrees, for the whole of Foundation degrees, Graduate and Postgraduate awards and Undergraduate awards that are not divided into parts, as well as all target awards.

J3.3 Subject External Examiners appointed to undertake the quality assurance of End Point Assessment are concerned with ensuring the consistency and quality of assessment for EPA, in line with the Univerity's Quality Assurance Procedures for End Point Assessment.

J3.3 Subject Examiners confirm external moderation of work through the University's formal mark confirmation processes. Chief Examiners attend the University Progression and Award Board, following agreed processes to confirm that they are satisfied with the outcome of Board deliberations.

J3.4 External Examiners may be consulted where an Assessment Board is asked to review its decision in cases of malpractice.

J3.5 Chief External Examiners are concerned with ensuring that assessment regulations are implemented in line the University's Academic Regulations, that Assessment Board procedures are

followed in a fair and proper manner and there is consistency in application and comparability of treatment for students.

J3.6 All External Examiners are required to submit an annual report. Guidance on completion of the report is provided. Annual reports are reviewed by the University and are also considered at all levels in the quality management framework where they represent one of the most significant tools for the maintenance and enhancement of standards.

J3.7 Any External Examiner who has serious concerns arising from the assessment process, that remain unaddressed and are believed to put standards at risk, is able to report to the Vice-Chancellor of the University.

J3.8 Non-submission or unreasonable delay in receipt of the annual report may lead to premature termination of an External Examiner's appointment.