**Taught Degree Regulations 2025/6**

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**TAUGHT DEGREE REGULATIONS 2025/26**

# Introduction

These regulations apply to programmes of study leading to undergraduate awards and taught postgraduate awards at Master’s Level except in cases where professional body requirements dictate otherwise. There are separate regulations for Research Degrees and Professional Doctorate programmes, and for degrees awarded jointly with other institutions.

These regulations should be read in conjunction with the [Student Disciplinary Regulations](https://www.roehampton.ac.uk/corporate-information/Policies/).

# Awards

1. The University offers programmes of study leading to the following awards.
2. Undergraduate awards at Level 4 of the Framework for Higher Education Qualifications:

Certificate of Higher Education (CertHE).

Higher National Certificate (HNC)

Certificate of Lifelong Learning

Advanced Certificate of Lifelong Learning

1. Undergraduate awards at Level 5 of the Framework for Higher Education Qualifications:

Diploma of Higher Education (DipHE);

Foundation Degree in Arts (FdA);

Foundation Degree in Science (FdSc)

Higher National Diploma (HND)

Certificate of Lifelong Learning

Advanced Certificate of Lifelong Learning

1. Undergraduate awards at Level 6 of the Framework for Higher Education Qualifications:

Bachelor of Arts (BA);

Bachelor of Arts Bachelor of Laws (BALLB)

Bachelor of Engineering (BEng);

Bachelor of Science (BSc);

Bachelor of Theology (BTh);

Graduate Certificate (GradCert);

Graduate Diploma (GradDip);

LLB;

Ordinary Degree (non Honours Degree)

Professional Graduate Certificate in Education (PGCE).

Certificate of Lifelong Learning

Advanced Certificate of Lifelong Learning

1. Postgraduate awards at Level 7 of the Framework for Higher Education Qualifications:

LLM;

Postgraduate Certificate (PgCert);

Postgraduate Certificate in Education (PGCE);

Postgraduate Diploma (PgDip);

Master of Arts (MA);

Master of Business Administration (MBA);

Master of Engineering (MEng)

Master of Fine Arts (MFA);

Master of Professional Studies (MProf);

Master of Research (MRes);

Master of Science (MSc);

Master of Science (Integrated) (MSci)

Master of Theology (MTh);

Certificate of Lifelong Learning

Advanced Certificate of Lifelong Learning

1. Continuing professional development:

Certificate of Professional Practice;

Certificate of Professional Learning;

Certificate of Professional Development;

Advanced Certificate of Professional Development;

Certificate of Lifelong Learning

Advanced Certificate of Lifelong Learning.

1. Each programme of study is an academically coherent collection of modules through which students may satisfy the requirements for the intended award. Programmes of study may also be designed to enable students to gain formal recognition by professional bodies.
2. Modules are discrete units of assessed learning for which credit is awarded upon successful completion. The credit value assigned to the module represents an estimate of the amount of work, including teaching contact, practical work, independent study and assessment, typically required in order to complete the module, on the basis that each credit represents a minimum of 10 hours’ work. The level of study of each module is set by the University in reference to the Framework for Higher Education Qualifications. Modules that enable students to be assessed on the basis of practical experience which is outside the scope of the Level Descriptors may be offered as part of a programme of study, provided that the academic requirements for the achievement of the award are met.

# Admission to a programme of study

1. The minimum requirements for admission to a programme of study are:
2. for foundation programmes below degree level, passes in at least five different subjects at GCSE Level, or an equivalent academic qualification, or evidence of equivalent experience and learning acquired in a professional context;
3. for undergraduate degree level programmes, passes in two different subjects at GCE Advanced Level, or an equivalent academic qualification,
4. for postgraduate programmes, a Bachelor’s Degree with Second Class Honours from a UK university in a relevant subject area, or an equivalent academic qualification, or evidence of equivalent experience and learning acquired in a professional context.
5. Applicants are also required to provide evidence of proficiency in spoken and written English as outlined in the University’s general admissions requirements
6. The University may set additional conditions for admission to individual programmes of study, subject to the above minimum requirements.

# Associate and Affiliate Students

1. An individual may register as an Associate Student on a full-time or part-time basis in order to follow and be assessed in modules comprising up to 120 credits. Associate Students receive credit for any modules that they successfully complete but are not eligible to receive an academic award of the University. An Associate Student may subsequently apply for admission to a programme of study under the provisions of Section 4, in which case any credits achieved as an Associate Student may be considered under the arrangements for credit transfer under the provisions of Section 6.
2. An individual may register as an Affiliate Student on a full or part-time basis in order to follow modules comprising up to 120 credits. Affiliate Students are not entitled to submit work for assessment, or to receive credit or an academic award of the University.
3. Associate and Affiliate Students are not subject to the admission requirements set out in Section 4 unless they subsequently apply for admission to a programme of study.
4. A fee is payable for modules completed or followed as an Associate or Affiliate student.
5. There are no restrictions on Associate and Affiliate Students being registered concurrently at another university, or a similar institution.

# Credit transfer

1. A student who has earned credit at another university, or a similar institution may apply for that credit to be transferred towards the requirements of a programme of study at the University. Module marks will not be transferred.
2. In order to qualify for consideration, the credit must:
3. correspond, in terms of the level and subjects studied, to modules within the programme of study at the University;
4. have been undertaken at a university, or a similar institution of appropriate standing and be certified by a competent officer at that institution;
5. have been undertaken normally no more than five years before the proposed date of initial registration at the University.
6. Applications seeking recognition of prior learning will be expected to submit evidence supporting their claim. For RPCL, this will include transcripts, certificates and information on the programme content of their previous study. The Programme Leader, Link Tutor or nominee of the Dean of School, will assess the evidence according to the criteria set out in b) above. Advice about levels, credit volume and equivalences are supplied by the Academic Office, or Admissions. Final sign-off will be through the Academic Office on behalf of the Academic Registrar.
7. There are restrictions on the volume of credit which may be transferred towards the requirements of programmes of study at the University, as follows:
8. No more than 60 credits:

Certificate of Higher Education;

Higher National Certificate;

Graduate Diploma;

Postgraduate Certificate in Education;

Postgraduate Diploma;

Professional Graduate Certificate in Education.

1. No more than 120 credits:

Master’s Degree.

1. No more than 120 credits at Level 4 and no more than 30 credits at Level 5:

Diploma of Higher Education;

Foundation Degree.

Higher National Diploma.

1. No more than 150 credits:

Master of Fine Arts.

1. No more than 120 credits at Level 4, and no more than 120 credits at Level 5:

Bachelor’s Degree.

Integrated Master’s Degree

1. Applications for credit transfer will not be accepted towards programmes of study at the University that comprise fewer than 120 credits in total.
2. A previous award may count towards the requirements for a Roehampton programme of study where the exemption of credit from a higher award is being sought.  An example of this is the use of the credits from a Foundation Degree towards a top-up level 6 Bachelor’s Degree.  The transfer of credits from an award at the same level, for example from one Master’s programme to another, should not normally exceed 30 credits.

# Registration on a programme of study

1. An applicant who has been offered admission by the University and has accepted and met all the conditions of the offer may register as a student on a programme of study by completing the enrolment process described in Section 8.
2. Registered students retain their registration status until they achieve the award, withdraw, or have their registration terminated by the University.
3. A student registered on a full-time programme may register for a second programme comprising no more than 90 credits in an academic year.

# Enrolment

1. Each student must complete the enrolment process:
2. at the point of initial registration with the University;
3. at the beginning of each academic year during the period of study, unless the student is taking an approved interruption of study at that time;
4. on returning from an approved interruption of study.
5. If a student does not enrol or re-enrol within relevant deadlines his/her registration on the programme will be cancelled or terminated as appropriate.
6. In order to complete the enrolment process, a student must:
7. complete the administrative procedures for enrolment;
8. make acceptable arrangements to pay fees and any outstanding debts to the University (see the [Student Fee Payment and Enrolment Regulations](https://www.roehampton.ac.uk/corporate-information/Policies/));
9. agree to comply with the terms of the [Student Contract](https://www.roehampton.ac.uk/corporate-information/Policies/)
10. register for modules in accordance with the regulations for the programme of study.
11. Students may enrol on a full-time or part-time basis, or may transfer between full-time and part-time status, subject to the following restrictions and any additional rules which may apply to individual programmes of study.
12. A full-time student on a programme of study leading to a Certificate of Higher Education, a Diploma of Higher Education, a Foundation Degree, a Bachelor’s Degree or the Master of Fine Arts is normally expected to register for modules comprising 120 credits each academic year. A full-time student on a programme of study leading to any other Master’s Degree is normally expected to register for modules comprising 180 credits each academic year.
13. Notwithstanding the expectations of (i), in order to qualify for full-time status, an undergraduate student must register for modules comprising at least 80 credits in an academic year, or at least 60 credits if the student is registered for a single academic term. No undergraduate student may register for more than 150 credits on any single programme of study in an academic year.
14. A part-time undergraduate student must register for modules comprising no more than 60 credits in an academic year, or no more than 60 credits if the student is registered for a single academic term.
15. Notwithstanding the expectations of (i), in order to qualify for full-time status, a postgraduate student must register for modules comprising at least 120 credits if the programme is delivered over 12 calendar months, or at least 80 credits if the programme is delivered over 9 months, or at least 60 credits if the student is registered for a single academic term. No postgraduate student may register for more than 180 credits over 12 calendar months.
16. A part-time postgraduate student must register for modules comprising no more than 90 credits in an academic year, or no more than 60 credits if the student is registered for a single academic term.

# Period of study

1. The maximum period of study, from initial registration to completion of all the programme requirements, will be as follows:
2. Two years:

Certificate of Higher Education;

Higher National Certificate

Certificate of Professional Development;

Certificate of Professional Learning;

Certificate of Professional Practice;

Advanced Certificate of Professional Practice

Graduate Certificate;

Postgraduate Certificate;

Postgraduate Certificate in Education;

Professional Graduate Certificate in Education.

1. Four years:

Graduate Diploma;

Postgraduate Diploma.

1. Five years:

Diploma of Higher Education;

Foundation Degree;

Higher National Diploma.

1. Six years:

Master’s Degree.

1. Seven years:

Bachelor’s Degree

Foundation Year (Extended Degree)

Integrated Master’s degree

1. Any part of the programme of study in respect of which the student has been granted credit transfer under the provisions of Section 6 will be counted towards the period of study. The overall period of study also includes the time allowed for achievement of any intermediate award.
2. Any interruption(s) or suspension(s) of study approved under the provisions of Sections 13 and 17 will be counted towards the maximum period of registration.

# Module assessment

1. The Module Assessment Board will determine the overall outcome and percentage mark, recorded as an integer between 0% and 100% inclusive, for each module assessment as follows.
2. For foundation year modules and all undergraduate modules at Levels 4–6, an outcome of Pass with a percentage mark will be recorded where the student has gained a mark of 40% or above overall and in any components of the module assessment that carry an individual pass requirement. The Module Assessment Board may condone a mark in the range 30–39% in a component of the module assessment that carries an individual pass requirement if it is satisfied that the student has achieved the learning outcomes for the module and the student has nonetheless gained a mark of 40% or above overall.
3. For foundation year modules and all undergraduate modules at Levels 4–6, an outcome of Fail with a percentage mark will be recorded where the student has gained a mark of 39% or below overall, or in any components of the module assessment that carry an individual pass requirement subject to the provisions of (i).
4. For modules at Level 7, an outcome of Pass with a percentage mark will be recorded where the student has gained a mark of 50% or above overall and in any components of the module assessment that carry an individual pass requirement. The Module Assessment Board may condone a mark in the range 40–49% in a component of the module assessment that carries an individual pass requirement if it is satisfied that the student has achieved the learning outcomes for the module and the student has nonetheless gained a mark of 50% or above overall.
5. For modules at Level 7, an outcome of Fail with a percentage mark will be recorded where the student has gained a mark of 49% or below overall, or in any components of the module assessment that carry an individual pass requirement subject to the provisions of (iii).
6. For modules with practice-based credits and modules at Level 8, an outcome of Pass or Fail without a percentage mark will be recorded in accordance with the assessment criteria for the individual module.
7. The Module Assessment Board may record a Condoned Fail for foundation year modules and all undergraduate modules at Levels 4–6 where the overall mark is above 30%, and for modules at Level 7 where the overall mark is above 40%, subject to the following conditions. Credits in condoned modules count towards the requirements for academic progression and awards in the same way as credits which are achieved in modules that have been passed.
8. For Diplomas of Higher Education and Foundation Degrees, a maximum of 30 credits may be condoned across the whole programme. A maximum of 30 credits can be condoned per level.
9. For bachelor's degrees, a maximum of 60 credits may be condoned across the whole programme. A maximum of 30 credits can be condoned per level.
10. For bachelor's degree programmes that include a foundation year, 30 credits may be condoned for the foundation year and a maximum of 60 credits may be condoned across the rest of the programme. A maximum of 30 credits can be condoned per level.
11. Ordinary degree, no credits can be condoned at level 6.
12. Postgraduate Certificates, no credits can be condoned.
13. Postgraduate Diplomas, no more than 30 credits may be condoned.
14. For Master’s Degrees, no more than 30 credits may be condoned.
15. Failures in modules counting towards any other awards of the University shall not be condoned.
16. A student who has been granted a Condoned Fail and has not yet qualified for the intended award may instead elect to resit the module assessment at the next scheduled opportunity.

The Module Assessment Board will confirm a student’s eligibility for a resit of a component of assessment that has been failed or retake of a module. Students may be given a resit before the marks of the first attempt have been confirmed by the Module Assessment Board.

1. A resit is defined as an additional attempt of an assessment without attendance.
2. A retake is defined as a re-study of the module with attendance, including the completion of all assessments for that module. A student may be eligible for a resit of a module being retaken, subject to the resit regulations below. The retake mark overrides any previous mark for the same module, no mark or credit may be carried forward from a previous attempt. A maximum of one retake opportunity is permitted per module. Students are required to pay a module fee to retake a module.
3. A student who has failed the module assessment overall on the first attempt will normally be permitted one opportunity to resit the failed components of the module assessment, without further study, subject to availability. In cases where it is not practical for a student to resit a component of assessment without further study, the Module Assessment Board has discretion to require a student to retake the module. The Module Assessment Board may grant a maximum of two resit opportunities. A student who has been granted a resit must submit all outstanding work at the next scheduled opportunity as specified by the academic School. There is no provision for a student to resit a component of assessment which has already been passed.
4. There will be a penalty on resitting the assessment of a failed module, unless the Module Assessment Board determines that the student may resit without penalty under the provisions of the Mitigating Circumstances Policy. The percentage mark for each previously-failed component of the module assessment, rather than for the module overall, may be capped at the pass mark:
5. From September 2024 onwards, marks will not be capped for students starting or retaking Level 4 study. This only applies if students have achieved a minimum mark of 25% on the first opportunity to submit for each component. It will apply to re-sits provide a student has submitted work for the first and subsequent attempts.
6. Component marks will be capped at 40% for all modules at Levels 5–6.
7. Component marks will be capped at 50% for modules at Level 7.
8. Where the previously failed component comprises more than one individual piece of work, the cap will apply to the combined percentage mark for the component, whether or not each individual piece of work was failed.
9. A student whose academic performance has been, or is likely to be, impaired because of ill health or other significant reasons may ask for this to be considered by the Module Assessment Board under the provisions of the Mitigating Circumstances Policy.
10. The Module Assessment Board may make reasonable adjustments to the method of assessment for an individual student where this is justified by the student’s circumstances and under the provisions of the Mitigating Circumstances Policy. In all cases the methods of assessment must provide a fair and valid assessment of the learning outcomes for the module.
11. The Module Assessment Board can exercise discretion and terminate the registration of a student who has demonstrated unsatisfactory academic achievement due to failure to submit to assessment or academic failure on modules in line with 18 (v) below.
12. The University Registry will hold the authoritative record of the outcomes of the module assessment. Each student will be eligiable a formal transcript of their results by the University Registry when they leave the programme of study.

# Submission of work for assessment

1. Except for the provisions of Section 12, students are expected to submit all work for assessment at the first scheduled opportunity after registering for a given module.
2. There will be a penalty on work which is submitted after the deadline,
3. Where the student submits work up to 14 calendar days after the deadline, the percentage mark for the component of assessment will be capped at 40% for foundation year modules and all undergraduate modules at Levels 4–6, and at 50% for modules at Level 7.
4. If students do not submit work within 14 calendar days after the deadline, or submits work more than 14 calendar days after the deadline, this will be considered a non-submission and will be marked as 0.
5. Where students submit work after the revised deadline following an approved extension granted under the provisions of Section 11 , there will be a penalty on work:
6. When student submits work up to seven calendar days after the revised deadline from a self-certification extension, the percentage mark for the component of assessment will be capped at 40% for foundation year modules and all undergraduate modules at Levels 4–6, and at 50% for modules at Level 7.
7. When students do not submit work up to seven calendar days after the revised deadline from a self -certification extension it will be considered a non-submission and will be marked as 0.
8. When students do not meet the revised deadline from an Extension, it will be considered as non-submission and will be marked as 0.
9. All work submitted for assessment in whatever form will remain the property of the University, or in the case of programmes which are delivered entirely by Collaborative Partners, the property of the Collaborative Partner. Examinations scripts will not be returned to students; other work may be returned to students at the discretion of the University, or in the case of programmes which are delivered entirely by Collaborative Partners, at the discretion of the Collaborative Partner.
10. All work submitted for assessment must be in English, unless it is specified otherwise in the rubric for the assessment.

# Extensions to assessment deadlines

1. Students who experience circumstances outside of their control that impact on their ability to submit an assessment on time, are able to apply for an extension. Students can apply for an extension in line with the mitigating circumstances process. An approved extension grants the student an extra 14 days to complete and submit the assessment with no penalties applied. Students with a summary of adjustments (SOA) are automatically guaranteed a 14 day extension and therefore do not need to apply for an extension
2. A student may apply, on the grounds of mitigating circumstances, for an extension to the deadline of an assessment in one or more components of a particular module. The maximum period of extension available is 14 days and the application must be made before the time of submission.
3. A student may apply for a maximum of three self-certified extensions per academic year. The maximum period of extension available for self-certified extensions is 5 working days and the application must be made before the time of submission. No evidence is required to be submitted for a self-certified extension.
4. The extension for a mitigating circumstances claim may only be granted where the mitigating circumstances and supporting evidence are judged to be sufficient.
5. The effect of a granted extension on those elements of assessments not submitted through Turnitin or through formal examination is to allow a student to complete the assessment at the next available opportunity, as determined by the School without penalty, provided that assessment outcomes can be considered at the next Module Assessment Board.
6. There may be some forms of assessment which deadlines cannot be extended and must be deferred as per Section 12 .

# Deferral of module assessment

1. Students who experience circumstances outside of their control, that impact upon their ability to submit a piece of coursework or sit an exam/in-class test can apply for a deferral. A deferral is used when more than 14 days is needed to complete the assessment or if the assessment is of a nature that cannot be extended. A deferral can be applied in line with the mitigating circumstances process. An approved deferral will defer the assessment to the next Examination Period without any penalties being applied.
2. A student may apply on grounds of mitigating circumstances for permission to defer an assessment in one or more components of a particular module to the next available assessment opportunity.
3. The deferral may only be granted where:
4. the mitigating circumstances and supporting evidence are judged to be sufficient;
5. an extension to the assessment deadline under the provisions of Section 11 would not be appropriate;
6. provision is normally made for a subsequent assessment opportunity in that module before the end of the academic year.
7. The application to defer should be submitted sufficiently in advance so that the student would still have the opportunity to undertake the assessment at the normal time if the application were to be declined and must be submitted before the date and time of the assessment in question. An application may exceptionally be accepted after the deadline if it is satisfied that the student could not with reasonable diligence have disclosed their circumstances at the appropriate time.
8. Applications and supporting evidence must be submitted in line with the mitigating circumstances policy
9. A student who has been granted a deferral may nonetheless decide to submit the assessment at the normal time, in which case the deferral is automatically cancelled.

# Interruption of study and withdrawal

1. The period of study shall normally be continuous.
2. A student may apply for permission to interrupt his/her studies on one or more occasion, as long as the total period of interruption does not exceed 12 months across the programme (subject to any Professional, Statutory and Regulatory Body requirements). Following an approved continuous period of interruption, a student must either re-enrol or apply for a further interruption of study. Any approved interruption of study will be counted towards the maximum period of registration. Students who have interrupted their studies continue to be registered on their programmes of study but are not entitled to receive tuition or to use University facilities. Students may only return for the start of the academic year, or the start of term, as appropriate. Requests for an additional exceptional interruption period must be approved by the Academic Registrar or nominee.
3. Any marks from assessments that are partially completed shall stand, but student may request them to be considered under the Mitigating Circumstances Policy.
4. Where the programme of study or module has changed during the period a student has interrupted, it may be necessary for the student to take a revised diet of modules or assessment in order to achieve the same or equivalent award on which they are registered.
5. A student may withdraw from his/her programme of study and the University at any time by submitting the appropriate form. A student who has formally withdrawn may only be re-admitted to a programme of study at the discretion of the University.
6. Requests for parental leave of no more than 12 months may be considered in addition to the maximum period of interruption laid out in provision (b).

# Formal withdrawal procedure

1. The University reserves the right to terminate or interrupt the registration of a student where:
2. At the end of the assessment in the modules for which the student is currently registered, the student’s academic progress overall is judged to be unsatisfactory (see Section 17)
3. In the absence of a satisfactory and adequately documented reason, the student’s record of attendance and engagement is unsatisfactory as highlighted in the Student Attendance and Engagement Policy
4. Students who have been withdrawn under provisions (a) and (b) will be provided with the opportunity to lodge a formal appeal against the decision. Students whose registration has been terminated by the university under provisions (a) or (b) may not reapply to the same or similar programme of study.

# Progression within programmes of study

1. In order to progress from Level 4 to Level 5 of a programme of study leading to a Diploma of Higher Education, Foundation Degree or Bachelor’s Degree, and before registering for any modules at Level 5 or above:
2. a student who is registered on a full-time basis must pass, or be condoned or otherwise granted credit in modules from the programme of study to the value of at least 90 credits. In addition, for programmes of study which require students to acquire specific knowledge before progressing to the next year, Module Assessment Boards have discretion to require students to pass modules which are denoted as being compulsory in the curriculum for the programme;
3. a student who is registered on a part-time basis must demonstrate satisfactory academic progress and achievement in the context of the modules undertaken in that academic year and the requirements of the programme regulations.
4. In order to progress from Level 5 to Level 6 of a programme of study leading to a Bachelor’s Degree, and before registering for any modules at Level 6 or above:
5. a student who is registered on a full-time basis must pass, or be condoned or otherwise granted credit in modules from the programme of study to the value of at least 210 credits with a minimum of 90 credits at Level 5. In addition, for programmes of study which require students to acquire specific knowledge before progressing to the next year, Module Assessment Boards have discretion to require students to pass modules which are denoted as being compulsory in the curriculum for the programme;
6. a student who is registered on a part-time basis must demonstrate satisfactory academic progress and achievement in the context of the modules undertaken in that academic year and the requirements of the programme regulations.
7. In order to progress from a compulsory year abroad within a programme of study leading to a Bachelor’s Degree, and before registering for any modules at Level 6 or above, a student must pass, or be condoned or otherwise granted credit in all modules from the year abroad which are denoted as being compulsory for progression in the programme regulations.

# Confirmation of student outcomes

1. The academic progress of each student will be reviewed at least annually by the Module Assessment Boards. Subject to the provisions of Section 16, any specific requirements in respect of academic progress will be set out in the programme regulations.
2. The Module Assessment Board will submit one of the following recommendations to the Awards and Progression Board if at any time a student is deemed to have made unsatisfactory academic progress, or the student has not met the requirements for progression set out in the programme regulations or in Section 16.
3. Permit the student to resit the failed component(s) of one or more modules without attendance;
4. Suspend the student’s studies for the following academic year in order to resit the failed component(s) of one or more modules without attendance;
5. Permit the student to register on a full-time or part-time basis in the following academic year in order to retake the failed modules with attendance a second time, or to attend substitutes for the failed modules. Students who are registered on this basis may be permitted to resit the failed component(s) of one module without attendance alongside the modules which they are attending. Students are permitted to retake a module not passed a maximum of once during the registration period;
6. Permit the student to transfer to a different programme of study for which all the requirements to progress to the next year of the programme have already been met, subject to the approval of the Programme Leader;
7. Terminate the student’s registration on the programme. Students who have had their registration terminated due to academic failure will not be re-admitted onto the same or similar programme of study.

# Module Assessment Boards

1. There will be a Module Assessment Board for each programme of study, or group of cognate programmes, to oversee the assessment of students on the programme(s) and modules under its purview.
2. The terms of reference of the Module Assessment Boards are, acting in accordance with the regulations and policies of University, including the regulations for the programme(s):
3. to determine the final outcome of that assessment for individual students, to ratify the outcomes of mitigating circumstances applications and to make recommendations for terminating the registration of students;
4. to make recommendations to the Awards and Progression Board on the academic progress of individual students and on any action to be taken in light of this;
5. to consider the recommendations of the external examiner(s);
6. to make recommendations to the Awards and Progression Board on regulations and procedures governing its business.
7. The Module Assessment Boards meet as required to conduct business in accordance with a schedule issued by the Academic Registrar.
8. The membership of each Module Assessment Board normally comprises: a Chair, appointed by the Dean of School; teaching staff who are responsible for the modules that are sponsored by the Board; the Dean of School, or a nominee; and the external examiner(s). The Module Assessment Board may co-opt additional members as required, in particular where partner institutions are involved in the delivery and assessment of the programme(s).
9. The Vice-Chancellor, the Chair of the Awards and Progression Board and the Academic Registrar each has the right to attend, or to send a representative to attend meetings of the Module Assessment Boards in a non-voting capacity. The Chair may permit other individuals to attend meetings in a non-voting capacity as required.
10. Decisions of the Module Assessment Boards are normally reached by consensus and are binding on all members. Resolutions may be reached by a majority vote of those members who are present, with the Chair holding a casting vote.
11. The Chair has authority or can nominate a representative to take decisions on behalf of the Module Assessment Board between meetings either independently, or in correspondence with other members. The Chair will involve at least one other member of the Board in any decisions about an individual student. Any action taken in this way will be reported at the next meeting.
12. The proceedings of Module Assessment Boards are confidential to those taking part and appropriate officers of the University.

# Awards and Progression Board

1. The Awards and Progression Board acts with the delegated authority of Senate on all matters relating to the award of taught undergraduate and postgraduate certificates, diplomas and degrees of the University.
2. The terms of reference of the Awards and Progression Board are, acting in accordance with the regulations and policies of University:
3. to confer academic awards to eligible students and to determine award classifications and fields of study;
4. to consider recommendations from the Module Assessment Boards on the academic progress of individual students and to determine the action to be taken in light of this;
5. to consider any relevant matters referred to it by the University or a Module Assessment Board;
6. The Awards and Progression Board meets as required in accordance with a schedule issued by the Academic Registrar.
7. The membership of the Awards and Progression Board comprises: a Chair, appointed by the Vice-Chancellor; the Chair of each Module Assessment Board presenting recommendations at that meeting; and an external observer. The role of the external observer is to provide an independent evaluation of the fairness and suitability of the proceedings of the Awards and Progression Board, and to ensure that there is a consistent application of the procedures and regulations.
8. The Vice-Chancellor and the Academic Registrar each has the right to attend, or to send a representative to attend meetings of the Awards and Progression Board in a non-voting capacity. The Chair may permit other individuals to attend meetings in a non-voting capacity as required.
9. Decisions of the Awards and Progression Board are normally reached by consensus and are binding on all members. Resolutions may be reached by a majority vote of those members who are present, with the Chair holding a casting vote.
10. The Chair has authority to take decisions on behalf of the Module Assessment Board between meetings either independently, or in correspondence with other members.
11. The proceedings of the Awards and Progression Board are confidential to those taking part and appropriate officers of the University.

# Appointment of external examiners

1. External examiners are nominated by the academic School and are appointed by the Pro Vice-Chancellor, acting with the delegated authority of the Student Education Committee.
2. The role of the external examiner(s) is to provide an independent evaluation of the University’s arrangements for assessing student work, to verify that academic and professional standards are set and maintained at appropriate levels, and to report systematically and objectively to the University on their findings. To this end, external examiners will be:
3. of sufficient authority and expertise in the area(s) to be examined to command the respect of the wider academic community.
4. familiar with current standards and procedures of programmes at the same level in the UK and will have relevant experience of examining student work.
5. free from any type of involvement with current staff, students or activities of the University within the previous five years that could reasonably lead to an allegation of bias, or an allegation that they could have a personal interest in the outcomes of the assessment process.
6. Following the formal appointment, each external examiner will be sent a letter of appointment and details of the University’s relevant rules, regulations and guidelines.

# Programme Boards

1. The relevant Dean of School will appoint a Programme Leader for each programme of study, or group of cognate programmes, to be responsible for the management of the programme(s).
2. The relevant School Committee will establish a Programme Board for each programme of study, or group of programmes. The grouping of programmes for a Programme Board to be approved by the Dean of School
3. The terms of reference of the Programme Board are, acting in accordance with the regulations for the programme(s) of study and the expectations of established internal and external quality assurance systems:
4. to consider initial proposals for changes to the curriculum and other learning and teaching enhancements, prior to presenting to the Student Education Group for approval;
5. to review student experience and outcome data, identifying actions for programme(s) annual review;
6. to review academic standards through the annual report from the external examiner(s), the comparative assessment data provided by the University and other appropriate indicators and agree the response to the external examiner;
7. to refer any issues raised to the appropriate committee, School or service provider;
8. To consider student views on matters relating to the programme(s)
9. to ensure that students registered on the programme(s) have access to full and accurate information about its operation and appropriate guidance on the academic and pastoral support services available to them;
10. to review trends in recruitment and to agree actions as part of programme(s) annual review, referring any issues to the appropriate service lead;
11. to consider any other matters relative to the programme(s)
12. The Programme Board meets as required to conduct business, normally at least two times per academic year
13. The membership of each Programme Board comprises: a Chair, who is appointed by the Dean; teaching staff who are responsible for the modules that are delivered as part of the programme; the Dean of School, or a nominee; at least two students representing all students who are currently registered on the programme(s); and the School Library representative. The Programme Board may co-opt additional members as required, in particular where partner institutions are involved in the delivery of the programme(s).
14. The Vice-Chancellor has the right to attend, or to send a representative to attend meetings of the Programme Board in a non-voting capacity. The Chair may permit other individuals, such as teaching staff who are responsible for modules that are cross-listed into the programme(s), and the Programme Leaders of programmes which make use of modules that are sponsored by the Board, to attend meetings in a non-voting capacity as required.
15. Decisions of the Programme Board are normally reached by consensus and are binding on all members. Resolutions may be reached by a majority vote of those members who are present, with the Chair holding a casting vote.
16. The Chair has authority to take decisions on behalf of the Programme Board between meetings either independently, or in correspondence with other members. Any action taken in this way will be reported at the next meeting.

# General regulations on awards

1. In order to qualify for an award of the University a student must satisfactorily complete the programme of study and any requirements that are set out in the individual regulations for the programme, and must achieve credits as set out for the relevant award in Sections 23–30 (award of certificates). For the purposes of these regulations, achievement of credit includes the approved transfer of credits from outside the University under the provisions of Section 6, and credits in modules with a Pass or Condoned Fail under the provisions of Section 10
2. Except for the provisions of (c) and (f), the award will be conferred and classified, where appropriate, as soon as the student qualifies. There is no provision for a student, having qualified for an award, to undertake additional study and assessment towards that award. Where a student is prevented from qualifying for an award as a result of failures in modules that could be condoned under the provisions of Section 10 and the programme regulations, the Awards and Progression Board may condone such failures and confer the award without offering the student the opportunity to resit.
3. No student may receive more than one award of the University for the same curriculum of study and assessment, except where the student has undertaken additional study and assessment which, when considered with his/her previous attainment, is sufficient to qualify for a higher award. Where a programme is designed so that students may qualify for intermediate awards as they progress, students will normally receive only the highest award for which they have qualified at their point of departure from the programme.
4. Awards are granted in a field of study which is descriptive of the subjects studied and passed by the student during the programme of study. The rules for determining the field of study in Diplomas of Higher Education and Bachelor’s Degrees are set out in Section 24.
5. All awards under these regulations will be conferred by the Awards and Progression Board under authority delegated to it by the University Senate. The date of the award will be the date on which it is conferred by the Awards and Progression Board.
6. All formal transcripts of results and certificates of award will be issued by the University Registry. The University may withhold confirmation of results and awards from students who owe tuition-related fees under the provisions of the [Student Fee Payment and Enrolment Regulations](https://www.roehampton.ac.uk/corporate-information/Policies/).
7. The Chair of the Awards and Progression Board may revoke any award which has been conferred by the University and all privileges connected with it if at any time:
8. it is discovered and proved to the satisfaction of the University that there was an administrative error in conferring the award; or
9. the University, having taken account of information which was unavailable at the time the award was conferred and which has subsequently been accepted by the University, determine that the award should be revoked or that any details of the award should be altered.

# Award of certificates

1. In order to qualify for the award of a certificate a student must achieve credits as follows:

Professional qualifications

1. for the Certificate of Professional Practice, 30 credits at Level 4;
2. for the Certificate of Lifelong Learning, 60 credits at Level 4;
3. For the Advanced Certificate of Lifelong Learning, 90 credits at Level 4;
4. for the Certificate of Professional Learning, 30 credits at Level 5;
5. for the Certificate of Lifelong Learning, 60 credits at Level 5;
6. Advanced Certificate of Lifelong Learning, 90 credits at Level 5;
7. for the Certificate of Professional Development, 30 credits at Level 6;
8. for the Certificate of Lifelong Learning, 60 credits at Level 6;
9. for the Advanced Certificate of Lifelong Learning, 90 credits at Level 6;
10. for the Certificate of Lifelong Learning, 30 credits at Level 7;
11. for the Advanced Certificate of Professional Development, 30 credits at Level 7

Awards

1. for the Certificate of Higher Education, 120 credits at Level 4;
2. for the Higher National Certificate, 120 credits at Level 4;
3. for the Graduate Certificate, 60 credits at Level 6;
4. for the Professional Graduate Certificate in Education, 60 credits at Level 6 along with 60 practice based credits;
5. for the Postgraduate Certificate, 60 credits at Level 7;
6. for the Postgraduate Certificate in Education, 60 credits at Level 7 along with 60 practice-based credits
7. Certificates of all types are unclassified with the exception of the Higher National Certificate.

# Award and classification of Bachelor’s Degrees

1. Save for the provisions of (b) and (c), in order to qualify for the award of a Bachelor’s Degree with honours a student must achieve 360 credits, including at least 120 credits at Level 6 along with 80 credits at Levels 5 and 6. The regulations for individual programmes of study may require students to achieve additional credits through the assessment of professional practice or a compulsory period of study abroad.
2. In order to qualify for the award of the Bachelor of Arts in Primary Education: students must achieve 360 credits, including at least 100 credits at Level 6 along with 100 credits at Levels 5 and 40 practice based credits.
3. In order to qualify for the award of Bachelor of Fine Arts, a student must achieve 480 credits, including at least 240 credits at Level 6 along with 120 credits at Level 5.
4. Save for the provisions of (f), (g), (h) (i) and (k), Bachelor’s Degrees are classified on the basis of the average of the percentage marks in the best 100 credits at Level 6 and the next best 100 credits at Levels 5 and 6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject and with no weighting between levels, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 200 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Levels 5 and 6 which the student has achieved at the University, irrespective of subject and with no weighting between levels, rounded to the nearest whole number.
5. For students who have completed an approved period of study abroad, Bachelor’s Degrees are classified on the basis of the average of the percentage marks in the best 200 credits at Levels 5 and 6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject and with no weighting between levels, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 200 credits at the University, the award will be classified on the basis of the average of the percentage marks in the best five-sixths of the credits at Levels 5 and 6 which the student has achieved at the University, irrespective of subject and with no weighting between levels, rounded to the nearest whole number.
6. The Bachelor of Arts in Primary Education is classified on the basis of the average of the percentage marks in the best 160 credits at Levels 5 and 6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject and with no weighting between levels, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 160 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Levels 5 and 6 which the student has achieved at the University, irrespective of subject and with no weighting between levels, rounded to the nearest whole number.
7. The Bachelor of Fine Arts is classified on the basis of the average of the percentage marks in the best 200 credits at Level 6, which must include the dissertation, and the next best 100 credits at Levels 5 and 6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject and with no weighting between levels, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 360 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Levels 5 and 6 which the student has achieved at the University, irrespective of subject and with no weighting between levels, rounded to the nearest whole number.
8. If a student has qualified for a Bachelor’s Degree having completed a top-up year, the Bachelor’s Degree is classified on the basis of the average of the percentage marks in all of the credits at Level 6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies.
9. Bachelor’s Degrees are classified on the following scale from the average mark which has been reached using the relevant calculation set out in (e), (f) (g) (h) and (i):

First Class Honours 70–100%

Second Class Honours (Upper Division) 60–69%

Second Class Honours (Lower Division) 50–59%

Third Class Honours 40–49%

1. Students who have achieved a weighted average mark (as calculated in (e), (f), (g) and (i) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 60 credits at Level 6 are in the higher classification.
2. For the Bachelor of Fine Arts, students who have achieved a weighted average mark (as calculated in (h) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 120 credits at Level 6 are in the higher classification.
3. Students who have not achieved sufficient credits for a classified honours degree may be eligible for an exit award of a non-honours ordinary degree provided they have achieved a minimum of 300 credits, 120 at Level 4, 120 at Level 5, or higher, and at least 60 credits at Level 6. Students who have transfer credits from elsewhere, under the provisions of Section 5, may be eligible for the award of an ordinary degree provided they have achieved at least 60 credits at Level 6 at the University. None of the 60 credits for all students at Level 6 may be condoned. Students who have been awarded an ordinary degree will normally not be readmitted to the same programme of study in order to qualify for an honours degree’. There may be restrictions for some PSRB-accredited programmes.
4. An Aegrotat award may be conferred on a student who is unable to complete their studies as a result of unforeseen exceptional medical or other circumstances that have the permanent effect of preventing them from completing their studies and where all other opportunities for mitigation have been exhausted. Such awards are based on the assumption that a student would have satisfied the standard for the award had they been able to continue their studies. Aegrotat awards are at the sole discretion of the Awards and Progression Board and are unclassified.

**For students who will be graduating in 2027/8, or later and current students on the following programmes who will be graduating in 2026/27:**

* **BEng Civil Engineering**
* **BSc Construction Management**
* **BSc Architectural Technology**
* **BSc Sports Therapy**

**The Bachelor’s Degree will be awarded and classified as follows.**

1. ~~I~~n order to qualify for the award of a Bachelor’s Degree with honours a student must achieve 360 credits, including at least 120 credits at Level 6 along with 120 credits at Level 5 and 120 credits at Level 4. Higher-level credits may replace lower-level credits. The regulations for individual programmes of study may require students to achieve additional credits through the assessment of professional practice or a compulsory period of study abroad.
2. Bachelor’s Degrees are classified on the basis of the average of the percentage marks in the best 210 credits at levels 5 and 6, which the student has achieved at the University (i.e. not through credit transfer), weighted 50:50 or 40:60, whichever results in the best outcome, Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 210 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Levels 5 and 6 which the student has achieved at the University.
3. For students who have completed an approved period of study abroad, Bachelor’s Degrees are classified on the basis of the average of the percentage marks in the best 210credits at Levels 5 and 6 which the student has achieved at the University (i.e. not through credit transfer). Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 210credits at the University, the award will be classified on the basis of the average of the percentage marks in the best credits at Levels 5 and 6 which the student has achieved at the University
4. If a student has qualified for a Bachelor’s Degree having completed a top-up year, the Bachelor’s Degree is classified on the basis of the average of the percentage marks of all of the Level 6 credits which the student has achieved at the University. Each mark is weighted in the calculation according to the credit value of the module to which it applies.
5. Bachelor’s Degrees are classified on the following scale from the average mark which has been reached using the relevant calculation set out above:

First Class Honours                                         70–100%

           Second Class Honours (Upper Division)                60–69%

                        Second Class Honours (Lower Division)                 50–59%

                    Third Class Honours                                                  40–49%

1. Students who have achieved a weighted average mark which is 2% below the boundary for the next classification, shall be awarded the higher classification if at least 60 credits at Level 6 are in the higher classification.
2. Students who have not achieved sufficient credits for a classified honours degree may be eligible for an exit award of a non-honours ordinary degree provided they have achieved a minimum of 300 credits, 120 at Level 4, 120 at Level 5, or higher, and at least 60 credits at Level 6. Students who have transfer credits from elsewhere, under the provisions of Section 5, may be eligible for the award of an ordinary degree provided they have achieved at least 60 credits at Level 6 at the University. None of the 60 credits for all students at Level 6 may be condoned. Students who have been awarded an ordinary degree will normally not be readmitted to the same programme of study in order to qualify for an honours degree’.  There may be restrictions for some PSRB-accredited programmes.
3. An Aegrotat award may be conferred on a student who is unable to complete their studies as a result of unforeseen exceptional medical or other circumstances that have the permanent effect of preventing them from completing their studies and where all other opportunities for mitigation have been exhausted. Such awards are based on the assumption that a student would have satisfied the standard for the award had they been able to continue their studies. Aegrotat awards are at the sole discretion of the Awards and Progression Board and are unclassified.

# Award and classification of Graduate Diplomas

* 1. In order to qualify for the award of a Graduate Diploma a student must achieve 120 credits at Level 6.
  2. Graduate Diplomas are classified on the basis of the average of the percentage marks in the best 120 credits at Level 6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 120 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 6 which the student has achieved at the University, irrespective of subject, rounded to the nearest whole number.
  3. Graduate Diplomas are classified on the following scale from the average mark which has been reached using the relevant calculation set out in (b). The award of Merit is only available to students starting the programme of study in or after September 2008.

Distinction 70–100%

Merit 60–69%

Pass 40–59%

* 1. Students who have achieved a weighted average mark (as calculated in (b) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 60 credits at Level 6 are in the higher classification.

# Award and classification of Diplomas of Higher Education, Foundation Degrees and Higher National Diplomas

1. In order to qualify for the award of a Diploma of Higher Education, a Foundation Degree or Higher National Diploma, a student must achieve 240 credits, including at least 120 credits at Level 5.
2. Diplomas of Higher Education, Foundation Degrees and Higher National Diplomas are classified on the basis of the average of the percentage marks in the best 120 credits at Level 5 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 120 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 5 which the student has achieved at the University, irrespective of subject, rounded to the nearest whole number.
3. Diplomas of Higher Education, Foundation Degrees and Higher National Diplomas are classified on the following scale from the average mark which has been reached using the relevant calculation set out in (b). The award of Merit is only available to students starting the programme of study in or after September 2008.

Distinction 70–100%

Merit 60–69%

Pass 40–59%

1. Students who have achieved a weighted average mark (as calculated in (b) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 60 credits at Level 5 are in the higher classification.

# Award and Classification of Integrated Master’s Degrees

1. In order to qualify for an Integrated Master’s award, students must achieve 480 credits, including a minimum of 120 credits at Level 7 and at least 120 credits at Level 6 along with 120 credits at Level 5.
2. Students wishing to progress into Level 7, irrespective of whether they have registered directly onto an Integrated Master’s Degree, should achieve a minimum passing grade of 50% by the end of Level 6.
3. The award will be classified, calculated on the basis of all 120 credits at Level 7 and the best 180 credits at Levels 5 and 6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject and with no weighting between levels, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 300 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Levels 5-7 which the student has achieved at the University, irrespective of subject and with no weighting between levels, rounded to the nearest whole number.
4. Integrated Master’s Degrees are classified on the following scale from the average mark which has been reached using the relevant calculation set out in (c):

First Class Honours 70–100%

Second Class Honours (Upper Division) 60–69%

Second Class Honours (Lower Division) 50–59%

Third Class Honours 40–49%

1. For students beginning their programme from academic year 2016/17, who have achieved a weighted average mark (as calculated in (c) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 90 credits at Level 7, which must include the dissertation or project (where it is part of the validated programme), are in the higher classification.

# Award and classification of Master’s Degrees

1. Save for the provisions of (b), in order to qualify for the award of a Master’s Degree a student must achieve 180 credits at Level 7. The regulations for individual programmes of study may require students to achieve additional credits through the assessment of professional practice.
2. In order to qualify for the award of the Master of Fine Arts a student must achieve 240 credits at Level 7.
3. Save for the provisions of (d), Master’s Degrees are classified on the basis of the average of the percentage marks in the best 180 credits at Level 7 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 180 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved at the University, irrespective of subject, rounded to the nearest whole number.
4. The Master of Fine Arts is classified on the basis of the average of the percentage marks in the best 240 credits at Level 7 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 240 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved at the University, irrespective of subject, rounded to the nearest whole number.
5. Master’s Degrees are classified on the following scale from the average mark which has been reached using the relevant calculation set out in (c) and (d). The award of Merit is only available to students starting the programme of study in or after September 2008.

Distinction 70–100%

Merit 60–69%

Pass 50–59%

1. Save for the Master of Fine Arts, for students beginning their programme from academic year 2016/17, who have achieved a weighted average mark (as calculated in (c) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 100 credits, which must include the dissertation or project, are in the higher classification.
2. For students beginning the Master of Fine Arts from academic year 2018/19, who have achieved a weighted average mark (as calculated in (d) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 140 credits, which must include the dissertation or project, are in the higher classification.
3. **Award and classification of the Higher National Certificate**
4. In order to qualify for the award of a Higher National Certificate, a student must achieve 120 credits at Level 4.
5. Higher National Certificates are classified on the basis of the average of the percentage marks in the best 120 credits at Level 4 rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies.
6. Higher National Certificates are classified on the following scale from the average mark which has been reached using the relevant calculation set out in (b).

Distinction 70–100%

Merit 60–69%

Pass 40–59%

1. Students who have achieved a weighted average mark (as calculated in (b) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 60 credits are in the higher classification.

# Award and classification of Postgraduate Diplomas

1. In order to qualify for the award of a Postgraduate Diploma a student must achieve 120 credits at Level 7.
2. Postgraduate Diplomas are classified on the basis of the average of the percentage marks in the best 120 credits at Level 7 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 120 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved at the University, irrespective of subject, rounded to the nearest whole number.
3. Postgraduate Diplomas are classified on the following scale from the average mark which has been reached using the relevant calculation set out in (b). The award of Merit is only available to students starting the programme of study in or after September 2008.

Distinction 70–100%

Merit 60–69%

Pass 50–59%

1. For students beginning their programme from academic year 2016/17, who have achieved a weighted average mark (as calculated in (b) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 80 credits are in the higher classification.

# Dual-subject Degrees

1. Bachelor’s Degree programmes that are designed with two named subjects, should adhere to the following naming convention.
2. The conjunction ‘and’ will normally be used where a programme contains 60 credits in each subject at all levels.
3. The conjunction ‘with’ will normally be used where a programme contains 90 credits in one subject and 30 credits in the other at all levels.

# Appeals

(a) This regulation should be read in conjunction with the Academic Appeals Guidance for Students.

(b) Students are not permitted to challenge academic judgement under this regulation and cannot submit an appeal on the basis that they are unhappy or dissatisfied with a mark, grade or classification that has been awarded. Appeals submitted on such a basis will normally be rejected in line with (t).

(c) Matters relating to the supervision of a research project, at any level, will not normally be considered a ground for appeal, but may be eligible for consideration under the Student Complaints Procedure.

(d) Any reference to an individual member of staff under this regulation should also be read as including reference to their nominee.

(e) Where a student submits an academic appeal, the original decision that is being appealed against will remain in effect unless or until an appeal is upheld. Where an appeal relates to a withdrawal for non-engagement under section 15 of the Taught Degree Regulations the University may consider allowing a student to continue studying during consideration of their appeal.

(f) Students are normally expected to submit their own appeal and represent themselves throughout the process set out in this regulation. The University will not normally accept submissions from third parties or representatives, including students or legal representatives.

(g) The academic appeals process is confidential, but information will be shared with certain relevant members of staff within the University in order to fully investigate any claims or issues raised by a student. Where an individual member of staff is named in an academic appeal, they will normally be given an opportunity to respond.

(h) Any variations to this regulation for students studying with one of the University’s partner organisations will be set out in the relevant agreement and operations manual.

(i) No student will be prejudiced as a result of submitting an academic appeal. The University reserves the right to reject an appeal if there is evidence that it is frivolous or vexatious. The University may investigate the authenticity of any documents submitted in support of an academic appeal, and evidence of any falsification of documents may lead to action being taken under the Student Disciplinary Regulations.

(j) Students should first raise any issues relating to a mark or classification with their module or programme convenor, who will be able to provide further clarification and information about the University’s assessment process.

(k) Having first discussed the matter with the relevant module and programme convenor, a student is entitled to submit an academic appeal against the following:

1. A decision of a Module Assessment Board
2. A decision of the Awards and Progression Board, including a decision taken under Section 15 of the Taught Degree Regulations in respect of a student’s non- engagement.

(l) An appeal against any of the decisions set out in (k) can only be submitted on one or more of the following grounds:

That a procedural irregularity or administrative error has occurred in the process of an assessment which is of such a nature as to create a reasonable possibility that in the absence of the procedural irregularity or administrative error the decision in question would have been different;

That the student’s academic performance was materially affected by significant, relevant and uncontrollable circumstances that were unknown to the decision- maker, and which were of such a nature that the student could not with reasonable diligence have disclosed to them before the decision was made;

That there is evidence of prejudice or bias on the part of the decision-maker, which is of such a nature as to create a reasonable possibility that in the absence of any prejudice or bias the decision in question would have been different.

(m) An academic appeal must be submitted to the University Secretariat by email within 10 working days of the student being sent formal notice of the decision in question.

(n) A student can request an extension to submit their appeal in advance of the deadline. This request should be supported by evidence. An academic appeal must be submitted using the University’s Academic Appeals Form and must contain all the information requested on the form. The University Secretariat is entitled to reject an academic appeal without further consideration where a student’s submission is incomplete.

(o) An appeal submitted outside of the permitted timeframe will only be accepted where the student provides a good reason, supported by evidence, for the delay. The Student Casework Manager will determine what constitutes a good reason for the purpose of this paragraph.

(p) The University Secretariat will acknowledge receipt of an academic appeal via the email address stated on the student’s Academic Appeals Form.

(q) The Student Casework Manager will conduct a review of the student’s academic appeal submission to determine whether evidence to support the stated ground(s) has been disclosed.

(r) Exceptionally, the Student Casework Manager (or any other decision maker cited in this Regulation) may refer an appeal back to the original decision-maker for reconsideration at any time where there is evidence that the appeal may otherwise be upheld or partially upheld. Such a referral may take place on the basis of any of the permitted grounds under (l). The decision to exercise this Regulation and any subsequent action shall be without prejudice to the outcome of the student’s appeal, but where the original decision-maker substitutes a new decision the student shall be invited to accept the substituted decision as settlement of their appeal. Should the original decision-maker decline to reconsider their decision, consideration of the student’s appeal under this Regulation shall recommence.

(s) Where evidence to support a stated ground has been disclosed, the Student Casework Manager will refer the academic appeal for consideration by the University Secretary.

(t) Where evidence to support one or more of the stated grounds has not been disclosed, the Student Casework Manager will reject the academic appeal and no further consideration will be undertaken. A student may submit a request for a review of the Student Casework Manager’s decision under (hh).

(u) The University Secretary will only consider the appeal with respect to those grounds accepted for further consideration by the Student Casework Manager under (s).

(v) Upon receipt of an appeal, the University Secretary may undertake any investigation they consider to be appropriate in the circumstances, including none. This may include, but is not limited to, one or more of the following:

1. Asking the student to provide additional information in support of their appeal.
2. Asking the University Secretariat to gather and provide additional information.
3. Asking the student’s School or Supervisor to provide a response to any issues raised in the appeal.
4. Appointing an independent member of staff to conduct an investigation into the matters raised in the appeal.
5. Holding an Academic Appeal Hearing in line with (z) to (ff).

(w) The student will normally be provided with a copy of any additional evidence gathered during the course the University Secretary’s consideration of their appeal under (v) and will be given an opportunity to provide further comment on this evidence before the University Secretary makes their decision. Where there is clear evidence that the appeal is likely to be upheld, this requirement may be waived by the University Secretary.

(x) Once any consideration of the appeal under (v) to (w) have been concluded, the University Secretary will make one of the following decisions:

1. To reject the appeal, in which case the original decision will remain in effect.
2. To uphold the appeal, in which case the original decision will be overturned and the University Secretary will substitute a new decision.

(y) The decision of the University Secretary will be communicated to the student in writing by the University Secretariat.

(z) In line with (v), the University Secretary may determine that an Academic Appeal Hearing is necessary in order to properly consider a student’s appeal, and this may occur before or after an investigation into the appeal has been conducted. It is for the University Secretary alone to determine if a hearing is necessary.

(aa) Such a hearing will normally be conducted by a Panel made up of three senior members of Academic Staff, including one Dean of Academic School (other than the student’s Dean of School) who shall usually Chair the Panel.

(bb) The University Secretariat will provide a secretary to the hearing.

(cc) The student’s School will be asked to provide a representative to attend the hearing.

(dd) The student will be invited to the hearing and may bring a supporter who can be a student, a staff member or officer of Roehampton Students’ Union, or a University Wellbeing Officer. The supporter will not normally be permitted to speak for the student.

(ee) The student and the School representative will be given the opportunity to make a statement and to ask questions.

(ff) Once it has heard all the available evidence, the Panel will deliberate in private and make a decision in line with (x), which will be communicated to the student in writing.

(gg) The process set out in (u) to (ff) will normally take no longer than 70 days.

(hh) A student may submit a request for a review of the decision of the Student Casework Manager under (t) or of the University Secretary on the following grounds:

1. That a procedural irregularity or administrative error has occurred in respect of the Student Casework Manager or University Secretary’s consideration of the appeal which is of such a nature as to create a reasonable possibility that in the absence of the procedural irregularity or administrative error the decision in question would have been different;
2. That the decision of the Student Casework Manager or University Secretary is unreasonable given the facts of the case;
3. That the student has new material evidence which, for a good reason, they were unable to provide at an earlier stage in the process.
4. The student’s request will first be considered by the Chief Operating Officer (or nominee), who will determine whether evidence to support the stated ground(s) has been disclosed.
5. If the Chief Operating Officer considers that evidence to support the stated ground(s) for a review has not been disclosed, then the student’s request for a review will be rejected and the student will be issued with a Completion of Procedures Letter.

(kk) If the Chief Operating Officer considers that evidence to support the stated grounds for a review has been disclosed, they will take one of the following actions:

1. For decisions originally made by the Student Casework Manager under (x), refer the appeal for consideration by the University Secretary under (u) – (gg).
2. For decisions originally made by the University Secretary, refer student’s request to the Provost (or nominee), who will review the decision of the University Secretary.

(ll) The student will be informed that their request has been passed to the Provost, and will be informed which of the stated grounds have been accepted for further consideration and which, if any, have been rejected.

(mm) The Provost will reach one of the following decisions:

1. The decision of the University Secretary should be upheld.
2. The University Secretary should be required to reconsider its decision in light of any comments that the Provost considers appropriate in the circumstances. This may involve the University Secretary conducting further investigations in line with (v) to (w).
3. The decision of the University Secretary should be overturned and the Provost will substitute a new decision.

(nn) This decision will be communicated to the student in writing. Where the Provost issues a decision in line with (mm)(i), a Completion of Procedures Letter will be issued.

(oo) The review process set out in (hh) to (nn) will normally take no longer than 20 days.

(pp) The decision of the University Secretary will remain effective during the review stage.

(qq) Decisions taken under this regulation may be eligible for review by the Office of the Independent Adjudicator for Higher Education (OIA), which is an independent body set up to review student complaints and appeals. More information about the OIA can be accessed at http://www.oiahe.org.uk/. The OIA can be contacted at 0118 959 9813 or enquires@oiahe.org.uk.

# Variations to regulations

* 1. Variations to the Academic Regulations will only be approved in exceptional circumstances. These mostly fall into the following categories:

1. A variation that approves programme specific regulations;
2. A variation for a cohort or group of students;
3. A variation for an individual student.
   1. Variation requests approved by the Student Education Committee:
4. A variation that approves programme specific regulations;
   1. Variation requests made by the Academic Registrar or nominee to the PVC Student Education or nominee:
5. Variation for an individual student as one-off arrangement.
6. Variation for a cohort or group of students as one-off arrangement.

# Appendix A - Programmes with variations to the Taught Degree Regulations

|  |  |
| --- | --- |
| **Programme** | **Details of variation** |
| **Faculty of Business and Law** |  |
| BSc Accounting | **Credit transfer** - Exclude the right to apply for credit transfer.  **Condonation -** A condoned fail is not permitted on the programme in respect of the specified modules. The variation applies to students on the BSc Accounting degree only. Students from other programmes taking Accounting modules as an option could still be condoned. The specified modules will be subject to change. There will be new year one modules for 2016/17. It is assumed that the School can operate this on the basis that it applies for modules specified as giving exemption which may change over time. |
| Master of Business Administration (MBA)MSc Global Business Management  MSc Global Marketing  MSc Global Financial Management  BSc Business Management BSc Business Management and economics  BSc Business Management and entrepreneurship  BSc Business Management and Marketing  BSc Business Management and Finance  BSc International Business | **Condonation -** For professional recognition by the Chartered Management Institute (CMI), a condoned fail on any of the mapped units may result in a lower CMI award. |
| BSc Human Resources Management | **Condonation** – A condoned fail is not permitted on any module that is part of the BSc Human Resources Management, this is a professional body (CIPD) requirement. |
| MSc Occupational and Business Psychology | No condonations are permitted in any compulsory modules (all modules are compulsory). Where a student fails to pass any component or sub-component of a module, they will not receive a full MSc awarded and will be moved to the non-BPS accredited pathway with an exit award. |
| Bachelor of Laws (LLB) | **Credit transfer -** A student whose credit, earned on a programme to which these regulations do not apply, is transferred towards the requirements of a programme of study to which these regulations do apply will not be eligible to be certified as having attained a QLD.  **Aegrotat passes -** A student who is awarded an Aegrogat will not be eligible to be certified as having attained a QLD.  **Conditions applicable to certification of all forms of QLD -** In order for a student to be certified as having attained a BSB QLD or an SRA QLD the following requirement must be satisfied:   1. **Period of study -** The period of study, from initial registration to completion of the programme, including any interruption(s) or suspension(s) of study must not exceed six years. 2. **Law subject coverage -** The student has gained not less than 240 credits in the study of legal subjects over a period of study of not less than three years and 180 of those credits include coverage of the Foundations of Legal Knowledge. 3. **Knowledge and transferable skills -** The student has acquired the knowledge and transferrable skills listed in Schedule 1 of Appendix 1 of the Academic Stage Handbook.   **Conditions applicable to certification as a BSB QLD -** In order for a student to be certified as having attained a BSB QLD the following requirements must be satisfied:   1. **Condonation (Marginal failure) -** All the Foundations of Legal Knowledge must have been passed without any module assessment result overall being condoned. 2. **Level of award -** The University award has been made at lower second class honours or above.   **Conditions application to certification as an SRA QLD -** In order for a student to be certified as having attained an SRA QLD following requirement must be satisfied:  **Condonation (Marginal failure) -**  Not more than one of the seven Foundations of Legal Knowledge has been deemed a Condoned Fail under regulation 15(b) of the Undergraduate Taught Degree Regulations and the following conditions are satisfied in relation to the condonation:   1. It was granted on the basis that exceptional circumstances in the student’s case are likely to have impacted on the student’s performance. 2. The mark actually attained by the student in the subject that was condoned was not less than 35%. 3. There was evidence of the student’s academic strength across the entire degree programme.   **Resits -**   1. A student who has failed the module assessment overall on the first attempt will normally be permitted: 2. Two opportunities to resit the failed components of the module assessment for a Foundations of Legal Knowledge module; and 3. One opportunity to resit the failed components of the module assessment for any other module;   subject to availability, unless the Module Assessment Board is not satisfied that the student has made a reasonable attempt to fulfil the requirements.   1. The Module Assessment Board may grant a second resit opportunity for a module assessment under (i)(b) above where appropriate in the context of the student’s overall academic progress, or under the provisions of the Mitigating Circumstances Policy. 2. A student who has been granted a resit must submit all outstanding work at the next scheduled opportunity as specified by the Module Assessment Board. There is no provision for a student, having passed a module, to undertake additional study and assessment towards that module. |
| **School of Life and Health Sciences** |  |
| BSc (Hon) Adult Nursing  BSc (Hon) Mental Health Nursing  BSc Children’s Nursing | **Credit Transfer -** no more than 50% of a programme may be exempted through the recognition of prior learning.  **Classification calculation -** Students are required to pass 360 credits, 120 at each level. The classification of the programme is calculated on the basis of the best 60 credits at Level 5 and 90 credits at Level 6. Students who have achieved a weighted average mark which is 1% below the boundary for the next classification shall be awarded the higher classification if at least 60 credits at Level 6 are in the higher classification.  **Condonation** - A condoned fail is not permitted in any module at any level.  **Progression –** No failed module may be carried into the next level.  **Assessment attempts –** only two assessment attempts are permitted in placement modules. |
| MSci Adult and Mental Health Nursing | **Credit Transfer -** no more than 50% of a programme may be exempted through the recognition of prior learning.  **Classification calculation -**. Students are required to pass 480 credits, 120 at each level. The classification of the programme is calculated on the basis of 90 credits at Level 7, 90 credits at Level 6 and the best 60 credits at Level 5 which the student has achieved at the University (i.e. not through credit transfer). Students who have achieved a weighted average mark which is 1% below the boundary for the next classification shall be awarded the higher classification if at least 60 credits at Level 7, which must include the Research and Innovation in Parity of Esteem module, are in the higher classification  **Condonation** - A condoned fail is not permitted in any module at any level.  **Progression –** Students require an average grade of 50% or more at the end of Year 2/Level 5. Students who do not meet this threshold will be moved onto the BSc (Hons) Adult Nursing to complete Year 3.  **Assessment attempts –** only two assessment attempts are permitted in placement modules. |
| FdSc Nursing Associate apprenticeship | **Credit Transfer** - no more than 50% of a programme may be exempted through the recognition of prior learning.    **Classification calculation** - Students are required to pass 240 credits, 120 at each level. The classification of the programme is calculated on the basis of the best 90 credits at Level 5. Students who have achieved a weighted average mark which is 1% below the boundary for the next classification shall be awarded the higher classification if at least 60 credits at Level 5 are in the higher classification. Condonation - A condoned fail is not permitted in any module at any level.  **Progression** – No failed module may be carried into the next level. Assessment attempts – only two assessment attempts are permitted in placement modules |
| BSc Nutrition and Health | **Condonement -** Condoned fails are not permitted in any compulsory module for the programme. Where a student accepts a condoned fail they are moved to the non-accredited pathway with an exit award BSc Nutrition Sciences. |
| MSc Occupational Therapy | **Condonement -** A condoned fail is not permitted in any module.  **Placements -** Placements are non-credit bearing, but students are required to pass all placements. A maximum of two resit attempts, in total, are permitted across the placements. If a student fails a placement, they will be required to undertake and pass a resit placement. An exceptional additional resit opportunity may be granted at the Programme Exam Board if there are mitigating circumstances that are supported with appropriate evidence.  **Credit transfer -** A maximum of one third of the total pre-registration programme may be considered for recognition of prior learning. The hours of practice-based learning that may be considered for recognition of prior learning must not exceed the hours of practice-based learning scheduled for the first year of the receiving education provider’s pre-registration programme. Additionally, any previous practice learning must have been assessed and successfully completed. The applicant must also demonstrate that the teaching, learning and assessment strategy of the releasing pre-registration programme is commensurate with the stage of the pre-registration programme they are seeking admission to. Finally, the admissions tutor must ensure the releasing education provider details any issues regarding professional misconduct or fitness for the profession, in order for the receiving education provider to make an informed decision.  **Progression -** A full-time student on the two-year programme is normally expected to register for taught modules and placement-related activities comprising at least 45 weeks of the academic year and 90 weeks over the course of both years. Students are required to pass all modules in the first year to progress to year 2. All assignments must be passed at a 50% minimum. Placements are assessed on a pass/fail basis. Under exceptional circumstances, the Awards and Progression Board may allow students to trail 20 credits into year 2. The outstanding module must be successfully passed/completed at the next available opportunity as determined by the School within the first term of year 2. |
| MSc Physiotherapy | **Condonement -** A condoned fail is not permitted in any module.  **Placements -** Placements are non-credit bearing but students are required to pass all placements. A maximum of two resit attempts, in total, are permitted across the placements. If a student fails a placement, they will be required to undertake and pass a full repeat placement. An exceptional additional resit opportunity may be granted at the Programme Exam Board if there are mitigating circumstances that are supported with appropriate evidence.  **Credit transfer -** no more than 50% of a programme may be exempted through the recognition of prior learning  **Study hours -** A full-time student on the two-year programme is normally expected to register for taught modules and placement-related activities comprising at least 1300 study hours each year.  **Progression -** Students are required to pass all modules in the first year to progress to year 2.  Under exceptional circumstances, the Awards and Progression Board may allow students to trail 20 credits into year 2.  The outstanding module must be successfully passed/completed at the next available opportunity as determined by the School within the first term of year 2. |
| MSc Clinical Nutrition | **Condonement -** Condoned fails are not permitted in any compulsory module on the programme. Where a student accepts a condoned fail, they are moved to the non-accredited pathway with an exit aware MSc Nutritional Science. |
| BSc Sports Therapy | **Condonement -** Condoned fails are not permitted in any modules. Where a student accepts a condoned fail they are moved to the non-accredited pathway with an exit award BSc Sports Injury. |
| **School of Arts, Humanities and Social Sciences** |  |
| MA Art Psychotherapy  MA Dance Psychotherapy  MA Music Therapy  MA Play Therapy  For students registered on the programmes from September 2023 | **Study hours -** A full-time student on the two-year programme is normally expected to register for taught modules and placement-related activities comprising at least 1300 study hours each year. |
| BSc Computer Science  BSc Cyber Security  BEng Software Engineering  MSC Data Science  MSc Cyber Security  MSc Artificial Intelligence | **Condonement -** All students must achieve AHEP learning outcomes. A maximum of 30 credits may be condoned at both undergraduate and integrated master’s level. Major individual and group-based project modules must not be condoned and group-based project modules must not be condoned. No condonement for MSc programmes.  **Awards -** Degree certificates for top-up degrees must explicitly state “(To-Up)” to distinguish them from full BSc awards. This is required to ensure only full-degree programmes are eligible for professional accreditation.  **Programme Transfers -** Students may transfer between computing programmes at the discretion of the Programme Leader provided they have the necessary pre-requisite knowledge. This transfer process should align with the advanced standing admissions process used for external applicants. Academic discretion in transfer decisions should be upheld if they believe the student can complete the programme successfully.  **Accreditation Pathway/Exit Awards -** Students unable to meet accreditation requirements will be transferred to an alternative non-accredited “Technologies” degree pathway, ensuring they still receive a qualification.  Examples are:   1. BSc Computer Science Technologies 2. BSc Cyber Security Technologies 3. BEng Software Engineering Technologies 4. MSc Data Science Technologies 5. MSc Cyber Security Technologies 6. MSc Artificial Intelligence Technologies |
| **Sustainable Engineering and Technology Education Centre** |  |
| BEng/MEng Civil Engineering | **Condonement -** No condonement of modules delivering AHEP learning outcomes is allowed.  **Compensation -** A maximum of 30 credits can be compensated. Major individual and group-based project modules must not be compensated  The BSc Civil Engineering Technology exit award would be used where a student on the BEng / MEng Civil Engineering programme exceeds limits on compensation and / or condonement, but achieves 360 credits |
| **School of Psychology** |  |
| MA Integrative Counselling and Psychotherapy | **Award and classification** – In order to qualify for the award of MA Integrative Counselling and Psychotherapy  a student must achieve 240 credits at Level 7. The award is classified on the basis of the average of the percentage marks across 240 credits at Level 7 which the student has achieved at the University, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 240 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved at the University, rounded to the nearest whole number.  For students beginning their programme from academic year 2018/19, who have achieved a weighted average mark (as calculated above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 140 credits, which must include the dissertation or project, are in the higher classification. |
| MA Integrative Counselling and Psychotherapy for Children, Adolescents and Families | **Award and classification** – In order to qualify for the award of MA Integrative Counselling and Psychotherapy for Children, Adolescents and Families a student must achieve 240 credits at Level 7. The award is classified on the basis of the average of the percentage marks across 240 credits at Level 7 which the student has achieved at the University, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 240 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved at the University, rounded to the nearest whole number.  For students beginning their programme from academic year 2018/19, who have achieved a weighted average mark (as calculated above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 140 credits, which must include the dissertation or project, are in the higher classification. |
| MSc Psychology of Sport and Exercise | **Condonation** – From 2018/19 a condoned fail is not permitted on the programme, this is a professional body (BPS) requirement. |
| MSc Forensic Psychology | **Condonation** - A condoned fail is not permitted on the programme, this is a professional body (BPS) requirement. |
| MSc Psychology (Conversion) | **Credit transfer** - Up to a maximum of 60 credits RPL can be considered for application of prior learning and transfer of credit. The empirical project is exempt from RPL and cannot be considered. Recognition of Prior Experiential Learning is not permitted.  (This is in line with professional body (BPS) requirements for accreditation of level 7 conversion programmes). |
| Roehampton Online MSc in Psychology | **Credit transfer** - Up to a maximum of 60 credits RPL can be considered for application of prior learning and transfer of credit. The empirical project is exempt from RPL and cannot be considered. Recognition of Prior Experiential Learning is not permitted.  (This is in line with professional body (BPS) requirements for accreditation of level 7 conversion programmes). |
| **School of Education** |  |
| Initial Teacher Training (ITT) | **Progression** - The Module Assessment Board will confirm a student’s eligibility for a resit of a component of assessment that has been failed or retake of a module.  A resit is defined as an additional attempt of an assessment without attendance. Students on Initial Teacher Training programmes do not have the automatic right to a resit on the P modules. The rationale for this is that students may have been failed for reasons of not being fit to practise and therefore may not repeat the school experience. Students will need to apply for a resit of the P modules in accordance with the assessment policies set out for the ITT programmes.  Students in the final year of their programme who have to resit a placement in the following academic year will not be charged for this resit of the placement module. This is because they will not necessarily have had the opportunity to resit in-year if there is insufficient time. This prevents them from being financially penalised.  (A retake is defined as a re-study of the module with attendance, including the completion of all assessments for that module. The retake mark overrides any previous mark for the same module. No mark or credit may be carried forward from a previous attempt. Students are required to pay a module fee to retake a module.  Students on PGCE programmes will not be permitted to retake the programme, or an individual module on the programme as defined in 15( c) and 15( c) ii of the academic regulations. The PGCE programmes are single year programmes which combine academic and professional modules for a single award. These elements cannot be separated and undertaken in different academic years. |
| BA Primary Education | **Progression -** A student who is registered on a full-time basis must achieve 120 credits at Level 4 before they may progress from Level 4 to Level 5 and 240 credits, 120 of which must be at Level 5, in order to progress from Level 5 to Level 6. |
| **Collaborative provision** |  |
| Royal Ballet School | **Progression -** Students who are exempt, through RPL, from the 80 practice credits at level 4 may study up to 160 credits at level 5. Students who are injured may progress from Level 4 to Level 5 with 80 credits provided they make up the missing credits alongside Level 5 credits. Students may be permitted to enter the BA with 200 credits provided they make up the missing credits alongside Level 6 credits. |
| Schiller International University | **Regulations -** Programme specific regulations cover students studying on the following programmes with Schiller International University: BSc Global Business, BA International Economics, BSc International Hospitality and Tourism Management, BA International Relations and Diplomacy, MBA, MA International Relations and Diplomacy and MSc International Management. These regulations are available on request via the Academic Office. |

# Appendix B – Historical Awards and Variations

1. **Historic awards**

The following awards are not currently offered as the final award of a programme of study. These awards may be made subject to the regulations that were in place at the time the programmes were offered.

1. Bachelor of Music (BMus);
2. Bachelor of Fine Arts (BFA)
3. Master of Biology (MBiol);
4. Master of Public Administration (MPA);
5. Master of Public Health (MPH)
6. Masters by Research (MbyRes);
7. Master of Zoology (MZool)
8. **Historical variations and programme-specific regulations**

These variations to the academic regulations apply to prior versions of the academic regulations and any awards made to relevant programmes during the timeframe in which the variation applies will be made according to that variation.

The historical variations and programme-specific regulations on awards pertain to awards not currently offered or have since either been superseded or are no longer relevant to the programme.

|  |  |
| --- | --- |
| MA Art Psychotherapy  MA Dance Psychotherapy  MA Dramatherapy  MA Music Therapy  MA Play Therapy  Only applies to students registered on the programmes prior to September 2023 | **Award and classification** – In order to qualify for the award of MA Art Psychotherapy a student must achieve 240 credits at level 7. The award is classified on the basis of the average of the percentage marks across 240 credits at Level 7 which the student has achieved at the University, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the modules to which it applies. Where a student has achieved fewer than 240 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved at the University, rounded to the nearest whole number.  For students beginning their programme from academic year 2018/19, who have achieved a weighted average mark (as calculated above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 150 credits, which must include the dissertation or project, are in the higher classification. |
| Graduate Diploma in Law | **Period of study** - The programme must be completed within three years, including any interruption(s) or suspension(s) of study.  **Condonation** - Assessment marks cannot be condoned on the programme.  **Compensation** - The Programme Examinations Board may compensate a maximum of one marginal fail in a coursework or an examination, where the:  Board has considered the marks of all of the elements of the assessments; and  Student has obtained a minimum of 35% in one and only one element of an assessment; and  Board is satisfied that there is strength elsewhere in the student’s performance to justify compensation of the marginal fail.  If a student’s mark is to be compensated then it may only be done between ‘like for like’ assessments. Therefore the compensation will only operate by transferring marks between two examination results or two in-course assessment results, which will by definition be in different subjects  **Retakes** - The authority of the Programme Examinations Board to confirm a student’s eligibility to retake a module does not apply to the programme.  **Resits** –  A student who has failed the module assessment overall on the first attempt will be permitted two opportunities to resit the failed components of the module assessment subject to availability, unless the Programme Examinations Board is not satisfied that the student has made a reasonable attempt to fulfil the requirements.  A student who has been granted a resit must submit all outstanding work at the next scheduled opportunity as specified by the Programme Examinations Board. There is no provision for a student, having passed a module, to undertake additional study and assessment towards that module.  **Award and classification** -  In order to qualify for the award of Graduate Diploma in Law the student must:  Pass every element of assessment (subject to compensation under paragraph 2.3.1 above); and  Achieve 180 credits, including at least 120 credits at Level 6.  **Graduate Diplomas in Law are classified on the following basis:**  **Distinction**  A student who has passed all elements of the assessments at the first attempt, without any subject being compensated, and has obtained an overall average of at least 70% must be awarded a Distinction.  A student who has passed all elements of the assessments at the first attempt, without any subject being compensated, and has obtained an overall average of at least 70% in at least 50% of the subjects counting towards the final award and an overall average of at least 68.5% may be awarded a Distinction if the Programme Examination Board considers that it is not inappropriate to award a Distinction.  A student must not otherwise be awarded a Distinction.  **Commendation**  Following further advise from the SRA, the overall average mark for a Distinction was reverted back from 68.5% to 67% and the overall average mark for a Commendation was reverted back from 58.5% to 58%.  **Pass**  A student who has passed all assessments (at least 40% in each element of assessment), one element of which may have been compensated in accordance with the rules of the Programme Examination Board must be awarded a Pass.  A student must not otherwise be awarded a Pass.  **Aegrotat passes**  An Aegrogat pass cannot be awarded for the programme |
| MBiol/MZool | **Progression** - Students may only be permitted to progress into the level 7 component if they have achieved an overall pass of 60% at the end of level 6. The variation is permitted (based on an average of 60% calculated as per existing classification rules) for a maximum of 2 intakes (that is year 3 to 4 transfers) from September 2015. |
| Bachelor of Fine Arts | **Condonement** - For Bachelor of Fine Arts, no more than 20 credits may be condoned at Level 4. No more than 20 credits may be condoned at Level 5. No more than 20 credits may be condoned at Level 6 (year 3). No more than 20 credits may be condoned at Level 6 (year 4).  **Progression** - In order to progress from Level 6 (year 3) to Level 6 (year 4) of a programme of study leading to Bachelor of Fine Arts, and before registering for any modules at Level 6 (year 4):  A student who is registered on a full-time basis must pass, or be condoned or otherwise granted credit in modules from the programme of study to the value of at least 330 credits with a minimum of 90 credits at Level 6 (year 3). In addition, for programmes of study, which require students to acquire specific knowledge before progressing to the next year, Programme Examination Boards have discretion to require students to pass modules which are denoted as being compulsory in the curriculum for the programme.  **Award** - In order to qualify for the award of Bachelor of Fine Arts, a student must achieve 480 credits, including at least 240 credits at Level 6 along with 120 credits at Level 5.  The Bachelor of Fine Arts is classified on the basis of the average of the percentage marks in the best 200 credits at Level 6, which must include the dissertation, and the next best 100 credits at Levels 5–6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject and with no weighting between levels, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 360 credits at the University, the award will be classified on the basis of the average of the percentage marks in all of the credits at Levels 5–6 which the student has achieved at the University, irrespective of subject and with no weighting between levels, rounded to the nearest whole number.  For the Bachelor of Fine Arts, students who have achieved a weighted average mark (as calculated in (h) above) which is 1% below the boundary for the next classification, shall be awarded the higher classification if at least 120 credits at Level 6 are in the higher classification. |
| BA Primary Education | **Award** - Students starting the programme of study before September 2010 must achieve 360 credits, including at least 180 credits at Levels 5–6 along with 50 practice based credits;  Students starting the programme of study in or after September 2010 must achieve 360 credits, including at least 100 credits at Level 6 along with 100 credits at Levels 5 and 40 practice based credits. |
| Combined honours | **Award** - If a student has completed a combined programme of study in arts and sciences, and the majority of the credits achieved by the student at Levels 5–6 are in science subjects, the degree of Bachelor of Science will be awarded. If the majority of the credits achieved by the student at Levels 5–6 are in arts subjects, or there is an equal balance between arts and science subjects, the degree of Bachelor of Arts will be awarded. |
| Study abroad | **Award** - For students who have completed an approved period of study abroad prior to September 2016, Bachelor’s Degrees are classified on the basis of the average of the percentage marks in the best 200 credits at Levels 5–6 which the student has achieved at the University (i.e. not through credit transfer), irrespective of subject and with no weighting between levels, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 200 credits at the University, the award will be classified on the basis of the average of the percentage marks in the best five-sixths of the credits at Levels 5–6 which the student has achieved at the University, irrespective of subject and with no weighting between levels, rounded to the nearest whole number. |

**GLOSSARY**

**Academic Appeal**: Formal process by which students request a review or reconsideration of an academic decision. This may include decisions related to grades, progression, graduation, or disciplinary actions.

**Academic Award**: Qualification awarded to student upon completion of degree.

**Academic Guidance Tutor:** Academic member of staff who supports students by offering advice on their academic choices, goals, and study strategies to help them succeed in their programme of study

**Academic Levels:** Level associated with a specific year of study:

Level 4 = Foundation Year (year 0)

Level 4 = Year 1 of Undergraduate degree

Level 5 = Year 2 of Undergraduate degree

Level 6 = Year 3 of Undergraduate degree

Level 7 = Postgraduate degree

**Academic Misconduct**: Any action by a student that breaches the rules or expectations of academic integrity. This includes cheating, plagiarism, collusion, falsification of data, or any behaviour that unfairly benefits oneself or others in academic work.

**Accredited Degree**: Degree that meets specific educational standards that are set by an accrediting agency

**Applicant**: The person on behalf of whom an application record has been created and submitted for consideration on a programme for a specific entry point.

**Assessment**: Process used to evaluate a student's understanding, skills, and knowledge through various methods such as exams, coursework, projects, or presentations to measure their performance against set learning objectives.

**Assessment Attempt:** Each submission of an assessment is an assessment attempt. Students are usually permitted two attempts at any given assessment.

**Assessment Criteria:**  Specific standards or guidelines used to evaluate and measure a student's performance on assignments, tests, or other educational activities. They outline what is expected in terms of knowledge, skills, and abilities, helping students understand how their work will be judged

**Assessment Method**: The way in which a student will be assessed for a particular component or module, such as written examinations, essays, presentations, reports, practicals, or group work.

**Attendance**: Participation in taught classes (lectures, seminars, practical sessions, laboratories) either in person on campus or online. Students register attendance by scanning the class QR code.

**Attendance Monitoring System**: An online portal where students can check their attendance record.

**Awards and Progression Board**: Formal committee responsible with ratifying decisions related to student graduation, academic progression, resits, or retake

**Capped Mark:** Limiting maximum mark that can be achieved at the minimum passing mark (40 for undergraduate modules and 50 for postgraduate modules) due to work being submitted late, academic misconduct or the assessment being a resit.

**Cognate Programmes:** A programme with a substantial volume of content and/ or teaching in common with another programme

**Combined Programmes**: The approved set of modules that students take in order to complete an award belong to two separate programmes of study.

**Component Mark**: The mark or grade achieved for an individual piece of assessment.

**Condonement**: Allowing students to achieve the credits from a module where they have not achieved the minimum pass mark as long as it doesn't affect overall learning goals. Students are entitled to a maximum of 60 credits to condone during their degree.

**Coursework**: An assessment method conducted outside of controlled conditions (such as essays and projects)

**Credit**: The numerical value assigned to each module, in order to measure the level of learning/assignment required to complete it. This could be as little as 30 credits or as many as 60 credits.

**Clearing**: Process that allows prospective students that do not have a place at the University to apply for programmes that have not been filled

**Dean**: Head of School or Faculty.

**Deferral**: A postponement of assessment to the next semester’s examination period. Students request a deferral via the Mitigating Circumstances Portal and need to provide supporting evidence.

**Disciplinary Officer:** Member of staff responsible for enforcing the disciplinary regulations in the school/faculty. They investigate, review and ratify disciplinary outcomes

**Dissertation:** An extended essay or research paper which often forms the culmination and synthesis of a student’s learning on a programme.

**Distance Learning Programme**: All teaching, learning, and assessment activities take place away from the campus. Students are not required to attend for enrolment or scheduled activities. Students have access to libraries, facilities and learning support.

**Enrolment:** Process of officially registering with the university.

**Exam**: A method of assessment which tests a student’s knowledge or skills under controlled conditions

**Exit Award:** Qualification provided to student after completing some of the learning outcomes of the programme of study but not all of them for a full Award.

**Extension**: A two-week assessment extension requiring a request via the Mitigating Circumstances Portal with supporting evidence.

**External Moderation:** The process of submitting a sample of marked work to a suitably qualified External Examiner to verify whether internal marking has been carried out to appropriate national standards.

**Finalist/ Completing Assessments:** Students who have completed the teachings of their programme of study and only have to complete the last piece(s) of assessment(s). Students will be awarded upon passing outstanding assessment(s).

**Initial Teacher Training (ITT)**: Programme of study that qualifies the student as a teacher

**Interruption**: A temporary pause in a student's enrolment on their programme. During this period, the student is not actively engaging with their studies or accessing university resources. Interruptions can be for a period of three, six or twelve months and students can resume their studies upon completion of the interruption period

**Mitigating Circumstances**: Process allowing students to request extra time or a deferral of an assessment due to extraordinary or unforeseen circumstances that negatively affect their ability to submit on time or perform at their best. Requests are made via the Mitigating Circumstances Portal and often require supporting evidence.

**Module**: A block of study in which students complete a specified learning outcome and assessments. Modules have credits attached to them based on the amount of learning time they include.

**Module Assessment Board**: Official programme of study board where all student marks, mitigating circumstances and resit outcomes are ratified and validated. Module Assessment Boards take place roughly three times a year for the majority of programmes taught at the University. External Examiners attend the boards to ensure fairness and good practice are observed.

**Module Code**: Individual code provided to each module for identification purposes. The module code is used to identify the programme of study that the module belongs to and the number of credits it provides.

**Module Leader**: Academic member of staff who is responsible for the running of a particular module.

**Moodle:** Online learning environment where students can access teaching material, lecture slides and submit assessments

**No Resit Permitted (NRP**): When a student has exhausted all their resit and retake opportunities for an assessment

**PGCE:** Postgraduate certificate in education – a teaching qualification

**Programme Boards**: Meets at least twice a year to discuss changes to the programme of study, updates from support services and take feedback from students. Student representatives attend programme boards.

**Programme Leader:** Academic member of staff who is responsible for the running of a specific academic programme.

**Programme Representative:** Students appointed to represent their fellow colleagues in providing feedback to the programme team in regards to learning and teaching.

**Programme of Study**: The approved set of modules that students take in order to complete an award.

**Programme Suspension:** Temporary interruption of enrolment for students until they submit their outstanding coursework or sit any outstanding exams. Students still have access to all University facilities and will resume their enrolment upon passing outstanding assessments.

**Programme Termination:** The formal discontinuation of a student's enrolment in a university programme. This can occur due to various reasons, such as academic failure, breaches of university regulations, non-payment of tuition fees, low attendance and engagement or withdrawal by the student

**Resit**: Resubmission of a failed piece of coursework or exam at the next examination period. Marked as an “R” on the student profile

**Retake**: Opportunity to retake an entire module, including attending lectures and seminars, upon failing the module in the previous academic year. Students can retake a module only once. Marked as “RT” on student profile

**Scholarship:** Financial grant awarded to students to support with education and living expenses. Scholarships are awarded based on academic excellence or other criteria.

**School Representative:** Student appointed to represent all students in a specific school/faculty and deliver feedback to senior management

**Self-Certification**: A one-week assessment extension without the need for supporting evidence. Students can request up to three self-certifications per academic year through the Mitigating Circumstances Portal.

**Student Record System (SRS):** Software used by University to store student academic and personal information. The SRS houses the student academic profile

**Student Union (RSU):** Organisation associated with the University that represents the interests of the students. The Union organises student events and activities and provides academic support to students. Officers of the Student Union are elected students who contribute directly to how the union is run.

**Summary of Adjustments (SOA):** A document created by Disability Services in partnership with individual students to outline any reasonable study adjustments the university needs to put in place for them.

**Supporting Evidence**: Information supporting a student’s mitigating circumstances request, such as medical certificates or letters from official bodies. Evidence must be date-relevant, signed, and authentic. The University may verify the evidence and penalise falsification.