

Birmingham City University

Academic Regulations: Assessment, Progression and Award

Undergraduate and Taught Postgraduate Handbook 2018/19

First Edition

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CONTENTS

ACADEMIC REGULATIONS

Click on the individual section headings below to proceed directly to the relevant section

	Page
Introduction	(iii)
Summary of regulations	(iv)
Glossary	(vii)
1. PRINCIPLES GOVERNING THE UNIVERSITY ACADEMIC REGULATIONS	1
1.1 Principles governing the University academic regulations	1
2 DEFINITIONS AND EXPLANATIONS: Course and Module, Assessment Cycles, Resits, Exemption from Resits, Repeat Stage and Permanent and Temporary Withdrawal	3
2.1 Preamble	3
2.2 Scope of Regulations	3
2.3 Definition of course and module	3
2.4 Commencement of studies	4
2.5 Variation of study	4
2.6 An initial assessment cycle and a repeat assessment cycle of the stage	4
2.7 Resit opportunities	4
2.8 Modules exceptionally exempted from providing a resit opportunity	6
2.9 Repeat stages of study including the automatic right to repeat a failed stage 1	6
2.10 Permanent and temporary withdrawal requested by a student	7
(i) Permanent Withdrawal (PWD)	7
(ii) Temporary Withdrawal (TWD)	8
3 RETRIEVING CREDIT: Trailed Credit, Compensation, Condoned Credit and Temporary Withdrawal with Second Resits	9
3.1 Criteria for retrieving credit	9
3.2 Discretionary trailed credit	9
3.3 Non-discretionary compensated credit	10
3.4 Discretionary condoned credit	11
3.5 Discretionary temporary withdrawal with a second resit	11
4 PROGRESSION AND AWARD: Award of Credit, Rounding of Marks, Progression and Award Criteria, Application of Mechanisms to Retrieve Credit, Consideration of Candidates	12
4.1 The award of credit	12
4.2 Rounding of marks	12
4.3 Progression and award criteria	12
4.4 Application of mechanisms to retrieve credit for progression or award at the undergraduate and postgraduate Progression and Award Board (PAB)	12
4.5 Undergraduate candidates	13
4.6 Postgraduate candidates	14
4.7 Consideration of candidates on a 4 stage Bachelor's course including study abroad/placement	16

4.8	Criteria for progression and transfer to a 4 stage integrated Master's degree	18
4.9	Criteria for progression from the Foundation Year into stage 1 and the Birmingham City University Foundation Certificate	18
5	AWARD REQUIREMENTS AND CLASSIFICATION: Award Requirements, Classification Divisions, Borderlines, Specific Learning Disability and Regulatory Exceptions	20
5.1	Credit and award requirements	20
5.2	Credit volume and weighting for classification of undergraduate awards	20
5.3	Credit volume and weighting for postgraduate awards	22
5.4	Aegrotat awards	22
5.5	Classification divisions	23
5.6	Borderline for degree classification	23
5.7	Specific learning disability (SpLD) and late diagnosis of mental health	24
5.8	Regulatory exceptions	24
6	LATE SUBMISSION	25
6.1	Penalties for late submission	25
7	EXTENUATING CIRCUMSTANCES	26
7.1	Progression and Award Board (PAB) consideration of an exceptional circumstances claim	26
7.2	Other circumstances where a sit may be determined outside the PAB	26
8	MODULE ASSESSMENT BOARDS & PROGRESSION AND AWARD BOARDS: Structure, Terms of Reference, Composition and Quoracy of Module Assessment Boards (MABs) and Progression and Award Boards (PABs) and Duties of Officers	28
8.1	Structure and roles of examination boards	28
8.2	Module Assessment Boards (MABs)	28
8.3	School Progression and Award Boards (PABs)	29
8.4	External Examiner involvement and attendance at the PAB	30
8.5	Dealing with students following exam boards	31
8.6	Duties of Examination Board Officers (Chair and Deputy Chair), Module Convenor and External Examiners	31

APPENDICES: DEROGATION FROM STANDARD UNIVERSITY REGULATIONS APPROVED BY ACADEMIC BOARD AND RELATED APPENDICES

APPENDICES		
A	University Academic Framework	36
B	Derogations from Standard University Regulations	41
C	Progression and award flowcharts	42
D	Repeat Year Standard Learning Agreement	44
E	School Student Progress Committee – Terms of Reference and Constitution	48

Introduction

Academic Regulations – First Edition (September 2018)

- (i) These Academic Regulations were introduced in September 2018 and apply to all taught courses at all levels leading to a Birmingham City University award, including courses offered in collaboration with approved partner institutions (except where otherwise agreed) and BTEC Higher National awards conferred under Birmingham City University's Licence Agreement with Pearson Education Ltd (Edexcel). They also apply, where appropriate, to students registered for taught modules for which credit is awarded on successful completion but which by themselves do not lead to a Birmingham City University award.
- (ii) Separate Regulations apply to Birmingham City University's research degrees including professional doctorates, higher doctorates and honorary degrees.
- (iii) Birmingham City University's Academic Regulations are the definitive statement over all other Birmingham City University documents of the regulatory framework for courses leading to a Birmingham City University taught award at all levels. They are legally binding. In the unlikely event of any discrepancy between the Academic Regulations and any other Birmingham City University publication, the Academic Regulations take precedence and are applied in all cases. They have been approved by the University's Academic Board and will be reviewed annually by the Academic Board.
- (iv) All taught courses leading to a Birmingham City University award are required to adhere to these Academic Regulations, unless the Academic Board has agreed otherwise.
- (v) Under the provisions of Birmingham City University's Articles of Government, the Academic Board is responsible for Birmingham City University's academic standards. Throughout these Academic Regulations, all references to "Birmingham City University" in the context of setting or maintaining academic standards should be understood to signify the Academic Board in the exercise of its responsibility for these matters.
- (vi) The Academic Board has established an Academic Regulations and Policy Committee which is responsible for the day-to-day operation of the Academic Regulations and rules on issues of interpretation and/or ambiguity that may arise from time to time and between meetings of the Academic Board. Responsibility for approval of any amendments and/or additions to the Principles governing the Academic Regulations (as set out in Section 1 below) and the University's Academic Framework (see Appendix A) rests with the Academic Board. Responsibility for the day-to-day management and operation of the Academic Regulations, including approval of any amendments to the regulations, rests with the Academic Regulations and Policy Committee. The Committee is also responsible for reporting details of any amendments to the Academic Regulations to the Academic Board in June of each year.
- (vii) Birmingham City University's Academic Regulations take full account of the UK Quality Code developed by the QAA to define and maintain academic standards in UK higher education.

Summary of regulations

The 2018/19 academic regulations will be applied to all students taking assessment with ‘no detriment’ to students who progressed under the 2017/18 regulations. ‘No detriment’ means that the regulations (either 2018/19 or 2017/18) which will be applied to students who progressed in 2017/18 will be the regulations that result in the best outcome for the individual student.

Either the 2018/19 or 2017/18 regulations will be applied in full and not a hybrid of both sets of regulations, with the exception of degree classification where students progressing in 2017/18 will retain the current method of degree classification as this may have influenced their engagement with contributing modules.

The table below sets out the principal regulations included in the Academic Regulations.

Regulation	Brief summary	Rationale
Credit requirement for progression and award (undergraduate) (Regulation 4.3)	For progression, 40% uncapped stage mean plus 120 credits (which may include a maximum of 40 credits via compensation or 20 credits via compensation and 20 credits condoned where criteria met). The capped stage mean will always be applied for award classification.	Ensures stage mean achieved across each stage of study. Ensures all credit secured with a maximum of 20 credits condoned per stage.
Credit requirement for progression and award (integrated Master's) (Regulation 4.3)	For progression, 40% uncapped stage mean for all UG stages and 50% capped stage mean for stage 4 (Level 7) plus 120 credits (which may include a maximum of 40 credits via compensation or 20 credits via compensation and 20 credits condoned where criteria met). The capped stage mean will always be applied for award classification.	Ensures stage mean achieved across each stage of study. Ensures all credit secured with a maximum of 20 credits condoned per stage.
Degree classification for Honours (Regulation 5.2)	All undergraduate degrees are classified using 120 credit stage mean from stage 2 (Level 5) and 120 credit stage 3 (Level 6) weighted 40:60.	This is designed to improve student engagement with all modules and better reflect achievement.
Degree classification for top-up Honours (Regulation 5.2)	Stage mean for 120 credits stage 3 (Level 6) only. Exit awards not permitted.	This ensures consistency by not using imported marks.
Degree classification for integrated Master's (Regulation 5.2)	120 credit stage mean from stages 2, 3 and 4 weighted 20:30:50.	Retains exit velocity as levels increase in complexity.
Compensation (Regulation 3.3)	Automatic compensation up to a maximum volume of 40 credits per stage will be awarded where criteria met (35-39% module mark and 40% stage mean) at all UG stages, increasing to 45-49% module mark and 50% stage mean at Level 7, except where a PSRB does not permit or places limits on compensation.	Applied automatically to ensure equity of application. Ensures stage mean achieved across stage.

Trailed credit (Regulation 3.2)	A student may be permitted to trail up to 20 credits in the following circumstances: 1. To allow them to complete an assessment cycle including sits/resits. 2. Where a course (normally due to PSRB requirements) does not allow compensated or condoned credit, trailed credit may be permitted with up to a maximum of 20 credits to be trailed into the next stage, where criteria met (40% uncapped stage mean).	May be used where compensated or condoned credit is not permitted and where PAB anticipates success at the next opportunity.
Condonement (Regulation 3.4)	PAB may allow a maximum of 20 credits to be condoned at each stage of the award, where criteria met (course learning outcomes achieved through successful completion of other modules, non-zero fail and 40% stage mean).	Allows for single module failure at each stage of the degree provided stage mean of 40% is met and no more than 20 credits have also been compensated for that stage.
Cycle of assessment (Regulation 2.6)	An assessment cycle includes one first attempt, an in-year retrieval resit (if available) and one resit attempt in the resit period (A3). See also Regulation 2.7.4 – Timing of Resit Opportunities and 'Within-Year resits'. Where modules include an in-year resit they will also provide a further resit attempt in the resit period (A3).	Resit period is set in the A3 (July/August) assessment period. In-year retrieval facilitates a further opportunity, in particular for PSRB courses where compensation and/or condonement is not permitted.
Repeat stage (Regulation 2.9)	Entitlement for repeat of stage 1 (level 4) and discretionary thereafter for any other stage.	Equity for all students in stage 1 (Level 4). Academic judgement for other stages.
Resit marks (Regulation 2.7)	Where a resit is taken, the mark achieved will stand, capped at the module pass mark for the purpose of award classification. Where it is not taken, the original mark will stand.	Ensures student engagement and does not confer unfair advantage over students who passed the original sit.
Accepted extenuating circumstances (Regulation 7.1)	In cases where assessment is passed and EC claim accepted, an optional sit of the assessment (or component covered by EC) will be provided by the PAB only if there is evidence of impact on the assessment; normally this is automatically set at 2% or more below the stage mean for the individual student. Students who have missed or failed an assessment (or component) will be given a sit opportunity for all assessments with accepted evidenced EC. No marks will be set aside.	A student may appeal to take a resit if they have passed with accepted EC if they can demonstrate a negative impact on the passed assessment. However, if a lower mark is achieved at the sit, the lower mark will stand. The opportunity of a sit for an uncapped mark allows all students to demonstrate their achievement and does not confer an unfair advantage as a result of a sit. Such students will be entitled to a resit at the next assessment opportunity which includes trailing up to 20 credits. Equity for all students is achieved by not using EC as a mechanism to set aside marks.

<p>Regulatory exceptions (Regulation 5.8)</p>	<p>Exceptionally, the PAB may take the view that it wishes to set aside the academic regulations in order to deal with an individual student or cohort in line with the assessment principles (see Section 1).</p> <p>In such cases the PAB must make a case for regulatory exception by clearly stating the issue and the course of action recommended to resolve the issue. The PAB must obtain permission from the Deputy Vice Chancellor (Academic) to invoke this exception.</p>	<p>DVC (Academic) may accept or reject the request in order to maintain the academic standards of BCU awards. All such exceptions will be recorded and reported annually to Academic Board. The action remains a PAB decision and therefore the student retains the right to appeal against the PAB decision within the appeal rules.</p>
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Glossary

Glossary of key terms used in this handbook and their meaning:

Term	Meaning in this handbook
Academic Credit	Academic credit may be awarded for the successful completion of a credit rated module or by the University compensating a module, where criteria met.
Assessment period	Designated assessment periods are held in December/January, May/June and July/August. These assessment periods are referred to as A1, A2 and A3 respectively. Assessments scheduled during these periods are normally examinations and more extensive coursework submissions.
Award*	The academic award for the successful completion of a course (e.g. BA, BSc, LLB, Certificate, Diploma).
Capped marks / capping	'Capping' is where the mark for a module is restricted to the pass mark (40% for modules at Levels 3-6 and 50% for modules at Level 7). This applies to all resits (see below).
Classification	The process that occurs at the end of studies for an honours degree or integrated masters, where Progression and Award Boards (PABs) categorise students' overall results into classes of degree.
Condonement	The practice of permitting students to fail one or more modules within a degree course but still qualify for the award of a degree where the student has been judged to have achieved the course learning outcomes through successful completion of other modules.
Compensation	The practice of permitting marginal failure of one or more modules on the basis of good overall academic performance and in accordance with specified criteria.
Conflation	The arithmetical process of producing a final mark based on weightings assigned to each element in an assessment.
Contributory assessment	Assessment that contributes to the mark for a module.
Core module	A module that must be taken.
Course	A course is an approved 'course of study' comprising a number of credit bearing modules which leads to an academic award of the University. Students are registered on an individual course.
Coursework assessment	An assessment that is submitted for marking which does not require the student to be present during the assessment.
Cycle of assessment	Comprises one first attempt, an in-year retrieval resit (if available) and one resit attempt at module assessment in a stage of study.
Derogation	Deviation from the standard regulations, usually due to PSRB requirements for external accredited degrees.
Joint Major*	For example BA English and History (where English and History are both major subjects, contributing equally to the overall degree).
Level*	Level refers to a series of sequential stages of increasing levels of difficulty aligned to the national Framework for Higher Education Qualifications (FHEQ) and against which modules and courses can be aligned. These levels are usually aligned with the following stages of study:

	<p>Foundation stage 0: Level 3 UG Stage 1: Level 4 UG Stage 2: Level 5 UG Stage 3: Level 6 PG Stage: Level 7 (Stage 4 of integrated Master's)</p> <p>At each stage, a student may take up to a maximum of 20 credits at the level below but not above at any stage.</p>
MAB	The Module Assessment Board (MAB) considers and assures marks achieved on a module by a cohort of students, who may be registered on different courses.
Mode of Assessment	The description of an assessment type (e.g. examination, coursework or in-person assessment).
Moderation (Internal and External)	Internal moderation is a process that is required by the University to confirm that the marking process has been conducted consistently, with no problems identified (for example marks added up incorrectly within a paper or inconsistencies in marking). It is undertaken independently of the marking team following the completion of the marking process prior to external moderation by the External Examiner. The moderator cannot change any marks but can request a remarking of all or specific sections of the assessment.
Module	A unit of study which usually leads to the award of credit.
Module assessment	The work required in order to obtain a mark for a module and to demonstrate achievement of the module learning outcomes. Module assessment may take place during the semester or in the mid-year or end of year assessment period.
Non-contributory work	'Non-contributory work' is a term used to describe exercises which are required to be undertaken as part of the learning process, but for which the mark does not contribute to the mark received for the module. It is normally marked on a pass / fail basis.
PAB	The Progression and Award Board (PAB) reviews the marks array for students on individual courses as a cohort and considers candidates for progression to the next stage and for award.
Programme	A programme may include several courses which overlap and have distinct pathways leading to different course titles. Students will be registered at individual course level.
Progression	Undergraduate progression from one stage to another is achieved by meeting the progression requirements set out within the regulations. Master's students are considered to be in a single stage of study.
Recognition of Prior Learning (RPL)	The process through which students can be admitted with credit to a particular undergraduate or postgraduate course through the formal recognition of prior certificated learning (RPCL) or prior experiential learning (RPEL). Students seeking admission with prior learning based on RPCL or RPEL are not permitted to register for a course leading to a University award until such admission has been approved in writing. RPL only takes place prior to entry and retrospective applications will not be considered.
Repeat	A repeat is an opportunity to retake the complete cycle of assessment (sit and resit) for progression/award or exceptionally a full semester. It will entail repeating the

	learning as well as the assessment, therefore fees will apply. Marks for repeat modules are not capped.
Resit	A resit is an opportunity to retrieve an initial fail <i>without</i> repeating a module. Resit marks are capped at 40% on modules at levels 3-6 and at 50% on modules at level 7.
Rounding of marks	Module, stage and grand mean marks will be a whole number rounded up (≥ 0.45) or down (≤ 0.44).
Sit	A Sit is an opportunity to take an assessment 'as if for the first time'. A Sit may be offered by a PAB due to accepted extenuating circumstances. 'Sit' marks are not capped at the pass threshold and will be weighted in accordance with the assessment weighting for the assessment mode following the accepted extenuating circumstances claim.
Stage	The period of an award between two progression points (see also 'Level' above)
Trailed credit	The practice of permitting undergraduate students to progress to the next stage of study while trailing up to a maximum of 20 credits, in accordance with specified criteria and where approved by the PAB. Credit can be trailed at all stages of undergraduate courses.

* Please see the University's Academic Framework for further details (**Appendix A**).

Section 1: Principles Governing the University Academic Regulations

1.1 Principles governing the University academic regulations

The principles governing the Birmingham City University academic regulations are as follows:

Principle 1: All students are given a fair and equal opportunity to demonstrate academic achievement.

Principle 2: The adoption of UK sector norms as specified in the QAA HE national framework for higher education qualifications, including the requirement that students achieve the credit requirement as set out in the University's Academic Framework.

Principle 3: The requirement of 120 credits for progression on undergraduate awards, subject to specific rules on compensation, condonement and trailing of credit. Progression does not normally apply to postgraduate awards which are considered as a single stage (with the exception of taught postgraduate awards which are part of a designed professional doctorate course of study).

Principle 4: The provision of opportunities for students to develop an understanding of, and the necessary skills to demonstrate, good academic practice. The University has processes which operate to prevent, identify, investigate and respond to unacceptable practice relating to assessment including plagiarism, cheating, collusion and impersonation. Feedback on assessment will be timely, constructive and developmental.

Principle 5: The University's Academic Framework sets out the volume and level of credit required to achieve each specific award of the University. This includes the principle that Progression and Award Boards (PABs) are permitted to condone failed module(s) up to a maximum of 20 credits at each stage based on the academic judgement of the Progression and Award Board that the learning outcomes for the award have been met.

Principle 6: A 0-100 marking scale for all taught courses with pass thresholds at 40% on modules at levels 3-6 (Stages 0, 1, 2 and 3) and 50% on modules at level 7 (including stage 4 of integrated Master's courses), and standard thresholds across the institution for classification purposes at both undergraduate and postgraduate level.

Principle 7: The application of rules on compensation, condonement and trailed credit apply only to students who achieve a stage mean of 40% for undergraduate courses at stages 0 to 3 and 50% for postgraduate taught courses, and stage 4 of an integrated Master's degree, for progression and/or award. This principle assures the standard for all Birmingham City University awards.

Principle 8: Module resits are permitted for all stages at undergraduate level, including for honours. Resits at postgraduate level for taught modules are also permitted. Where credit has been awarded by a PAB no student shall be permitted to resit to improve the mark.

Principle 9: Where a student has failed a module or where the module has been condoned or automatic compensation has been applied (35-39% on a module at level 3 to 6 and 45-49% on a module at level 7 respectively), and the student takes a resit opportunity, the uncapped resit mark will normally be used for progression purposes but the capped resit mark will be used for transfer and award classification. The mark achieved at the resit will stand, where it has been taken, even where it is lower than at the original attempt. Where the resit has not been taken, the original mark will stand.

Principle 10: A failing student in stage 1 only is entitled to an automatic offer of a repeat year providing that they agree to abide by the additional conditions set down in the University Repeat Year Learning Agreement.

Principle 11: A repeat year for a Foundation Year course, Stage 2 and beyond for undergraduate courses, and Master's courses, is permitted at the discretion of the Progression and Award Board. Such students will also be subject to an individual Repeat Year Learning Agreement

Principle 12: Individual extenuating circumstances is the University's description of conditions which are sudden and unforeseen and temporarily prevent a student from undertaking assessment, or significantly impact on student performance in assessment in general, including late submission; as such the measure of severity is not about impact on the student but the impact on the assessment at the level of the module.

Principle 13: A student with accepted extenuating circumstances who does not attempt or fails an assessment (or component) will be given a sit for an uncapped mark. In cases where assessment is passed and EC accepted, an optional sit of the assessment (or component affected) will be provided by the PAB only if there is evidence of impact on the assessment; normally this is automatically set at 2% or more below the stage mean. Where a lower mark is obtained at this new sit, this mark shall be recorded. If the offered 'sit' is not taken the original mark shall remain on the student record. This principle applies in order to ensure equality of opportunity for all students. Acceptance of extenuating circumstances shall not be used to set aside marks or reclassify an award in any circumstances.

Principle 14: Ongoing or longer-term conditions or circumstances are not in themselves individual extenuating circumstances as they are not sudden, unforeseen and temporary. Students will be referred to Student Affairs for consideration of any reasonable adjustments which can be made. Ongoing or longer-term conditions may give rise to valid extenuating circumstances impacting on assessment only if they are first confirmed/diagnosed or become suddenly, unexpectedly and markedly worse at a particular assessment point. In all such cases, the extenuating circumstances process may be followed. Claims for circumstances not impacting on an ongoing or longer-term condition may also be made via the extenuating circumstances process, but no claim of extenuating circumstances can be made citing lack of fitness to study. All claims must be specifically linked to a module assessment and must be sudden, unforeseen and temporarily impact on assessment.

Section 2: Definitions and Explanations

Course and Module, Assessment Cycles, Resits, Exemption from Resit, Repeat Stage and Permanent and Temporary Withdrawal

2.1 Preamble

2.1.1 The University has autonomy to award its own degrees which requires a comprehensive, consistent and coherent framework of regulations. The academic regulations and associated procedures are intended to:

- ensure the academic standards and integrity of Birmingham City University awards
- ensure that all decisions regarding assessment, progression and award are transparent, consistent and equitable
- protect individual students from discrepancies in treatment between Schools
- protect individual staff members from allegations of bias.

2.1.2 The regulations are underpinned by the governing principles set out in Section 1.1. The regulations have been developed with reference to the UK Quality Code for Higher Education and the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ).

2.2 Scope of regulations

2.2.1 These regulations apply to all taught undergraduate (including integrated masters) and postgraduate awards. Derogation from these regulations may be permitted by the University's Academic Board on recommendation from the **Academic Regulations and Policy Committee** to meet the accreditation requirements of Professional, Statutory and/or Regulatory Bodies (PSRBs) or to enable subject norms within a discipline where University requirements may be considered too strict, such as number of attempts permitted in an academic cycle. Any such derogations will be specified in **Appendix B** to this Handbook.

2.3 Definition of course and module

2.3.1 An approved University taught **course** may be defined by stages of study, and is comprised of a number of modules, weighted by credit at a designated stage, which provide a coherent academic learning experience, with an explicit set of learning outcomes that leads to an award of the University. A taught master's course is defined by a single stage of postgraduate study irrespective of the duration of study (full-time or part-time). FHEQ level 3 (foundation year, stage zero), FHEQ levels 4, 5 and 6 (undergraduate full time stages 1 to 3) and FHEQ level 7 (Master's and stage 4 of integrated Master's courses), are set out in the University's Academic Framework (**see Appendix A**) which specifies the volume of credit needed to qualify for a particular award.

2.3.2 The University's courses are comprised of credit bearing **modules** which are defined as "a self-contained, formally structured and credit-bearing unit of study, with a coherent and explicit set of learning outcomes and assessment criteria". Modules must have appropriate learning outcomes set at the relevant FHEQ level showing clear progression between levels.

2.4 Commencement of Studies

- 2.4.1 Students are expected to commence studies on the specified start date, which is usually week one of the semester. In some cases, the start date may be unavoidably delayed due to late applications or transfer between courses. In all cases, the final point at which students can commence studies and be engaged in teaching and learning is Monday of week four of the semester in which the student is due to commence. Late arrivals or course transfers after the Monday of week four of the semester will not normally be permitted.

2.5 Variation of Study

- 2.5.1 All courses are validated as cohesive and comprehensive patterns of study. Requests for a variation of study to an undergraduate course for an individual student will not be considered other than a semester of study abroad/placement, an International Summer School module to replace a failed module up to a maximum of 20 credits, up to 20 credits to enable the curriculum requirements to be met following course transfer, or for a Level 7 module up to a maximum of 20 credits to be taken in the final stage of an integrated Master's course. A study abroad/placement year is an additional voluntary year taken after stage 2 (level 5) and does not constitute a variation of study. All applications for a variation of study must be approved by the Associate Dean (with responsibility for quality assurance). The Associate Dean must ensure that the learning outcomes of any missed core modules can be met and that the level and credit volume of study is academically appropriate. Application for a variation of study may be rejected based on academic judgement regarding the proposed variation and/or the academic performance of the student.
- 2.5.2 Requests for a variation of study to a postgraduate course for an individual student may be considered up to a maximum of 30 credits. Associate Deans (with responsibility for quality assurance) need to be satisfied that the module learning outcomes clearly map to the learning outcomes of any core modules that will be missed. The Associate Dean may approve any such variations provided these criteria are met. Credit from a module previously studied can only form part of the credit load requirement as set out in the University's Recognition of Prior Learning policy, provided it is approved pre-admission.

2.6 An initial assessment cycle and a repeat assessment cycle of the stage

- 2.6.1 Modules taken by a student in a given stage of study provide a single assessment cycle. An assessment cycle includes one first attempt, an in-year retrieval resit (if available) and one resit attempt in the resit period (A3). This initial assessment cycle applies to each stage of study at undergraduate level and to postgraduate Master's level.
- 2.6.2 Where a stage has been failed, a repeat assessment cycle may be available comprising one further cycle of a first attempt and (where necessary and available) one further resit (see Regulations 2.7 on resit opportunities and 2.9 on repeat assessment cycles).

2.7 Resit opportunities

- 2.7.1 A **resit** is an opportunity to retrieve an initial failed assessment *without having to repeat* the original period of teaching and learning. Resit opportunities will only be offered for modules where the relevant pass mark for the module has not been achieved (40% on level 3 to 6 modules and 50% on level 7 modules) and/or the credit *has not* been

awarded by the Progression and Award Board (PAB), for example where there is a Professional, Statutory and/or Regulatory Body (PSRB) requirement for passing the module as set out in **Appendix B**.

- 2.7.2 All students taking the resit/sit will take the approved resit mode of assessment. In cases where there are two resit components designed to test the learning outcomes of the original assessment components, a School may offer a resit of the failed assessment component to be conflated with the passed assessment component, provided that the weightings map to the original assessment mode weighting and that this strategy is applied to all students on the cohort. The conflated mark will be capped at the pass threshold for the module. Exceptionally, the conflated mark will not be capped at the module level where a module has been failed as a result of a Professional, Statutory and/or Regulatory Body (PSRB) requirement, as set out in **Appendix B**. The conflated mark will not be capped at the module level where an assessment component has been taken as an uncapped sit. See Section 7 (Extenuating Circumstances) and the Extenuating Circumstances procedure.

Capping of Resit Marks

- 2.7.3 Resit marks are capped at the pass mark for the module to ensure that students who are offered resits do not have an unfair opportunity to improve their marks. The uncapped resit mark will be considered for progression purposes on all awards with the exception of four stage degrees with an integrated study abroad year where the capped mark will be considered (see Regulation 4.3). The capped resit mark will be considered for all course transfer applications and for award purposes and will stand for all courses even where it is lower than the mark achieved at the first attempt. The original mark will stand where the resit opportunity, or a resit assessment component, has not been taken.

Timing of Resit Opportunities and 'Within Year' Resits

- 2.7.4 Resit opportunities are scheduled in the A3 (July/August) assessment period. The exception to this rule is that a first resit of a PGT dissertation/project (and any associated assessments on the module scheduled at the same time) will be scheduled in the A2 (May/June) assessment period, where the original submission was not deferred by the PAB to the A1 (December/January) assessment period. In addition, Schools may provide a 'within year' resit opportunity to retrieve a failed assessment. This will be a capped resit of the same mode and weighting, to enable timely retrieval of a failed assessment and integration of teaching, learning and assessment. The mark achieved will replace the original first attempt mark and will therefore not be recorded separately on the student's record. The PAB will offer a resit in the A3 (July/August) assessment period in the usual way, in cases where the module has been failed, including where a 'within year' resit opportunity was provided. A 'within year' resit opportunity may be uncapped by the PAB in accordance with accepted extenuating circumstances submitted in relation to the original deadline. A 'within year' resit may also be given where the Associate Dean (with responsibility for quality assurance) approves that a replacement file is accepted after the deadline, as a result of an e-submission error.
- 2.7.5 A resit will not be the automatic recourse for a dissertation/project of 30 credits or more in the final stage of an undergraduate course or at postgraduate level. Instead an appropriate retrieval opportunity will be given, which may include a resubmission for a capped mark.

- 2.7.6 Schools must provide an alternative mode of assessment for Visiting and Exchange students on all modules taken by these students where the mid-year assessment and resit assessment is an in-person assessment and the student will no longer be at the University. Exceptionally, the alternative assessment agreed for a Visiting and Exchange student may be offered to a student taking a study abroad/placement term. The Associate Dean (with responsibility for quality assurance) can approve requests where these are supported by evidence to verify that the term abroad will start prior to the mid-year assessment period. Where the study abroad/placement term starts after the mid-year assessment period, the student will not be able to take the alternative assessment.
- 2.7.7 The other types of resit opportunity are a trailed resit and a second resit which may be offered at the PAB's discretion (see Regulation 3.2 on trailed credit and Regulation 3.5 on temporary withdrawal with a second resit).
- 2.7.8 These resit regulations also apply to Sits. A Sit is an opportunity to take the resit mode weighted in proportion with the accepted extenuating circumstances, to be taken 'within year' or at the next A3 (July/August) assessment period. See Section 7 (Extenuating Circumstances) and the Extenuating Circumstances procedure.

2.8 Modules exceptionally exempted from providing a resit opportunity

- 2.8.1 In some cases, the nature of the mode of assessment may preclude the opportunity for a resit; for example, practice placements where assessment requires the execution of specified activities that are inextricably integrated with the practice-based learning. In such cases, a student failing to pass the module may be required to repeat the module or year in order to obtain the academic credit. Where there is a failure in the provision of a placement, another placement must be secured within the same stage.
- 2.8.2 In the case of 4 stage degrees with a 120 credit voluntary/integrated placement or study abroad year, failure in the placement or study abroad year will not normally result in a repeat year but rather a transfer to the 3 stage variant of the course (see Regulation 4.7).
- 2.8.3 The exemption of a module from the opportunity to provide a resit must be approved by the University's Academic Board on recommendation from the **Academic Regulations and Policy Committee**. Appendix B provides a list of such modules which must be clearly flagged to students in all published materials including course handbooks.

2.9 Repeat stages of study including the automatic right to repeat a failed stage 1

- 2.9.1 The repeat of a stage of study means retaking the stage *as if for the first time*, as published with attendance. That is a repeat of the teaching, learning and assessment. All previous marks and credit will be cleared from the student record and a new full assessment cycle undertaken. The offer of a repeat stage will normally be made at the August Undergraduate Progression and Award Board (PAB) or the Main Postgraduate PAB, following a resit opportunity. However, the summer Postgraduate PAB may offer a choice of a repeat stage or resits, to enable a repeat stage to be taken within the maximum period of registration.
- 2.9.2 Exceptionally, a trailed repeat module assessment cycle (with attendance) may be offered with marks capped at the first and the resit attempt (see Regulation 3.2 on trailed credit.)

- 2.9.3 The opportunity to repeat stage 1 (FHEQ level 4) is automatic for failing students, provided the course of study is available in the following academic session. For Foundation stages, and for students at stages subsequent to stage 1 including the final undergraduate award stage and for Master's students, there is no automatic right to repeat the stage. Any such offer will be at the PAB's discretion. However, the PAB is advised to seriously consider offering a repeat of a stage to a student who has not previously repeated a stage. Evidence of attendance and engagement during the failed stage should not be taken into consideration but academic performance in a previous stage may be a determining factor. Where the PAB exceptionally decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.
- 2.9.4 A student offered a repeat of a stage of study will be asked to agree to abide by the conditions set out in a University Repeat Year Learning Agreement. Where the repeat year is automatic at stage 1, the learning agreement will be the standard University model (available at **Appendix D**). Where the PAB offers a repeat year to a student in a stage subsequent to stage 1 or on a postgraduate course, it may specify (or delegate to the Chair) amendments to the standard University model learning agreement, provided that the conditions are not more onerous. The School Student Progress Committee may commence withdrawal proceedings for any student in breach of their Learning Agreement.
- 2.9.5 No student shall be permitted to repeat/resit the same stage of study more than once, even where they have transferred course, and shall only be permitted to repeat where the stage has been failed. Therefore, the credit requirement for a stage of study must be achieved within a maximum of two academic years (pro rata for part time). In offering a repeat stage to a student who has previously repeated a stage the PAB should be mindful of the maximum period of registration as set out in the University's Academic Framework at **Appendix A**.
- 2.9.6 The PAB may consider offering a repeat of a semester, instead of a stage, provided that 60 credits have been secured in the other semester. Exceptionally a PAB may offer a repeat of a module up to a maximum of 40 credits where the course structure does not enable a failed module to be trailed.

2.10 Permanent and temporary withdrawal requested by a student

- 2.10.1 A student may request to Permanently Withdraw (PWD) at any time. An undergraduate or postgraduate student may request to Temporarily Withdraw (TWD) at any time during a teaching period up until the end of semester two.

(i) Permanent Withdrawal (PWD) and Returning to Study following PWD

- 2.10.2 A student wishing to return to the University will be permitted to submit a request to return to study by 31 August of the academic year in which permanent withdrawal occurred. A student must normally restart at the beginning of the semester that they did not complete, in order to avoid any gaps in teaching. Undergraduates have two points in the year where re-entry to study is permitted, at the start of semester one or the start of semester two. Postgraduate students may restart at the beginning of any of the three semesters. A student may request to retake the full year to allow them to engage with their new cohort. All such requests must be referred to the Associate Dean (with responsibility for quality assurance). If the request is submitted on or before 31 August, the student will not be required to submit an application for re-admission. Students submitting requests to return to study after 31 August of the academic year

in which they originally permanently withdrew will be required to follow the process for re-admission.

2.10.3 From 1st September new applications must be made via admissions and in all cases the current published grade requirements must be met and the personal statement must address the reason for the initial PWD, acknowledging what has changed to improve the likelihood of a successful outcome on this occasion.

(ii) Temporary Withdrawal (TWD)

2.10.4 In the case of Temporary Withdrawal, students must normally restart at the beginning of the semester that they did not complete, in order to avoid any gaps in teaching. Undergraduates have two points in the year where re-entry to study is permitted, at the start of semester one or the start of semester two. A student may request to retake the full year to allow them to engage with their new cohort. Postgraduate students may restart at the beginning of any of the three semesters. Any assessment marks for the non-completed semester, achieved prior to temporary withdrawal, will be removed from the student record prior to restarting the semester/stage. Marks for a semester completed prior to temporary withdrawal will be assured by the Module Assessment Board (MAB) and the student will be considered by the PAB at the next meeting.

2.10.5 Students are required to complete a Notification of Temporary Withdrawal form and confirm the date of last attendance of teaching. In all cases the student decides when to take a period of temporary withdrawal, within the deadlines above, but the PAB reviews the academic performance for the semester/stage and confirms which semester they can return to and any assessments that will be set prior to re-entry or a repeat of the semester/stage, as appropriate.

2.10.6 In cases where the student does not resume their studies at the start date of the semester agreed by the PAB, the status of the student will change from Temporary Withdrawal to Permanent Withdrawal. Upon the approval of the Associate Dean (with responsibility for quality assurance), students may exceptionally be permitted to extend TWD for a maximum of one year from the start of the semester for return agreed by the PAB.

2.10.7 Exceptionally, a student may temporarily withdraw after the end of the teaching period. In such cases the PAB may exercise its discretion in considering the student's overall performance and may decide to offer a resit/sit of a failed/missed assessment to a student who has completed the teaching for the relevant semester but has not completed the module assessment for the semester. The opportunity to take a resit/sit will be scheduled in the summer vacation assessment period prior to/after re-entry to semester two or the next stage. The mark for a missed assessment scheduled after temporary withdrawal will not be capped whereas resits for failed modules will be capped. Alternatively, the PAB may decide to offer a repeat of the semester/stage rather than a resit/sit of failed/missed assessment/s.

2.10.8 Where major changes have been made to the curriculum, it may not be possible for a resit/sit for a missed/failed assessment to be taken prior/after re-entry; for example, where the scheduled assessment is not appropriate for the original teaching that was completed. In these circumstances, the student will be required to restart at the beginning of the semester/stage to enable the credit requirement for the stage to be met. No individual assessments may be set.

Section 3: Retrieving Credit

Trailed Credit, Compensation, Condonement and Temporary Withdrawal with Second Resit(s)

3.1 Criteria for retrieving credit

3.1.1 The Progression and Award Board (PAB) may consider the following mechanisms for the retrieval of credit, normally following any resit opportunity, some of which are discretionary, provided that the stage mean requirement has been achieved. Please refer to Regulation 4.3 for details of the stage mean requirement.

3.2 Discretionary trailed credit

3.2.1 The Progression and Award Board (PAB) has discretionary authority to offer an undergraduate student (following any resit offered) the opportunity to progress to the next stage of study while trailing up to a maximum of 20 credits from the previous stage, provided that an uncapped stage mean of 40% has been achieved. Credit can be trailed at all stages, including into the final stage but not beyond the final stage.

3.2.2 Normally, trailed credit will result in the student taking a trailed resit for a module already studied with the aim of retrieving the initial fail *without* attendance. Exceptionally, a student may request to take an alternative non-core module/s for the same trailed credit value *with attendance*, subject to approval by the Associate Dean (with responsibility for quality assurance) and to timetabling. Such students trailing an alternative module/s will be entitled to a full assessment cycle on this module, whereas students trailing a module already studied will only be entitled to a single trailed resit. In all cases a trailed resit and a trailed module repeat assessment cycle will result in the capped mark being used for award purposes. A trailed resit is a further final opportunity to take the resit mode which tests all the module learning outcomes. The resit opportunity will be offered during the summer vacation assessment period of the next year. A trailed repeat assessment cycle is an opportunity to take the main cycle of assessment, for example coursework and an examination, and therefore the assessment will be taken along with the next cohort.

3.2.3 Permission to trail credit will normally only be granted by an August PAB following a failed resit. In exercising its discretion, the PAB will take into consideration evidence of attendance and engagement across the stage such that the student is likely to succeed at the next assessment opportunity. The Resit PAB should be mindful of cases where a student has not attended for the resit opportunity as this may be due to course commitments (study abroad, placements, or field trips). In cases where the student is on a study abroad/placement year, a trailed resit may be offered in the summer vacation assessment period at the end of the study abroad year or at the end of the final stage, following a study abroad/placement year, provided the total credit to be trailed does not exceed 20 credits. No marks may be carried forward from the original assessment attempt.

3.2.4 Where the trailed assessment has not been passed after the conclusion of the trailed resit or trailed module repeat assessment cycle, the PAB may consider other mechanisms available for the retrieval of credit (as set out in Regulation 4.4).

3.2.5 A repeat stage given by the PAB must include a trailed module where it has not been passed in the failed stage.

3.3 Non-discretionary compensated credit

- 3.3.1 Compensation is automatically applied at each stage of study at the level of the module for a marginal fail of up to 40 credits provided the stage mean has been achieved, on the basis that a strong performance by a student in one part of the curriculum may be used as the basis for the award of credit in respect of a marginal fail elsewhere. Compensation can be applied to both core and optional modules where the criteria in 3.3.2 are met.
- 3.3.2 Where a student has not achieved the credit requirement for progression or award but has met the following criteria, then up to 40 credits will automatically be granted by compensation provided that the remaining credits in the stage meet the pass threshold:
- (i) an uncapped stage mean of 40% for an undergraduate course, with the exception of integrated Master's courses where the uncapped stage mean requirement in the final stage is 50%, or an uncapped stage mean of 50% for a postgraduate course (excluding the research project/dissertation);
 - (ii) a marginal fail on the module/s (35-39% for undergraduate modules or 45-49% for a level 7 module).
- 3.3.3 Compensation is not discretionary to the Progression and Award Board (PAB) and is referred to as automatic compensated credit for a marginal fail. The actual mark achieved will stand for progression and award purposes. Exceptionally, a module may be exempt from the application of non-discretionary compensation based on a Professional Statutory and/or Regulatory Body (PSRB) requirement approved by the University's Academic Board. All exemptions (derogations) are set out in **Appendix B**.
- 3.3.4 A maximum of 40 credits per stage in undergraduate courses may be awarded by automatic compensation to enable progression or award. Compensation will be applied at the PAB where the criteria are met. Compensation cannot be awarded for undergraduate research projects/dissertations regardless of the credit weighting.
- 3.3.5 A maximum of 40 credits for taught modules may be awarded by compensation in postgraduate courses on the basis that a taught Master's is defined as a single postgraduate stage of study. Compensation will be applied when the Postgraduate PAB convenes virtually in the summer to consider the completed taught modules, provided that the criteria are met. The mean requirement for compensation will not include the research project/dissertation. Compensation cannot be awarded for postgraduate research projects/dissertations regardless of the credit weighting.
- 3.3.6 Where automatic compensation has been applied, the University will provide a single opportunity for students to register to take a resit instead of receiving the credit via compensation, to enable the pass threshold to be achieved and for any accreditation requirements to be met. The mark achieved at resit will be capped and will stand even where it is lower than the original mark achieved which may impact on progression where progression to the next stage had been offered. The resit mode will be offered in the summer vacation assessment period of that year or the following year, where appropriate.
- 3.3.7 In all cases compensated credit will not be applied automatically where the criteria have not been met or if more than 40 credits have been failed.

3.4 Discretionary condoned credit

- 3.4.1 Discretionary condoned credit is defined as the process by which a PAB in consideration of the overall performance of a student decides that without incurring a penalty, a part or parts of the course that has been failed need not be redeemed. Both core and optional modules can be condoned at the discretion of the PAB where the criteria in 3.4.2 are met.
- 3.4.2 The Progression and Award Board (PAB) has discretionary authority to award up to a maximum of 20 condoned credits at each stage of study in undergraduate courses or for taught modules in postgraduate courses where the course learning outcomes have been met, a fail mark (excluding a zero) has been achieved and the relevant uncapped stage mean has been achieved as set out in Regulation 4.3. Condoned credit is not dependent upon an individual module threshold mark being achieved. The original mark achieved will stand for award purposes. A failed undergraduate or postgraduate dissertation / research project may not be condoned. A maximum of 40 credits may be granted via a combination of compensated and condoned credit in any single stage in undergraduate courses and in postgraduate courses. Alternatively a PAB can give a resit. The PAB may not condone a module failed as a result of misconduct.
- 3.4.3 Where the PAB condones a credit shortfall, the University will provide a single opportunity for students to register to take a resit instead of receiving the condoned credit, to enable the pass threshold to be achieved and for any accreditation requirements to be met. The mark achieved at resit will be capped and will stand even where it is lower than the original mark achieved. The resit mode will be offered in the summer vacation assessment period of that year or the following year, where appropriate.

3.5 Discretionary temporary withdrawal with a second resit

- 3.5.1 The Progression and Award Board (PAB) has discretionary authority to offer a second and final resit for one or more failed modules for a capped mark, provided 60 credits have been achieved in the stage. This may only be considered where the progression or award criteria for the stage have not been achieved, after any resit opportunities and other mechanisms to retrieve the credit have been exhausted, provided there is good evidence of attendance and engagement such that the student is likely to succeed at the next resit assessment opportunity. This is available to undergraduate and postgraduate PABs. The resit will be scheduled in the summer vacation assessment period of the next stage. The student will be required to temporarily withdraw and will be offered a second resit of the failed module/s *without attendance*. All marks for the second resit on the module/s will be capped at the pass threshold for award and transfer purposes. Uncapped marks can be considered for progression (but not transfer) purposes. A second resit may not be given for a dissertation/project on a postgraduate award, where it is weighted at more than 30 credits. A second resit may not be given where the stage has already been repeated on an undergraduate or postgraduate course. The marks achieved will be added to the first cycle marks for modules passed and confirmed by the Module Assessment Board (MAB). (See Regulation 4.5 and 4.6 on consideration of candidates).

Section 4: Progression and Award

Award of Credit, Rounding of Marks, Progression and Award Criteria, Application of Mechanisms to Retrieve Credit, Consideration of Candidates

4.1 The award of credit

4.1.1 Credit is automatically awarded for all modules where the pass threshold for an individual module has been met, unless there is an additional Professional, Statutory and/or Regulatory Body (PSRB) requirement for passing the module as set out in **Appendix B**. The pass threshold is set at 40% for modules at levels 3 to 6 and 50% for modules at level 7. Credit may also be awarded by automatic compensated credit or via condoned credit at the discretion of the Progression and Award Board (PAB) where the relevant criteria have been met, as set out in Regulations 3.3 and 3.4, to ensure the standard of the award.

4.2 Rounding of marks

4.2.1 The mark for a module, stage mean and grand mean (overall degree weighted mark) shall be a whole number rounded up ($\geq 0.45\%$) or down ($\leq 0.44\%$).

4.3 Progression and award criteria

4.3.1 Undergraduate students are required to achieve a stage mean of 40%, with the exception of integrated Master's courses where the stage mean requirement is 50% in the final stage (as modules taken in the final stage of these degrees are at level 7), and 120 credits in order to progress to the next stage or to be considered for an award, following the application of rules on trailed, compensated and condoned credit. The uncapped stage mean is used for progression purposes as it indicates academic potential while the capped mean is used for transfer and award purposes and for progression on 4 stage degrees with an integrated study abroad year. The stage mean includes all marks achieved on modules taken in the stage, including marks of zero and fail marks.

4.3.2 Postgraduate students are required to achieve a capped stage mean of 50% and the credit requirement set out in the University's Academic Framework to be considered for individual postgraduate awards, following the application of rules on compensated and condoned credit.

4.3.3 The University's Academic Framework sets out the overall credit volume requirements for each taught award and the minimum credit requirement that needs to be achieved to be recommended for a degree (**see Appendix A**).

4.4 Application of mechanisms to retrieve credit for progression or award at the undergraduate and postgraduate Progression and Award Board (PAB)

4.4.1 The undergraduate and postgraduate Progression and Award Board (PAB) has discretionary authority to offer a combination of mechanisms to provide an opportunity for a student to retrieve the credit necessary for progression (following any resit opportunity) or the achievement of an award as set out below and illustrated in the flowchart at **Appendix C**. These mechanisms can be applied at the PAB's discretion, where the criteria have been met, in order to secure the standard of the award. This ensures that in addition to the stage mean being met, the pass threshold has been

achieved on at least two-thirds of the credit in the stage for progression and award (See criteria for application of mechanisms to retrieve credit in Section 3).

4.5 Undergraduate candidates

(i) Non achievement of stage mean

4.5.1 Where the stage mean requirement has not been achieved (see stage mean criteria in Regulation 4.3) following any resit opportunity, the student has no right to compensated, condoned or trailed credit; nor has the PAB discretion to allow a student to progress or receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a repeat stage/term (see Regulation 2.9) or exceptionally, temporary withdrawal from the course with a second resit for a capped mark where 60 credits have been achieved (see Regulation 3.5). Alternatively, following a first resit opportunity, the PAB may exceptionally decide that a further retrieval opportunity should not be permitted and so require permanent withdrawal with an exit award where the credit requirement set out in the University's Academic Framework has been met (**Appendix A**). Students failing to progress from stage 1 are automatically entitled to a repeat stage.

(ii) Achievement of stage mean

4.5.2 Where the stage mean requirement has been achieved (see stage mean criteria in Regulation 4.3) but the credit requirement has not been achieved, mechanisms available to the PAB to enable the student to progress or achieve the award include the application of a combination of compensated, condoned or trailed credit up to a maximum of 40 credits (see criteria in Section 3). Where this is not possible the PAB should consider a first/second resit opportunity to enable credit to be secured (see Regulation 3.5 for criteria for second resits) or exceptionally a repeat of a stage/semester (see Regulation 2.9).

(iii) The PAB should consider undergraduate candidates as follows:

4.5.3 The PAB should consider **progression** candidates as follows, following any resit opportunity:

(1) Where **the stage mean has been achieved and 80 credits or more awarded**, the PAB must seriously consider granting trailed credit in combination with compensated and/or condoned credit up to a maximum of 40 credits to enable the student to progress, thereby not imposing any undue delay in the achievement of the award aims. Exceptionally, where there is a Professional, Statutory and/or Regulatory Body (PSRB) requirement to achieve the pass threshold on all modules or where the PAB has significant concerns about the academic underpinning that could not be achieved through trailing credit, the PAB must offer a choice of temporary withdrawal with second resits or a repeat of the stage/semester. A clear minute must record the rationale in all cases where trailed credit has not been granted to enable progression.

(2) Where **the stage mean has been achieved but less than 80 credits awarded**, the student may not progress. Students failing to progress from stage 1 are automatically entitled to a repeat stage. The PAB must seriously consider offering a repeat stage to students in stages subsequent to stage 1 and the foundation year irrespective of whether the student has previously repeated a stage. The PAB may offer a repeat stage, temporary withdrawal with a second resit/s where 60 credits have been achieved and where there is evidence of good engagement, or a repeat

of a semester. Once 80 credits or more have been awarded, the PAB may grant trailed credit in combination with compensated and/or condoned credit up to a maximum of 40 credits to enable the student to progress to the next stage.

4.5.4 The PAB should consider **award** candidates as follows:

- (1) Where **the stage mean has been achieved and 80 credits or more awarded**, the PAB may grant condoned credit in combination with compensated credit up to a maximum of 40 credits to allow 120 credits to accumulate and the award to be made. Alternatively a resit may be offered. Should the credits not be secured after a resit opportunity the PAB may offer an exit award, temporary withdrawal with second resits or exceptionally a repeat stage/semester. Credit trailed from the previous stage may be condoned at the award stage provided that any credit granted via condoned credit for the trailed credit and any failed modules in the final stage does not exceed 20 credits in total.
- (2) Where **the stage mean has been achieved but less than 80 credits awarded**, following any resit opportunity, the student may not graduate. The PAB must seriously consider offering a repeat of the stage irrespective of whether the student has previously repeated a stage. The PAB may offer a repeat stage, temporary withdrawal with a second resit/s where 60 credits have been achieved and where there is evidence of good engagement, or a repeat of a semester. Once 80 credits have been accumulated the PAB may grant condoned credit in combination with compensated credit up to a maximum of 40 credits to allow 120 credits to accumulate and the award to be made. Alternatively, the PAB may give an exit award.

4.5.5 In all cases, the PAB must specify where undergraduate candidates may be offered a choice of retrieval opportunities (trailed credit, temporary withdrawal and second resits or a repeat of a semester/stage). Where the PAB, exceptionally, decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.

4.6 Postgraduate candidates

4.6.1 A PAB will be convened virtually in July to offer resits/sits in relation to modules completed in semesters one, two and three. Where less than 60 credits have been achieved at the Summer PAB, resits/sits for all failed taught modules will be scheduled in the A3 (July/August) assessment period with the dissertation/project deferred for submission in the A1 (December/January) assessment period. Where 60 credits or more have been achieved at the Summer PAB, resits/sits for all failed taught modules will be scheduled in the A3 (July/August) assessment period, with the dissertation/project only being deferred for submission in the A1 (December/January) assessment period where the PAB confirms that the relevant taught modules should be completed prior to submission of the dissertation/project. The Summer PAB may offer a choice of a repeat stage or resits, to enable a repeat stage to be taken within the maximum period of registration. No candidate achieving less than 60 credits, after taking resits in the A3 (July/August) assessment period, will be permitted to submit a dissertation/project in the A1 (December/January) assessment period.

(i) Non achievement of stage mean

4.6.2 Where the 50% stage mean has not been achieved (see stage mean criteria in Regulation 4.3), usually following any resit opportunity, the student has no right to compensated or condoned credit; nor does the PAB have discretion to allow a student to receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a repeat of the stage/semester (see Regulation 2.9) or temporary withdrawal from the course with a second resit where 60 credits have been achieved (see Regulation 3.5). Alternatively, the PAB may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal with an exit award if available as part of the validated provision of the course (see Regulation 5.3(iv)).

(ii) Achievement of stage mean

4.6.3 Where the 50% stage mean has been achieved (see stage mean criteria in Regulation 4.3) but the credit requirement has not been achieved, mechanisms available to the PAB to enable the student to achieve the award include the application of a combination of compensated and condoned credit up to a maximum of 40 credits (see criteria in Section 3), with the exception that compensated and condoned credit cannot be granted for the project/dissertation.

(iii) The PAB should consider postgraduate candidates as follows:

4.6.4 The PAB should consider candidates for **award** as follows:

(1) **Where the stage mean has been achieved and 140 credits or more awarded** (200 credits for MArch and MMus and 320 credits for MFA) including the dissertation/project, the PAB may grant a combination of compensated and condoned credit up to a maximum of 40 credits to allow the award to be made. Alternatively, the PAB may offer a first resit/s or second resit/s with temporary withdrawal, or exceptionally a repeat of the stage/semester.

(2) **Where the stage mean has been achieved and less than 140 credits awarded** (200 credits for MArch and MMus and 320 credits for MFA), or the dissertation/project failed, then no award can be made. The PAB may offer a first resit/s and a second resit/s with temporary withdrawal or a repeat of a stage/semester. In the case of the dissertation/project the PAB may allow a resubmission for a capped mark as an alternative to a resit. Once 140 credits or more (200 credits for MArch and MMus and 320 credits for MFA) are awarded including the dissertation/project, the PAB may grant a combination of compensated and condoned credit up to a maximum of 40 credits to allow the award to be made.

(3) **Where fewer than 120 credits have been achieved** the PAB may consider offering a repeat of the stage/semester, following failed resit/s.

4.6.5 In the cases above, the PAB must specify where postgraduate candidates may be offered a choice of retrieval opportunities (temporary withdrawal and second resits or a repeat of a stage/semester). Where the PAB, exceptionally, decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.

(iv) Consideration of award candidates on postgraduate diploma courses

- 4.6.6 Candidates on postgraduate diploma courses are required to achieve 120 credits and achieve a stage mean of 50%, following any resit and/or repeat opportunity, in order to receive an award. This may include a combination of compensated and condoned credit up to a maximum of 40 credits

(v) Consideration of award candidates on postgraduate certificate courses

- 4.6.7 Candidates on postgraduate certificate courses are required to achieve the pass threshold on 60 credits, and achieve a stage mean of 50%, following any resit and/or repeat opportunity, in order to receive an award. Condoned or compensated credit may not be granted.

4.7 Consideration of candidates on a 4 stage bachelor course including study abroad/placement

(i) Criteria to continue on or transfer to a 4 stage course including study abroad/placement year

- 4.7.1 4 stage bachelor courses including a **voluntary placement year** do not have higher progression thresholds. The standard progression criteria set out in Regulation 4.3 apply to continue on or transfer to a course including a voluntary placement year (professional/industrial).
- 4.7.2 All study abroad/placement years are subject to acceptance by the host institution/employer. A student who has met the criteria but who has repeated a stage must be given permission by the School, to ensure that the course is likely to be completed within the maximum period of registration.
- 4.7.3 Exceptionally, a study abroad/placement semester may be incorporated into a 3 stage course (or a 4 stage integrated Master's degree). This constitutes a variation of study and as such is subject to approval (see Regulation 2.5). Approval will only be considered for a study abroad semester where a capped mean mark of 60% in stage 1 has been achieved.
- 4.7.4 A voluntary study abroad/placement year may be included in a course following a variation of study semester, accumulating to a 4 stage bachelor course. It is not possible for a study abroad/placement semester to be converted into a voluntary study abroad/placement year within a 3 stage course.
- 4.7.5 Occasionally, where the study abroad/placement year starts before the PAB meets to consider performance on resits, the Summer PAB may agree in principle that credit may be trailed into the A3 (July/August) assessment period of the study abroad/placement year or of the final stage, to enable a student to start the study abroad/placement year. Alternatively, the PAB may decide that a study abroad/placement year should be delayed until resits have been completed. In these circumstances the student will have to temporarily withdraw for the remainder of the year.

(ii) Study requirement during a study abroad/placement period

- 4.7.6 A Study Plan must be approved in advance by the School. For an integrated study abroad year, this must be academically coherent and be equivalent to 120 credits. For a voluntary study abroad year, this must include at least 50% of the modules related to the course and be equivalent to 120 credits. For a variation of study semester, this must be approved by the Deputy Vice Chancellor (Academic) and be equivalent to 60 credits.

(a) Assessment requirement during a study abroad/placement year (integrated and voluntary)

- 4.7.7 To continue into the final stage of a 4 stage course with a title including a study abroad/placement year, an overall mean of 40% (or the pass threshold achieved where the assessment is pass/fail) is required on the study abroad/placement year assessment. A voluntary study abroad/placement year will not contribute to classification. Students will, however, be required to achieve the pass threshold of 40% in order for the study abroad/placement year to be included in their degree title (see Regulation 4.7(iii)). For the placement year, the assessment will be based on the assessment submitted and marked at the University whereas the assessment for a study abroad year will be agreed in advance. This assessment model applies to courses where the study abroad/placement year contributes to classification and where it does not.

(b) Assessment requirement during a study abroad/placement semester

- 4.7.8 Students taking a study abroad/placement semester as a variation to a 3 stage course will be required to achieve an overall mean of 40% on the study abroad/placement assessments. For the placement semester, the assessment will be based on the assessment submitted and marked at the University, whereas the assessment for a study abroad semester will be agreed in advance.

(c) Conversion of study abroad marks

- 4.7.9 All marks will be converted using the grade conversion scales approved by the University. However, where a voluntary study abroad year has been taken, the mark achieved will not contribute to classification.

(d) Failure to achieve the assessment requirement during the study abroad/placement year (integrated and voluntary)

- 4.7.10 Where a student fails to achieve the assessment requirement following any resit opportunities at the host institution, the student will transfer to the course title without the suffix 'with a study abroad/placement year' and the fail mark will not contribute to classification. Exceptionally, where the student has been unable to take a resit/sit at the host institution, the International Office may at the request of the host institution facilitate a resit opportunity which may be an examination held at the University in the A3 (July/August) assessment period.

(e) Failure to achieve the assessment requirement during the study abroad/placement semester

- 4.7.11 Where a student fails to achieve the assessment requirement, they must pursue a resit opportunity at the host institution. Exceptionally, where the student has been unable to take a resit/sit at the host institution, the International Office may at the request of the

host institution facilitate a resit opportunity which may be an examination held at the University in the A3 (July/August) assessment period. Where the assessment requirement has not been met following the completion of resit opportunities, the School PAB has the discretion to offer a repeat of the semester during the next stage (see Regulation 2.9).

(iii) Inclusion of study abroad/placement year in the course title

4.7.12 Students graduating on both the integrated and voluntary 4 stage variants will have the study abroad/placement year recognised in the degree certificate 'Degree title (with Study Abroad Year or Professional/Industrial Placement Year),' as set out in the University's Academic Framework. Students who fail to complete or pass the study abroad/placement year or who have been exempted from the study abroad/placement year on personal grounds may exit on the course title excluding 'with Study Abroad Year or Professional/Industrial Placement Year', provided that the progression/award criteria have been met.

4.8 Criteria for progression and transfer to a 4 stage integrated Master's degree

4.8.1 The progression criteria set out in Regulation 4.7(i) apply to a voluntary study abroad/placement year which has been included in an integrated Master's degree course, resulting in a 5 stage course. An overall mean of 40% is required on the voluntary study abroad/placement year assessment. For the placement year, the assessment will be based on the assessment submitted and marked at the University whereas the assessment for a study abroad year will be agreed in advance. The voluntary study abroad/placement year is approved on a pass/fail basis and does not contribute to classification.

4.8.2 Students graduating on an integrated Master's degree including a voluntary study abroad/placement year will have the study abroad/placement year recognised in the degree certificate 'Degree title (with Study Abroad Year or Professional/Industrial Placement Year),' as set out in the University's Academic Framework. Students who fail to complete or pass the study abroad/placement year or who have been exempted from the study abroad/placement year on personal grounds may exit on the course title excluding 'with Study Abroad Year or Professional/Industrial Placement Year', provided that the progression/award criteria have been met.

4.9 Criteria for progression from the Foundation Year into stage 1 and the Birmingham City University Foundation Certificate

4.9.1 There is no automatic progression onto an associated award as students are required to achieve the assessment criteria for progression to stage 1 of a University degree as set out below.

4.9.2 Students will progress from a foundation year to stage 1 of an associated course where either (a) or (b) has been achieved:

- (a) 120 credits, as a result of the pass mark being achieved on all modules, and a stage mean of 40% for progression onto a Bachelors or onto an integrated Master's degree. This will enable progression onto any associated course.
- (b) 120 credits and a stage mean of 40% for progression onto a Bachelor's or integrated Master's course. This may include a maximum of 40 credits which have been automatically compensated where the standard criteria have been met. In addition, the Resit PAB has discretion to apply up to 20 condoned credits, subject to a maximum of 40 credits applied via condoned or compensated credit for the

stage. The application of compensated/condoned credit will result in progression onto permitted associated courses within the disciplines of the modules where the pass threshold has been achieved. A list confirming which associated courses are precluded as a result of individual module failure will be made available to students.

4.9.2 A Foundation Certificate will be awarded in cases where a student meets the assessment criteria for progression to stage 1 of an associated Bachelor's award but decides not to continue into stage 1 and in cases where a student does not complete stage 1. The rules on trailed credit do not apply.

4.9.3 There is no automatic right to repeat the foundation year.

Section 5: Award Requirements and Classification

Award Requirements, Classification Divisions, Borderlines, Specific Learning Disability and Regulatory Exceptions

5.1 Credit and award requirements

5.1.1 The credit requirement at the level of the award is set out in the University's Academic Framework for all awards (see **Appendix A**).

5.2 Credit volume and weighting for classification of undergraduate awards

(i) Higher National Certificate and Higher National Diploma (HNC/D)

5.2.1 A Higher National Certificate will be awarded to students who achieve 120 credits across stage 1, following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean of modules totalling 120 credits at stage 1.

5.2.2 A Higher National Diploma will be awarded to students who achieve 240 credits across stages 1 and 2, following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean of modules totalling 120 credits at stage 2.

(ii) Foundation degree and Diploma of Higher Education

5.2.3 A Foundation degree or Diploma of Higher Education will be awarded to students who achieve 240 credits across stages 1 and 2, following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean of modules totalling 120 credits at stage 2.

(iii) 3-year honours degree

5.2.4 A 3-year honours degree will be awarded to students who achieve 360 credits across stages 1, 2 and 3, following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean based on a ratio of 40:60 for stages 2 and 3.

(iv) 4-year honours degree

5.2.5 A 4-year honours degree with an integrated/voluntary Study Abroad Year or Placement year will be awarded to students who achieve 480 credits across stages 1, 2, 3 and 4, following the application of rules on compensated and condoned credit. This may be a 4 stage course started on entry or a 3 stage course with a voluntary study abroad/professional placement year included between stage 2 and the final stage following transfer, where the course permits. Award classification for an integrated year shall be calculated according to the grand mean based on a ratio of 30:20:50 for stages 2, 3 and 4. Therefore the marks achieved on the study abroad/placement year will contribute to classification based on the lowest of the weightings. Award classification for a voluntary study abroad/placement year shall be calculated according to the grand mean based on a ratio of 40:60 for stages 2 and 4. Therefore, the voluntary study abroad/placement year will not contribute to classification.

5.2.6 The degree of BMus (Hons) will be awarded to students who achieve 480 credits across stages 1, 2 and 3, following the application of rules on compensated and condoned credit, with stage 3 comprising 240 credits at Level 6. Award classification shall be calculated according to the grand mean of modules totalling 240 credits at stage 3 (Level 6), comprising 120 Level 6 credits in Year 3 and 120 Level 6 credits in Year 4 based on a ratio of 25:75 for Years 3 and 4.

(v) Integrated Master's degree

5.2.7 An Integrated Master's degree will be awarded to students who achieve 480 credits across stages 1, 2, 3 and 4, following the application of rules on compensated and condoned credit. Award classification shall be calculated according to the grand mean based on a ratio of 20:30:50 for stages 2, 3 and 4. Exceptionally, approval may be given as a variation of curriculum to replace stage 3 of a 4 stage integrated Master's course with a study abroad or placement year at Level 6. In these circumstances the marks achieved on the study abroad/placement year will contribute to classification based on the lowest of the weightings set out above. This will ensure that classification is predominantly based upon at least two stages of marks achieved at the University. The award title will not include the 'with a study abroad year' suffix where a variation of study has been agreed, as the study abroad year is not an additional integrated or voluntary year. In addition, it will not be possible to exit with a BSc after three years where a variation of study has been taken. Where a voluntary study abroad/placement year has been added as an additional year to an integrated masters degree this will be taken after stage 2 and will not contribute to classification.

(vi) Advanced Standing and Top-up Degrees

5.2.8 Where a student has been admitted to a Level 6 (stage 3) top-up degree or admitted with academic credit to the start of stage 3, the classification of the award will be based solely upon the marks achieved in the modules the student is required to complete on the course in order to qualify for the award, following the application of rules on compensation and condoned credit. Award classification shall be calculated according to the grand mean of 120 credits at stage 3. In all cases of failure to complete a Stage 3 top-up degree, no exit award will be made.

(vii) Ordinary degree exit award

5.2.9 An Ordinary degree will be awarded to students as an exit award where 300 credits have been achieved across stages 1, 2 and 3, including 60 credits at Level 6 in the final stage, following the application of compensation in the earlier stages of study. There is no requirement to achieve a stage mean for an Ordinary award. In some cases, a student who does not meet the progression criteria for a named award may be transferred onto the Ordinary variant for the final stage. The PAB has discretion to not award an Ordinary degree, where the criteria have been met, where this would conflict with a Professional, Statutory and/or Regulatory Body (PSRB) requirement.

(viii) BSc and BEng Hons as an exit award on an integrated Master's degree

5.2.10 A BSc/BEng Hons degree will be awarded to students by a PAB as an exit award where the criteria for an integrated Master's degree have not been met but the criteria for the Bachelor's degree have been met and/or where a student wishes to leave the course at the end of stage 3, provided that a variation of study year has not been included in the course. In some cases, a student who does not meet the progression criteria for an integrated Master's degree may be automatically transferred onto the BSc/BEng variant for the final stage, provided that a variation of study year has not

been included in the course. With the exception of the MEng, a BSc exit award in the course title will be awarded unless an alternative course title was approved at validation.

(ix) Diploma/Certificate of Higher Education as an exit award

- 5.2.11 A DipHE or CertHE award can be given to students who have permanently withdrawn from the University, provided that the relevant credit requirement has been met as set out in the Academic Framework (**Appendix A**). A classification cannot be given on an exit award.

5.3 Credit volume and weighting for postgraduate awards

(i) Master's award

- 5.3.1 A Master's degree will be awarded to students who achieve 180 credits (240 credits for MArch and MMus and 360 credits for MFA) across the course, following the application of rules on compensation and condoned credit.

(ii) Postgraduate diploma

- 5.3.2 A postgraduate diploma will be awarded to students who achieve 120 credits across the course, following the application of rules on compensation and condoned credit.

(iii) Postgraduate certificate

- 5.3.3 A postgraduate certificate will be awarded to students who normally achieve 60 credits across the course. Credit may not be granted by compensation or condoned credit.

(iv) Postgraduate diploma and certificate exit awards at postgraduate level

- 5.3.4 Postgraduate diploma and certificate awards may be awarded at the discretion of the PAB where the student has achieved the credit and stage mean requirement, and where the exit award forms part of the validated provision of the course. Exceptionally, an exit award can be made where the credits achieved on the taught modules enable the credit requirement for the postgraduate certificate or diploma to be met. Credit achieved on research based dissertation/projects cannot contribute to the credit requirement as this is not part of the certificate/diploma course structure. In addition, the mean mark should be calculated from the credits achieved and should not include the dissertation/project. A postgraduate diploma exit award may include a maximum of 40 credits given via compensation and/or condoned credit which will be included in the grand mean calculation. A classification cannot be given on an exit award.

5.4 Aegrotat awards

- 5.4.1 An Aegrotat undergraduate degree is a degree that may be awarded where a student has achieved 60 credits in the final stage and is unable to complete their studies in the foreseeable future because of serious illness or death. A student achieving 60 credits in the final stage may be eligible for an Aegrotat degree on the credit achieved and/or on work completed to that date. The Aegrotat degree will be reserved for those circumstances in which the PAB recognises higher level academic achievement, subject to the approval of the Deputy Vice Chancellor (Academic) following a recommendation from the PAB. An undergraduate Aegrotat degree may be an unclassified honours or an Ordinary degree (without honours). Alternatively, a Diploma/Certificate of Higher Education may be awarded.

5.4.2 A postgraduate Aegrotat degree may be awarded at Master's, Diploma or Certificate level depending on the credit achieved, subject to the approval of the Deputy Vice Chancellor (Academic) following a recommendation from the PAB. A postgraduate Aegrotat may be classified where academic performance at the higher level has been demonstrated.

5.4.3 An Aegrotat degree does not provide eligibility for registration with a Professional Statutory and/or Regulatory Body (PSRB).

5.5 Classification divisions

5.5.1 The class of an award, both undergraduate and postgraduate shall be as follows:

Undergraduate Division (HNC/D, Foundation Degree and DipHE awards)	Less than	Greater than or equal to
Distinction	Not applicable	70%
Merit	70%	60%
Pass	60%	40%

Undergraduate Division (including integrated masters)	Less than	Greater than or equal to
First Class (1 st)	Not applicable	70%
Upper Second Class (2.1)	70%	60%
Lower Second Class (2.2)	60%	50%
Third Class (3 rd)	50%	40%

Postgraduate Division (Masters & PGDip/PGCert entry awards)	Less than	Greater than or equal to
Distinction	Not applicable	70% threshold plus 50% of credit at 70 or above
Merit	70% plus 50% of credit at 70 or above	60% threshold plus 50% of credit at 60 or above
Pass	60% plus 50% of credit at 60 or above	50%

5.6 Borderline for degree classification

5.6.1 Rounding of marks may result in a grand mean mark coming close to but below a degree classification boundary. The PAB shall give consideration to such students falling within a borderline area of one percent below each classification boundary as follows:

69-70 Boundary for 2:1/1st and for postgraduate merit/distinction

59-60 Boundary for 2:2/2:1 and for postgraduate pass/merit

49-50 Boundary for 3rd/2:2 and for postgraduate borderline fail

39-40 Borderline fail for undergraduate

- 5.6.2 To ensure equity in the consideration of borderline candidates at undergraduate level, a borderline candidate will be automatically reclassified where they have achieved 50% of the credit that contributes to classification in the higher class.
- 5.6.3 When considering postgraduate candidates, the PAB will automatically reclassify postgraduate borderline candidates where a borderline grand mean has been achieved and 50% of the credit that contributes to classification is in the higher class.
- 5.6.4 Extenuating Circumstances do not provide grounds for reclassification of an award as adjustments will have already been made for lateness penalties on the marks array and the PAB has the opportunity (at each stage) to offer such students a sit to retrieve their performance as a result of their circumstances where the overall module mark appears to be out of line with the marks array for the individual.

5.7 Specific learning disability (SpLD) and late diagnosis of mental health

- 5.7.1 In cases of late diagnosis of Specific Learning Disability (SpLD) and mental health the Progression and Award Board (PAB) has the discretion to base classification on the marks achieved during a year or years of study where the student had been offered the necessary support which enabled them to demonstrate their full learning potential, provided that this is not detrimental to the student. The PAB is guided to look for evidence of improved performance on all assessments taken after support was put in place. No mark should be set aside and a minimum of a full year of marks must be considered.
- 5.7.2 For postgraduate students, the Progression and Award Board will be advised of cases where support had been offered after the start of the course so that a Sit may be considered.

5.8 Regulatory exceptions

- 5.8.1 Exceptionally, the PAB may take the view that it wishes to set aside the academic regulations in order to deal with a student or cohort in accordance with the assessment principles. In such cases the PAB must make a case for regulatory exception by clearly stating the issue and the proposed course of action to resolve the issue. The PAB must obtain permission from the Deputy Vice Chancellor (Academic) to invoke this exception. The Deputy Vice Chancellor (Academic) may accept or reject the request and will ensure that the academic standards of the University's awards are secured when reaching a decision. All such exceptions will be recorded and reported annually to Academic Board. Application of the agreed course of action remains the responsibility of the PAB and students therefore retain the right to appeal against the PAB decision under the appeals procedure.

Section 6: Late Submission of Assessments

6.1 Penalties for Late Submission

- 6.1.1 Assessments must be submitted in the format specified in the assessment task, by the deadline and to the submission point published on Moodle.
- 6.1.2 Where a student submits a first attempt at an assessment **between 1 and 24 hours** after the published submission deadline, the original mark awarded will be reduced by 5%. For example, a mark of 60% will be reduced by 3 marks so that the mark the student will receive is 57%. This reduction will not be made if the original mark is below 40% [50% for postgraduate courses] or in cases where the deduction of 5% will reduce the mark from a pass to a fail. In such cases the mark awarded will be 40% [50% for postgraduate courses].
- 6.1.3 Where a student submits a first attempt at an assessment **between 24 hours and one week (5 working days)** after the published submission deadline the original mark awarded will be reduced by 10%. For example, a mark of 60% will be reduced by 6 marks so that the mark the student will receive is 54%. This reduction will not be made if the original mark is below 40% [50% for postgraduate courses] or in cases where the deduction of 10% will reduce the mark from a pass to a fail. In such cases the mark awarded will be 40% [50% for postgraduate courses].
- 6.1.4 Work will not be accepted more than one week (5 working days) after the original deadline. A mark of 0 and a non-submission will be recorded. Occasionally the 7-day late submission period will be reduced should the University be closed towards the end of the late submission period. Any reduction to the late submission period will not normally be applied to students registered with Student Affairs.
- 6.1.5 Where a student submits a re-assessment attempt more than 1 hour after the published deadline the student will be deemed to have failed the re-assessment and the assessment will be returned to the student unmarked.
- 6.1.6 Work that has been submitted on time, or during the late submission period, will be marked once the original deadline has passed and therefore a revised version, or additional elements, cannot be resubmitted after the deadline for a penalty.
- 6.1.7 The School may approve the exclusion of some assessment components from the full late submissions scheme where the teaching pattern provides rapid feedback within 7 days of the original deadline. In such circumstances, late submission would only be permitted up to 24 hours of the original deadline, and not up to 7 days. Occasionally, where a feedback session is timetabled within 24 hours of the deadline, 24 hour late submission will not be possible. In addition, Schools may exclude other forms of assessment such as Take Away Papers where the short deadline set is an integral part of the learning outcome/s being assessed. In all such cases the module handbook must make this clear to students at the start of the academic year.
- 6.1.8 Submission of group submissions more than 1 hour after the published deadline will not be permitted. A mark of 0 and a non-submission will be recorded.

Section 7: Extenuating Circumstances

This section of the regulations should be read in conjunction with the Extenuating Circumstances procedure.

7.1 Progression and Award Board (PAB) consideration of an extenuating circumstances claim

- 7.1.1 The PAB will consider offering a Sit for an uncapped mark in accordance with the weighting of the accepted exceptional circumstances. A Sit is an opportunity to take the resit mode weighted in proportion with the accepted exceptional circumstances, to be taken in the next summer vacation assessment period. Students who have missed or failed an assessment (or component) will be given a Sit opportunity for all assessments with accepted and evidenced extenuating circumstances. No setting aside of missed, failed or impaired assessments, or components of assessment, will be permitted. The PAB may consider that due to the extent of the missed, failed or impaired assessments across the stage that it is more appropriate to offer a repeat stage to be undertaken instead. In cases where the assessment has been passed and extenuating circumstances accepted, an optional Sit of the assessment (or component covered by the extenuating circumstances) will be provided by the PAB only if there is evidence of impact on the assessment. Normally this is automatically set at 2% or more below the stage mean for the individual student. In all cases the PAB must ensure that the academic standards of the award, or decision to progress a student, are upheld in accordance with the University's assessment principles and academic framework.
- 7.1.2 Where a Sit is taken for the full weighting of the module assessment the marks achieved at the first attempt will be removed from the student record and will be replaced with the mark achieved at the Sit, even where this is lower than the original mark achieved. Equally, where a claim is accepted in relation to a component of the module assessment and the Sit offered is taken, the marks achieved at the first attempt on this component will be removed from the student record and will be replaced with the mark achieved at the Sit. Marks achieved for a Sit on a component of the module assessment will be conflated with any existing marks achieved for any non-mitigated assessment components and with any marks achieved where extenuating circumstances were not accepted. In cases where the Sit offered is not taken, the original mark achieved will stand for progression and award.
- 7.1.3 Where a student submits a claim against a Sit in the summer vacation assessment period, and this is accepted, the PAB may consider allowing the student to trail the further Sit into the next stage (provided that the criteria are met and that a maximum of 20 credits are trailed). Alternatively the PAB may require the student to temporarily withdraw and Sit up to a maximum of 60 credits prior to being considered by the PAB for progression or award, or to repeat the stage/term. In all cases the PAB must consider the academic performance overall and offer further retrieval opportunities where there is evidence on the marks array that the student is able to achieve the degree aims within the maximum period of registration. This means that the PAB must review a previous decision in cases where a Sit/resit opportunity has not been taken and there is an accepted claim and may determine that no further assessment opportunities are given.

7.2 Other circumstances where a sit may be determined outside the PAB

- 7.2.1 Very occasionally a Sit may be offered outside of the consideration of the PAB as set out below. Students may apply to the Associate Dean (with responsibility for quality

assurance) for consideration of such requests. The Associate Dean will consider the individual circumstances and the quantity of assessment missed including previous requests before deciding whether or not to grant such requests. All Sits will be offered in the next designated resit assessment period and will be a Sit of the approved resit mode. This is distinct from cases where a student has failed assessments and has an accepted claim for extenuating circumstances. For extenuating circumstances claims, the PAB must consider the impact on the module assessment and the student's performance overall.

(i) Examination clash with a scheduled event

7.2.2 Students wishing to observe/attend religious festivals, and holy days, or who have a personal commitment such as a family event, scheduled competitive sporting event or a work placement or internship commitment which may clash with a scheduled examination may be offered a sit in the A3 (July/August) assessment period.

(ii) Rescheduling of an assessment as a result of severe weather or other extreme circumstances

7.2.3 The University may reschedule an examination or in-person assessment to take place during the summer vacation assessment period in the event of a University closure as a result of extreme weather conditions or other unforeseen circumstances where the University is not able to schedule an assessment as planned.

7.2.4 In cases where a claim for extenuating circumstances has been accepted in relation to a scheduled in-person assessment for an individual student during a teaching period, the Associate Dean (with responsibility for quality assurance) can arrange for the assessment to be rescheduled within the assessment deadlines for the stage of study.

(iii) Deferral of an assessment

7.2.5 The Associate Dean (with responsibility for quality assurance) may approve an application to defer a PGT dissertation/project from the A3 (July/August) assessment period to the A1 (December/January) assessment period of the following academic year.

Section 8: Module Assessment Boards & Progression and Award Boards

Structure, Terms of Reference, Composition and Quoracy of: Module Assessment Boards (MABs) and Progression and Award Boards (PABs); and Duties of Officers

8.1 Structure and roles of examination boards

8.1.1 Examination Boards deal with examination and assessment matters via two types of examination board: Module Assessment Boards (MABs) where marks assurance is undertaken and School Progression and Award Boards (PABs) where outcomes for students are determined.

8.2 Module Assessment Boards (MAB)

8.2.1 The terms of reference for MABs are:

- (i) To confirm and maintain standards of assessments for all modules for which the MAB is responsible in conjunction with the External Examiner(s).
- (ii) To confirm marks for each module for which the MAB is responsible. Assuring the marks allows credit to be accrued where the pass threshold has been met for students who are not registered for an award with the University and allows a resit to be offered to these students, where appropriate. The mark achieved at resit may be uncapped for such students, in proportion with the accepted exceptional circumstances.
- (iii) To recommend action to be taken in the case of question papers where there are errors or assessments about which there are evidenced major concerns. The Chair of the MAB will consult the relevant External Examiner before making recommendations to the Deputy Vice Chancellor (Academic) for approval to remedy the situation.
- (iv) To exceptionally recommend proposed outcomes for approval by the Deputy Vice Chancellor (Academic) in all cases where external moderation has not been conducted on a module, to ensure that progression and award decisions are not unduly delayed. All such cases must be reported to the **University Learning, Teaching, Assessment and Quality Committee** and Academic Board.
- (v) To transmit marks for modules to the School Administrator(s) who will ensure they are available to the appropriate PABs.

8.2.2 The composition of School MABs is:

- Chair (nominated by **School Learning, Teaching, Assessment and Quality Committee**);
- Deputy Chair (appointed by the Head of School usually for a minimum of three years);
- a representative group of the Module convenors for the Modules to be considered by the examination board;
- **School Learning, Teaching, Assessment and Quality Committee** recommends the appointment of the chair and members (excluding Deputy Chair) to University Learning, Teaching, Assessment and Quality Committee for formal approval;

- Module convenors who are not members of the Board have the right to be in attendance.

Quoracy and Attendance

8.2.3 For the MAB, the minimum quoracy is the Chair or Deputy Chair and 3 module convenors from the list of approved members.

8.3 School Progression and Award Boards (PAB)

8.3.1 The terms of reference for School PABs are:

Schools will have an Undergraduate and a Postgraduate PAB

- (i) To determine, in accordance with the regulations set out in the University's Academic Regulations handbook, whether students for certificates, diplomas or degrees have satisfied the rules for progression from one stage of the course to the next.
- (ii) To recommend to the University Learning, Teaching, Assessment and Quality Committee the award of certificates, diplomas or degrees to those students who have satisfied the assessment requirements for these awards. Where an External Examiner has exceptionally not been consulted regarding award decisions, the Deputy Vice Chancellor (Academic) will review and approve the awards recommended, to ensure that classification is not unduly delayed. All such cases must be reported to University Learning, Teaching, Assessment and Quality Committee and Academic Board.
- (iii) To make academic judgements in relation to the Extenuating Circumstances Claims recommendations submitted to the PAB and to grant further resits as Sits or a repeat stage to allow students a fair chance to demonstrate academic ability.
- (iv) To consider academic performance and award academic credit, in accordance with the regulations set out in the University's Academic Regulations handbook, and to apply the discretionary assessment regulations.
- (v) To confirm the award of academic credit via condoned credit at each stage of an award.
- (vi) To determine the resit or repeat requirements, in accordance with the regulations and procedures set out in the University's Academic Framework and Academic Regulations Handbook, in the event of failure of a stage or the award.
- (vii) To report to the School and University Learning, Teaching, Assessment and Quality Committee annually at the beginning of the first semester, on the conduct and outcomes of previous year's assessments.
- (viii) To award prizes in accordance with School prize criteria.

8.3.2 The composition of School PABs is:

- Chair (nominated by **School Learning, Teaching, Assessment and Quality Committee**);
- Deputy Chair (appointed by the Head of School usually for a minimum of three years);
- Associate Dean (with responsibility for quality assurance) and / or Associate Dean (with responsibility for learning and teaching and the student experience);
- a representative group of one-third of the Course convenors of the courses to be considered by the board;
- the External Examiner(s) appointed to the Courses to be considered by the board;
- School Learning, Teaching, Assessment and Quality Committee recommends the appointment of officers and members to University Learning, Teaching, Assessment and Quality Committee for formal approval;
- Course convenors who are not members of the Board have the right to be in attendance.

Quoracy and Attendance

8.3.3 Where a final award is to be made, the PAB must meet in full. The quorum is the Chair or Deputy Chair and at least one third of the appointed members of the Board. At least one External Examiner should be present at each PAB where an award is made. Attendance at a PAB where a final award is not to be made may be reduced to a minimum of the Chair or Deputy Chair and at least three other board members. Where a PAB is held in two consecutive sittings, both meetings must be attended by the same Chair or Deputy Chair, and at least one External Examiner and at least three board members to ensure consistency of discussions in relation to discretionary decisions.

8.4 External Examiner involvement and attendance at the PAB

8.4.1 The Deputy Chair is responsible for all timely communications with the External Examiners to:

- (i) let them know that they are a full member of the PAB and are all expected to attend the main meetings of the PAB to participate in the work of the board and the final award of students;
- (ii) let them know when the meetings will take place and remind them of the main purpose;
- (iii) clarify that at least one External Examiner, who has also attended the main PAB, is required to attend the PAB following a resit opportunity where an award is to be made;
- (iv) clarify that External Examiners are invited but not required to attend the PAB meetings which solely consider progression;
- (v) request contact details (telephone or email) of all External Examiners for the day of the meeting where they are not able to attend.

8.5 Dealing with students following exam boards

- 8.5.1 It is strongly recommended that Schools devise means of pre-warning (by phone or email) students who have failed to achieve an award immediately before the award pass lists are published, so that students may receive the information in private. Clearly, however, this will not always be possible.
- 8.5.2 Schools are also asked to arrange for key officers (Deputy Chairs of Exam Boards and/or Course Convenors or nominees) to be available for consultation on academic issues by students who have failed once results have been published. A student may appeal to take a resit if they have passed with accepted extenuating circumstances if they can demonstrate impact on the passed assessment. This is particularly important for those students who may have failed to progress to the next stage.
- 8.5.3 Students who have failed to progress after the summer vacation assessment period need to be given as much information as possible in the limited time available to consider their next step. It is therefore important that the formal communication to students from the School Administrator(s) are sent quickly. Hence there are very tight deadlines for return of information from PABs to the School Administrator(s).
- 8.5.4 Pastoral support and more general advice from Student Affairs will be available to students. Any student considering making an appeal should refer to the appeals procedure.

8.6 Duties of Examination Board Officers (Chair and Deputy Chair), Module Convenor and External Examiners

8.6.1 Chair of the examination board

The Chair of the examination board (MAB or PAB respectively) is responsible for the following:

- (a) Convening the meetings of the MABs and PABs:
1. the School will agree with the Chair of the examination board (or deputy) the allocation of modules to MABs, ensuring that all modules owned by the School are assigned to a MAB;
 2. School PABs must convene at School level and incorporate all courses owned by the School. Where a School has more than 500 students in the final stage the School may apply for permission to schedule the PAB over more than one sitting.
- (b) ensuring that the examination board functions in accordance with its *Terms of reference*;
- (c) ensuring the effective conduct of business.
- (d) ensuring that a PAB annual report is drafted for consideration by the School Learning, Teaching, Assessment and Quality Committee in Semester one.

8.6.2 Deputy Chair of the examination board

A Deputy Chair will be appointed for all examination boards (MABs and PABs by the Head of School). In the exceptional absence of the Chair, the Deputy Chair will take over the responsibilities of the Chair. The Deputy Chair will assist the Chair in convening the meetings and ensuring smooth functioning.

The Deputy Chair of the PAB is responsible for:

- (a) Being the main point of contact with the External Examiner/s including:
1. Ensuring that each course has at least one External Examiner appointed to it in advance of the academic session. Where a course has more than one External Examiner a lead External Examiner should be appointed as part of the appointment process;
 2. providing briefing and induction materials in accordance with the Policy on External Examining of Taught Courses – to include a list of courses/modules to be examined and copies of course and module specifications; a copy of the previous External Examiner's report; a copy of the latest annual course review; the names of course and module convenors; and all relevant marking criteria;
 3. ensuring that External Examiners have had access to draft examination and other heavily weighted assessments contributing to classification to allow for comments to be considered in good time;
 4. ensuring that the External Examiner externally moderates the required sample of the assessments in accordance with their core duties;
 5. for hard copy submissions, providing External Examiners with the agreed sample of internally moderated assessments including the comments of internal Markers on marks assigned and feedback to students;
 6. dispatching sample of assessments with completed batch mark sheet, and including relevant materials such as question-papers for unseen exams, and return envelopes; generally keeping accurate records of what has been sent to the External Examiner.
- (b) Ensuring that all examination papers and other heavily weighted assessments contributing to classification meet the standard required by:
1. Ensuring that an internal process to secure the standard is agreed by the School Learning, Teaching, Assessment and Quality Committee for any examination papers and other heavily weighted assessments contributing to classification that have not been commented upon by the External Examiner;
 2. proof-reading prior to printing, and final checking of printed papers;
 3. ensuring that the final proof-read versions of question papers are sent to the Assessment and Awards team in the prescribed format by the appropriate deadline;
 4. ensuring that the rubric refers to any handout that should apply to the examination paper;
 5. ensuring that copies of rubrics are sent to the course administrator and the Assessment and Awards team and that any significant changes in the format of the rubric of question papers are flagged to the Assessment and Awards team;
 6. ensuring that the person responsible for the exam is available for consultation, at the time of the exam(s), including evenings and weekends, and for providing the appropriate Officer in the Assessment and Awards team with a contact telephone number;

7. investigating complaints on question papers and/or via the conduct of examinations report.
- (c) ensuring that the following information is published to students and examiners in a timely manner:
1. rubrics for all examination papers;
 2. changes to the format of examination question papers;
 3. updated and approved versions of relevant marking criteria against which marking should be undertaken.
- (d) ensuring the preparation of marks arrays, including relevant calculated mean marks, for students on courses falling within the remit of the PAB are presented appropriately, in respect of:
1. stage-to-stage progression;
 2. consideration for final award, and where relevant, classification.

8.6.3 Module Convenors

Module Convenors are responsible for:

- (a) marking, or for overseeing the marking process, for all assessments that contribute to progression or award;
- (b) drafting unseen examination papers on the module/s that they convene. Approval of the examination paper with input from the External Examiner is the responsibility of the Deputy Chair of the PAB.

8.6.4 External Examiners

The detailed duties of External Examiners are set out in the *policy and procedures for the external examining of taught courses*.

External Examiners are required to confirm that the marking and internal moderation processes, have been consistently applied, and where appropriate confirm that any Professional Statutory and/or Regulatory Body (PSRB) requirements related to assessment have been met. They should not act as additional Markers on a par with internal examiners in any circumstances.

(a) Role of External Examiners

In their independent capacity External Examiners are invited to:

1. comment on the proposed module assessment including examination paper or other heavily weighted assessment;
2. request and obtain reasonable access to assessed parts of course(s) they have been appointed to act as External Examiner for, including evidence about a student's performance on a placement;
3. for hard copy assessments, agree with the Deputy Chair of the PAB the requirements for a suitable sample of assessments for external moderation drawn from the internal moderation process;
4. review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample. This includes not endorsing the outcome of the internal moderation process. In such cases the full cohort

- assessment will be reviewed/remarked to deal with the problem(s) identified and a further sample sent for review;
5. raise issues if they consider that the decisions of the PAB are inconsistent with the requirements of any PSRB; these will be accepted if agreed or may be referred to the PSRB for advice if challenged.

(b) Limits of External Examiners' Role

Where an External Examiner wishes to challenge the outcome of an individual student at the PAB, the final decision rests with the Chair of the PAB and not the External Examiner. Where such action is taken, the Chair must report the fact to the Deputy Vice Chancellor (Academic) immediately. External Examiners retain the right to make a separate confidential report to the Vice-Chancellor on such occasions.

It is not University policy normally to involve External Examiners in participating in decisions relating to misconduct, except indirectly as a member of an examination board.

**Appendices: Derogation from standard University regulations approved by the
Academic Regulations and Policy Committee and related appendices**

Birmingham City University

ACADEMIC FRAMEWORK

1. Introduction

- 1.1 The Academic Framework sets out the criteria and regulations for awards offered by Birmingham City University. In setting out these criteria the framework seeks to ensure that the University's academic standards are set in accordance with the expectations of the Quality Assurance Agency's UK Quality Code for the award of academic credit and individual qualifications.
- 1.2 The Academic Framework is approved by the University's Academic Board. Any changes to the framework, including the addition of new awards, removal of existing awards and/or any changes to credit requirements and periods of registration require the approval of Academic Board.

2. Academic Standards

- 2.1 Birmingham City University uses **learning outcomes** to define academic standards and the level of student achievement. Learning outcomes describe at a threshold level the knowledge, understanding and transferable skills which students are expected to demonstrate on successful completion of a period of learning. Within the University's modular curriculum structure, learning outcomes are expressed for both courses and modules. Specifically:
 - the primary level of student achievement is expressed in terms of intended learning outcomes at **course** level;
 - intended learning outcomes at **module** level collectively contribute to student achievement of intended learning outcomes at course level;
 - intended learning outcomes at module and course level define a threshold level of learning which all students who successfully complete a module and course are expected to demonstrate. Module and course learning outcomes are developed with reference to the Quality Assurance Agency's UK Quality Code for Higher Education and specifically the *Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ)*.
- 2.2 **Level** is an indicator of the academic standard set for a module and in its delivery and assessment. Level is also used to define the academic standard of a Birmingham City University award in terms of the knowledge, understanding and skills that an award holder is expected to demonstrate on successful completion of the course.

2.3 The Academic Framework recognises the following six levels within the curriculum¹:

Level 3	Foundation Year – Stage 0
Level 4	Certificate Level – Undergraduate Stage 1
Level 5	Diploma Level – Undergraduate Stage 2
Level 6	Honours Level – Undergraduate Stage 3
Level 7	Master’s Degree Level [and Stage 4 of integrated Master’s]
Level 8	Doctoral Degree Level

3. University-Wide Regulatory Framework

3.1 Birmingham City University’s Academic Framework ensures the comparability of academic standards across its named awards by applying standard Academic Regulations to all taught programmes. A single set of regulations govern undergraduate and taught postgraduate awards. A second set of regulations govern postgraduate research awards (e.g. MPhil, PhD and Professional Doctorate awards).

4. Credit and Credit Accumulation

4.1 Birmingham City University’s Academic Framework is based on the accumulation of credit during a student’s period of study. Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes. Specifically:

- a student who successfully completes an undergraduate module (Levels 3-6) is awarded a mark of at least 40% and the associated volume and level of credit;
- a student who successfully completes a postgraduate module (Level 7) is awarded a mark of at least 50% and the associated volume and level of credit;
- failure in a module can be retrieved through resit opportunities, the retaking or replacement of modules within prescribed limits and by repeating stages of study (see section 2 of the Academic Regulations);
- in certain circumstances and within prescribed limits (see section 3 of the Academic Regulations) compensation and/or condonement is permitted for a failed module(s) within both undergraduate and postgraduate courses;
- credit volume for a module is based on the notional learning hours required for successful completion of the module, using the ratio 1 credit for 10 notional learning hours.

¹ Birmingham City University’s levels of study map directly to Levels 4-7 of the *Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ)* within the QAA UK Quality Code. Where programmes include an integrated foundation year (Level 3) the level of the final qualification is used as the reference point as set out within the FHEQ.

Birmingham City University: Academic Framework**Table 1: Awards of the University**

Award		Nomenclature	FHEQ Level	European Level (FQ-EHEA cycle)	Minimum Credit Requirement	Minimum credit at level of the award	Maximum period of registration	
Undergraduate	Certificate of Higher Education	Cert HE	4	Short cycle (within 1 st cycle). Typically 120 ECTS	120	90	3 years	
	Higher National Certificate	HNC	4		120	120	5 years	
	Diploma of Higher Education	Dip HE	5		240	90	5 years	
	Higher National Diploma	HND	5		240	90	5 years	
	Foundation Degree in Arts Foundation Degree in Engineering Foundation Degree in Science	FdA FdEng FdSc	5		240	90	5 years	
	Bachelor of Arts Bachelor of Education Bachelor of Engineering Bachelor of Laws Bachelor of Science	BA BEd BEng LLB BSc	6	Short cycle (within 1 st cycle). Typically 120 ECTS	300	60	7 years	
	Bachelor of Music	BMus	6					
	Bachelor of Arts with Honours Bachelor of Education with Honours Bachelor of Engineering with Honours Bachelor of Laws with Honours Bachelor of Science with Honours	BA (Hons) BEd (Hons) BEng (Hons) LLB (Hons) BSc (Hons)	6					
	Bachelor of Music with Honours	BMus (Hons)	6					
	Integrated Master's Degree Master of Accountancy Master of Business Master of Engineering Master of Finance Master of Planning Master of Science Integrated Master of Surveying	MAcc MBus MEng MFin MPlan MSci MSurv	7					Second cycle Typically represented by 90-120 ECTS (min of 60 ECTS)

Graduate	Graduate Certificate	Grad Cert	6	No equivalent in European Framework	60	60	2 years
	Graduate Diploma	Grad Dip	6		120	120	3 years
Postgraduate [Taught]	Postgraduate Certificate	PG Cert	7		60	40	2 years
	Postgraduate Certificate in Education	PGCE	7		60	40	2 years
	Postgraduate Certificate in Education (Post-Compulsory Education & Training)	PGCE (PCET)	7		120	100	2 years
	Postgraduate Diploma	PG Dip	7		120	90	3 years
	Postgraduate Diploma in Education	PGDE	7		120	120	3 years
	Master of Architecture	MArch	7		240	240	5 years
	Master of Music	MMus	7		240	240	5 years
	Master of Fine Art	MFA	7		360	360	5 years
	Master of Arts Master of Business Administration Master of Education Master of Laws Master of Science Master of Teaching and Learning Master of Education and Learning	MA MBA MEd LLM MSc MTL MEL	7	180	150	5 years	
	Advanced Postgraduate Diploma in Music (Professional Practice)	Adv PG Dip	8	No equivalent.	180	135	5 years
Research	Master of Philosophy	MPhil	7	Second cycle (end of cycle) qualifications	N/A	N/A	2 years (FT) 3 years (PT)
	Professional Doctorate Doctor of Business Administration Doctor of Education	DBA EdD	8	Third cycle (end of cycle) qualifications	N/A	N/A	5 years (FT) 6 years (PT)
	Doctor of Philosophy	PhD	8	Third cycle (end of cycle) qualifications	N/A	N/A	4 years (FT) 7 years (PT)

University awards	Foundation Certificate	FCert	3	No equivalent in European Framework	120	120	3 years
	Certificate in Professional Studies	CPS	4		60	60	2 years
	Diploma in Professional Studies	DPS	5		60	60	2 years
	Diploma in Education and Training	DET	5		120	120	5 years
	Advanced Diploma in Professional Studies	Advanced DPS	6		60	60	2 years

Differentiation of Awards

The following awards are undifferentiated

- Foundation Certificate
- Certificate in Professional Studies
- Diploma in Professional Studies
- Advanced Diploma in Professional Studies
- Certificate of Higher Education
- Bachelors (Ordinary) Degree
- Graduate Certificate
- Graduate Diploma
- Postgraduate Certificate (undifferentiated as an exit award)
- Postgraduate Certificate in Education
- Postgraduate Certificate in Education (Post-Compulsory Education & Training)
- Postgraduate Diploma (undifferentiated as an exit award)
- Postgraduate Diploma in Education

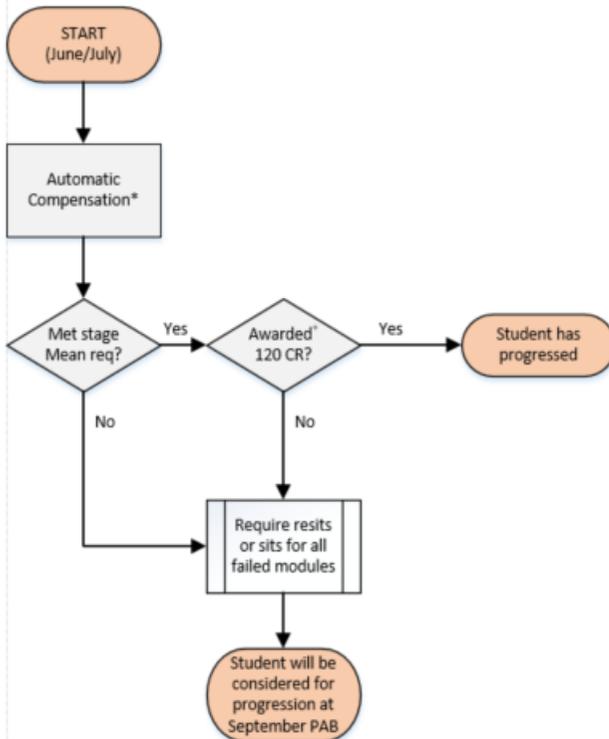
Appendix B is intentionally blank.

A complete list of all derogations from the Academic Regulations will be added to Appendix B in December 2018. Due to the changes to the Regulations, existing derogations require checking and further derogations may also be required.

Students are advised to note that derogations from the Academic Regulations most commonly apply to courses that are accredited by Professional, Statutory and/or Regulatory Bodies. Some Professional Bodies, for example, may not permit compensation or condonement where a module has been failed and it forms part of an accredited course.

Further details on accreditation can also be found in course handbooks and students are advised to approach their Course Convenor if they have any questions about accreditation and/or derogations from the regulations.

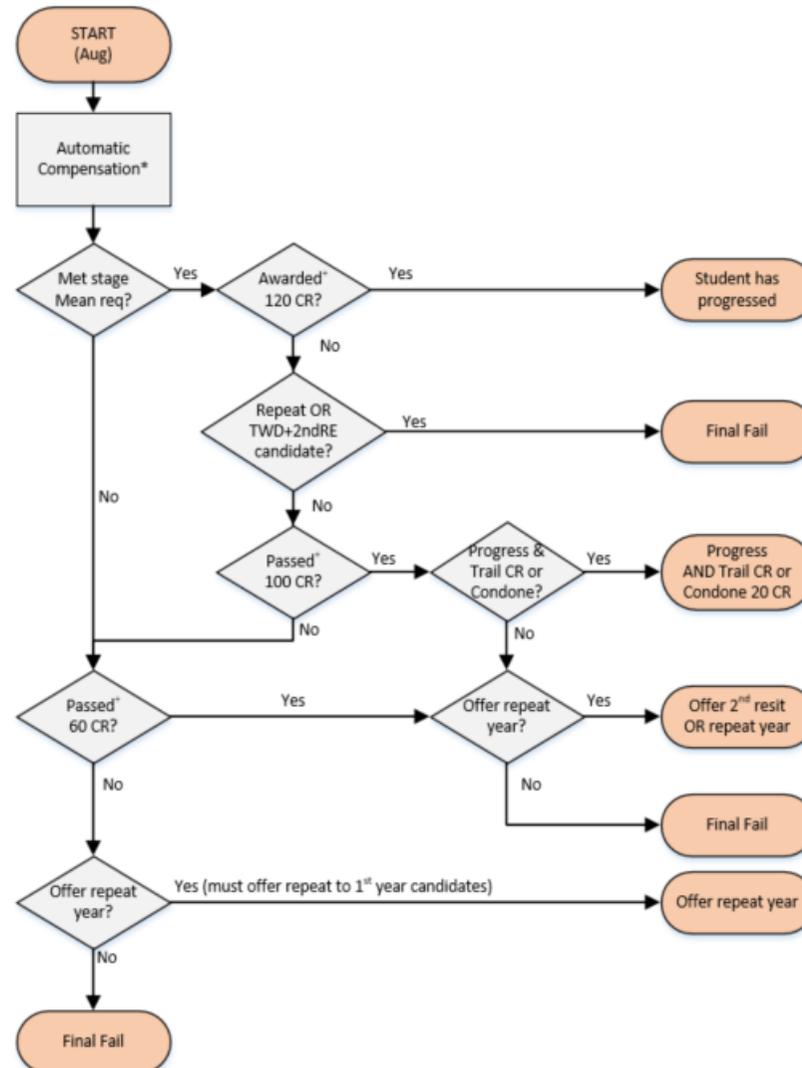
UG Progression PAB (June/July); Progression PAB (Aug) [September starters].



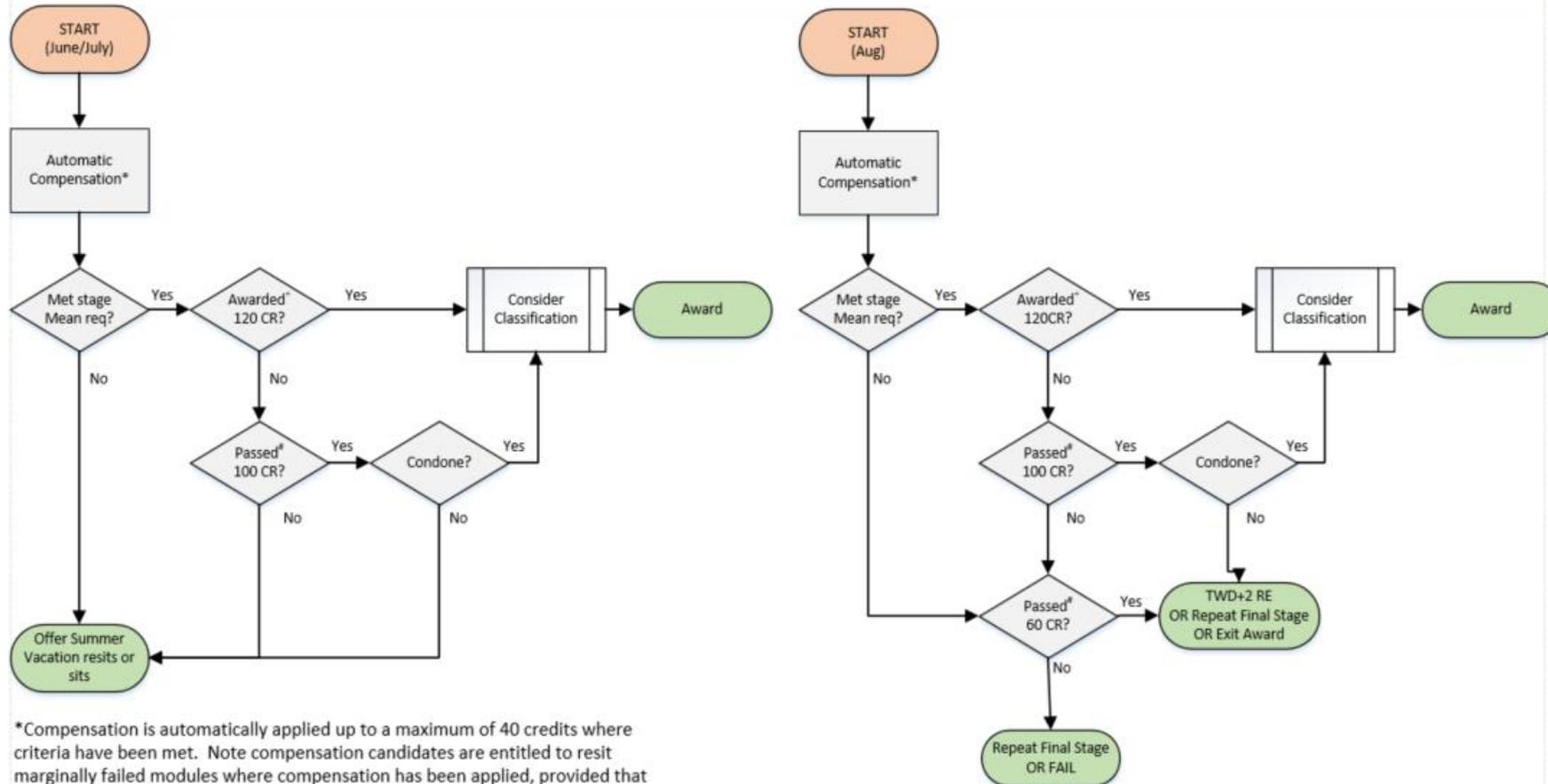
*Compensation is automatically applied up to a maximum of 40 credits where criteria have been met. A maximum of 40 credits can be awarded via a combination of compensation and condonement (maximum of 20 credits at each level). Note compensation candidates are entitled to resit marginally failed modules where compensation has been applied, provided that they register to do so. If such modules include accepted extenuating circumstances this may be a sit of the resit mode if supported by the PAB

+ Awarded credit is credit of modules passed + credit of modules compensated

Passed credit is total credit from modules academically passed



UG Awards June/July PAB; UG Awards Aug PAB [September starters].



*Compensation is automatically applied up to a maximum of 40 credits where criteria have been met. Note compensation candidates are entitled to resit marginally failed modules where compensation has been applied, provided that they register to do so. If such modules include accepted extenuating circumstances this may be a sit of the resit mode if supported by the PAB

+ Awarded credit is credit of modules passed + credit of modules compensated

Passed credit is total credit from modules academically passed

Birmingham City University

Standard Learning Agreement for Repeat Year Students

Section 1: Standard conditions for a repeat year

If you decide to accept the Examination Board's offer to repeat a stage, you are required to sign and date Section 3 where indicated, confirming that you accept the conditions detailed below.

The Birmingham City University Standard Learning Agreement includes conditions on attendance, assessment and engagement. It is designed to assist you in realising your academic potential in your repeat year and to succeed in progressing to the next stage of your studies or achieving your award. A repeat year entails a single cycle of assessment comprising one first attempt and (where necessary and available) one resit attempt on each module.

These conditions apply to all students in stage 1 and to all students in stages beyond stage 1 who have been given the Standard Learning Agreement². Please note that your School Student Progress Committee (SSPC) may exercise academic judgment on whether you be allowed to continue in your repeat year following a referral to SSPC for a breach of this Learning Agreement.

1.1: ATTENDANCE

A key condition is that you attend at least 80% of all monitored teaching events for your modules. That is all events where attendance is monitored by your School. It is not sufficient to cite a higher level of attendance overall, as you need to attend at least 80% of each event where attendance is monitored by your School (detailed information can be provided by your Personal Tutor). These sessions have been identified specifically by the School as being critical to the learning outcomes for each of your modules. They are necessary to develop skills and expand knowledge in your field/s of study.

Please note: you should not make a formal claim for Extenuating Circumstances related to this absence unless sudden, unforeseen and temporary circumstances impact on your module assessments (see Extenuating Circumstances procedure for details). Significant periods of absence may require you to take a period of temporary withdrawal as your engagement may be insufficient to enable you to continue.

If you have a known disability or long term condition (pre-existing or newly diagnosed chronic illness) you should register with Student Affairs so that reasonable adjustments can be considered to support you during your study. Student Affairs will discuss your circumstances with you and may apply for reasonable adjustments to support you in assessment. Some reasonable adjustments to assessment will require a consultation with academic colleagues prior to any adjustment being agreed to ensure that the Learning Outcomes of the individual modules can still be delivered, as this is an academic decision. Further details are available via the following web pages:

www.bcu.ac.uk/student-info/student-affairs

www.bcu.ac.uk/student-info/student-affairs/enablement-and-wellbeing/disability-support

² Learning Agreements may be amended, to individualise the scope rather than increase the requirements, for students offered a repeat of a stage other than stage 1

1.2: ASSESSMENT

A further condition is that you will complete all required module assessment on time or within the 7 day lateness penalty scheme, where this applies. If you miss an assessment due to extenuating circumstances, you may lodge a claim for extenuating circumstances using the claim form prior to the assessment deadline or normally within 7 days (5 working days) of the missed assessment deadline (see the Extenuating Circumstances procedure for further details). There will be no setting aside of marks or components of marks as a result of accepted exceptional circumstances. You may be given an opportunity to take the assessment as if for the first time, in accordance with the University's Academic Regulations.

If you have a known disability or long-term condition (pre-existing or newly diagnosed), it is your responsibility to contact Student Affairs to declare this so that they may discuss reasonable adjustments to your assessments. Please see 1.1 above for more information.

1.3: ENGAGEMENT

The final condition is that you demonstrate a positive and responsible attitude towards engaging with the demands of your academic studies during your repeat year. That is that you will have read the recommended texts and engaged and contributed to classes (seminars, workshop and/or laboratory sessions) as appropriate to the discipline, including contributing to group work and taking part in group presentations. You will be required to attend meetings with your Personal Tutor at least twice per semester where your level of engagement will be the focus of the discussions. You may be required to follow a personalised plan of engagement with the Centre for Academic Success as approved by your Personal Tutor. If there are any problems that have prevented your full participation in academic activities, including reading preparation, seminar contribution and group work, you are expected to raise these and to be proactive in finding solutions.

Section 2: Monitoring of conditions for all repeat years

2.1: Referral to School Student Progress Committee

Failure to meet and sustain the above conditions related to attendance, assessment and engagement will result in referral to your School Student Progress Committee (**SSPC**) (membership and terms of reference as shown in Appendix E of the Academic Regulations). The Terms of Reference empower the SSPC to permanently withdraw a student from the University prior to the completion of assessments during the repeat year. The SSPC cannot agree temporary withdrawal for a student on a repeat stage.

A student wishing to contest a decision of the SSPC can appeal via the University's academic appeals procedure. However, there is no right of academic appeal against the academic judgment underpinning the attendance and assessment criteria detailed in the learning agreement. An appeal outcome may specify that a student is permitted to continue with their studies subject to them providing evidence that they are fit to study.

2.2: Other sources of support

(a) Personal Tutor

The key source of all academic advice is your Personal Tutor who you should approach for all academic advice in relation to your repeat year. Consequently, to achieve your full

potential on your repeat year it is critical that you develop a positive supportive relationship with your Personal Tutor.

(b) Student Affairs

Student Affairs provides information on University services to support student general well-being and provides non-academic advice on a wide range of matters, with referral to other University specialists as appropriate to individual needs.

(c) Students' Union

The Students' Union offers a wide range of support to students. In relation to repeat years, the Student Voice Officers are particularly important as they offer a range of relevant independent support services, including advocacy on behalf of students.

Section 3: Confirmation and Signatures

Name	
Student ID	
Course Title	
I agree to the conditions as set out in this Learning Agreement in order for me to repeat a stage of study.	
Student Signature	
Date	

**Please sign and submit to your School Office by 31 October at the latest.
NB: If you do not understand any aspect of the Learning Agreement please contact your Associate Dean (with responsibility for quality assurance) to discuss. Please also note that the School Student Progress Committee is authorised to discontinue registration in cases where the Learning Agreement has not been signed and the conditions have not been met.**

Please keep a copy of this form for yourself

For official use only

Date submitted to the School Office	
Associate Dean (quality assurance) (name):	
Signature	
Date	
Personal Tutor (name)	
Date Personal Tutor notified of monitoring requirement	

School Student Progress Committee

Terms of Reference

- (a) In accordance with University regulations, to note cases where a student voluntarily temporarily interrupts their studies, and to note that the School Progression and Award Board will confirm the return to study semester (all returners must re-start the semester not the complete course) and any assessments required to complete a stage of study;
- (b) In accordance with University regulations, to require that a student discontinue their registration, either temporarily or permanently, noting that temporary withdrawal may not be agreed for a student on a repeat stage of study, except where this has been approved by the Deputy Vice Chancellor (Academic);
- (c) To submit a termly statistical report on temporary and permanent withdrawals determined under (a) and (b) above to the School Learning, Teaching, Assessment and Quality Committee. This should include data about the profile of students (ethnicity, disability, age etc.);
- (d) To receive reports from the Associate Dean (with responsibility for quality assurance) on the status of all students who have voluntarily taken temporary withdrawal or been required to temporarily interrupt their studies;
- (e) To receive status reports on students with a Learning Agreement to ensure that the conditions are being adhered to;
- (f) To receive reports from the Associate Dean (with responsibility for quality assurance) on students flagged with poor attendance and/or engagement;
- (g) To receive a status report from the Associate Dean (with responsibility for quality assurance) listing students referred to the Centre for Academic Success who have not attended or successfully completed the associated assessments;
- (h) To refer, as appropriate, issues relating to student welfare and the student experience which require School or university attention;
- (i) To receive reports regarding student complaints, appeals and disciplinary cases, including number of cases.
- (j) To meet at least once per semester.

Composition:

Membership:

Chair – A senior member of academic staff of the School nominated by the Head of School (3 year period of tenure)

At least four course leaders to be nominated by the Head of School

At least one School Course Administrator nominated by a Course Leader

In attendance:

Additional Course/Module Leaders may be invited to be in attendance by the Chair when business is relevant to their course/module/s.

Reports to: School Learning, Teaching, Assessment and Quality Committee