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## Academic Regulations for Taught Programmes

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### **Introduction**

These Academic Regulations for Taught Programmes should be read in conjunction with the General Student Regulations of Bath Spa University and the academic frameworks that set out specific arrangements for the different types of taught award.

The application of these Academic Regulations is underpinned by University policies and procedures to which reference is made at appropriate points. Regulations and supporting policies and procedures are available on the University's website [www.bathspa.ac.uk](http://www.bathspa.ac.uk)

The Academic Board of Bath Spa University approves these Academic Regulations. They may be varied with the agreement of the Academic Board to meet exceptional circumstances. For this purpose, "Academic Board" includes any individual or committee competent to act on behalf of the Academic Board.

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## **1 Scope and application**

- 1.1 These Academic Regulations for Taught Programmes (henceforth “Academic Regulations”) shall apply in their entirety to all taught provision leading to credit or qualification of Bath Spa University, irrespective of the site of delivery. This is with the exception of where there are formal agreements to the contrary, for example with reference to provision delivered by partner institutions in some specified circumstances.
- 1.2 The Academic Regulations in force at the point of a student’s annual registration shall be those for that academic year, unless specified otherwise. When a student registers during the year, including following an interruption of study, the Academic Regulations in force at the time of registration or resumption of studies will be in force.
- 1.3 For programmes subject to the requirements of Professional, Statutory or Regulatory Bodies or where there are other external requirements including those of UK Visas and Immigration (UKVI), those requirements will take precedence over these Academic Regulations with the approval of Academic Board.
- 1.4 Changes to the Academic Regulations may be made from time to time, subject to normal approval mechanisms. Any changes will normally be made with effect from the following academic year unless the University is confident that immediate effect is in the best interests of the students or where there is an external requirement.

## **2 Awards of Bath Spa University**

- 2.1 Bath Spa University taught awards may be granted to students who have followed and successfully completed courses approved by the Academic Board and satisfied the conditions contained in these regulations and the relevant academic framework(s). Bath Spa University also awards research degrees which are covered by separate regulations that can be found in the Research Degree Handbook.
- 2.2 The Academic Board shall approve a list of titles of available awards (“qualifications”) with their abbreviated forms from time to time. This is published separately as the Bath Spa University List of Current Awards and is complemented by the Bath Spa University Qualifications and Credit Framework. Qualifications shall be approved by the Academic Board prior to the approval of a programme of study leading to the award of that qualification.
- 2.3 The degrees, diplomas, certificates and other academic awards conferred by the Academic Board of the University shall be consistent with the levels defined in The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (the “Qualifications Frameworks”, QAA November 2014). They will also take account of any relevant Degree Characteristics statements and subject benchmark statements.
- 2.4 In addition to the approved named programmes of study, the University also enables a general Certificate of Higher Education where students have achieved sufficient credit at an appropriate level to support the award of these qualifications but have not met subject-specific requirements. These awards will normally be made to Associate Students and are supported by the Credit Accumulation and Transfer Scheme.

## **3 Academic Frameworks**

- 3.1 The University has in approval a suite of academic frameworks which are reviewed on a regular cycle and which set out key aspects of taught programmes, including:
  - a) structure of the academic year

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- b) module size
- c) nomenclature and parameters of combined awards and pathways
- d) progression regulations
- e) intermediate exit awards
- f) pass mark and determination of final award mark
- g) classification of awards

3.2 Exemptions to the relevant Framework on any approved course of study must be formally considered and agreed by the Academic Board prior to being implemented. Exemptions will only be permitted in exceptional circumstances (for example, owing to the requirements of a Professional, Statutory or Regulatory Body) and where a robust case has been demonstrated that there is not an alternative remedy.

3.3 The Frameworks currently in approval are:

- Foundation Year Academic Framework
- Undergraduate Academic Framework
- Initial Teacher Training Academic Framework
- Taught Postgraduate Framework
- Integrated Masters Regulations
- Framework for Degree and Higher Level Apprenticeships

This does not preclude further frameworks being developed and approved during the academic year.

3.4 For the purposes of course development, approval and delivery, the Frameworks are supported by a number of other University policies including the Assessment Policy.

## **4 Quality of Courses**

4.1 In addition to the external reference points noted above, courses approved by the Academic Board shall be of such quality as to fulfil the requirements of its general educational character.

4.2 All new courses proposed for approval by the Academic Board shall follow procedures for approval established by the Academic Board. All modules and courses of study must be approved through processes agreed by the Academic Board prior to student enrolment on those modules/courses and the delivery of them.

4.3 Similarly, any changes to or developments within approved courses (including individual modules) shall be made within procedures established by the Academic Board and will not come into effect unless the requirements of those processes have been fulfilled. This includes suspension to recruitment or the discontinuation of a named award.

4.4 All approved courses leading to awards of the University shall be subject to procedures of monitoring and evaluation established by the Academic Board, including procedures which shall form the basis for the continuation or termination of the courses. Review may also form the basis for changes or developments required within courses.

4.5 Specific regulations for any approved course of study shall be described in the relevant Academic Framework (see section 3 above) and the relevant Definitive Programme Document, which will be published. The contents of these documents shall be defined from time to time by the Academic Board. The Definitive Programme Documents shall be updated with respect to any changes in the course.

- 4.6 Copies of the Definitive Programme Documents will be held by Academic Governance and Policy on behalf of the Schools of Study. Schools are responsible for ensuring that any changes are notified and revised documentation is submitted to Academic Governance and Policy for this purpose.

## 5 Courses Conducted Outside the University (“Collaborative Provision”)

- 5.1 The University may approve arrangements whereby courses are conducted in whole or in part by external institutions and organisations, typically referred to as “Collaborative Provision”. Such courses may be courses also taught within the University, or taught in part within the University, or not taught within the University but validated by the Academic Board of the University and leading to an award of the University.
- 5.2 The standards of any such awards shall be equivalent to similar courses offered within the University.
- 5.3 The arrangements may incorporate alternatives to University regulations where the Academic Board is satisfied that the corresponding regulations of the other institution satisfy the principles and standards required by the University.
- 5.4 The Academic Board shall approve procedures by which applications for relationships with institutions or organisations external to the University may be considered and approved and which provide for review, renewal and rescinding of arrangements.

## 6 Duration and Mode of Study of Courses

- 6.1 The duration of a full-time academic year for undergraduate and postgraduate taught courses as expressed in hours of student study-time shall be determined from time to time by the Academic Board.
- 6.2 The planned duration of the course leading to a particular award shall be specified in the programme specification of the Definitive Programme Document. The following table sets out the normal expectations for minimum and maximum periods of study.

Award	Full-time		Part-time	
	Minimum	Maximum	Minimum	Maximum
Masters	45 weeks	3 years	2 years	5 years
• PgCert	15 weeks	2 years	30 weeks	3 years
• PgDip	30 weeks	2 years	60 weeks	4 years
Graduate Certificate	1 year	3 years	2 years	4 years
Graduate Diploma	1 year	4 years	2 years	5 years
PGCE	10 months	2 years	20 months	32 months
PGDE	2 years	4 years	N/A	N/A
Integrated Masters	4 years	6 years	8 years	12 years
Bachelors	3 years	5 years	5 years	8 years
• CertHE	1 year	3 years	2 years	5 years
• DipHE	2 years	4 years	3 years	6 years
Foundation degree	2 years	4 years	3 years	6 years
BSU Foundation Diploma	1 year	3 years	2 years	4 years
Apprenticeship	1 year and 1 day	Varies	N/A	N/A

Note: a professional placement year will add one year to all of the above minimum and maximum durations.

- 6.3 The programme specification of the Definitive Programme Document must include the minimum and maximum periods within which a student must complete the course of study and associated assessments, including any reassessment. The responsibility for monitoring

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a student's period of study, maintaining appropriate records, and advising the student lies with the Head of Student and Registry Services and the course manager.

- 6.4 Maximum period of registration will include any periods of interruption to study and any periods relating to extensions owing to personal mitigating circumstances or re-assessment and repeated periods of study owing to academic performance.
- 6.5 Mode of study, including full-time/part-time, blended learning and distance learning, must be detailed in the programme specification of the Definitive Programme Document and explicitly approved through the process for course approval as agreed by Academic Board.

## **7 Admission of Students**

### 7.1 Principles of admission.

7.1.1 The recruitment and admission of students to University programmes and modules of study is governed by the Admissions Policy. This is complemented by a further policy relating to the Accreditation of Prior Learning (APL), which may be certificated or experiential. There is a policy on Admissions Appeals to which applicants can make recourse if dissatisfied with an admissions decision.

7.1.2 Final authority for individual admissions lies with the Pro Vice-Chancellor Academic Planning, acting on behalf of the Academic Board.

7.1.3 There shall be a reasonable expectation by the Pro Vice-Chancellor Academic Planning that an applicant admitted to a course of study will be able to fulfil the objectives of the course and achieve the standards required for the award.

7.1.4 In considering any individual applicant for admission to a course of study, evidence may be sought of personal, professional and educational experiences which provide indications of ability to meet the demands of the course. To this end Disclosure and Barring Service (DBS) checks will be sought when required. Some programmes or fields of study may have other additional conditions of entry that are required by professional, statutory and regulatory bodies and with which the University must comply.

7.1.5 The University may refuse to admit an applicant to a course of study or require a student to withdraw if the application is found to contain or be based upon false information.

7.1.6 University policy on equal opportunities shall apply to all admissions.

### 7.2 Admission to undergraduate programmes

7.2.1 Entrance Requirements. The minimum level of attainment required for entry to the start of courses leading to undergraduate awards is equivalent to a specific level of attainment in two subjects at A-level supported by passes in three other subjects at GCSE. A "pass" in GCSE shall be taken as grade C or above, or grade 4 or higher if a reformed GCSE in England. A-level, or equivalent, requirements will be reviewed from time to time by the Academic Board. In some fields of study it will be necessary for entrants to have reached the equivalent of A-level in at least one specific subject as well as meeting the entrance requirements. It may also be necessary for entrants to possess relevant experience, depending on the field of study.

7.2.2 An integrated Foundation Year is available on some programmes of study to provide a progression route into level 4 of a specified undergraduate programme for circumstances in which an applicant is not considered to fulfil all of the entrance requirements at the point of application but who, nonetheless, might reasonably be expected to succeed following completion of the relevant additional year of study.

### 7.3 Admission to Taught Postgraduate courses (excluding Initial Teacher Training)

7.3.1 The minimum entry requirement for taught postgraduate courses, Graduate Certificates and Graduate Diplomas shall be a Bachelors Degree with Honours or equivalent. In all cases, the knowledge and skills required shall be consonant with the standards of prior knowledge and skills stipulated for the award. Additional requirements may be applicable for specific awards. It may also be necessary for entrants to possess relevant experience, depending on the field of study.

### 7.4 Admission to Initial Teacher Training courses

7.4.1 Entrance Requirements. The minimum level of attainment required for entry to the start of postgraduate or professional graduate certificate in education courses leading to qualified teacher status (QTS) is equivalent to a specific level of attainment in a first degree or equivalent, supported by passes in five subjects at GCSE. For PGCE/PGDE secondary these passes should include English language and mathematics. For PGCE/PGDE primary and key stage 2/3 these passes should include English language, mathematics and a science subject. A "pass" in GCSE shall be taken as grade C or above, or grade 4 or higher if a reformed GCSE in England. GCSE equivalence tests can be offered to entrants for selected PGCE/PGDE courses. In some fields of study it will be necessary for entrants to have a subject-specific degree and/or other relevant qualifications. A period of work experience in a school environment, normally prior to application, will also be required. Entrants for undergraduate courses leading to PGCE/PGDE primary will be expected to meet the general requirements for entry onto bachelor's degree courses as well as the work experience requirements above. GCSE passes for such entrants should include English language, mathematics and a science subject.

### 7.5 Admission to Degree-Level Apprenticeships

7.5.1 Entry requirements for Degree-Level Apprenticeships will be dependent on employer requirements and will vary between apprenticeships. Typically, a level 3 qualification (A-levels or equivalent) is expected as a minimum and there may be a requirement for additional qualifications or specific experience.

### 7.6 International Qualifications and admission requirements:

7.6.1 The University accepts international qualifications deemed as equivalent to those specified above. Equivalence is established through The National Recognition Information Centre for the United Kingdom (UK NARIC). The normal minimum IELTS (or equivalent) requirement for admission onto all of our undergraduate programmes is 6.0. We normally require 6.5 for level 7 programmes, though individual awards may have a lower or higher requirement where this has been considered by the Academic Board to be appropriate to enable students to succeed in the discipline. The normal requirement for all Initial Teacher Training courses is 7.0.

### 7.7 AP(E)L

7.7.1 The University has an approved policy on accreditation for prior or experiential learning.

7.7.2 Admission with academic credit. Where it is clear that an applicant has fulfilled some of the progression and assessment requirements of the course of study by means other than attendance on the course, and will be able by completing the remaining requirements to fulfil the objectives of the course and attain the standard required for the award, the applicant may be admitted as a student to any appropriate point in the course. Admission may be with general or specific credit. All applications to transfer registration from one course of study to another shall be determined by the Pro Vice-Chancellor Academic Planning

- 7.7.3 Admission "with general credit". Admission "with general credit" shall be subject to the same principles as admission to the beginning of the course. Subject to the requirements of the relevant regulations for the course, a student may be admitted with exemption from certain elements of a course, which means that the student will not be required to take those elements but might be required to take alternatives.
- 7.7.4 Admission "with specific credit". Admission "with specific credit" means that the student will be considered to have passed certain elements and will, where regulations for the course permit, be graded.
- 7.7.5 Transfer from other institutions in the United Kingdom. Applicants who have successfully completed the whole or part of a degree or other course of higher education at an institution in the United Kingdom may be admitted with specific credit at an appropriate point on a course of study.
- 7.7.6 A maximum of two-thirds of the overall credit required for the final qualification to which the course of study leads can be awarded by APL.

## **8 Registration, Enrolment and Attendance**

- 8.1 New and returning students are required to register each academic year on their programme of study and, in doing so, agree to comply with all conditions for registration.
- 8.2 A student shall be registered as full-time if s/he is taking a minimum of two-thirds of the overall credits normally due for the academic year.
- 8.3 Each academic year, students will enrol onto a set of modules as defined in the definitive programme document for their programme. Where choice is available, students will be advised of the period within which they can select modules. Opportunities for transfer in and out of modules are set out within the respective Academic Frameworks.
- 8.4 Regular attendance and active engagement in the learning and teaching activities is critical to student success and it is normally expected that students will be present and engaged with their studies during semesters (undergraduate) and trimesters (postgraduate taught). The University has an Engagement and Attendance Policy which sets out expectations of students and staff in relation to student engagement and attendance. This includes arrangements for unavoidable periods of absence of various lengths and it details the requirements of students in relation to absence.
- 8.5 There may be circumstances in which it is appropriate for a student to have a period of interruption to their studies. This is referred to as a study break.

## **9 Assessment**

- 9.1 The University's approach to and principles of assessment are set out in the Assessment Policy which is approved and reviewed by Academic Board.
- 9.2 Assessment Regulations are set out within these Academic Regulations and the Academic Frameworks. Any exemptions to these must be formally approved by the Academic Board and will be recorded in the programme spec
- 9.3 Principles of assessment
- 9.3.1 All courses leading to awards of the University shall include assessments of students' achievements that are related to the outcomes specified for the course, enable Assessment

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Boards to judge student progression through the course, and can demonstrate that student achievements within the course are appropriate for the standard of the award.

9.3.2 All courses leading to awards of the University shall clearly set out in the relevant definitive programme documentation which and how many elements must be passed.

9.3.3 Through appropriate documentation such as the module handbooks, students shall also be provided with guidance on:

- a) criteria for the award of pass or failure of an assessment;
- b) criteria for the award of marks of merit or distinction, where appropriate; and
- c) criteria for the grading of modules or awards and the timing of examinations and submission dates of other assessed work.

9.3.4 Assessment regulations shall take into account the University's commitment to Equality and Diversity. If a student is unable to be assessed by the methods specified in the assessment regulations, for example through disability, the candidate shall be assessed by arrangements agreed by the Academic Board.

9.3.5 These regulations on assessment may be varied with the agreement of an Assessment Board to meet exceptional circumstances.

9.4 Responsibilities of the University regarding assessment are as follows:

- a. To ensure that students are assessed fairly in accordance with the assessment schemes for approved courses.
- b. To provide invigilation of examinations undertaken in the University in accordance with procedures approved by the Academic Board.
- c. To provide results of students' assessments and to issue individually to students their marks or grades.
- d. To investigate allegations of academic misconduct relating to assessment in accordance with procedures approved by the Academic Board
- e. To make available information regarding assessment. In addition to the information contained in student handbooks, the University will make available:
  - a) timetables for examinations
  - b) instructions to examination candidates approved by the Academic Board.

9.5 Responsibilities of students:

9.5.1 To attend examinations and submit work for assessment as required. If a student fails to attend examination(s) or submit work for assessment without good reason, the Assessment Board may determine that the student has failed the assessments concerned.

9.5.2 In the event of unexpected events that may have impacted a student's ability to undertake or submit an assessment, it is the responsibility of the student to invoke the University's Mitigating Circumstances Policy and follow the process approved by the Academic Board regarding any relevant information on personal circumstances that may have affected performance and which s/he wishes the Assessment Board to take into account.

9.5.3 To undertake assessments in a manner that does not attempt to gain unfair advantage.

## **10 Failure and Reassessment**

10.1 Reassessment is not available to improve upon a mark or grading above the pass level required for an award.

10.2 A student will normally be given one opportunity to retrieve initial failure of an assessment through a re-sit/re-submission, known as "referral". The mark for retrieval of a referred assessment will be capped at the pass mark.

10.3 On failing to retrieve at referral, the student will be deemed to have failed the module and will normally be offered the opportunity to re-take the module. The student's mark for the

module will not be capped at the pass mark on the re-take attempt unless any assessment is, again, referred, in which case the referred assessment will be capped at the pass mark on the retrieval attempt.

- 10.4 The Assessment Board may exercise its discretion in providing special arrangements where it is not practicable for students to be reassessed in the same elements or by the same methods as at the first attempt. Such arrangements shall be subject to the principle that an award is only made when a candidate has fulfilled the intended learning objectives of the course and achieved the required standard.
- 10.5 As noted above, any student who believes his/her performance has been adversely affected by unexpected circumstances outside of his/her control should invoke the Mitigating Circumstances procedures which includes the principle of "Fit to Sit/Submit". If it is established to the satisfaction of the Assessment Board that a student's absence, failure to submit work, or poor performance in all or part of the assessment was due to his/her proven illness or other valid documented case, the Assessment Board shall act under the following regulations:
- a) A student shall be assessed in the usual way at the earliest opportunity as if for the first time; if an assessment affected by illness was itself a second attempt reassessment will be permitted as if for the second time.
  - b) The Assessment Board may prescribe whatever form of assessment it considers suitable for the circumstances.
  - c) Where there is insufficient evidence to determine the recommendation of an award, but the Assessment Board is nevertheless satisfied that the student would have passed had it not been for illness or other valid and documented cause, an Aegrotat degree may be recommended.
  - d) Before the Assessment Board makes an award under b), c) or d) above the student must have signified willingness to accept the award under these terms, and must have understood that this involves waiving the right to be reassessed under a).

## **11 Academic Misconduct**

- 11.1 Any attempt by a student to gain an unfair advantage in assessment will be subject to action under the University's Academic Misconduct Policy and Procedures for Dealing with Accusations of Academic Misconduct (formerly referred to as "unfair practice"). In cases where academic misconduct is concerned the following guidelines and principles shall apply.
- 11.1.1 In any case of an allegation of academic misconduct the assessment shall be marked and considered but the Assessment Board shall not confirm the candidate's result until the facts have been separately established under arrangements approved by the Academic Board
- 11.1.2 Actions on academic misconduct will be considered by an arrangement determined by Academic Board from time to time.
- 11.1.3 Where evidence becomes available the case may be reopened under procedures laid down in the previous paragraph.
- 11.2 Students should be aware that an academic misconduct case can be opened at any time, even if the student is no longer a current student.

## **12 Assessment Boards**

- 12.1 Assessment Boards within the University operate at two levels:
- a) Subject Boards, at which the marks for individual students are considered and agreed within each module; and
  - b) Final Awards Boards, at which overall outcomes for individual students are confirmed for a stage (end of semester or trimester) or level.

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Subject Boards meet in advance of Final Awards Boards and inform the deliberations of the Final Awards Board.

- 12.2 Subject Boards and Final Awards Boards are accountable to the Academic Board, with a constitution approved by or on behalf of the Academic Board, and which includes the external examiners approved by the Academic Board. The constitution of Subject Boards and Final Awards Boards shall require that they be chaired by an appropriate senior academic appointed by the Vice-Chancellor.
- 12.3 The terms of reference of a Final Awards Board shall include responsibility for:
- a) determining whether a student has complied with the requirements of the course and its assessment and may proceed to the following stage of the course; and
  - b) recommending the Academic Board to grant the appropriate award.
- 12.4 No student shall be a member of a Subject Board or a Final Awards Board for his or her course or attend an examiners' meeting for such course other than as a candidate for assessment.
- 12.5 All members of a Subject Board or Final Awards Board are bound by its decisions and are required to maintain confidentiality of the detailed proceedings unless authorised to disclose them by the Head of Student and Registry Services or in evidence to a panel considering an application for review of a decision of a Board.
- 12.6 The quorum of an assessment board, whether a Subject Board or a Final Awards Board, shall be a simple majority of the members eligible to attend. Where awards are to be decided one Chief External Examiner should be present. The decisions of a Subject Board should be informed by the considerations of the subject/module external examiner(s).
- 12.7 A Subject Board and Final Awards Board in concert are authorised to assess students and to recommend the grant of awards in accordance with the assessment regulations. The Subject Board is responsible for all assessments within the modules which it is considering and for providing advice on these to the Final Awards Board which then makes the recommendation for an award. No other body or person may act on behalf of the Academic Board in recommending the grant of an award nor in amending the duly made decision of the Final Awards Board acting within its terms of reference. An assessment board may however be required by the Academic Board to review a decision under the Academic Appeals procedure or may have the decision annulled under the Academic Appeals Procedure.
- 12.8 The Head of Student and Registry Services shall be responsible for the secretariat of all Final Awards Boards and shall require the Secretary to maintain accurate records of the Final Awards Board's proceedings. The Heads of School shall be responsible for the secretariat of Subject Boards and shall require the secretaries to maintain accurate records of the Subject Boards' proceedings.
- 12.9 No recommendation for the grant of an award may be made without the written consent of the approved Chief External Examiner. On any matter which an external examiner has declared a matter of principle, the decision of the external examiner(s) shall either be accepted as final by the Final Awards Board or be referred to the Academic Board for determination. Any unresolved disagreement between external examiners shall be referred to the Academic Board for determination.

### **13 External Examiners**

13.1 Appointment of external examiners. Candidates for appointment as external examiner shall be appointed by a process and by criteria established by the Academic Board. No candidate may be appointed as an External Examiner without the formal approval of the Academic Board.

13.2 External examiners operate at two levels: module external examiners who are appointed to modules within a subject; and Chief External Examiners who are appointed to oversee the awards conferred under a particular regulatory framework.

13.3 Purposes and duties of external examiners. The purposes of external examiners are to ensure that the marks of internal examiners are consistent internally and with marks awarded for similar subjects in relation to similar awards elsewhere in UK university institutions. Their duties shall be to:

- a) attend meetings of relevant assessment boards (which may be subject boards or final awards boards)
- b) agree proposed examination papers, coursework and other assessments
- c) above level 4, see a 10% sample of all assessed work representative of each grade band above equating to not less than 8 pieces of work
- d) agree the marks awarded by internal examiners in respect of the assessments with which the external examiner is associated
- e) judge students impartially on the basis of the work submitted
- f) ensure that students are examined within the regulations of the University and those approved for the course
- g) ensure that the standards of awards recommended by Assessment Boards of which they are members compares with those of awards conferred at other comparable institutions of higher education
- h) report annually to the Academic Board on the standards attained by students, on any matter that in the view of the external examiner affects academic standards within the course, and on any other matter that seems appropriate for report

13.4 Rights of external examiners. External examiners shall have the right to take any action they deem necessary for the proper fulfilment of their duties. Their rights also include the following:

- a) to be provided with proper briefing.
- b) to attend any meeting of assessment boards or of which they are members.
- c) to see any examination papers, coursework or other material relevant to the assessment of students on the course.
- d) to consult with internal examiners or any other representatives of the University to discuss the course(s) for which they have external examining responsibilities.
- e) to be consulted about any changes in assessment for the course(s) for which they have external examining responsibilities.
- f) to address any issues confidentially with the Vice-Chancellor.

### **14 Appeals**

14.1 The Academic Board has an approved Appeals Procedure for considering appeals against decisions of Assessment Boards or through the procedures established by Academic Board for consideration of academic misconduct accusations, and a panel to consider such appeals (the "Appeals Panel").

### **15 Notification of Results**

15.1 Results of Final Awards Boards will be published to students on a date that has been determined previously and notified to students.

- 15.2 For students who do not satisfy the Final Awards Board that they have fulfilled the requirements of the assessment process, the Head of Student and Registry Services shall communicate the decision of the Final Awards Board in writing to the students concerned, with instructions on any reassessment permitted.
- 15.3 Where students have outstanding obligations to the University or are the subjects of an allegation of a breach of discipline:
- 15.3.1 Results concerning the award may be withheld until the obligation is discharged.
- 15.3.2 Registration for the next stage of the course may be denied to a student who has an outstanding obligation to the University at the start of that stage.
- 15.3.3 Results concerning the award may be withheld until the allegation of the breach of discipline has been determined and consequential action discharged.

## **16 Conferment of Awards**

- 16.1 An award of the University may be conferred when the following conditions are satisfied:
- a) the candidate has successfully completed the relevant course of study as a registered student of the University
  - b) the award has been recommended by the Final Awards Board convened, constituted and acting under regulations approved by the Academic Board and normally on the advice of the relevant Subject Board
  - c) the award has been approved by the Academic Board
  - d) arrangements satisfactory to the University have been determined, where a student has an undischarged obligation to the University, or are the subject of an allegation of a breach of discipline.
- 16.2 The award recommended by an Assessment Board shall be that for which the student is a candidate or a lower award, specified in the approved course regulations, for which the student has fulfilled the requirements.
- 16.3 The Assessment Board may recommend that an award be conferred with merit, distinction or with an Honours classification as appropriate to the award and as set out in the relevant academic framework.
- 16.4 The certificate of an award conferred by the University shall record:
- a) the name of the University together with, if appropriate, the name of any other institution sharing responsibility for the student's course of study or research
  - b) the student's full legal name as given at the time of last registration
  - c) the title of the award and a descriptor indicating the title of the course (if any) as approved by the Academic Board for the purposes of the certificate
  - d) an indication of any classification, merit or distinction recommended
  - e) the signature of the Vice-Chancellor and University Secretary of the University.
- 16.5 Aegrotat awards. Where a student has been adversely affected by serious illness or injury that has prevented him/her from completing his/her programme of study, the Final Awards Board may agree that an Aegrotat award be conferred. Aegrotat awards may be considered at any level where there is reasonable evidence that the student would have achieved his/her chosen award were it not for the circumstances that prevented completion of his/her studies. Once an Aegrotat award has been made, the student's registration shall be considered to have ended and s/he cannot subsequently be re-considered for the award. Thus, for an Aegrotat award to be made, the Final Awards Board must normally be satisfied that the illness or other valid cause is also likely to prevent the student from completing his/her studies within the maximum period of registration. The student will be asked to

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confirm his/her willingness to accept an Aegrotat award and has the right to decline. In making the offer, the University will also draw the student's attention to the following:

- a) Aegrotat awards do not enable professional registration or accreditation
- b) the certificate will indicate that the award made is an Aegrotat award
- c) Aegrotat awards are normally conferred without class or distinction although, in rare and exceptional circumstances, the Academic Board reserves the right to classify an award

16.6 Where a student has died before completing his/her studies, with the agreement of the immediate family and/or next of kin, any award of the University may be conferred posthumously and accepted by an appropriate individual on the student's behalf.