The University of Northampton

Academic and Student Regulations

2015-16

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# Preamble – Introduction to the Academic and Student Regulations

The University of Northampton (UN) is a statutory body which derives its powers from an order of Council dated 25 August 2005. Its operation is governed by an Instrument and Articles of Government approved by the Privy Council in August 2005 and subsequent approved amendments.

The University has been granted degree awarding powers by the Privy Council. The degree awarding powers have three principal aspects:

* The power to establish academic awards, Degrees, Diplomas and Certificates and other academic awards and distinctions and to determine the terms and conditions for granting and conferring such awards and distinctions.
* The power to confer academic awards and distinctions on candidates who have pursued approved programmes of study and have passed such examinations or other assessments as required by the University.
* The power to confer honorary awards on selected persons of distinction.

The purpose of these regulations is to provide a framework to enable the University to confer Degrees, Diplomas, Certificates and other academic awards and distinctions that are consistent in standard to those of other Higher Education Institutions in the United Kingdom. The University subscribes to the [Quality Assurance Agency for Higher Education (QAA)](http://www.qaa.ac.uk/Pages/default.aspx) and pays due regard to the [QAA UK Quality Code for Higher Education](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx) in the management of the academic quality and the standards of its awards. All awards are aligned with the [QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx).

These regulations reflect the University’s requirement to observe all relevant national legislation.

The Academic and Student Regulations are subject to the annual review and approval of the University’s Senate.

These Regulations cover all study leading to an award or award of credit of the University of Northampton, including study delivered in collaboration. To this end, they cover programmes of study and stand-alone modules that sit within the University Modular Framework (UMF), those that sit outside the UMF as long as those programmes and/or modules are credit-bearing[[1]](#footnote-1) and research programmes, including those that do not contain any taught components.

# Section 1 – The Admission of Students and Associate Students

## Principles governing the admission of students

* + 1. Admission is designed to ensure the selection of students who can reasonably be expected to complete their studies successfully. Those making admissions decisions must select applicants using transparent and justifiable criteria.
		2. Those considering applications for admission must act in accordance with the Admissions Policy and Guidance.
		3. It is the policy of the University to admit students who are able to demonstrate the potential to benefit from, and have a reasonable chance of successfully completing, a programme of study. It does not assume that ability to benefit must be demonstrated through the formal achievement of specific qualifications.
		4. Where an applicant for admission to a programme is unable to present evidence relating to the general entry requirements, they may be considered for ‘special admission’. In such cases the Special Admissions Policy must be followed.
		5. Applicants who have completed a University of Northampton Higher National Diploma (HND), Foundation Degree (FD) or equivalent at a collaborative organisation will be considered for entry onto an appropriate top-up programme. They may also be considered as a direct entrant onto Level 6 of a degree programme if the relevant Programme Specification specifies that this is a possibility and if the applicant has met the required standard as set out in the Programme Specification.
		6. During the admissions process applicants may wish to apply for accreditation of prior certificated learning (APCL) and/or accreditation of prior experiential learning (APEL) (see Section 1.3 and the APCL/APEL Policy for more information).
		7. The discovery of a relevant fraudulent, untrue or misleading statement or one which omits pertinent facts at any stage in the application process (including on an application, during the selection process (e.g. made at interview or audition) or at enrolment) will normally lead to an immediate withdrawal of any offer of a place. Such a discovery after a student has been enrolled may lead to the Director of Student and Academic Services declaring the enrolment void, in which case the student shall be required to withdraw from the University. The student will have 10 working days to present any explanation or observations to the Vice-Chancellor. On receipt of such written representation the Vice-Chancellor will review the action taken by the Director of Student and Academic Services. The decision of the Vice-Chancellor shall be final and not subject to review by any other University body.
		8. An official University identity card will be issued to on-site students when they first enrol with the University. Off-site students will be issued with an identity card if one is requested. The card will be valid for the expected duration of their study. On-site students must carry their identity card with them at all times and produce it on demand. Students must not divulge their student identification number to any other student. Replacement cards can be provided by the Admissions Office on payment of a fee.
		9. On enrolment with the University all students automatically become members of the Students’ Union. Any student wishing to opt-out of membership should complete the relevant opt-out form available from the Students’ Union. Opting out does not restrict a student’s access to Student Union facilities or events or the right to representational support but does prevent the student from standing as a candidate or voting in Union elections or taking office in Union-recognised clubs and societies.

## 1.2 Principles governing the admission of associate students

1.2.1 An associate student is a student who is currently registered for one or more undergraduate modules from any award map but is not registered for an award. Associate students can register for a maximum of 40 credits at any one time. Some modules will not be available to associate students.

1.2.2 An associate student can choose whether to attempt the module assessment; if s/he does not, no credit can be awarded.

1.2.3 An associate student can ask to transfer onto a programme of study at any time. Such requests will be treated as Special Admissions and routed via the Special Admissions Policy. Credits accumulated whilst the student was an associate student may be considered for APL. Any module failures will be counted in the accumulated failure count (see regulation 3.7.2).

1.2.4 In addition to 1.2.3, an associate student who accumulates credits worth at least two thirds of the credit of the lowest award a student can achieve will be registered for that award. Any module failures will be counted in the accumulated failure count (see regulation 3.7.2).

## 1.3 Accreditation of Prior Certificated/Experiential Learning

1.3.1 Accreditation of Prior Learning is defined as ‘The process used to establish that a meaningful and measurable amount of learning has taken place outside of The University of Northampton, either through an individual’s experience or through another awarding body, and that this learning has been evidenced and assessed’. More specifically:

* The Accreditation of Prior Certificated Learning (APCL) is: ‘The process through which The University of Northampton awards specific credit to students for learning that has been recognised and certificated by another awarding body’.
* The Accreditation of Prior Experiential Learning (APEL) is: ‘The process through which The University of Northampton awards specific credit to students for learning that has been gained through work or other life experiences that are relevant to the student’s intended University of Northampton programme of study’.

1.3.2 Students who are admitted with APCL and/or APEL will count such credit towards their award in accordance with the APC/EL Policy.

1.3.3 APCL/APEL will normally be for a minimum of one module. The maximum amount of APCL/APEL credit that can be used towards an award will normally be no more than 2/3rds of award with which the student exits.

1.3.4 The classification of the award will be based only upon the credit achieved whilst studying on University of Northampton modules.

1.3.5 APL cannot be awarded for principal modules or any modules at Level 6. Exceptionally, advanced standing may be awarded to registered practising nurses/midwives who return to study a second nursing speciality.

1.3.6 For Level 8 programmes, students admitted with credit for prior learning may count such credit towards the award in accordance with the APL (Accreditation for Prior Learning) procedures of the University of Northampton. Normally students are excluded from being awarded APL in respect of the Reflection of Professional Practice module

1.3.7 Where students have a University of Northampton HND, FD or equivalent with a collaborative organisation and are moving to a Level 6 award or topping-up that previous University of Northampton award, the previous University of Northampton award is treated as an entry requirement rather than APCL/APEL. In such situations, classification of the top-up award is based only on credits studied at the University of Northampton.

1.3.8 Further information about APL is found in the APL Policy and Procedure.

# Section 2 – Awards of the University

## 2.1 Award Titles

2.1.1 All awards are based on programmes of study. A programme of study is the approved curriculum followed by an individual student. It may be identical to a ‘programme’ or be one of a number of standard routes available within a larger programme scheme. However achieved, the programme of study will satisfy the requirements of the University (as set out in these regulations) and any relevant validating or professional body.

* + 1. The title of an award will be approved by Senate as part of the validation of a programme.
		2. The award of a taught degree in Arts (Master of Arts [MA], Bachelor of Arts [BA] and Foundation Degree in Arts [FdA]) is reserved for studies in art and design, the arts and humanities, combined studies in the arts and social sciences and in the areas of social or business studies where appropriate.

The award of a taught degree in Science (Master of Science [MSc], Bachelor of Science [BSc] and Foundation Degree in Science [FdSc]) is reserved for programmes substantially based on science, mathematics or the application of those subjects.

The award of a degree in Engineering (Master of Engineering [MEng] or Bachelor of Engineering [BEng]) will be reserved for programmes substantially based on elements of engineering or their application

* + 1. Programmes will only lead to an award of a postgraduate title if the required volume of credits is assessed at Level 7 (see Table 1). Programmes with graduate entry requirements, but where fewer than the required number of credits are assessed at Level 7, will lead to a graduate certificate or graduate diploma.
		2. The naming conventions for research degree awards are laid out in Section 4.
		3. Differentiation:
* Honours degrees with different titles must have common content of no more than 50% of the credits at Levels 5 and 6 taken together. Honours degree pathways must have common content of between 50% and 75% of the credits at Levels 5 and 6 taken together.
* Where undergraduate degrees have no Level 6 the maximum percentage of common content is 50% (for different titles) and 50-75% (for pathways) of the credits studied at the highest level to which that degree is studied. For two year programmes where differentiation at Level 5 may lead to either a pathway or a different award title the differentiation at Level 4 will also be taken into consideration.
* Postgraduate degrees with different titles must differ in their dissertations (for Masters degrees) plus no fewer than 40 credits of taught provision. For a named Postgraduate Certificate (i.e. a 60 credit programme) there will need to be 20 credits of differentiation.
	+ 1. Naming:
* The use of ‘and’ and ‘with’ for subject titles and single honours awards are not normally permitted.
* Parentheses may only be used to indicate a pathway or specialism within a broad portfolio of awards.
* The use of dashes, solid marks or other separation marks is not permitted.
* Award titles should not normally reflect more than three subject components. Where there are more than three significant components an award of Combined Studies will be made. An award of Combined Studies will also be made where a student has not met the requirements of the relevant Award Map[[2]](#footnote-2).
	+ 1. Joint Honours awards:
* Subjects will be coupled with the word ‘and’ (for Joint awards) or ‘with’ (for major/minor awards).
* With the exception of the subjects listed below, subjects will be designated as either Science (BSc) or Arts (BA). The final designation of the award will be determined by the subject with the most number of credits at Levels 5 and 6 taken together. Where equal numbers of credits are divided between Science and Arts subjects an Arts designation will be given[[3]](#footnote-3).
* The following subjects may be designated as either Science (BSc) or Arts (BA). In such situations the second subject will determine the final designation of the award or, where both subjects from this list have been studied, the student will be awarded a BA:
	+ - * Human Geography
			* Psychology
			* Sport Studies

## Completion of an Award

2.2.1 All students are registered for a Final Award and pursue a programme of studies intended to lead to that award. This does not apply to Associate Students (see Section 1.2).

2.2.2 Taught awards are defined in terms of the number of credits and their level (see Table 1). To be eligible for a specific named taught award a student must have completed a programme of studies as set out in the relevant award map[[4]](#footnote-4). The student must also have fulfilled the requirements for registration (see Table 2).

* + 1. Qualifications are awarded to mark the achievement of positively defined outcomes. The University of Northampton specifies that the outcomes required for each of its qualifications are specified clearly. Achievement of those outcomes must be demonstrated before a qualification is awarded. Assessment procedures that permit compensation or condonement are not applied in a way that might allow a qualification to be awarded without achievement of the full outcomes being demonstrated.
		2. Where a student has failed to meet the requirements of the Final Award s/he may be awarded an Intermediate Award (see Section 2.5). Intermediate Awards will only be awarded if the student has demonstrated the outcomes required for that qualification.
		3. Where a student has achieved the required number of credits at the required level for an award but has not met the requirements of any professional body accrediting that award an alternative title will be awarded[[5]](#footnote-5).
		4. Students who are not eligible for an award may be awarded a Certificate of Achievement documenting the credits they have achieved.
		5. The University stipulates a period of time in which a student must complete the award for which they are registered. The maximum and minimum registration periods for Framework and Research Degree awards are detailed in Table 2. These maximum and minimum periods measure the academic years between commencement (initial registration) on the programme and achievement of the award. A student will not be permitted to continue on a programme which s/he is unable to complete within the registration period. In exceptional circumstances, permission may be given to extend this period by the Director of Student and Academic Services or nominee. This decision will be informed by the currency of the contributing study and the student’s rate of achievement.

The registration period for a student who registers on a programme of study, withdraws from that programme of study at a point in time and then re-joins that same programme of study at a later date will be measured from the start of the initial registration; in other words, the registration period does not start afresh when the student re-joins the programme of study.

* + 1. Students are not normally allowed to study two programmes of study of the University concurrently. Where a student wishes to do so s/he must apply to the Director of Student and Academic Services at the point of admission or a point at which modules are selected for a further stage of study, providing a rationale for this.
		2. A student may request that s/he undertakes cross-institutional concurrent learning, in accordance with the principles set out in the concurrent learning policy.
		3. Regulations related to professional awards may override the maximum period of registration, as may the rules associated with students on study visas[[6]](#footnote-6).

## 2.3 Eligibility for specific Awards

* + 1. The awards available at the University of Northampton are:
* Level 8:
	+ - Doctorates (PhD, DBA, DProfPrac)
* Level 7:
	+ - Master’s Degree (MA, MSc, MPhil, MProf, MBA, LLM, MRes, MClinRes)
		- Integrated Master’s (MEng)
		- Postgraduate Diploma
		- Postgraduate /Professional Certificate
* Level 6:
	+ - Graduate Diploma (GradDip)
		- Graduate Certificate (GradCert)
		- Bachelor Degree with Honours (BA, BSc, LLB, BEng, BBA)
		- Bachelor (Ordinary Degree)
* Level 5:
	+ - Diploma in Higher Education (DipHE)
		- Higher National Diploma (HND)
		- Foundation Degree (FdA, FdSc)
* Level 4:
	+ - Certificate in Higher Education (CertHE)
		- Higher National Certificate (HNC)
* Others:
	+ - University Diploma
		- University Certificate
		- Professional awards
		1. Eligibility for a named award depends on successful demonstration of performance against the relevant Level Descriptors for that award, successful demonstration of the expected characteristics of that award and successful completion of the requirements of that award.

Level Descriptors and expected characteristics can be found in Appendix 1. Requirements for awards are as follows:

2.3.3 **Doctor of Philosophy (PhD):** presented and defended a thesis, by viva voce examination, to the satisfaction of the examiners. The thesis must reflect research which could reasonably have been carried out within three years of full-time registration or the equivalent part-tome period. The thesis should demonstrate a significant and original contribution to a specialised field of enquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers. It will contain work which is deemed worthy of publication although not necessarily in the form presented.

In the context of practice-based PhDs in the Arts, ‘thesis’ is understood to denote the totality of the submission which may comprise a practical component (for example; fine art exhibition, design, creative writing, musical composition, film, dance and performance) accompanied by an analytical commentary that sets the work in its relevant theoretical, historical, critical and design context

For PhD by means of published work the ‘thesis’ shall be deemed to be the published works and the critical appraisal.

* + 1. **Professional Doctorate (Doctor of Professional Practice in Health and Social Care [DProfPrac] and Doctor of Business Administration [DBA]):** 540 credits of which a minimum of 360 credits must be at level 8 and the rest must be at a minimum of level 7.  At least 300 of these credits (at least 120 at level 8) must be achieved in the facilitated modules.

Where a doctoral programme has a substantial taught element it will usually lead to an award which includes the name of the discipline in its title.

* + 1. **Master of Philosophy (MPhil):** presented and defended a thesis, by viva voce examination, to the satisfaction of the examiners. The thesis must reflect research which could reasonably have been carried out within two years of full-time registration or the equivalent part-time period. The thesis should demonstrate mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity.
		2. **Master of Professional Practice (MProf):** The MProf is an intermediate award for those who have completed the facilitated elements of a professional doctorate, be it the DProfPrac or the DBA.
		3. **Master’s degrees (MA, MSc, LLM, MBA, MRes, MClinRes):** 180 credits at level 7 including a principal module amounting to at least 50 credits and to have satisfied the requirements of the appropriate award map. The QAA Credit Framework states that 30 credits at level 6 may be permissible for inclusion in a Master’s award. The University of Northampton permits APL for specific CPD credits to this value as specified in the admissions requirements for the award, provided that they are not double counted.
		4. **Master of Engineering (MEng):** 480 credits across levels 4 to 7, with at least 120 credits at level 7.
		5. **Postgraduate Diploma (PGDip)**: at least 120 credits at level 7 not including a principal module and have satisfied the requirements of the appropriate award map. An unnamed postgraduate diploma may be awarded if a student has obtained 120 credits at level 7 (which may include the principal module).
		6. **Postgraduate Certificate (PGCert)**: normally given as an intermediate award on a master’s programme but may exceptionally be given following the successful completion of a free-standing programme of study worth 60 credits at level 7.
		7. **Postgraduate/Professional Certificate in Education (Early Years/Primary/Secondary) (PGCE with QTS):** designed in line with the Training and Development Agency (TDA) Professional Standards for Qualified Status and Requirements for Initial Teacher Training (ITT).

Comprises Level 7 modules and a professional strand. All students will register for the PGCE (QTS) Early Years, Primary or Secondary and if successful will gain this award and 60 credits towards an MA (this constitutes one third of a future MA qualification). Should a student fail one or more of the two MA modules but pass the professional strand they would receive a Professional Graduate Certificate in Education (QTS) Early Years, Primary or Secondary. The professional strand of the programme consists of school placements, assessments, core curriculum portfolios and presentations in the foundation subjects.

The normal length of the programme will be one full-time academic year or equivalent. In order to achieve the award, a graduate in an appropriate discipline must successfully complete the study of the theory and practice of teaching on a programme and demonstrate practical competence in teaching.

The QTS Skills Test must be completed successfully.

* + 1. **Graduate Diploma (GradDip):** 120 credits with all credits at level 6 or above, where insufficient credits are at level 7 to enable the award of a Postgraduate Diploma.
		2. **Graduate Certificate (GradCert**): 60 credits with all credits at level 6 or above, where insufficient credits are at level 7 to enable the award of a Postgraduate Certificate.
		3. **Bachelor’s Degree with Honours (BA, BSc, LLB, BEng, BBA**): 360 credits in accordance with the requirements of the Award Map, including at least 120 credits at Level 6 and 100 credits at Level 5. A Principal module at Level 6 must be studied.

To be eligible for a joint honours joint award, a student must gain credit at each stage as follows:

* Stage One – 60 credits from each subject as specified on the Award Map.
* Stage Two – 60 credits of each subject
* Stage Three - 60 credits of each subject including a Principal Module in one of the subjects.

To be eligible for a joint honours major/minor award, a student must gain credit at each stage as follows:

* Stage One – 60 credits from each subject as specified on the Award Map.
* Stage Two - at least 60 credits of the Major subject and at least 40 credits of the Minor subject with the final 20 credits from either Award Map.
* Stage Three – 80 credits of the Major subject including a Principal Module and 40 credits of the Minor subject.

A student is eligible for a Combined Studies award, when they have achieved the credit requirement for an Honours Degree (as in Table 1) but the credits do not comply with the requirement of Award Map for which they are registered. At the discretion of the Board of Examiners a parenthetical description of the main area of study may be appended, e.g. BSc (Hons) Combined Studies (Psychology).

* + 1. **Ordinary Degree**: at least 300 credits in accordance with the requirements of the Award Map, including at least 60 credits at Level 6 and 100 credits at Level 5.
		2. **Diploma in Higher Education (DipHE):** at least 240 credits in accordance with the requirements of the Award Map, including no fewer than 100 credits at level 5.
		3. **Higher National Diploma (HND):** at least 240 credits in accordance with the requirements of the Award Map, including no fewer than 100 credits at level 5.
		4. **Foundation Degree (FdA, FSc):** at least 240 credits in accordance with the requirements of the Award Map, including no fewer than 100 credits at level 5.
		5. **Certificate in HE (CertHE)**: at least 120 credits in accordance with the requirements of the Award Map, with at least 120 credits at level 4.
		6. **Higher National Certificate (HNC):** at least 150 credits in accordance with the award map, with at least 120 credits at level 4.
		7. Others:
* **University Diploma**: 120 credits at any of levels 4, 5 or 6 in accordance with the requirements of the Award Map and the demands of the professional body.
* **University Certificate**: 60 credits at any of levels 4, 5 or 6 in accordance with the requirements of the Award Map and the demands of the professional body.
* **Certificate in Teaching and Learning in the Lifelong Learning Sector (QTLS):** 60 credits at Level 4 and 60 credits at Level 5
* **Professional Graduate Certificate in Education: Teaching & Learning in the Lifelong Learning Sector (QTLS)**: 60 credits at Level 4 and 60 credits at level 6.

## Award Classifications

* + 1. **Level 8 Awards (PhD, DProf Prac, DBA):** not classified
		2. **Level 7 Awards by research (MPhil, MProf**): not classified
		3. **Master’s Degrees (MA, MSc, MBA, LLM, MRes, MClinRes**): Pass, Merit or Distinction.

The class awarded will be derived from the grade for the principal module (dissertation or equivalent module) and the highest grades from the remaining modules making 160 credits in total (the higher of the mean and the median)[[7]](#footnote-7):

* A Distinction will be awarded when a student has achieved a mean grade of at least A-across modules amounting to 160 credits, including the principal module.
* A Merit will be awarded when a student has achieved a mean grade of at least B- across modules amounting to 160 credits, and is not eligible for a Master’s Degree with Distinction.
	+ 1. **Master of Engineering (MEng):** Pass, Merit or Distinction.

The class awarded will be derived from the:

* Highest grades from the Level 7 modules making 100 credits in total which must include the principal module. All are double weighted.
* The highest grades from remaining Level 7, Level 6 and Level 5 modules where taken together, amounting to a further 200 credits.
	+ 1. **Postgraduate Diploma**: Pass, Merit or Distinction

The class awarded will be derived from the set of grades as the higher of the mean and the median.

* A Postgraduate Diploma with Distinction will be awarded when a student has achieved a mean grade of at least A- across modules amounting to 100 credits.
* A Postgraduate Diploma with Merit will be awarded when a student has achieved a mean grade of at least B- across modules amounting to 100 credits and is not eligible for the Postgraduate Diploma with Distinction.
	+ 1. **Postgraduate/Professional Certificate in Education (EarlyYears/ Primary/ Secondary) (PGCE with QTS)**: not classified.
		2. **Postgraduate Certificate**: not classified.
		3. **Graduate Diploma**: Pass, Merit or Distinction.
		4. **Graduate Certificate**: not classified.
		5. **Bachelor’s Degree with Honours (BA, BSc, LLB, BEng):** 1st, 2:1, 2:2, 3rd.

Classification will be derived from Level 5 and Level 6 modules taken, (weighted according to credit value) as follows:

* The grade for the principal module (dissertation or equivalent module).
* The highest grades from the remaining Level 6 modules making 100 credits in total which will be double weighted.
* The highest grades from remaining Level 6 module(s) and Level 5 modules where taken together, amounting to a further 100 credits.

For students who have followed a standard programme at Level 6 and entered level with advanced standing, the classification will be calculated from a profile of grades which includes the highest 100 credits at Level 6 double weighted, plus the next highest grades from Level 5 and 6 modules taken, discounting the lowest grade(s) for 40 credits.

The class awarded will be derived from this set of grades as the higher of

* The mean;
* The median.

All module grades so counted will be weighted according to the credit value of each module.

The requirements for each class are therefore as follows[[8]](#footnote-8):

* First Class (1st): Mean of A- or above; or More than half the counting grades A- or above.
* Upper Second (2:1): Mean of B- or above; Or More than half the counting grades B- or above; And Requirements for a higher class not met.
* Lower Second (2:2): Mean of C- or above; Or More than half the counting grades C- or above; And Requirements for a higher class not met.
* Third Class (3rd): Requirements for an honours degree achieved; And Requirements for a higher class not met.
	+ 1. **Ordinary Degree**: not classified.
		2. **Foundation Degree (FdSc, FdA**): Pass, Merit or Distinction.

Distinction or Merit will be derived from the highest grades for Level 5 modules, amounting to 100 credits, or all grades awarded following admission with APL if less than 100 credits. All module grades so counted will be weighted according to the credit value of each module:

* Where a student obtains a mean of A- or above, or a median of A- or above, s/he will be awarded a Distinction.
* Where a student obtains a mean of B- or above or a median or B- or above and s/he is not eligible for a Distinction, s/he will be awarded a Merit.
* Where a student has met the demands of the Award Map but does not satisfy the conditions for Distinction/Merit, s/he will be awarded a Foundation Degree.
	+ 1. **Higher National Diploma (HND):** Pass, Merit or Distinction.

Distinction or Merit will be derived from the highest grades for Level 5 modules, amounting to 100 credits, or all grades awarded following admission with APL if less than 100 credits. All module grades so counted will be weighted according to the credit value of each module.

* Where a student obtains a mean of A- or above, or a median of A- or above, s/he will be awarded a Distinction.
* Where a student obtains a mean of B- or above or a median of B- or above and s/he is not eligible for a Distinction, s/he will be awarded a Merit.
	+ 1. **Diploma of Higher Education**: Pass, Merit or Distinction.

Distinction or Merit will be derived from the highest grades for Level 5 or 6 modules, amounting to 100 credits, or all grades awarded following admission with APL if less than 100 credits. All module grades so counted will be weighted according to the credit value of each module.

* Where a student obtains a mean of A- or above, or a median of A- or above, s/he will be awarded a Distinction.
* Where a student obtains a mean of B- or above or a median of B- or above and s/he is not eligible for a Distinction, s/he will be awarded a Merit.
* Where a student satisfies the demands of the Award Map but does not satisfy the conditions for Distinction/Merit, s/he will be awarded a Diploma of Higher Education.
	+ 1. **Certificate of Higher Education**: Pass, Merit or Distinction.

Distinction and Merit will be derived from the highest grades for Level 5 or 6 modules, amounting to 100 credits, or all grades awarded following admission with APL if less than 100 credits. All module grades so counted will be weighted according to the credit value of each module.

* Where a student obtains a mean of A- or above, or a median of A- or above, s/he will be awarded a Distinction.
* Where a student obtains a mean of B- or above or a median of B- or above and s/he is not eligible for a Distinction, s/he will be awarded a Merit.
	+ 1. Others:
* Certificate in Teaching and Learning in the Lifelong Learning Sector: not classified
* Professional Graduate Certificate in Education: Teaching & Learning in the Lifelong Learning Sector (QTLS): not classified
* BTEC Professional Award and BTEC Professional Diploma: not classified.

## Intermediate Awards

2.5.1 An intermediate award is an award which a student can achieve after partial completion of a programme of study once s/he is no longer registered for that award or another award on which the completed credits will be used. It cannot solely be used to provide a lower award for a student who has failed to achieve the Final Award.

2.5.2 Regulations for assessment and progression shall detail how the Intermediate Award may be achieved. The aims, objectives and curriculum of the programme must be drawn in such a way that the programme to the point of Intermediate Award is complete and coherent in its own right.

2.5.3 The admissions regulations must be the same as for the Final Award.

2.5.4 Where a programme of study provides for an intermediate award, all students who complete a stage and do not wish to continue their studies are considered for eligibility in relation to the appropriate intermediate award.

2.5.5 A student can substitute credits from a higher level for those from a lower level in order to qualify for an intermediate award.

2.5.6 A student who has been awarded an intermediate award retains the right to appeal against termination. If the appeal is unsuccessful the decision to award the intermediate award will prevail.

2.5.7 A student who exits with an intermediate award through choice rather than as a result of termination due to academic failure retains the entitlement to apply to complete the final award subject to confirmation that the learning is still current and once a period of at least 12 months has passed since the conferment of the intermediate award. Such applications will be considered through the Special Admissions Policy. A student who is awarded an intermediate award following termination due to academic failure has no such entitlement.

2.5.8 The Certificate in Higher Education, Diploma in Higher Education and Ordinary Degree are the standard intermediate awards on an undergraduate degree programme:

* The Certificate in Higher Education will not normally be named as the content of the study will invariably be generic. The case may be made for the Certificate to be named in special circumstances, such as professional body accreditation. Any variation from the norm will require the agreement of the Director of Student and Academic Services or nominee and formal approval at validation. Certificates should normally signify learning outcomes which would imply study equivalent to at least one-third of the total degree award.
* The Diploma of Higher Education will normally carry the title of the corresponding Honours degree and should normally signify study equivalent to at least two-thirds of the total degree award.
* The Ordinary Degree will normally carry the title of the corresponding Honours degree.

2.5.9 The Postgraduate Certificate and the Postgraduate Diploma are the standard intermediate awards on a Master’s degree programme:

* The Postgraduate Certificate does not generally carry a title unless it has been validated and named on the Award Map and should normally signify learning outcomes which would imply study equivalent to at least one-third of a full-time academic year.
* The Postgraduate Diploma will normally carry the title of the corresponding Master’s degree and should normally signify study equivalent to at least two-thirds of a full-time academic year.

2.5.10 A student studying for a professional doctorate who completes the taught modules and has 300 credits at levels 7 and 8, comprising a maximum of 180 credits at level 7 and a minimum of 120 credits at level 8, and who does not progress to a professional research module will be eligible for the award of Master of Professional Practice (MProf). This is an intermediate award only.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FHEQ** | **Qualification** | **Total credits needed** | **Credits at FHEQ** | **ECTS** | **Comments** |
|  8 | Professional Doctorates (DProf Prac, DBA)  | 540 | 360 | Not used |  |
| Doctor of Philosophy (PhD) | Credit not used | Not used |  |
|  7 | Master of Prof Practice (MProf) | 300 | 180 | 150 | No fewer than 120 credits at Level 8 |
| Master’s Degree | 180 | 150 | 90 |  |
| Master of Philosophy (MPhil) | Credit not used  |
| Integrated Master’s (MEng) | 480 | 120 | 240 |  |
| Postgraduate Diploma | 120 | 90 | 60 |  |
| Postgraduate /Professional Certificate | 60 | 60 | 30  | Generally 60 ECTS are minimum |
| 6 | Bachelor (Honours)(BA, BSc, LLB, BBA, BEng) | 360 | 120 | 180 | A Principal module and no fewer than 100 credits at level 5 |
| Bachelor (Ordinary Degree) | 300 | 60 | 150 | No fewer than 100 credits at level 5 |
| Graduate Diploma (Grad Dip) | 120 | 120 | 60 |  |
| Graduate Certificate (Grad Cert) | 60 | 60 |  |  |
| 5 | Diploma in Higher Education (Dip HE) | 240 | 120 | 120 | Not less than 100 credits @ level 5 |
| Higher National Diploma (HND) | 240 | 120 | 120 | Not less than 100 credits @ level 5 |
| Foundation Degree (FdA, FdSc) | 240 | 120 | 120 | Not less than 100 credits @ level 5 |
| 4 | Certificate in Higher Education (Cert HE) | 120 | 120 | 60 |  |
| Higher National Certificate (HNC) | 150 | 120  | 60 |  |
| Variable | University Diploma  | 120 | 120 | 60  |  |
| University Certificate | 60 |  | 30 |   |
| Professional awards | Some professional awards do not conform to these credit requirements. See supplementary regulations for specific details |

### Table 1: Framework of Higher Education Qualifications

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Award | Total credit  | Min period  | Min with APL | Max period  |
| Undergraduate |
| Honours Degree | 360 | 2 years | 1 year | 9 years |
| Ordinary Degree | 300 | 2 years | 1 year | 9 years |
| Foundation Degree | 240 | 2 years | 1 year | 6 years |
| Diploma of Higher Education | 240 | 2 years | 1 year | 6 years |
| Higher National Diploma | 240 | 2 years | 1 year | 6 years |
| Higher National Certificate | 150 | 2 years | 1 year | 4 years |
| Certificate of Higher Education | 120 | 1 year |  | 3 years |
| Professional Graduate Certificate in Education  | 120 | 1 year |  | 3 years |
| Top-up degree | 120 | 1 year |  | 3 years |
| Top-up degree (intensive route) | 120 | 8 months |  | 3 years |
| Postgraduate Taught |  |  |  |  |
| Professional Doctorate  | 540 | 3 years | 2 years | 6 years with APL[[9]](#footnote-9); 10 years without APL  |
| Master’s Degree | 180 | 6 months |  | 5 years |
| Postgraduate Diploma | 120 | 6 months  |  | 3 years |
| Postgraduate Certificate | 60 | 3 months |  | 2 years |
| Postgraduate Certificate in Education  | 180 | 1 year |  | 3 years |
| Diploma in Management Studies | 120 | 1 year |  | 3 years |
| Postgraduate Research  |
| PhD | n/a | 2 years(FT)3 years (PT) |  | 4 years(FT)6 years(PT) |
| PhD by Published Works | n/a | 1 year (PT) |  | 2 years (FT) |
| MPhil | n/a | 1.5 years(FT)2.5 years (PT) |  | 3 years (FT)5 years (PT) |

### Table 2: Registration Periods for Framework and Research Degree Awards

# Section 3 – Structure and Assessment of Taught Programmes

## 3.1 Programme and module design and development

3.1.1 In order to exercise the University's responsibilities, Senate shall adopt and maintain procedures for the approval, amendment and regular review of programmes. Such procedures will involve members from other institutions of higher education or the professions and will require that regard has been paid to:

* + - The curriculum and syllabus including any arrangements for practical training and experience.
		- The qualifications and experience of the teaching staff.
		- The facilities available.
		- The standard required for admission.
		- The quality of teaching.
		- The currency of knowledge and best practice.
		- The requirements of the student target group.
		- The goals and strategic plans of the institution.
		- The quality of placements or work-based learning.
		- The achievement of the students.
		- The arrangements for student assessment and for the appointment of external and internal examiners.
		- The arrangements for monitoring, sustaining an developing both the standard of the student performance and the quality of learning and teaching.
		- The standard and systems required for the allocation of awards or credits to students.

3.1.2 University programmes of study will have stated aims and objectives which the curriculum, structure, teaching methods and forms of assessment are designed to fulfil. The aims and objectives of University programmes of study will be broadly comparable with those associated with similar programmes of study in UK Institutions of Higher Education.

3.1.3 University programmes of study are made up of a number of modules that are pieced together to form a coherent whole. A module is a discrete block of study leading to specified learning outcomes which are assessed. Modules must be distinct in terms of title, aims, learning outcomes and content.

3.1.4 Modules are allocated credit points based on the notional amount of student leaning time, with one credit equating to 10 notional learning hours. These learning hours will be allocated to tasks depending on the nature of the module – taught content, independent study, assessment and other activities.

 Modules are also allocated to a level of the FHEQ.

3.1.4 Module size must be expressed in multiples of 10 credits with the smallest being 10 credits and the largest 80 credits. In exceptional circumstances approval may be given to a zero credit-rated module. 10 credit modules can be delivered in either the first or second half of the teaching year; if delivered in the first half these modules should not be assessed by examination.

3.1.5 Module level is demonstrated by the learning outcomes and the assessment, which will reflect the broad parameters of the distinguishing features of generic level descriptors.

3.1.5 Modules contributing to any given award(s) will be denoted either as compulsory or designated. Modules may also be approved as stand-alone modules. Modules may be pre-requisites or co-requisites for another module. As a requirement of all undergraduate and postgraduate programmes, the principal module (dissertation, project or equivalent) is a compulsory module at Level 6 or Level 7 and cannot be discounted from the algorithm for classification.

3.1.6 Each module must be passed individually in order to achieve the stipulated credit, expect as specified in 3.7.12 (condonement).

3.1.6 Modules at adjacent levels may be delivered jointly, via shared learning, if there is a strong academic rationale and demonstrable benefits to the student learning experience. However, separate and differentiated module specifications will be required for the different levels.

3.1.7 Joint Honours students will normally study compulsory modules to a value of 60 credits in each subject at Level 4[[10]](#footnote-10). These modules will also normally be included as compulsory or designated on the relevant single honours award maps.

3.1.9 Students may learn on or off campus and/or wholly online, including in collaboration with another organisation, workplace or elsewhere. A range of modes of study may be employed to deliver programmes, which must be clearly articulated in programme and module documentation. A programme validated for delivery using one mode of study cannot be taught using another mode of study without a change of approval.

Teaching, learning and assessment strategies must take account of the way in which the programme will be delivered. This may necessitate different approaches to teaching, learning and assessment across different modes.

3.1.10 The formation and continuation of a programme is subject to the availability of viable numbers of students and their continuing engagement. Where the circumstances are reasonable, the University reserves the right to discontinue programmes; to divide, discontinue or combine modules or classes; or to vary the time and/or place of classes.

3.1.11 All modules are listed in the postgraduate and undergraduate module catalogues. Modules are offered subject to the constraints of the timetable, the availability of specialist staff and any restrictions on the number of students who may be taught on a particular module. Modules will not necessarily be offered every year.

3.1.12 The content, learning outcomes and assessment strategies of modules may change to reflect changes in the discipline, national requirements or specialisms of the associated academic staff. These changes will be subject to the appropriate approval processes.

3.1.13 The articulation of key skills[[11]](#footnote-11) must be made explicit in programme and module specifications, in particular:

* The skills outcomes articulated at the appropriate level through learning outcomes (either subject learning outcomes or skills learning outcomes).
* How skills will be achieved through the teaching, learning and assessment strategies.
* Skill progression through levels.
* Ensuring all pathways through a programme of study contain adequate coverage of key skills.

## 3.2 Programme and Module Documentation

3.2.1 Each approved programme of study will be governed by written statements, available to students, called a Programme Specification, setting out as a minimum:

* The title of the programme of study (if any) and the awards to which that leads.
* The planned duration and mode of study of the programme. If more than one mode of study is possible, these must be clearly differentiated.
* The aims and objectives of the programme should be the same irrespective of the mode of study.
* The curriculum and structure of the programme of study should be the same, or deemed comparable during programme validation and/or change of approval processes irrespective of mode of study.
* For each mode of delivery (standard/intensive) the regulations on the admission, progression and assessment should be the same irrespective of mode of study.
* The assessment of students should be the same, or deemed comparable during programme validation and/or change of approval processes, irrespective of mode of study.
* The Programme Specifications will not be changed after initial approval without reference to the procedures as approved by Senate. Any interim changes in assessment and progression regulations will additionally involve formal communication with the students on the programme who might be directly affected by the proposal. The Change of Approval Handbook indicates the level of approval required for such changes.

3.2.2 Each approved programme of study will have an Award Map, a definitive statement of the modules which make up a given award for which a student is registered. This forms part of the Programme Specification and any change will be subject to approval processes.

 The Award Map specifies the modules which are compulsory or designated for each stage of that award, and details any additional requirements or restrictions. The choice of modules at each stage must comply with the requirements of each award map.

3.2.3 For non-standard delivery a Delivery Map should also be available for each programme of study.

3.2.4 Each module is defined by a module specification which identifies the content, assessment scheme (including all items of assessment and their weighting) and credit (based on learning hours) for the unit of study as well as any pre or co-requisites. Module specifications are written at an academic level which is clearly reflected in the learning outcomes.

3.2.5 Key skills are documented in the key skills map, which will make explicit for each module whether the skill is:

* Taught (contact time devoted to teaching/learning of the skill)
* Developed (students are given opportunities to develop the skill)
* Assessed (forms an explicit element of the assessment criteria for at least one of the assessments for the module)

3.2.6 Module guides are produced for each module, using the NILE template. Module guides contain the following information; where relevant this information will be the same as in the Module Specification. If a module is delivered in different modes (e.g. face-to-face and online), the Module Guide needs to explicate any variation between the approaches to learning, teaching and assessment. Alternatively, separate Module Guides can be produced for each mode:

* Learning outcomes
* Teaching, learning and assessment hours
* Assessment items and their weightings
* Module content
* Reading list
* Assessment deadlines, including referral/deferral dates
* Assessment briefs and assessment criteria
* Contact information
* Other relevant information

## 3.3 Duration of Study

3.3.1 The planned length of a programme will accord with the periods of registration defined in Table 2. Within that framework an individual student may be admitted with exemptions via the APL process.

3.3.2 At undergraduate level a full time student will normally study 120 credits in each academic year. A student must study at least 100 credits in an academic year to qualify for full time status. Students may study up to 140 credits in an academic year if they have (an) outstanding module(s) that they are required to take in order to complete the requirements of their award map[[12]](#footnote-12); in no other circumstances may an undergraduate student study more than 120 credits in an academic year.

3.3.3 For postgraduate taught study a full time student will normally study 60 credits in each trimester. Students are not permitted to take more than 180 credits in any calendar year.

Principal modules, including those incorporating research methods, are subject to the following maximum timescales. Work submitted early will not be processed or ratified early:

* Full time students – two trimesters from the point of enrolment on the module.
* All other students, including those studying part time, off-site or via independent distance learning – three trimesters from the point of enrolment on the module[[13]](#footnote-13).

3.3.4 A student may change from part-time to full-time study and from full-time to part-time study at any appropriate point in his/her programme of study provided that s/he is still able to complete within the maximum period of registration[[14]](#footnote-14).

3.3.5 A student cannot begin to study a module after the end of the third week of teaching.

 A student cannot withdraw from a module once more than 75% of that module has been delivered[[15]](#footnote-15).

 A student who fails to engage with the programme for which s/he has registered without good cause and due notice by the end of the sixth week of the programme will be deemed to have withdrawn from the programme and their registration will be terminated by the University.

## 3.4 Principles of Assessment

3.4.1 The University’s assessment regulations state the basis on which students will be assessed for an award and form the basis of maintaining standards. These regulations cover all assessments, at whatever point in the programme they are to be undertaken, which formally relate to the progression of students from one stage of the programme to another or which contribute to the recommendation of an award.

 Some programmes may also have supplementary regulations that govern the assessment of aspects of their programme.

3.4.2 All programmes of study have an assessment scheme, developed according to the assessment regulations and any supplementary regulations, that reflects the aims and objectives of the programme, the standard of the award, its mode of delivery and any special assessment requirements associated with the award. Assessment schemes may vary depending on the mode of delivery; however, any variation in assessment schemes between modes of delivery must be approved during the normal validation and/or change of approval processes.

3.4.3 The University Assessment Policy and associated documents provide guidance to programme designers about assessment design and must be used during programme development. This will include guidance on developing approaches to learning, teaching and assessment for different modes of study.

3.4.4 Assessment must clearly relate to key skills in addition to subject specific knowledge.

3.4.5 Each module will be designed with an assessment strategy which is consistent and clearly related to its learning outcomes, the teaching and learning strategy, the level of the module (4-8) and its mode of delivery. This must be approved at validation and included as part of the module description. It should include details of formative assessment and will be explained to students in the Module Guide via the Northampton Integrated Learning Environment (NILE).

 Assessment strategies should be devised to be appropriate for the module and mode of delivery whilst set within a structure that encourages parity between modules.

3.4.6 The expectation is that the assessment makes up one quarter of the notional learning hours of a module. Within that, each unit of assessment would normally equate to 10 student learning hours[[16]](#footnote-16). More information on this can be found in the Good Practice Handbook on Assessment.

 Students should be informed of the assessment regulations and scheme for a programme at the outset of study.

3.4.7 Unless an exemption has been granted, all assessments will be submitted electronically using the Submitting and Grading Online (SAGE) system. Assessments submitted in this way will be subject to anti-plagiarism detection software. Those with an exemption will be submitted to the Student Assignment Office (SAO).

3.4.8 Assessments will be marked and moderated according to the Assessment Policy and associated documents.

## 3.5 Assessing Modules

3.5.1 The language of instruction and assessment for all programmes of study leading to an award of the University of Northampton is English unless otherwise approved by Senate. Examples of such exceptions are:

* The subject of the programme of study is another language;
* Students transferring certificated prior learning in certain circumstances;
* The intended learning outcomes of a professional practice element of a programme can only be achieved through the medium of another language. It this case the non-English language component must comprise 25% or less of the programme, the principal module must be submitted in English and arrangements must be made for the scripts to be moderated in English.

 This list is not exhaustive.

3.5.2 Any specific attendance requirements applying to an individual programme, specifying attendance required for prescribed parts of the curriculum, will be published in the programme specification[[17]](#footnote-17).

3.5.3 All items of assessment are graded according to the grade criteria. There is no grading for Level 8 provision.

3.5.4 The overall grade for the module is determined from the weighted grades for the individual items of assessment as outlined in Tables 3 and 4. There is no grading for Level 8 provision.

| **Item level** | **Aggregate/module level** |  |
| --- | --- | --- |
| **Letter Grade** | **Numerical scale[[18]](#footnote-18)** | **Points band** | **Letter Grade** | **ECTS Grade[[19]](#footnote-19)** |
| A+ | 25 | 24.00-30.00 | A+ | Pass |
| A | 23 | 22.00-23.99 | A | Pass |
| A- | 21 | 20.50-21.99 | A- | Pass |
| B+ | 20 | 19.50-20.49 | B+ | Pass |
| B | 19 | 18.50-19.49 | B | Pass |
| B- | 18 | 17.50-18.49 | B- | Pass |
| C+ | 17 | 16.50-17.49 | C+ | Pass |
| C | 16 | 15.50-16.49 | C | Pass |
| C- | 15 | 14.50-15.49 | C- | Pass |
| F+ | 13.5 | 13.00-14.49 | F+ | Fail |
| F | 11.5 | 9.00-12.99 | F | Fail |
| F- | 6 | 3.00-8.99 | F- | Fail |
| G | 0 | 0.00-2.99 | G | Fail |

### Table 3: Postgraduate Grading Scheme

| **Item level** | **Aggregate/module level** |
| --- | --- |
| **Letter Grade** | **Numerical scale[[20]](#footnote-20)** | **Points band** | **Letter Grade** | **ECTS Grade** |
| A+ | 25 | 24.00-30.00 | A+ | A |
| A | 23 | 22.00-23.99 | A | A |
| A- | 21 | 20.50-21.99 | A- | A |
| B+ | 20 | 19.50-20.49 | B+ | B |
| B | 19 | 18.50-19.49 | B | B |
| B- | 18 | 17.50-18.49 | B- | B |
| C+ | 17 | 16.50-17.49 | C+ | C |
| C | 16 | 15.50-16.49 | C | C |
| C- | 15 | 14.50-15.49 | C- | C |
| D+ | 14 | 13.50-14.49 | D+ | D |
| D | 13 | 12.50-13.49 | D | D |
| D- | 12 | 11.50-12.49 | D- | D/E[[21]](#footnote-21) |
| F+ | 11 | 9.50-11.49 | F+ | F/FX[[22]](#footnote-22) |
| F | 8 | 6.00-9.49 | F | F |
| F- | 4 | 2.00-5.99 | F- | F |
| G | 0 | 0.00-1.99 | G | G |

### Table 4: Undergraduate Grading Scheme

3.5.5 To pass a module a student is required to obtain a mean grade of a bare pass or above on aggregate when all items of assessment have been considered together in the manner stated in the module specification. The grade for the module is determined using a calculation derived from the weighted grades for the individual items of assessment. At Level 8 students are required to pass all items of assessment but assessment is not graded.

3.5.6 A student who passes a module with an outstanding assessment opportunity (pass refer/defer) is able to undertake that outstanding assessment(s) in order to improve the module grade. Apart from this there is no provision to repeat modules already passed, including those graded at E.

3.5.7 A bare pass is considered as a D- for undergraduates and a C- for postgraduate taught students. Any variation to this requirement to achieve a certain minimum grade in an individual item(s) of assessment is described as a supplementary regulation.

3.5.8 An E grade refers to a condoned fail. Fail grades are graded as F+, F, F- or G. A G grade refers to situations where a student has not submitted any work and/or attempted the examination, or has submitted nothing of merit.

3.5.9 Grades obtained following a referral or deferral for that year are final. There is no further (third) opportunity to submit/sit any item of assessment.

3.5.10 All assignments must be submitted by the due deadline as published in the module guides.

3.5.11 At first attempt, and in situations where a student cannot meet the deadline due to illness or other circumstances beyond his/her control, s/he may seek an extension to the deadline of up to two weeks[[23]](#footnote-23). Extensions will not normally be given to students for circumstances that should have been anticipated. Extensions should normally be requested prior to the deadline but may be considered after the deadline if the circumstances warrant it.

 In situations where an extension of up to two weeks is insufficient, a deferral to the next assessment opportunity may be requested through the Mitigating Circumstances policy and procedure (see Regulation 3.10).

3.5.12 Where work has not been granted an extension but is submitted late, the following grades will be awarded:

* Submitted late but within 7 days of deadline – maximum grade of a bare pass
* Submitted more than 7 days after the deadline – ‘G’ grade

3.5.13 At the second assessment opportunity no extensions are available. Work submitted after the due date will be awarded a ‘G’ grade. A student can still apply for a deferral via the Mitigating Circumstances policy and procedure (See Regulation 3.10).

3.5.14 A student who attends an examination or submits an assessment declares him/herself ‘fit to sit’ and cannot afterwards submit a claim for Mitigating Circumstances.

## 3.6 Examinations

3.6.1 Regulations governing the conduct of students in examinations have been established to ensure that all students are treated fairly and equally during examinations (see guidance for good conduct in examinations).

3.6.2 Students are expected to be available to sit examinations throughout the entire examination period, which will be published in advance. Students who are required to resit an examination are also expected to be available for the entire resit examination period.

3.6.3 Where necessary, special examination arrangements are made for students with declared disabilities or those registered with additional needs.

## 3.7 Progression

3.7.1 To continue studying in the next academic year a student must be in a position to complete the qualification for which s/he is registered within the maximum registration period, taking account of any pre-requisites and other registration requirements, and must not have breached the accumulated fail regulations (see 3.7.2).

3.7.2 A student will be withdrawn from further study if s/he has taken and failed, having exhausted all opportunities for re-assessment, modules to the value of:

* More than 80 credits at Level 4; or
* More than 60 credits at Level 5; or
* More than 80 credits at Level 6; or
* More than 40 credits at Level 7; or
* More than 20 credits at Level 8

In addition, a student who has attempted and failed, having exhausted all opportunities for re-assessment, level 6 modules of more than 40 credits but not more than 80 credits may only proceed towards a maximum award of an Ordinary degree, but is not eligible to proceed towards an Honours degree.

Students who have commenced a subsequent trimester or term of study prior to confirmation of results from the previous trimester or term do so in the knowledge that they will be withdrawn immediately should results from the previous trimester or term lead to a breach of this accumulated failure count.

Modules failed due to mitigating circumstances will be treated differently (see Regulation 3.10).

3.7.3 To progress to the next stage at undergraduate level a student must achieve the credits as specified in accordance with the award map for the programme. A mixed programme of studies may be undertaken in order to achieve sufficient credits at a given level provided that such a programme complies with the award map.

3.7.4 The requirement for level 4 may be waived for a subject in which pre-requisites do not prevent direct entry into Level 5.

3.7.5 A student who attempts and fails, or does not submit, an assessment item has the right to resubmit/resit that item on one further occasion, except as specified in regulation 3.7.10 (G grade submission) or where students have their resit/resubmission rights removed as a result of academic misconduct. Second opportunities for non-examination assessments are held in-year according to fixed dates; fixed dates also exist for second examination opportunities. Resubmissions will be processed and ratified in accordance with published dates.

3.7.6 Any item achieving a pass following a standard resubmission/resit receives a maximum grade of a bare pass. If a student does not achieve a pass standard at resubmission/resit of an item, the appropriate fail grade is awarded. If a student does not resubmit/resit an item of assessment following failure the original grade stands.

3.7.7 Reassessment of a previously passed item in order to improve the grade is not allowed.

3.7.8 When a student has submitted an item of assessment or attempted an examination on more than one occasion, the higher grade achieved will be awarded.

3.7.9 The deadline for an item of assessment that is referred, or deferred as a result of Mitigating Circumstances, will be stipulated and will normally be the next assessment opportunity.

3.7.10 A student who is awarded a ‘G’ grade for a module overall at the first Assessment Board loses any outstanding resubmission/resit entitlement and the module is failed. This regulation can be waived by the Assessment Board in situations where modules contain a single piece of assessment, two assessments that are linked or two assessments with the same hand-in date.

 3.7.11 A student who has no further deferral or referral right in a module may be permitted to repeat the module on a maximum of two occasions, provided the accumulated fail regulation has not been breached (3.7.2). Each failure of a module contributes to the accumulated fail count. Modules failed due to mitigating circumstances will be treated differently (see regulation 3.10).

3.7.12 A student who successfully passes modules amounting to 100 credits at level 4 or level 5, and has an F+ in one or two modules amounting to no more than 20 credits in total, will be awarded a condoned fail (an E grade). This will only be applied once a stage has been completed. Condonement is not permitted at levels 6, 7 or 8.

3.7.13 Where a student’s profile incorporates two possible progression/award decisions, including termination as a result of accumulated fail and award, or termination as a result of accumulated fail and progression, the better of the two decisions prevails.

## 3.8 Repeating and recommencing

3.8.1 Students who wish to transfer programme within the first three teaching weeks of commencement of study may be able to do so after consultation with the programme leader, approval by Admissions and completion of the relevant documentation. After this period students must re-apply directly to the University for consideration of study to commence in the following academic year.

3.8.2 A student recommencing stage 1 may not normally carry forward any credit from the first attempt; similarly, all fails from the first attempt are normally disregarded and do not count in the accumulated fail regulation. Only one restart is permitted.

3.8.3 Recommencement at stage 2 or stage 3 is not normally permitted except when mitigating circumstances are shown to have been severe enough to explain the failure.

3.8.4 Normally, if a student is terminated due to academic failure, that student is not eligible to resume study on any UN programme within a period of two years. After this time the student may apply for further study through the usual channels but is not eligible to reapply to study on the programme on which s/he was terminated. The decision whether to admit the applicant will take account of the circumstances under which his/her programme was terminated and the applicant’s subsequent development.

## 3.9 Publication of results

3.9.1 The Director of Student and Academic Services or nominee is responsible for the publication to all UN students of all module results and all decisions on student continuation and/or achievement. No other member of staff is authorised to release such results or decisions unless Senate has agreed otherwise.

3.9.2 Provisional, internally-moderated grades for individual items of assessment and overall modules are normally made available to students individually[[24]](#footnote-24).

3.9.3 Students are provided with final results and decisions on achievement, including conferment of awards or termination of studies, in writing after the relevant Award Board. These are sent to the address on the student record system[[25]](#footnote-25). Results on progression and continuation are provided to students online, along with online guidance on the implications of these.

3.9.4 Where it is necessary to communicate results and/or decisions on an official University notice board the provisions of the 1998 Data Protection Act will be observed. Under no circumstances will results and/or decisions be released to students by telephone.

## 3.10 Non-standard assessment matters

### Disability

3.10.1 To ensure reasonable adjustment is made, Senate shall establish and maintain procedures to provide alternative means of assessment for students who, through disability, cannot be assessed by the normal methods. These procedures will ensure that these assessments are appropriate for the learning outcomes of the module and programme and that consideration is given to equality of treatment between all students on the programme.

### Mitigating Circumstances

3.10.2 Senate shall establish and maintain procedures to assist students affected by mitigating circumstances. These procedures will ensure that students with mitigating circumstances have the opportunity either for a short extension or to complete assessments at the next opportunity (if they occur at first opportunity)/to repeat the module (if they occur at second opportunity or at first and second opportunity). Mitigating circumstances are never used to adjust properly determined assessment outcomes.

3.10.3 Mitigating Circumstances are defined as circumstances that are serious, unpredictable and unavoidable.

3.10.4 A request for mitigating circumstances should normally be made prior to the assessment deadline or prior to the start of the examination. Documentary evidence must be provided to support the request in accordance with the Mitigating Circumstances Policy and Procedure.

3.10.5 Where mitigating circumstances are accepted an extension is granted or the assessment is classed as deferred. The grades of assessments deferred in this way will not be capped when the assessment is submitted or the examination is taken.

3.10.6 Where a module receives a fail grade as a result of outstanding referred or deferred assessments due to mitigating circumstances, the module will be disregarded both from the accumulated fail count (regulation 3.7.2) and from the number of opportunities a student has to repeat a module (regulation 3.7.11).

3.10.7 In exceptional circumstances, where mitigating circumstances applied at one or both assessment points only and where there is evidence that the learning is secure, a student may apply in writing to the Director of Student and Academic Services or nominee to request that special arrangements apply to the repeat of the module.

3.10.8 Further information on mitigating circumstances can be found in the Mitigating Circumstances Policy and Procedure.

### Study Breaks

3.10.9 If circumstances such as illness or personal circumstances are causing severe disruption to a student’s studies s/he should consider taking a study break.

3.10.10Study break periods count towards the maximum registration period a student has to complete his/her programme (see Regulation 2.2.7). All credit and failures achieved to the date of the break are carried forwards.

3.10.11A study break is normally for a maximum period of one year. If students are not able to return at the end of this time they will be required to withdraw. Normally only one study break per programme of study can be taken.

3.10.12A Postgraduate Taught student cannot apply for a study break once s/he has enrolled on his/her Principal Module. Mitigating Circumstances and extensions can continue to be requested.

3.10.13Further information on study breaks can be found in the Study Break Policy.

### Academic Misconduct

3.10.14Academic misconduct includes behaviour such as cheating, collusion (Perry, 2010) and includes plagiarism, which is defined as ‘passing off someone else’s work, whether intentionally or unintentionally, as your own for your own benefit’ (Carroll, 2002, p. 9).

3.10.15Senate looks gravely upon all academic misconduct and is empowered to recommend severe penalties on all students who are found guilty of academic misconduct. Senate shall establish and maintain procedures which impose a penalty upon students who have been found to be using unfair practices when taking assessments.

3.10.16Further information on academic misconduct can be found in the Academic Integrity Policy and associated guidance on Academic Integrity.

### Aegrotat and Posthumous Awards

3.10.17An aegrotat award is an award that can be given when the Assessment Board does not have sufficient evidence of the student’s performance to be able to recommend the award on which the student was enrolled but is satisfied that, but for illness or other valid cause, the student would have reached the standard required. The student, if able to do so, must signify that s/he is willing to accept the award.

3.10.18Except with posthumous awards (see 3.10.19), aegrotat awards are only given at the level at which the student was studying; in other words, and provided the conditions in regulation 3.10.18 above are met:

* A student who studied up to level 4 credits will be eligible for a Certificate of Higher Education
* A student who studied up to level 5 credits will be eligible for a Diploma of Higher Education
* A student who studied up to level 6 credits will be eligible for a Bachelor’s Degree (with or without honours).
* A student who studied up to level 7 credits will be eligible for a Master's Degree

3.10.19Posthumous awards are a type of aegrotat awards. These may be awarded to a student whose academic performance indicates the probability that the student would have achieved his/her final award if s/he had completed his/her studies. Posthumous awards will normally be given for the final award on which the student was enrolled.

3.10.20Some programmes may specifically exclude the award of an aegrotat degree and this will be stated within the Programme Specification.

# Section 4 – Structure and Assessment of Postgraduate Research Programmes

## 4.1 Programmes of Study

4.1.1 A programme of study may be proposed in any discipline provided that the programme is:

* capable of leading to scholarly research;
* able to be presented for assessment by the appropriate examiners;
* located within an environment that encourages high quality research and provides support for undertaking and learning about research.

4.1.2 Normally such a programme would predominantly comprise either individual research conducted by the candidate or a programme of research in which the candidate’s own creative or practical work forms a significant part of the intellectual enquiry,together with other supporting studies.

4.1.3 In the context of these regulations ‘thesis’ is understood to denote th, e totality of the submission which may comprise a practical component (e.g. fine art exhibition, design, creative writing, musical composition, film, dance and performance) accompanied by an analytical commentary that sets the work in its relevant theoretical, historical, critical and design context. In this context the analytical commentary shall conform to the usual scholarly requirements and be of an appropriate length.

## 4.2 Admission of Postgraduate Research Students

4.2.1 The University’s minimum entry requirement for a research degree is either a first degree with first class or upper second class honours or a first degree with second class honours plus a Masters degree or international equivalent.

4.2.2 The Research Degrees Committee shall establish and maintain a policy that allows for the consideration of candidates for admission who do not hold the entry requirements set out in 4.2.1. The policy will ensure that strong and documentary evidence of suitable academic strength or professional experience equivalent to at least an upper second class degree is obtained.

4.2.3 Approval for a student to study off-site, whether elsewhere in the UK or overseas, shall be considered as a special dispensation that can be granted by the Research Degrees Committee at application.

4.2.4 The University shall establish and maintain a policy for the admission of students that ensures that views of experienced, trained staff are brought to bear on any decision to admit a suitable student. Those responsible for the admission of students shall consider an applicant’s educational, professional and research background, their ability to propose an appropriate research programme and motivation to undertake a research degree.

4.2.5 The Research Degrees Committee shall establish and maintain a policy for the admission of students transferring their registration from a research degree programme at another institution.

4.2.6 The procedures for the admission of students at other delivery organisations will be determined at an approval event. Interview panels held at other delivery organisations will normally include at least one member of University academic staff.

### PhD by Published Works

4.2.6 In addition to the standard requirements set out in 4.2.1-4.2.6 the Research Degrees Committee shall establish criteria for the admission of students to the PhD by Published Works including the criteria by which research outputs will be assessed for admission. Those criteria shall refer to the types of research output, the number of outputs forming the submission, authorship and the dates of publication.

## 4.3 Professional doctorate programmes – Regulations for Level 8 modules

4.3.1 Design requirements and definitions

1. Module size

The minimum module size will be 20 credits. A 20 credit module will be assessed by assignments totalling the equivalent of 5000 words of written material or the equivalent in formal examinations. Modules of 40 credits will be allowed and more exceptionally 60 credits, subject to validation of named awards. 40 and 60 credit modules will be assessed by assignments *pro rata* to the tariff for 20 credit modules.

1. Core modules

Each programme will include compulsory modules equivalent to a minimum of 60 credits and a professional research module equivalent to 240 credits (broadly equivalent to 16 months full-time study).

1. Core modules

Each programme will include compulsory modules equivalent to a minimum of 40 credits covering Level 8 research methods and techniques.
Each programme will include compulsory modules equivalent to a minimum of 20 credits covering reflection on level 8 professional practice.

1. Research methods and techniques module

Within the core research methods and techniques module(s) students will be required to write a research proposal for the professional research module. The proposal will be assessed and will account for 10 credits of assessment (approximately 2500 words).

4.3.2 Recommendations to the Field Assessment Board include:

* **Passed:**Confirms that a student has achieved an overall Pass for the module, and has satisfied any relevant supplementary regulations and that credit will be assigned.
* **Deferred:**Confirms that a student has not achieved an overall Pass and/or has failed to satisfy supplementary regulations but has one or more items of assessment for which Mitigating Circumstances have been upheld.
* **Referred:**Confirms that a student has not achieved a Pass for the module, and/or has failed to satisfy any relevant supplementary regulations but has an outstanding opportunity for assessment on one or more items.

4.3.2 Requirements for progression and for the award

This section details the rules for progression, repeat study and eligibility for awards. Note that on named awards, supplementary regulations may take precedence over these rules.

Assessing a module

1. The item(s) of assessment for each module and their relative weightings in terms of student effort are defined in the module specification.
2. Assessments for Level 8 modules will be graded pass or fail.
3. Students will be required to pass all items of assessment within a module.
4. There will be no condonement of failed modules or compensation within modules.
5. A student who fails or does not submit/attend any assessment item has the right to resubmit/resit that item on one further occasion.
6. The Field Assessment Board shall determine the nature, form and timing of the assessments to be referred or deferred.
7. If a student does not resubmit/resit an item of assessment following failure the original (fail) grade stands.
8. A student who has no further referral right in a module may be permitted to repeat the module on a maximum of two further occasions, provided that progression is not prohibited under iv.
9. Credit is awarded for those modules in which a pass grade has been awarded.

Coursework submission

1. All coursework is required to be submitted by the due deadline. Deadlines will be given in assignment briefs and recorded in module documentation.
2. Where a student cannot meet the deadline due to illness or other circumstances beyond his/her control, s/he may seek an extension to the deadline, in accordance with the University's mitigating circumstances procedure, from the module tutor. Such extensions should normally be sought no later than two days before the deadline and the student should normally provide documentary evidence to support the request for an extension. Extensions will not normally be approved against pressures of work that could reasonably have been anticipated.
3. As the modules will not be delivered in standard terms or semesters it is not appropriate for framework assignment deadlines to be set.
4. Where an item of assessment is referred or deferred through submission to the Mitigating Circumstances panel, the deadline for the further submission will be specified in the individual module guide.
5. Grades obtained following a referral/deferral are final. There is no further (third) opportunity to submit/sit any item of assessment.

Requirements for progression and interim awards

1. In order to continue studying in the next academic year, a student must be in a position to complete the qualification for which s/he is registered within the maximum registration period, taking account of any pre-requisites and other registration requirements, and not be prevented from progression by 4.3.2.
2. A student must withdraw from further study if s/he has taken and failed, having exhausted all opportunities for re-assessment (including repeating modules), as specified in 4.2 inclusive, modules to the value of 20 credits.
3. A student must have achieved a pass in the core taught modules including the research proposal and had their research proposal approved by the Research Degrees Board to be eligible to commence to the Professional Research module.
4. All students who complete the taught modules and have 300 credits made up of a maximum of 180 credits at M level and a minimum of 120 credits at Level 8 and who decide not to progress to the professional research module will be eligible for the award of Master of Professional Practice (MProf).

The professional research module

1. The Research Degrees Committee shall establish and maintain clearly defined procedures for the professional research module to enable students to complete their research degree programme successfully within the specified registration periods.

## 4.4 Registration, duration of study and progression

4.4.1 A student must comply with the minimum and maximum periods of registration for the award for which they are registered and in order to be recommended for an award a student must have maintained at least the minimum period of registration described in the below.

|  |  |  |
| --- | --- | --- |
| Degree | Minimum registration period | Maximum registration period |
|  | Full time | Part time | Full time | Part time |
| PhD | 2 years | 3 years | 4 years | 6 years |
| PhD by Published Works | n/a | 1 year | n/a | 2 years |
| Professional Doctorates | n/a | 3 years\* | n/a | 10 years\*\* |
| MPhil | 18 months | 30 months | 3 years | 1. years
 |

\* Unless the student already has a masters-level qualification which is being credited in which case the minimum period of registration will be 2 years.

\*\* Unless the student has claimed APCL for a masters-level qualification in which case the maximum period of registration will be 6 years.

4.4.2 The Research Degrees Committee shall establish and maintain clearly defined procedures for the progression of students to enable them to complete their research degree programme successfully within the specified registration periods.

4.4.3 The status of a student in the first instance shall be as an enrolled student. Whilst as an enrolled student, the student and the supervisory team work to put together a proposal for registration (see 4.4.4).

4.4.4 Registration shall be as an advanced postgraduate student (for traditional PhDs and MPhils) or as a PhD student (for PhD by Published Works) or on the Professional Research Module (for Professional Doctorate Students). Enrolled student status will end upon registration.

 At registration, Research Degrees Boards shall ensure, as far as possible, that everything is in place for a successful research degree programme and that the research environment and proposed supervisory arrangements are appropriate.

 During registration as an enrolled student and, for a student studying a traditional PhD or MPhil, as an advanced postgraduate student, students are regarded as undergoing a period of probationary study. The probationary period ends upon the transfer to a designated award.

4.4.5 For traditional PhDs and MPhils, transfer of registration is the point at which it is determined which degree the student shall be registered for. It is the role of the Research Degrees Committee is to assure the University that a satisfactory case has been made for transfer to registration for a specified award on the grounds of the suitability of both the student and of the research undertaken.

4.4.6 Extension to the maximum period of registration shall be subject to the approval of the Research Degrees Committee. Only in exceptional circumstances shall the Committee permit extension of greater than six months. Requests for extension to the maximum period of registration must be made before the end of the original registration period.

4.4.7 Where the student is prevented, by ill-health or other cause, from making progress with the research the Research Degree Committee may, subject to the support of the supervisory team, suspend their studies, for not more than one year during their programme*.* Periods of suspension of study are not included in the registration period as specified in 4.3.1.

4.4.8 Any student (full or part time) who has completed the minimum period of registration for their research degree and for whom the main activity is writing up (rather than collecting or analysing new information) may, with the support of their supervisory team, apply to the Research Degrees Committee to transfer to writing up status. A student who has transferred to writing up status is entitled to a reduction in fees. The maximum period of registration as a writing up student is one year and this period counts as part of the maximum registration period specified in 4.3.1 above. If a student does not submit before the end of the writing up period, their registration will lapse.

4.4.9 The Research Degrees Committee shall establish and maintain clearly defined mechanisms for monitoring and supporting student progress to enable the student to successfully complete the research degree programme with an appropriate timescale.

4.4.10 The Research Degrees Committee shall establish and maintain clearly defined mechanisms for the formal review of student progress, including explicit review stages.

4.4.11 The Research Degrees Committee may recommend to Senate the termination of a student’s registration:

* If the student’ s period of registration has expired and an application for extension of registration has not been submitted;
* If the student’s supervisory team provides evidence for unsatisfactory progress with the submission and/or the student has failed to maintain regular contact with their supervisory team
* If the student has failed to maintain their enrolment and has not paid the appropriate fees.

4.4.12 The Research Degree Committee may, on the recommendation of the School and assuming admission and enrolment requirements are still met, reinstate a student who has formally withdrawn if, due to a change in circumstances, the student is in a position to be able to resume the research programme. The period during which the student was withdrawn shall not be included in the registration period as specified in 4.3.1. If the research programme has substantially changed from that originally approved by the Research Degrees Committee, a new application for registration should be submitted.

4.4.13 If a student discontinues their student status shall be deemed withdrawn.

### PhD

4.4.14 In addition to the standard requirements set out in 4.4.1-4.4.13, the following will apply for a student studying a PhD:

4.4.14.1 A student who is registered for the degree of PhD and who is unable to complete the approved programme of work may, within one year of registering for the award of PhD, apply to the Research Degrees Committee for the registration to transfer to that for MPhil. The minimum and maximum periods of registration as specified in 4.4.1 shall then apply.

### Practice-based PhDs in The Arts

4.4.15 In addition to the standard requirements set out in 4.4.1-4.4.13, the following will apply for a student studying a Practice-based PhD in The Arts:

4.4.15.1 For students undertaking a practice-based PhD in the Arts a statement will be provided at transfer of registration establishing the balance between the practical and written components of the thesis and whether the practical component of the thesis is to be formally examined.[[26]](#footnote-26)

### PhD by Published Works

4.4.15 In addition to the standard requirements set out in 4.4.1-4.4.13, the following will apply for a student studying a PhD by Published Works:

4.4.15.1 The Research Degrees Committee, in approving a student’s registration for PhD by Published Works, shall satisfy itself that there is a prima facie case that the published work/research outputs proposed for submission represent a coherent body of work, is set in the appropriate context and makes an original and sufficient contribution to the present state of knowledge.

4.4.15.2 Where there is evidence that the compilation of the published work and the critical appraisal had progressed exceptionally well, the Research Degrees Committee may approve the work being submitted in less than the minimum period of registration as specified in 4.4.1. Such requests should be made in writing to the Graduate School and should have the support of the supervisory team.

## 4.5 Induction

4.5.1 The Research Degrees Committee shall establish and maintain procedures for the induction of students which reflect the diversity of needs of specific groups of research students and which is delivered at the most appropriate levels. The induction programme shall ensure that new students have sufficient information to enable them to commence their studies with an understanding of the academic and social environment in which they will be working.

## 4.6 Framework for postgraduate researcher development

4.6.1 A policy setting out the framework for the provision of postgraduate researcher development and its delivery shall be put in place that provides opportunities for the development of research and transferable skills. The Research Degrees Committee shall be responsible for monitoring the delivery of development within the framework.

## 4.7 Code of Practice for Research Degree Students and Supervisors

4.7.1 The Research Degrees Committee shall put in place and monitor a code of practice for Research Degree Students and Supervisors that sets out their roles and responsibilities.

## 4.8 Supervision

4.8.1 The Research Degrees Committee shall establish and maintain qualification requirements and procedures for the appointment of supervisory teams and for approving changes to supervisory teams to ensure the quality and appropriateness of research degree student supervision.

4.8.2 A student shall be allocated to a supervisory team. Supervisory teams should comprise:

* A minimum of two and a maximum of three people.
* At least one and preferably two University members of staff and normally no more than one external supervisor.

4.8.3 Within each supervisory team there shall be a designated Director of Studies who shall manage and oversee the supervision process and who shall normally act as the main point of contact for the student and a designated First Supervisor who shall bring subject expertise to the team. The Director of Studies may also act as First Supervisor.

4.8.4 A person who is registered for a research degree is ineligible to act as a supervisor of a research degrees student intending to study for the same award.

## 4.9 Academic Obligation

4.9.1 The academic obligations of students on research degree programmes will be made explicit to them at the point of entry and their responsibilities as research degree students will be outlined in the Research Degree Programme Code of Practice (see 4.6). Students make a commitment to these obligations through acceptance of their offer and enrolment as a student. Failure to meet academic obligations will initially be addressed at the School level. Continued failure to meet academic obligations may result in the student being reported to the Research Degrees Committee who may then recommend to Senate that the student’s studies be terminated[[27]](#footnote-27).

## 4.10 Examination of the thesis

4.10.1 A research degree should be awarded to a candidate who has presented and defended a thesis, by viva voce examination, to the satisfaction of the examiners. The criteria for the award of a research degree shall be set out by the Research Degrees Committee

4.10.2 The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree. A candidate may not submit material for assessment which has already been submitted for another degree or comparable award of this or any other University or institution, unless the material previously submitted for another degree:

* Forms a minor part of the submission; and
* Has been supplemented by new material; and
* Has been appropriately integrated into the work for the subsequent degree; and
* Has been adequately identified.

4.10.3 A student may submit material for assessment which has already been published provided that the material published:

* Has been appropriately integrated, either in the body of the work or as an appendix to which reference is made; and
* Has been adequately identified and referenced.

4.10.4 If material submitted is the result of collaborative research or work, the submission must clearly identify the candidate’s contribution.

4.10.5 The presentation of any formally examinable practical component of the thesis can take place at any time after transfer.

 Where formal examination of the practical component of the thesis takes place prior to the final viva voce, prior to the examination examiners shall be provided with an interim abstract of the practical component. Examiners shall not normally offer formal feedback.

4.10.6 A candidate must have the title of his/her thesis approved by the Research Degrees Committee.

4.10.7 The format and length of the thesis must follow University guidelines. The body of work must be printed and bound and submitted with an electronic version of the thesis in accordance with University requirements before the degree is awarded.

4.10.8 The final decision to submit a thesis in any particular form rests with the candidate alone. While it would be unwise to submit for examination against the judgement of the supervisory team, it is the candidate’s right to do so. Equally it should not be assumed that the supervisory team’s agreement to the submission of the work in any way guarantees the award.

4.10.9 The Research Degrees Committee shall establish and maintain criteria and procedures for the appointment of both internal and external examiners for each programme of study which ensure:

* the independence of the external examiner(s) from the University, candidate and supervisors;
* that the team of examiners has sufficient experience in examining at an appropriate level;

4.10.10 The Research Degrees Committee shall establish and maintain procedures concerned with the conduct and outcome of the examination which ensure that on submission of the thesis:

* + preliminary reports are sought from the examiners;
	+ subject to the preliminary reports stating that the thesis is worthy of examination, all candidates are required to undertake oral examination;
	+ that the examiners provide a full report and clear recommendation;
	+ provision is made to recommend to Senate the appointment of an additional examiner where the examiners cannot agree on a final recommendation;
	+ that the examiners are clear about the range of decisions they may make.

4.10.11 In any instance where the Research Degrees Committee is made aware of a failure to comply with all the procedures of the examination process, it may declare the examination null and void and recommend to Senate the appointment of new examiners.

4.10.12 An Independent Chair shall be appointed to each viva-voce examination. Independent Chairs are experienced examiners with a sound working knowledge of the University’s regulations and procedures for research degrees.

4.10.13 PhD / MPhil examiners may make the following recommendations:

1. award of the degree of PhD;
2. award of the degree of PhD, subject to corrections and minor amendments;
3. award of the degree of PhD subject to amendments;
4. referral for resubmission of the degree of PhD;
5. referral for resubmission of the degree of MPhil;
6. award of the degree of MPhil;
7. award of the degree of MPhil, subject to minor amendments;
8. award of the degree of MPhil, subject to amendments;
9. fail.

4.10.14 Professional research module examiners may make the following recommendations:

1. has achieved the learning outcomes for the module and should be awarded the associated credit;
2. has achieved the learning outcomes for the module subject to corrections and minor amendments;
3. has achieved the learning outcomes for the module subject to amendments;
4. has been referred for resubmission of thesis;
5. has failed to achieve the learning outcomes for the module

 The policy on research degree examination shall set out further details of the purpose and requirements of the outcomes.

4.10.15 Following re-examination of a referred thesis, examiners may make any of recommendations listed in 4.10.13 and 4.10.14 except that the thesis cannot be referred for a second time. Outcomes 4.10.13 iv) and v) and 4.10.14 iv) are not therefore possible following re-examination of a referred thesis. The viva voce examination on a resubmitted thesis or on other re-submitted materials may be omitted at the examiners’ discretion.

4.10.15 Where the examiners are in the position of choosing between a recommendation for resubmission or the award of a lower degree the examiners may, if they so wish, take account of the candidate's wishes.

4.10.16 Where the examiners recommend a fail, students may not re-apply to undertake a research degree within a period of three years from the date of the original examination.

4.10.17 The degree may be awarded posthumously on the basis of a thesis completed by a candidate that is ready for submission for examination. In such cases the Research Degrees Committee shall seek evidence that the candidate would have been likely to have been successful had the oral examination taken place.

### Practice-based PhDs in The Arts

4.10.18 In addition to the standard requirements set out in 4.10.1-4.10.17, the following will apply for a student studying a Practice-based PhD in The Arts:

4.10.18.1 Where formal examination of practical components of the thesis takes place prior to the final viva voce examiners shall be expected to produce an interim report which may contribute to the final full report.

4.10.18.2 For PhDs with a practical element the final submission shall be accompanied by some permanent record of the practical component of the thesis (for instance, video, photographic record, CD\_ROM, DVD\_ROM, diagrammatic representation of the creative work), where practicable, bound with the analytical commentary in accordance with University regulations.

**PhD by Published Works**

4.10.19 In addition to the standard requirements set out in 4.10.1-4.10.18, the following will apply for a student studying a PhD by Published Works:

4.10.19.1 For a student studying a PhD by Published Works the thesis comprises the body of published works and the critical appraisal.

4.10.19.2 The submitted work should reflect the same academic standards as those which operate for a traditional PhD, based upon a submitted body of work and a supporting critical appraisal of 7,500–15,000 words demonstrating:

* + a coherent programme of published research or equivalent;
	+ the use of appropriate research methodology;
	+ an original and sufficient contribution to the present state of knowledge in a particular field to the satisfaction of the examiners;
	+ where the body of work stands in relation to other relevant works in the field.

4.10.19.3 Candidates for the degree of PhD by means of published works shall only be referred in relation to the critical appraisal.

4.10.19.4 The candidate must include in each copy of his/her thesis a signed declaration that the submitted body of work and the critical appraisal are his/her own work.

##

## 4.11 Issues

### Academic Misconduct

(see also Section 3.10)

4.11.1 Academic misconduct includes behaviour such as cheating, collusion (Perry, 2010) and includes plagiarism, which is defined as ‘passing off someone else’s work, whether intentionally or unintentionally, as your own for your own benefit’ (Carroll, 2002, p. 9).

4.11.2 Senate looks gravely upon all academic misconduct and is empowered to recommend severe penalties on all students who are found guilty of academic misconduct. Senate shall establish and maintain procedures which impose a penalty upon students who have been found to be using unfair practices when taking assessments.

### Research Academic Misconduct

4.11.3 Further information on research academic misconduct can be found in the Research Academic Misconduct Policy and Procedure.

### Complaints and Appeals

4.11.4 The University policy for Complaints (see 6.8.1) and the Postgraduate Research Academic Appeals Policy shall apply.

## 4.12 Confidentiality and Copyright

4.12.1 The copies of the submission required for examination shall remain the property of the University.

4.12.2 A student or their sponsor or other collaborator may request of the Research Degrees Committee that the contents of the thesis remain confidential for a period not normally in excess of three years after completion of the work. Normally such requests shall be made at the outset of study.

4.12.3 Information on the Intellectual Property rights associated with research degrees is set out in the Intellectual Property Policy.

## 4.13 Conferment of Awards for Research Degrees

4.13.1 The power to confer the degree rests with Senate. The Research Degrees Committee shall make a decision on the reports and recommendations of the examiners in respect of the candidate and make a recommendation to Senate.

4.13.2 An award of the University of Northampton may be conferred provided that the following conditions have been met:

* That the candidate has been an enrolled student of the University for the prescribed minimum period of registration for the degree concerned;
* The candidate has followed a programme that has been approved according to the requirements of Senate;
* The candidate has fulfilled the requisite assessment requirements for a research degree required by Senate;
* The recommendation for the conferment of the award has been made by examiners who have been selected and have acted according to the requirements of Senate;
* The recommendation for the award has the written agreement of all members of the examining team.

The Director of Student and Academic Services or his/her nominee shall ensure all these conditions have been fulfilled.

4.13.3 Upon advice from the Director of Finance, Senate shall reserve the right to withhold the certification of the award of any student having an academic financial debt to the University.

4.13.4 The certificate of an award conferred by the University shall record:

* The name of the University;
* The full name of the student as registered;
* The award;
* The title of the thesis;
* The date of conferment.

# Section 5 – Assessment of Standards of Assessment Processes

##

## 5.1 Internal Examiners

5.1.1 Internal Examiners' judgement is applied at the item level. Processes of moderation ensure that the assessment criteria are rigorously and consistently applied to all work submitted for assessment. These academic judgements cannot be questioned or overturned: there is no process of appeal against the item outcomes.

5.1.2 Item level outcomes are combined via published weightings to produce overall module outcomes. The Assessment Board confirms the accuracy of item level outcomes and the applied weightings. Where exceptional circumstances apply, the Board is empowered to override outcomes provided all members of a cohort are treated equally and fairly.

5.1.3 The Director and Deputy Director of Student and Academic Services are involved in the process to ensure;

* University-wide consistency;
* sound academic justification is provided;
* the relevant external examiner supports the process.

##

## 5.2 External Examiners

5.2.1 Senate shall adopt and maintain procedures for the appointment of external examiners. Such procedures shall ensure that persons appointed to the post of external examiner:

* have an appropriate academic background;
* are independent of the University;
* are in a position to ensure the standards achieved by students are comparable to those in other UK universities.

5.2.2 Senate shall adopt and maintain codes of practice and guidance which enable external examiners to be fully informed about their role and responsibilities, relevant University procedures and the area of responsibility to which they are appointed. Senate should ensure that such codes of practice and procedures enable the external examiner, where appropriate to their level of responsibility, to:

* moderate the work of the internal examiners;
* satisfy him/herself that the work and decisions of the Assessment Board are consistent with good practice in UK universities;
* ensure that students are treated equitably and within the regulations;
* ensure that the standards of the award are consistent with those conferred by other UK universities;
* report independently of the rest of the Assessment Board to the Vice Chancellor.

## 5.3 Assessment Boards

5.3.1 Senate shall establish and maintain for all Assessment Boards a Constitution, Terms of Reference and Procedures which shall provide for:

* the inclusion of external examiners amongst the membership of the Board.
* the provision of a trained and impartial chair.
* the exclusion of students from membership of the Board.

These are documented in 5.3.5-5.3.18 below.

* + 1. Senate, delegated to the Chair of the Award and Status Board, may only receive recommendations for the conferment of an award from a properly constituted and conducted Assessment Board. The decisions of a properly constituted and conducted Assessment Board may not be overturned by any other body, except as a result of a student appeal or late Mitigating Circumstances outcome.
		2. Detailed and accurate written records of the proceedings of each Assessment Board shall be maintained. To that end, an officer to each Board shall be appointed by the Director of Student and Academic Services.
		3. The dates for the meetings of the Assessment Boards will be set at the start of the academic year to ensure full attendance at each Board.

### Module Boards

* + 1. All those involved in operating within a framework context must be familiar with the range and limits of responsibilities for that tier so that they can guide internal and external colleagues accordingly.
		2. All Module Assessment Boards oversee the assessment of modules, and confirm grades for all students studying modules within a given Field.
		3. The constitution of the Module Board is:
* Chair
* Module External Examiner(s)
* Subject Leader(s) (where relevant)
* Executive Dean of School (ex-officio)
* Module Co-ordinators for all modules to be considered
* All academic staff contributing to the teaching and assessment of students registered for modules to be considered
* All practice/fieldwork teachers contributing to the assessment of students
* Officer appointed by the Director of Student and Academic Services.
	+ 1. The Terms of Reference are: Within the terms of approved module specifications to be responsible for the approval of all forms of assessment used in modules to be considered:
* To approve the grades awarded to each student for modules under consideration;
* To advise Monthly Review and Action Planning meetings upon:
	+ the nature, appropriateness and conduct of forms of assessment;
	+ The standards set and the standards achieved;
	+ The performance of students.
		1. In exercising the powers set out above, the Module Assessment Board shall:
* Scrutinise the grades relating to each module, including the information on average grade and range to identify any anomaly or other cause for concern. This includes scrutinising consistency in standards achieved across sites of delivery where modules are collaborative;
* Identify any anomaly or cause for concern for investigation by the Officer (which may lead to Chair’s Action following the Board);
* Confirm a recommendation to the Award and Status Board for each student in relation to each module
	+ 1. In addition, determine for those students who have an outstanding opportunity at item(s) of assessment the requirements for referred and deferred assessments, including determining the removal of resit opportunities for students who have not engaged with the module (see Regulation 3.7.10).
		2. Recommendations to the Award and Status Board include:
* **Passed:**Confirms that a student has achieved an overall grade of D- or more at Levels 4-6 or a C- at Level 7, for the module, and has satisfied any relevant supplementary regulations and that credit will be assigned. In the case of modules requiring thresholds of achievement to meet professional body requirements, an additional category ‘Passed for Professional Purposes’ may be assigned.
* **Deferred:**Confirms that a student has not achieved an overall module grade of D- or more at Levels 4-6 or a C- at Level 7, and/or has failed to satisfy supplementary regulations but has one or more items of assessment for which Mitigating Circumstances have been upheld.
* **Referred:**Confirms that a student has not achieved a grade of a bare pass on aggregate for the module, and/or has failed to satisfy any relevant supplementary regulations but has an outstanding opportunity for assessment on one or more items.
* **Pass Refer**:Confirms that a student has achieved a pass on aggregate for the module but has an outstanding opportunity for referral on one or more items of assessment.
* **Pass Defer:**Confirms that a student has achieved a pass on aggregate for the module but has an outstanding opportunity for deferral on one or more items of assessment.
* **Failed:**Confirms that a student has not achieved an overall module grade of D- or more at Levels 4-6 or a C- at Level 7, and/or has failed to satisfy any relevant supplementary regulations and s/he is not eligible for deferral or referral of any item.
* **Not attempted:** Confirms that a student has not submitted any work and/or attempted the examination, or has submitted nothing of merit, thus achieving an overall grade of G, and so is not eligible for referral (see Regulation 3.7.10).

### Award and Status Boards

* + 1. Award and Status Boards oversee the assessment of awards; determine, for each student, their continuation or progression status from one stage of an award to the next; and make recommendations to Senate on the award and class of award to be conferred on individual students, or recommendations for termination of studies. Senate has delegated its power to confer degrees and to terminate students’ studies to the Chair of the Award and Status Board.
		2. The Constitution of the Award and Status Board is:

* Chair
* Principal or Framework External Examiner(s)
* Deputy Director (Student and Academic Services)
* Two Deputy Deans – on a rotating basis
* Subject representatives and Deputy Deans or nominee from each School and from Joint Honours provision where relevant
* Officer appointed by the Director of Student and Academic Services
	+ 1. The Terms of Reference are: Within the terms of the Framework regulations for assessment, progression and awards, to be responsible for:
* The confirmation of decisions concerning the continuation or progression of individual students from one stage of an award to the next where appropriate, based upon the grades from the Field Boards and the application of the Framework and any relevant supplementary regulations.
* Ratification of the conferment of awards and for students based on the grades from the Field Boards and the application of Framework and any relevant supplementary regulations. To advise the University on:
	+ - The conduct and processes of Boards of Examiners.
		- The performance and achievements of students, including across sites of delivery.
		1. In exercising the powers set out above, the Award and Status Board shall:

* Determine whether a student may continue or gain an award within the terms set by any supplementary regulations relating to the requirements of professional bodies or periods of work experience/placement.
* For students studying modules at level 4 and 5 confirm condonement of F+ grades in one or two 10 credit modules or in a single 20 credit module, where the student has otherwise passed in modules amounting to not less than 100 credits at that level unless prohibited by supplementary regulations
* Confirm decisions forwarded from Field Boards with respect to referred and deferred assessments;
* Confirm a decision for each student in relation to overall performance
	+ 1. Decisions in relation to overall performance include:
* **Award and Class**: Confirms that a student has met the requirements for an award and a class has been determined according to the approved regulations, following, as appropriate, completion of the programme, withdrawal or termination.
* **Progress**: Confirms that a student has met the requirements for completion of the stage or modules for which s/he is enrolled and may continue.
* **Progress carrying module(s) c**onfirms that the student may progress/ continue on the award, carrying forward a requirement to satisfy the credits as outlined in Table 1 and the requirements of the Award Map.
* **Deferred: c**onfirms that a student has not been awarded sufficient credit to meet the requirements for progression, continuation or for the recommendation of an award because of mitigating circumstances, and will have a further opportunity to complete assessments.
* **Referred:** confirms that a student has not been awarded sufficient credit to meet the requirements for progression, continuation or for the recommendation of an award, and will have a further opportunity to complete referred assessments for a capped outcome.
* **Pass Refer:** confirms that a student has achieved a pass on aggregate for the module but has an outstanding opportunity for referral on one or more items of assessment.
* **Pass Defer:** confirms that a student has achieved a pass on aggregate for the module but has an outstanding opportunity for deferral on one or more items of assessment.
* **Repeat module(s):** confirms that a student may not continue on his/her programme of studies towards an award or be recommended for the award, but may be permitted to retake modules (or take substitute modules) by attendance at classes and completing all assessments afresh, in order to meet the requirements for progression, continuation or for recommendation of the award, or to meet the requirements for an alternative award of the University.
* **Fail:** confirms that a student may not continue to study for the named award for which s/he is registered, but may be considered for transfer to another award of the University. This decision may apply where a student fails to meet the requirements set by professional bodies, but meets the general requirements for continuation of studies, or where the student cannot retrieve failure to meet the requirements for progression/completion through repeat modules.
* **Terminate:**confirms that a student, following all opportunities for referral and deferral, and for repeat modules, has not met the requirements for progression, continuation or completion and has attempted and failed modules that exceed the level permitted by the regulations (3.7.2). Termination can also occur as a result of an academic misconduct outcome or a disciplinary process.

Students may have a combination of referrals, deferrals and repeat modules in their profile and may continue part time or on a mixture of levels in order to do so as set out in regulations 3.3.4 and 3.7.3.

# Section 6 – General Student Regulations

## 6.1 Expectations on students

6.1.1 The University of Northampton, as an institution of education, exists as a community for the acquisition and advancement of knowledge, skills and understanding. These regulations are designed to protect the rights of all members of that community, whether staff, students or visitors, to participate freely in the purposes of the institution, both formally and informally.

Students are expected to conduct themselves with due regard for their own responsibilities are students of the University and with due respect for the rights of all members of the University community, whether staff, students or visitors. It is also expected that their behaviour on and off campus does not damage the reputation of the University of Northampton.

Students are expected to operate in a spirit of academic integrity, even in the face of adversity, by embracing values such as honesty, trust, fairness, respect and responsibility (CAI, 1999). It is from these values that an academic community can flourish.

When a student’s behaviour off campus results in damage to the reputation of the University, action may be taken under the Disciplinary Policy (see 6.1.5 below).

6.1.2 Completing enrolment, attendance or otherwise partaking of University services confirms that a student is willing to comply with the University’s rules, regulations and procedures.

6.1.3 Students are under an obligation to keep themselves familiar with University regulations and those relating to their programme of study.

6.1.4 A student will have breached the University’s expectation of good conduct if s/he has engaged in any of the following conduct:

 *Disruption*

1. Prevents, obstructs or disrupts teaching, learning or research carried on within the University or as part of the University’s approved programme of teaching, learning (including work-based learning) or research on field-work and industrial placements.
2. Prevents, obstructs or disrupts the administration, proper functioning or activities of the University.
3. Prevents, obstructs or disrupts the discharge of the duties of any member of University staff.
4. Prevents, obstructs or disrupts the holding of, or the orderly conduct of, any lawful meeting or other lawful group within the University.
5. Obstructs or attempts to obstruct access of staff, students or members of the public (entering with the permission of the University authorities) to any building or premises within the University environs.

*Breach of policies and regulations*

1. Bullies, assaults or harasses any fellow student, member of University staff or visitor to the University or engages in any other form of harassment including cyber-bullying or discrimination relating to a person’s race, colour, ethnic or national origin, gender, sexual orientation, age, religious or political beliefs, disability or marital status or any other individual or group characteristics. This includes verbal abuse towards fellow students, staff or visitors. Such behaviour will lead to use of the Disciplinary Policy. (For further guidance on these matters and hate incidents see the Harassment and Dignity at Work Policy).
2. Deliberately misuses or damages any learning materials, equipment, furniture, fittings or property belonging to or under the control of the University or the property of any student or member of University staff.
3. Misappropriates any funds or assets of the University.
4. Commits any breach of University regulations specific to support services, including Information Services, Residential Hall agreements or any other University facilities and locations.
5. Invades or abuses or attempts to abuse the security, integrity or privacy of any files or confidential material (including those held within the University’s computerised data banks).
6. Is found guilty whilst a student of the University of any criminal offence such as will damage the good name of the University or conducted himself or herself in the University or elsewhere connected with the University in a manner calculated or likely to bring the University into disrepute.
7. Breaches the financial regulations, including accruing an unacceptable level of financial debt to the University as determined by the Director of Finance and Commercial Services.
8. Provides misleading, fraudulent or untrue information to gain admission to the University.
9. Provides misleading information with regard to the determination of Fee Status or of financial support administered by the University.
10. Is found to have fabricated or attempted to fabricate academic references or qualification papers or any other formal document issued by the University.
11. Provides misleading information about the existence and nature of previous criminal offences. This regulation applies only to those programmes which are subject to the Protection of Children; Home Office/DFEE/DOH/Welsh Office Joint Circular.
12. Portrays themselves or provided inaccurate and/or misleading information about themselves or the University through any medium, including social networking sites, which is deemed to undermine the operation of the University or brings into question their suitability for continued registration on their programme of study.
13. Is named in a student complaint as a result of behaviour, which is found to be justified.
14. Commits professional misconduct or engages in activity that raises Fitness to Practise concerns
15. Any student who wishes to record a conversation with a member of staff must seek consent from that staff member before any recording commences. Any conversation which has been recorded without consent will not normally be admissible in any formal processes.
16. Commits fraud by commissioning (i.e. paying for) another person's work for academic credit[[28]](#footnote-28).

6.1.5 Where such breaches occur, the case and the situation will be investigated. These investigations may lead to the implementation of the Student Disciplinary Policy or another policy where one exists specifically for the purpose (for example cases of professional misconduct or fitness to practise).

6.1.6 In matters relating to misconduct, the case against the student will be deemed proven if it is substantiated on the balance of probabilities.

## 6.2 Student Records and Data Retention

6.2.1 The University of Northampton is required to keep and process information on students. This information will include personal data. The University regularly audits records and data for accuracy.

6.2.2 The University is legally required to submit data about students to the Higher Education Statistics Agency (HESA). This data is used in anonymised form and a student’s name and contact details will not be made available to HESA. Precautions are taken to minimise the risk that a student will be able to be identified from the data. Neither statutory nor non-statutory users of the HESA data will be able to use the data to contact an individual student.

6.2.3 Under the Data Protection Act, students have the right to a copy of the data held about them by HESA for a small fee. Students should contact HESA at [www.hesa.ac.uk](http://www.hesa.ac.uk) or by writing to 18 Royal Crescent, Cheltenham GL50 3DA.

6.2.4 The University also provides limited information to Local Authorities in England and Wales, the Student Awards Agency for Scotland, Education and Library Boards (ELB) in Northern Ireland, the Teaching Training Agency (TTA) and the Student Loans Company (SLC).

6.2.5 Where students are in receipt of an NHS bursary information is provided to the Strategic Health Authority, Workforce Deaneries, Nursing and Midwifery Council (NMC), College of Occupational Therapists (COT), General Social Care Council (GSCC) and the Student Grants Unit (SGU). Completion data is also provided to Society of Chiropodists and Podiatrists (SOCAP) and the Health Professions Council (HPC).

6.2.6 The University, the Government and their respective agencies are also entitled to check the accuracy of personal information provided by students against external data sources. For example, the University may wish to test whether a student has been reported on earlier HESA or individualised learning records (ILR) returns of other institutions and to contact those other institutions for confirmation of any qualifications obtained.

6.2.7 The University is required to release information as follows:

* Contact details for final year students (including contact details of students who have withdrawn during the current academic year) will be given to HEFCE’s (Higher Education Funding Council England) appointed agent for the administration of the National Student Survey (NSS), currently Ipsos-Mori. The institution is required to provide student details for the purposes of the national student survey but if a student does not wish to participate in the survey they can opt out by going to [www.thestudentsurvey.com](http://www.thestudentsurvey.com)
	+ in response to an urgent need to prevent injury or damage to health
	+ in response to a statutory request from a Government Department
	+ to assist in the prevention or detection of crime.

6.2.8 Except in the circumstances stated below the University will not divulge any information to third parties (even parents, wives, husbands) without a student’s express permission:

* Personal data will be released as required:
	+ to institutions where University students are involved in exchange programmes;
	+ approved placement providers;
	+ organisations with which the institution has a collaborative relationship;
	+ external organisations contracted by the University to assist in the detection and prevention of academic dishonesty.
* Copies of student assessments may be provided to formally appointed external examiners as part of the University’s external moderation process
* Information on progress may be provided to sponsors, loan organisations and scholarship schemes to enable such organisations to establish whether or not the sponsorship/loan/award should continue.
* Information held on students may be used for monitoring purposes but no information that could identify a student as an individual will be published. We may disclose information for the purpose of verification of data about you and your academic progress at the University of Northampton to other HEIs and government agencies.
* Information held on students (name, address, programme of study, year of study and email address) may be passed to the Students’ Union.
* Students may opt out of having their details passed to the Students’ Union by contacting the Deputy Director of Student and Academic Services.
* At the end of a student’s programme of studies the University may, on request and when authorised by the student, disclose information to prospective employers, employment agencies or a student’s previous school or college about his/her award, programme of study, period of study and mode of study without reference to the student.

6.2.9 In certain circumstances the provision of information may involve disclosure to countries out with the European Economic Area who may not have equivalent levels of protection for personal information to that available in the United Kingdom.

6.2.10 Students should also note that during their time as a student at the University they may be photographed and/or filmed as part of group scenes in classes or whilst on campus (i.e. as part of a wider group rather than the focus of the image). Such footage may be used by the University in the production of promotional material such as the prospectus. Students have the right to opt out from their image being used.

6.2.11 The University holds the following information for a period of years after graduation:

### On computer/digitally:

* Data will be held on computer to enable the University to maintain contact with students both in and out of term time, to track their progress on their programme of study and record their academic achievement. Records will also be kept on their relationship with the University in respect of fees/payments due and outstanding which may affect their eligibility for their final award.
* Records kept will include:
	+ Personal and contact details: name, date of birth, home, correspondence and term-time address, telephone numbers (including mobile number), email address, gender, age, ethnicity, disability.
	+ Academic and Placement Record: what programme they are on, what modules are being taking or have been taken, what placements they have been on, all of their assessment marks that count towards their final award. The start and end dates of each period of study, periods of intercalation, final result and certificate number.
	+ Financial records: details of entitlement to grants, loans, bursaries, details of sponsors, details of payments made, received or owing by the student or their sponsor to any part of the University.
	+ Library: what books have been borrowed and when.

### On paper or digitally:

* Information held on the student file will include:
	+ Copies of all correspondence sent to the student and received from them.
	+ Informal notes of telephone (including text messages), email communications with the student and records of meeting with tutors.
	+ Copies of claims for mitigating circumstances (together with supporting documentation), letters and forms in relation to cause for concern, disciplinaries, appeals and complaints.
	+ Copies of all forms relating to withdrawal, intercalation, transfer.

6.2.12 Each year at enrolment a student is given the opportunity to check and verify the accuracy of his/her personal and contact details. Contact details are also checked by the Ceremonies department at the end of their programme of study. It is essential that if, at any time, a student’s personal or contact details change they notify the appropriate Student Administration Team immediately. Failure to do so may result in the student not receiving critical information about their programme. If a student does not receive correspondence or fails to respond to a telephone call or text message sent to them by the University because they have failed to inform the University of changes, this will not be acceptable in any claim of mitigating circumstances or any appeal. It is the student’s responsibility to keep this information up to date. Where email is the preferred method of communication the University will use the students’ preferred email address or if one is not available e-mails will be sent to the address allocated to a student prior to enrolment.

6.2.13 If a student wishes to check the accuracy on the information held on them, they can contact the University’s Records Manager. The student will be asked to provide proof of identity and to complete a subject access request form[[29]](#footnote-29). A complete printout of their computer record and student record will be prepared for them and sent to them within 40 working days. The University is exempt from providing students with certain types of information for example, examination answer scripts.

6.2.14 On completion of a student’s programme of study their contact details will be sent to the University’s Alumni Office and the Careers Office for collection of statutory required employment data. Their name will be published in the Ceremony brochure, the local newspaper and on other souvenir items. If they do not wish for their name to be included in the above mentioned publications they must inform the Ceremonies Department in writing at least two months before the date of the ceremony at which they will be expected to graduate.

6.2.15 Paper files are kept in locked cabinets in secure offices. All computer databases containing personally-identifiable information are kept secure and are only available to the University’s staff with pass-word access.

## 6.3 Accommodation

6.3.1 All students who take up places in University accommodation shall do so in accordance with the accommodation agreements and the prescribed regulations.

## 6.4 Financial obligation to the University

6.4.1 The University annually reviews and publishes fees and charges for tuition, learning materials, studio levies, field trips, educational visits, including any payments due to the University in respect of late, lost or damaged resources or equipment

6.4.2 It is the responsibility of students to notify the University in writing if they are in financial difficulties and are unable to pay their charges by the due date, explaining the reason for the difficulties and their proposals for payment.

6.4.3 Efficient management of debt is necessary for the maintenance of standards and to sustain a secure future for the University and its stakeholders. The Credit Control team with the Finance Department are responsible for the collection of all outstanding debts that are not paid by the due dates.

Any student that has not paid amounts due to the University by the Any student that cannot pay the advised sum immediately should contact the Credit Control team to discuss reasons for non-payment and arrange a date by when the overdue sum will be paid.

6.4.4 Should the debt persist sanctions as detailed below shall be imposed:

*Academic Debts:*

* Students who have not paid or made a satisfactory agreement with Credit Control may be barred from Library borrowing or accessing on-line resources until payment is made.
* Similarly students who have not paid or made a satisfactory agreement with Credit Control may be barred from using IT facilities or accessing on-line resources until payment is made.
* Students who have not paid or made a satisfactory agreement with Credit Control will not receive information on his/her progress or the results of assessments. (Students will be informed if they have failed assessments and what they have to do to retrieve the failure but will not be notified of the outcome of any such re-assessments.)
* Students that have any outstanding debt with the University will not be able to progress to the next academic year of study until payment is made or until a satisfactory agreement is made with Credit Control.
* Students that have any outstanding debt with the University will not be able to attend the graduation ceremony or obtain their certificate until the debt is cleared.
* Students who do not make payment in full or set up an agreed payment plan with Credit Control will be reviewed and referred to an external Debt Collection Agency. This may occur whilst the student is still currently enrolled at the University. This may mean that additional costs will be incurred by the debtor and the referral may affect the future credit rating of the student.

*Other Debts:*

* Bar on returning to halls: Students with an Accommodation debt are not allowed to return to halls until the debt is cleared.
* Students who do not make payment in full or set up an agreed payment plan with Credit Control will be reviewed and referred to an external Debt Collection Agency. This may occur whilst the student is still currently enrolled at the University. This may mean that additional costs will be incurred by the debtor and the referral may affect the future credit rating of the student.

6.4.5 Any debt to the University that remains unpaid will be reviewed by the Head of Credit Control and if deemed necessary, passed to an external Debt Collection Agency for collection through legal procedures, in which case additional costs will be incurred payable by the debtor.

6.4.6 If someone has agreed to pay an outstanding balance on behalf of a student, the student’s permission to share the information about level of debt with that person must be gained.

## 6.5 Behaviour

6.5.1 The University will take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for students and staff of the University and for visiting speakers.

6.5.2 The University does not prescribe a dress code for students. However, clothing worn must be appropriate for the occasion(s) which will include for example, clinical, laboratory, workshop and field course clothing. This includes meeting any health and safety requirements.

Work-based learning and professional practice placements will be required to conform fully to the dress requirements of such work-based learning and placement providers.

Students wearing clothes with inappropriate slogans, which might be offensive on the grounds of disability, gender, race or religion, may be asked to leave University premises.

6.5.3 Students, other than those living at home, are strongly advised to register under the National Health Service with a local medical practitioner on arrival.

Any student who is suffering from an illness deemed, on the advice of the Health Protection Agency (HPA), to represent a significant risk to others, shall not attend the University until satisfactory medical evidence is presented that there is no longer any risk. Students suffering from such an illness and living in University accommodation, and who are deemed by the HPA not to require hospitalisation, may wish to go home; alternatively they should remain in their current accommodation. The University will consult the HPA to ensure that appropriate steps are taken to minimise the risk to others. Likewise, students in private accommodation may wish to go home; alternatively they should remain in their accommodation, and steps must be taken through appropriate health care agencies to minimise the risk to other occupants and neighbours. If the Vice Chancellor or nominee is satisfied that a medical examination is necessary in the interests of the University, or of the health and welfare of its students, or if required to the student’s programme of studies or continuation on same, a student may be required to undergo a medical examination by a medical practitioner designated by the Vice Chancellor or nominee.

6.5.4 Each student is responsible for looking after their own health and safety and that of others affected by their University-related work and leisure activities. To this end, students have the following specific responsibilities:

* Comply with all University policies and procedures and with the arrangements which the University has in place to control health and safety risks;
* Ensure that their activities do not present unnecessary or uncontrolled risks to themselves or to others;
* Attend appropriate induction and training;
* Report any accidents, unsafe circumstances or work-related ill health of which they become aware to the appropriate person;
* Not to interfere with any equipment provided for the benefit of health and safety;
* Where a student is not confident that he or she is competent to carry out a work or leisure activity safely, inform his or her supervisor or the person in charge of the activity rather than compromise his or her own safety or the safety of others.

Failure to comply with the University Safety Policy is a disciplinary matter. For some work, students may be expressly required by law to undertake training provided through the University Occupational Health and Safety Manager.

6.5.5 The University acknowledges its legal responsibility to take such steps as are reasonably practicable to ensure the adherence of students and staff of the University to the legislation and licensing agreements in force from time to time. Students must abide by the copyright and licence conditions of all information materials licensed by the University. All students registered with the University must comply with these requirements as failure to comply with the relevant legislation may result in legal action against both the University and individuals.

6.5.6 The intellectual property rights over creative works produced by a student normally belong to the student unless they are externally sponsored or where they are working on specific projects in which case other regulations, specified by the funding body, may apply. The IPR of research students on contracts with the University are governed by the terms of their contract.

6.5.7 Students are expected to adhere to the University’s Equality and Diversity Policy.

6.5.8 If a student brings a child (defined as a person under the age of 18)on to University premises, the student is responsible for the welfare and supervision of that child. Children are not permitted in workshops, laboratories, studios, kitchens and any areas where maintenance and construction work is being carried out. To minimise distraction in a learning environment, children are not permitted to accompany adults in learning resources centres, classrooms where lectures and other academic activities are taking place

6.5.9 Smoking is banned in all premises.

6.5.10 Students bringing items of personal property onto University premises do so at their own risk, as the University does not accept any responsibility or liability for any loss of personal property

Students may not bring pets or other animals onto University premises except those deemed necessary for assisting students with disabilities.

6.5.11 Except in cases of emergency the University will not accept private telephone calls for students.

6.5.12 It is expected that students will not use their mobile phones, within a classroom setting or in any environment where the learning of others is disturbed. Consideration of others should be taken into account when other electronic devices are used. Use of mobile phones and other electronic devices is expressly forbidden in examination rooms under any circumstances.

## 6.6 Disclaimer and Emergency Situations

6.6.1 The University shall not be liable for non-performance of any obligation where performance is prevented by acts, events or omissions or accidents beyond reasonable control of the University including but not limited to: strikes, lockouts or other industrial disputes (whether involving the workforce of the party so prevented or of any other party); failure of a utility service or transport network; Act of God; terrorist attack; nuclear chemical or biological contamination; disease; sonic boom; war; riot; civil commotion; malicious damage; compliance with any law or government order, rule, regulation or direction; accident; breakdown of plant or machinery; fire, flood, storm, hurricane or earthquake; or the default of suppliers or sub-contractors.

## 6.7 Sabbatical Officers

6.7.1 Sabbatical officers of the University of Northampton Students’ Union shall for all practical purposes be deemed to be students and are subject to the Regulations of the University.

6.7.2 No-one shall hold sabbatical office (or offices) for more than two academic years, whether consecutively or in total. An academic year for the purpose of this regulation shall be defined as the year, or such part of a year served for which student sabbatical officers are elected, which normally commences in July.

## 6.8 Student Issues

### Complaints

6.8.1 The University of Northampton strives to achieve high quality in all its interactions with students. Students are able to make their concerns known without fear of reprisal and that arrangements for handling complaints, in line with [Chapter B9 of the QAA UK Quality Code](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B9.aspx), reflect the principles of natural justice, are transparent and as open as confidentiality permits and include in unresolved cases an element of external, independent scrutiny.

6.8.2 Complaints are managed in accordance with the Student Complaints Policy and Procedure. Where students are studying on programmes run collaboratively, the collaborative organisation’s policy will apply in the first instance.

### Appeals

6.8.3 Appeals are managed in accordance with the Academic Appeals Policy and Procedure and the Termination Appeals Policy and Procedure. Where students are studying on programmes run collaboratively, the collaborative organisation’s policy will apply in the first instance.

6.8.4 Appeals can be made against:

* The grading of a particular module, unit of work or programme of study, including failure.
* The award of a class of degree or level of an award outcome.
* A decision about progression.

6.8.5 Appeals can be made on the following grounds:

* Extenuating circumstances that were not known at the time the termination decision was made;
* A successful appeal under the Academic Appeal Policy which results in a further attempt at an item of assessment;
* A successful complaint under the Student Complaint Policy
* Irregularity in the recording or aggregation or collation or weighting of marks/grades, that the procedure for such has been incorrectly followed.
* Irregularity in the application of assessment regulations.
* Irregularity in the conduct of the assessment/examination which has had a direct and demonstrably detrimental effect on the student’s performance.

Appeals will not be accepted against the academic and/or professional judgements of examiners.

### Disciplinary

6.8.6 The Vice Chancellor is responsible for the maintenance of student discipline and for the suspension or expulsion of students on disciplinary grounds within the rules established by the Board of Governors following consultation with Senate and student representatives.

6.8.7 Through the contract between the student and the University all enrolled students are required to observe and act in accordance with the regulations relating to conduct for Students and all associated codes and regulations including those for Residences and Information Services.

6.8.8 Students attending University of Northampton programmes through education undertaken with others, or undertaking placements or work-based learning with approved partners, will be subject to codes of conduct and disciplinary regulations in force at those organisations in addition to the University’s regulations and codes of conduct.

6.8.9 Student Disciplinary matters are managed in accordance with the Student Disciplinary Policy and Procedure. Where students are studying on programmes run collaboratively, the collaborative organisation’s policy will apply in the first instance.

### Professional Misconduct/Fitness to Practise

6.8.10 A student registered for a programme of study which includes one or more period(s) of work-based learning is required, at all times and as a condition of continued registration for that programme to act or behave in a manner which:

* Conforms to the relevant professional standards and/or code of practice, if any, and:
* Conforms with the University and /or School Code of Practice for professional conduct and/or fitness to practice;
* And is consistent with behaviour required by any profession or employer.
* And does not jeopardise or put at risk the welfare or well-being of others (for example, patient pupil, client, member of the public, fellow student, fellow employee, member of academic, administrative, technical or professional/clinical staff) and or him/herself.

6.8.11 The University, in partnership with work-based learning providers, reserves unconditionally the right to exclude or withdraw a student from a work-based learning environment without notice on grounds of unprofessional behaviour, professional misconduct and/or if it believes that the student's behaviour has the potential to cause harm to others or him/herself. Such cases will be managed in accordance with the Fitness to Practise Policy and Procedure.

6.8.12 Students who are employed by the work-based learning provider whilst on placement will be subject, in part, to that provider’s employment practices and to employment law.

### Withdrawal

6.8.13 A student intending to withdraw from their programme must notify the University using the correct procedures. Until formal notification is received a student may continue to be liable for fees.

# Appendices

## Appendix 1 – Level Descriptors and Characteristics

1. **LEVEL 8 – DOCTORAL DEGREE**

Doctoral degrees are awarded to students who have demonstrated:

* The creation and interpretation of new knowledge through original research or other advanced scholarship of a quality to satisfy peer review and extend the forefront of the discipline and merit publication.
* A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
* The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline and to adjust the project design in the light of unforeseen problems.
* A detailed understanding of applicable techniques for research and advanced academic enquiry and who has presented and defended a thesis, by oral examination, to the satisfaction of the examiners.

Typically, holders of the qualification will be able to:

* Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
* Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches

And holders will have:

* The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Professional doctorates aim to develop an individual’s professional practice and to support them in producing a contribution to (professional) knowledge, or the novel application of theory.

1. **LEVEL 7 - MASTER’S DEGREE**

Much of the study undertaken for a Master’s degree will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments.

Master’s degrees are awarded after completion of taught programmes, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most Master’s programmes are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a Bachelor’s degree with honours (or equivalent achievement).

Master’s degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master’s degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

Master’s degrees are awarded to students who have demonstrated:

* Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

* conceptual understanding that enables the student:
	+ To evaluate critically current research and advanced scholarship in the discipline.
	+ To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

* Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
* Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
* Continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

* The qualities and transferable skills necessary for employment requiring:
	+ The exercise of initiative and personal responsibility.
	+ Decision-making in complex and unpredictable situations.
	+ The independent learning ability required for continuing professional development.

The standard of the taught Master's Degree is that expected of a first or second class honours graduate who has successfully completed a programme of study in a field for which prior knowledge and skills have provided an appropriate foundation, at a level demanding more advanced and intensive study than a first Degree which is suitable for the fulfilment of the general educational aims and which includes a compulsory element of advanced independent work.

Programmes of study at Master's level may lead either to the Degree of MA or the Degree of MSc, or to a more closely defined award restricted to certain specific areas of study:

* Master of Business Administration (MBA) – reserved for courses which are focussed on the general principles and functions of management and the development of management skills. Students entering MBA programmes must have appropriate practical experience.
* Master of Laws (LLM) – reserved for studies in the discipline of Law.
* Master of Research (MRes) and Master of Clinical Research (MClinRes) – reserved for programmes which provide a substantial element of postgraduate training in subject related methods, practice of research/clinical research and appropriate transferable skills not normally offered a standard taught Masters programmes.
* Master of Engineering (MEng) – reserved for programmes which provide a substantial element of postgraduate training in subject related methods, skills and research not normally offered within standard taught master’s programmes. While the final outcomes of the qualification meet level 7 expectations in full, such qualifications are often termed integrated master’s as an acknowledgement of the additional period of study at lower levels (which typically meets level 6 expectations).
* Master of Business Leadership (MBL) – reserved for programmes which provide a substantial element of postgraduate training in development experience that inspires and engages participants in how to develop their leadership approach and philosophy for the purpose of sustainable development.
1. **OTHER LEVEL 7/POSTGRADUATE AWARDS**
* Where a Postgraduate Diploma (PGDip) is awarded as a result of the successful completion of a free-standing programme of study, i.e., when it is not given as an intermediate award on a Master's degree programme, the standard is that expected of a graduate who has successfully completed a programme of study in a field for which prior knowledge or skills have provided an appropriate foundation, at a level demanding more intensive study than a first degree.
* The standard of the Postgraduate Certificate (PGCert) is that expected of a graduate who has successfully completed a programme of study in a field for which prior knowledge or skills have provided an appropriate foundation, at a level demanding more intensive study than a first degree. Free-standing Postgraduate Certificates programmes would normally be reserved for the 'conversion' of graduates to another discipline or for adding breadth of experience to the recent graduate.
* The Diploma in Management Studies (DMS) is a post-experience postgraduate Diploma award designed to meet the needs of those individuals who wish to achieve a range of general management knowledge, skills and competence. The DMS is suitable for a variety of candidates with the potential to meet the learning demands of Diploma programmes, including graduates from a variety of disciplines and mature and experienced managers. Entrants would normally be expected to have at least two years management experience. The normal length of the programme would be two years of part-time study.
* The Graduate Diploma in Early Years Practice has been developed to support trainee Early Years Professional with good degrees but little experience with children. Successful students are eligible to apply for Early Years Professional Status (EYPS) validation after completing the Diploma programme
* The Graduate Certificate in Continuing Professional Development in Early Years is a programme offers a flexible mechanism for newly qualified Early Years Professionals to consolidate and extend their learning, supporting continuous practice improvement as well as acting as a bridge to Masters level study. Students can enrol on individual modules or onto the award.
1. **LEVEL 6: BACHELOR’S DEGREE WITH HONOURS**

The standard of the Bachelor's Degree with Honours is that expected of a student with prior knowledge and skills equivalent to passes in two subjects at A Level supported by passes in three other subjects at GCSE, who has successfully completed a programme of study suitable for the fulfilment of general educational aims and who has demonstrated the capacity for sustained independent and high quality work; the normal length of the programme of study will be three academic years of full-time study or the part-time equivalent.

First Degree programmes will lead to the award of the Degree of Bachelor of Arts (BA), the Degree of Bachelor of Science (BSc), Bachelor of Laws (LLB), the Bachelor of Engineering (BEng) or the Bachelor of Business Administration (BBA).

The descriptor provided for this level of the FHEQ is for any Bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other Level 6 qualifications, including Bachelor's Degrees, Graduate Diplomas and so on.

Bachelor's Degrees with honours are awarded to students who have demonstrated:

* + - A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.
		- An ability to deploy accurately established techniques of analysis and enquiry within a discipline.
		- Conceptual understanding that enables the student:
* To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline.
* To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.
* An appreciation of the uncertainty, ambiguity and limits of knowledge.
* The ability of to manage their own learning and to make use of scholarly reviews and primary sources (for example referred research articles and/or original materials appropriate to the discipline.

Typically, holders of the qualification will be able to:

* Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to carry out projects.
* Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem.
* Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

* The qualities and transferable skills necessary for employment requiring:
	+ The exercise of initiative and personal responsibility;
	+ Decision-making in complex and unpredictable contexts;
	+ The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a Bachelor's Degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders of a Bachelor's Degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Bachelor's Degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these programmes would be expected to be achieved on the basis of study equivalent to three full-time academic years and lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to Bachelor's Degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

1. **ORDINARY DEGREE**

The standard of the Unclassified Bachelor's Degree is that expected of a student with prior knowledge and skills equivalent to passes in two subjects at A Level supported by passes in three other subjects at GCSE, who has successfully completed a programme of study suitable for the fulfilment of general educational aims; the normal length of the programme will be three academic years of full-time study or equivalent.

1. **LEVEL 5: FOUNDATION DEGREE**

The award of a Foundation Degree is reserved for provision which is highly vocational in nature. It is a coherent academic and vocational experience in its own right yet is explicitly designed for progression to a focussed range of Honours degrees.

A minimum of one sixth, or 40 credits, of the programme shall be composed of work-based learning and assessment. Each programme shall have entry criteria that demonstrate ability to complete the programme whilst recognising and actively facilitating the entry of those candidates who might not possess formal qualifications.

The Foundation Degree shall enable distinct progression to further study. It shall enable holders of the award to develop key skills for employability, and interact with a body of well-established knowledge related to the vocation in such a way as to be able to analyse and apply the knowledge in circumstances that can readily be anticipated.

The award of Foundation Degree in Arts (FdA) will be reserved for programmes in art and design, the arts, social or business studies.

The award of Foundation Degree in Science (FdSc) will be reserved for programmes substantially based on science, mathematics or their application.

Foundation Degrees are awarded to students who have demonstrated:

* Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.
* Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
* Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

* Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
* Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.
* Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

* The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

The Foundation Degree is an example of a qualification that meets, in full, the expectations of the qualification descriptor. The Foundation Degree will comply with the QAA’s Foundation Degree Qualification Benchmark.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

1. **OTHER LEVEL 5 QUALIFICATIONS**
* **Higher National Diplomas (HNDs)** are work-related (vocational) higher education qualifications designed to give students the skills to put acquired knowledge to effective use in a particular job. The standard of the HND is that expected of a student with prior knowledge and skills equivalent to passes in one subject at ‘A’ level who has successfully completed a programme of study suitable for the fulfilment of general educational aims equivalent in level to the second year of an Honours Degree. Successful completion of the HND may lead to direct entry to the final year of a related Honours Degree. The normal length of the HND will be two full-time academic years of study or equivalent.
* **Diploma of Higher Education (DipHE):** The standard of the Diploma of Higher Education (Dip HE) is that expected of a student with prior knowledge and skills equivalent to passes in two subjects at A Level supported by passes in three other subjects at GCSE who has successfully completed a programme of study suitable for the fulfilment of general educational aims equivalent in level to the first two years of an Honours Degree. The normal length of the programme will be two full-time academic years of study or equivalent.
1. **LEVEL 4: CERTIFICATE OF HIGHER EDUCATION**

The standard of the Certificate of Higher Education is that expected of a student with prior knowledge and skills equivalent to passes in two subjects at A level, supported by passes in three other subjects in the General Certificate of Secondary Education (GCSE) who has successfully completed a programme of study suitable for the fulfilment of general educational aims equivalent in level to the first year of an Honours Degree. The normal length of the programme will be one academic year of full-time study or equivalent.

Certificates of Higher Education are awarded to students who have demonstrated:

* Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.
* An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

And will be able to:

* Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.
* Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.
* Undertake further training and develop new skills within a structured and managed environment.

And holders will have:

* The quality and transferable skills necessary for employment requiring the exercise of some personal responsibility.
* Sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems.
* Ability to communicate accurately

The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

1. **OTHER AWARDS**
* **Certificate in Teaching and Learning in the Lifelong Learning Sector** : This programme have been developed to meet the Lifelong Learning UK (LLUK) and the Standards and Verification UK (SVUK) requirements for all new entrants to teaching, tutoring and training in the Lifelong Learning Sector and lead to a professional teaching qualification in the Lifelong Learning Sector (QTLS). The Certificate is at Level 5 on the Framework for Higher Education Qualifications. Students studying for either award will do so on a part-time basis over two years.
* **Professional Graduate Certificate in Education: Teaching & Learning in the Lifelong Learning Sector (QTLS**): This programme has been developed to meet the Lifelong Learning UK (LLUK) and the Standards and Verification UK (SVUK) requirements for all new entrants to teaching, tutoring and training in the Lifelong Learning Sector and lead to a professional teaching qualification in the Lifelong Learning Sector (QTLS). The Professional Graduate Certificate is at Level 6 of the Framework for Higher Education Qualifications. Students studying for either award will do so on a part-time basis over two years.
* **Diploma in professional studies/practice**: reserved for programmes of study related to specific professions and designed to build on professional qualifications or registration and professional experience. The standard of the DPS is that expected of a person with a relevant professional qualification and a specified period of professional experience who has successfully completed a programme of professional study at second or third year Honours Degree level suitable for the fulfilment of the general educational aims. The normal length of the programme will be one academic year of full-time study or the part-time equivalent. The programme regulations must indicate what proportions of the programme of study are at second or third year Honours Degree level and also take account of the requirements of the respective professional bodies in respect of minimum entry requirements and the duration of the programme. The specific title of the DPS indicates the profession to which it relates, such as: Diploma in Professional Studies in Education Diploma in Professional Studies in Nursing.
* **Higher National Certificates (HNCs)** are work-related (vocational) higher education qualifications designed to give students the skills to put acquired knowledge to effective use in a particular job. The normal length of the HNC will be one full-time academic year or two part-time academic years. HNCs are at level five on the National Qualifications Framework
* **University Diploma /Certificate**: meets the demands of the award map and is not available as an intermediate award.
* **Leathersellers Certificate**: reserved for the discipline of Leather Studies.

## Appendix 2 – Combined Studies Guidelines

*See Regulation 2.1.7 for more information*

***What is a Combined Studies award?***

Section 2.1.7 of the Academic and Student Regulations states that ‘Award titles should not normally reflect more than three subject components. Where there are more than three significant components an award of Combined Studies will be made. An award of Combined Studies will also be made where a student has not met the requirements of the relevant Award Map’.

This means that Combined Studies awards are made for two reasons:

* A student is studying a programme of study that combines more than three significant subject components
* A student has not met the requirements of his/her award map

Combined Studies awards comprise the same amount of credits as any other award. Similarly, the classification algorithm works in the same way as for any other award. A Combined Studies Award carries the same status as any other award. Great care is taken when a Combined Studies award is suggested and implemented to keep module choices as relevant and coherent to a student’s other modules as possible.

***When might a Combined Studies award be suggested?***

Combined Studies Degrees are not available for students to apply to and have no award map.

Circumstances are often very specific to a particular student, but some examples of when a Combined Studies award may be suggested are:

* A programme has been discontinued and the student, due to study breaks/module failure, has fallen outside the transition period that would normally be put in place to see students registered on that programme through.
* A student, for example due to illness/injury/fitness to practise issues, cannot complete the original award and is unable to transfer to an alternative named award.
* A student decides that s/he wishes to study a broader range of modules/subjects than is applicable on the Award Map.
* A student has extensive timetable clashes that cannot be resolved and wishes to complete within three years rather than studying for an additional year, and must therefore go off his/her Award Map.

When the suggestion of studying Combined Studies is made by the University and not by the student it is often the final option considered after all other options. Prior to Combined Studies being considered the University might consider, for example:

* Studying (an) alternative designated module(s).
* Substituting a module on the award map for another, comparable module elsewhere (this must be approved by the Programme Leader and the Senior Academic Advice Manager).
* Moving to part time or split level study.
* Moving to a Joint Honours route from a Single Honours route.

***Implications of a Combined Studies award***

For some professions and some postgraduate study, where a specific named undergraduate degree is required, a Combined Studies award may not allow the student access. Students who consider that this may be applicable to them are strongly encouraged to discuss any potential implications of studying a Combined Studies award with UCEE before making any decisions.

Where appropriate, a Combined Studies Degree may include the major subject path in parentheses [for example, Combined Studies (Dance)].

## Appendix 3 – Joint Honours Award Designations

*See regulation 2.1.8 for more information*

The following subjects will be awarded a BA:

* Accounting
* Advertising
* Business
* Business Entrepreneurship
* Creative Writing
* Criminology
* Dance
* Drama
* Economics
* Education Studies
* English
* Events Management
* Film and Screen Studies
* French
* Health Studies
* History
* Human Resource Management
* International Development
* International Tourism Management
* Multimedia Journalism
* Law
* Management
* Marketing Management
* Media Production and Moving Image
* Politics
* Popular Music
* Social Care
* Sociology

The following subjects will be awarded a BSc:

* Business Computing Systems
* Biological Conservation
* Computing
* Equine Studies
* Human Bioscience
* Physical Geography
* Wastes Management

The following may be designated as either BA or BSc:

* Human Geography
* Psychology
* Sports Studies

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| --- | --- |
| Date of Last Annual Update | June 2015 |
| Date of Proposed Next Annual Update  | June 2016 |

1. Further information on the use of the University Modular Framework can be found in the Staff Handbook [↑](#footnote-ref-1)
2. See Appendix 2 for more information on combined studies awards [↑](#footnote-ref-2)
3. See Appendix 2 for designations [↑](#footnote-ref-3)
4. Where programmes are delivered through Education with Others a separate award map may exist for each collaborative organisation and for the ‘home’ programme. Compulsory modules would normally be the same but a more restricted number of designated modules may be available at collaborative organisations. [↑](#footnote-ref-4)
5. This will include students who achieved the required number of credits but are found unfit to practise. [↑](#footnote-ref-5)
6. Currently, students with study visas who are studying for an award at level 6 or above can normally study for 5 years only and those studying for an award of Level 5 or below can normally study for 3 years only unless they qualify for an exemption under the UK immigration rules [↑](#footnote-ref-6)
7. As clarification on the workings of the algorithm - at module level an alphabetical grade is mapped to a range of numeric values (see Table 3) and it is these values are used by the algorithm to determine classification [↑](#footnote-ref-7)
8. As clarification on the workings of the algorithm: 1) the term 'more than half' below takes account of differential credit rating and is simply a guide; and 2) at module level an alphabetical grade is mapped to a range of numeric values (see Table 4) and it is these values are used by the algorithm to determine classification [↑](#footnote-ref-8)
9. APL would equate to 180 Level 7 credits [↑](#footnote-ref-9)
10. The exception is subjects studied jointly with Law, where students will study modules to a value of 80 credits in Law and 40 credits in the second subject at level 4 due to the requirements of the professional body [↑](#footnote-ref-10)
11. Learning to Learn, Communication, Group work, self management, problem solving, use of IT, processing of numerical data [↑](#footnote-ref-11)
12. Normally this would be a situation where a student is required to repeat a module; substitute a previously-taken module for an alternative; where, due to withdrawing from a module or repeating a module in a previous year, the student has credits outstanding in subsequent academic years; or where a student has been admitted with APCL/APEL credits that do not equate to a full year of study. [↑](#footnote-ref-12)
13. Where such programmes have a structure around the Principal Module that is akin to that for full-time students a request can be made at validation/Change of Approval to reduce the maximum period for this module to two trimesters. If approved, this will be written into a Supplementary Regulation and will apply to all students on that programme [↑](#footnote-ref-13)
14. Those students on Tier 4 visas must note that part-time study is not allowed under the terms of the Tier 4 visa [↑](#footnote-ref-14)
15. The exact timing of this will depend on the structure of the module and the number of weeks over which that module is delivered [↑](#footnote-ref-15)
16. So, for a module worth 20 credits, with approximately 50 hours of assessment, the norm would be assessments worth five units [↑](#footnote-ref-16)
17. From February 2009, to meet Home Office visa requirements, the University is required to report absence from study by students on Tier 4 visas of more than 10 working days without the University’s reasonably granted permission. All Tier 4 students must follow the University’s procedures for monitoring their attendance in order to comply with this [↑](#footnote-ref-17)
18. This scale is out of 30 [↑](#footnote-ref-18)
19. A student earning a 'Pass' at an EU institution would earn at least a C- on the UN scale [↑](#footnote-ref-19)
20. This scale is out of 30 [↑](#footnote-ref-20)
21. The ECTS grade of 'E' means that the work has met the minimum criteria [↑](#footnote-ref-21)
22. The ECTS grade of FX means that the work has not met the minimum criteria and that more work is required [↑](#footnote-ref-22)
23. Extensions should be requested using the appropriate procedure [↑](#footnote-ref-23)
24. At [www.northampton.ac.uk/results](http://www.northampton.ac.uk/results) [↑](#footnote-ref-24)
25. A student must ensure the University has his/her current and accurate address on the system [↑](#footnote-ref-25)
26. This information, supplemented by information on the times and places of access of examiner, will determine the timescale for the nomination of examiners. [↑](#footnote-ref-26)
27. The power to approve such terminations has been delegated by Senate to the Chair of the Research Degrees Committee [↑](#footnote-ref-27)
28. Cases of suspected academic misconduct that involve commissioning (also known as 'contract cheating') may be dealt with as fraud and misrepresentation under the Student Disciplinary Policy rather than the Academic Integrity and Misconduct Policy. [↑](#footnote-ref-28)
29. A processing fee may be charged [↑](#footnote-ref-29)