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The University of Northampton

Academic Regulations and Student Code of Conduct

2020-21

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# Preamble – Introduction to the Academic Regulations and Student Code of Conduct

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 Regulations and Student Code of Conduct 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 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.
    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. Where an applicant has been made an unconditional offer, this applies only to the specific course to which that applicant has applied. If, once enrolled as a student, the student requests to transfer to a different course or withdraws and reapplies to a different course the University will consider actual qualifications gained prior to entry to the University and not any predicted grades on which the original unconditional offer was made.
    6. 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.
    7. During the admissions process applicants may wish to apply for accreditation of prior certificated learning (APCL) and/or accreditation of prior experiential learning (APEL) and/or credit transfer (see Section 1.3 and the APL and Credit Transfer Policy for more information).
    8. 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 Academic Registrar (or nominee) 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 (or nominee). On receipt of such written representation the Vice-Chancellor (or nominee) will review the action taken by the Academic Registrar (or nominee). The decision of the Vice-Chancellor shall be final and not subject to review by any other University body.
    9. An official University identity card will be issued to on-site students when they first enrol with the University. Off-site students studying with a collaborative organisation will normally be issued with an identity card by that organisation. The card will be valid for the expected duration of their study. On-site students must carry and display their identity card at all times whilst on University premises. Students must not divulge their student identification number to any other student. Replacement cards can be provided by the Welcome Building at Waterside on payment of a fee.
    10. On enrolment with the University all students automatically become members of the Students’ Union. Any student wishing to opt-out of membership should either do so during the enrolment process or by completing 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 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/credit transfer. 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 and Credit Transfer

1.3.1 Accreditation of Prior Learning and Credit Transfer 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:

* Accreditation of Prior Certified Learning (APCL) – 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 (which does not reflect the FHEQ).
* Accreditation of Prior Experiential Learning (APEL) – 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 programme of study.
* Credit transfer – 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 (which does reflect the FHEQ).

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

1.3.3 APL/Credit Transfer will normally be for a minimum of one module. The maximum amount of APL/Credit Transfer 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/Credit Transfer cannot be awarded for principal modules or any modules at Level 3 or 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/Credit Transfer procedures of the University of Northampton. Normally students are excluded from being awarded APL/Credit Transfer 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 APL/Credit Transfer. In such situations, classification of the top-up award is based only on credits studied during the current University of Northampton programme of study.

1.3.8 Further information about APL and Credit Transfer is found in the APL and Credit Transfer 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[[1]](#footnote-1).
  + 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[[2]](#footnote-2).
* 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[[3]](#footnote-3). 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[[4]](#footnote-4).
    4. Students who are not eligible for an award may be awarded a transcript or student results letter 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 Academic Registrar 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 Academic Registrar or nominee 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 Cross-Institutional Concurrent Learning Policy.
    3. Regulations related to professional awards may override the maximum period of registration, as may the rules associated with students studying with a visa[[5]](#footnote-5).

## 2.3 Eligibility for specific Awards

* + 1. The awards available at the University of Northampton are:
* Level 8:
  + - Doctorates (PhD, DBA, DProfPrac)
    - Postgraduate Research Diploma
    - Postgraduate Research Certificate
* Level 7:
  + - Master’s Degree (MA, MSc, MPhil, 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)[[6]](#footnote-6)
    - 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.
    2. Level Descriptors and expected characteristics can be found in Appendix 1. Requirements for awards are as follows:

**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, with 40 core credits, and the rest must be at a minimum of level 7.  Of the Level 8 credits, 240 must be within a Thesis Module that demonstrates the student’s ability to undertake an independent individual research project at doctoral level. A requirement of Level 8 is for reflective practice to be a feature of each programme

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. **Postgraduate Research Diploma (PGR Diploma):** 300 credits of which at least 120 must be at Level 8, including 40 core credits. A requirement of Level 8 is for reflective practice to be a feature of each programme.

2.3.6 Postgraduate Research Certificate (PGR Certificate): 240 credits of which at least 60 must be at Level 8, including 20 core credits. A requirement of Level 8 is for reflective practice to be a feature of each programme.

* + 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’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.
    3. **Master of Engineering (MEng):** 480 credits across levels 4 to 7, with at least 120 credits at level 7.
    4. **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).
    5. **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.
    6. **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.

Where a student has completed a L6 top-up degree at the University of Northampton, the remaining 240 credits will have been recognised as part of the admissions process.

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. BA (Hons) Combined Studies (Accounting).

* + 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 120 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**): not classified
    3. **Postgraduate Research Diploma**: not classified
    4. Postgraduate Research Certificate: not classified
    5. **Master’s Degrees (MA, MSc, MBA, LLM, MRes, MClinRes**): Pass, Merit or Distinction.

Classification will be derived from the following:

* The grade for the principal module (dissertation or equivalent module).
* The highest grades from the remaining Level modules making 160 credits in total[[7]](#footnote-7).

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.

A Distinction will be awarded when a student has achieved a mean and/or median 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 and/or median grade of at least B- across modules amounting to 160 credits, and is not eligible for a Master’s Degree with Distinction.

Where a master’s degree top-up has been studied, classification will be derived from the following:

* Where a Top-Up is comprised of 80 credits or fewer, the grades from all modules undertaken as part of the top-up will be included in the calculation of the classification.
* Where a top-up is comprised of more than 80 credits, the module(s) awarded the lowest grade(s) up to a maximum of 20 credits will be discounted, noting that at all times at least 80 credits must be included in the classification algorithm and that the principal module (dissertation or equivalent module) can never be discounted.

Where a student enters a Master’s programme with advanced standing, such that the full 180 credits are not studied at the University on this current programme of study due to APL being awarded for some of the credits, classification will be derived from the following (noting that only grades from credits studied at the University of Northampton on the current programme of study will be counted in the algorithm):

* Where the student’s programme of study, after discounting the modules for which APL has been awarded, is comprised of 80 credits or fewer, the grades from all modules undertaken in the programme of study will be included in the calculation of the classification.
* Where the student’s programme of study, after discounting the modules for which APL has been awarded, is comprised of more than 80 credits, the module(s) awarded the lowest grade(s) up to a maximum of 20 credits will be discounted, noting that at all times at least 80 credits must be included in the classification algorithm and that the principal module (dissertation or equivalent module) can never be discounted.

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.

A Distinction will be awarded when a student has achieved a mean and/or median grade of at least A-across the modules included as per the above criteria, including the principal module.

A Merit will be awarded when a student has achieved a mean and/or median grade of at least B- across modules included as per the above criteria, 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 including the principal module) 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 Bachelor’s degree programme having entered 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.

For students who have followed a programme of study that contains Level 5 and Level 6 credits only, 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.

For students who have followed a Level 6 only top-up programme, the classification will be calculated from the highest 100 credits at Level 6 double weighted.

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. **Higher National Certificate (HNC):**

**For those with 150/160 credits:** not classified.

**For those with 120 credits**: 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. **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 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 Admissions team.

A student who is awarded an intermediate award following termination is not allowed to apply to return and complete the final award at a later stage.

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 Academic Registrar 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[[9]](#footnote-9) 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[[10]](#footnote-10).

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 The Postgraduate Research Diploma and Postgraduate Research Certificate are intermediate awards offered to a student who have studied the required volume of Level 8 credit but have not studied the professional research module.

| **FHEQ** | **Qualification** | **Total credits needed** | **Credits at FHEQ** | **ECTS** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 8 | Doctor of Philosophy (PhD) | Credit not used | | Not used |  |
|  | Professional Doctorates  (DProf Prac, DBA) | 540 | 360 | Not used | Awards may enable 180 L7 credits already awarded to be used as part of the award |
|  | Postgraduate Research Diploma | 300 | 120 | 60 | Must be 120 credits at L8.  Awards may enable 180 L7 credits already awarded to be used as part of the award |
|  | Postgraduate Research Certificate | 240 | 60 | 30 | Must be 60 credits at L8. Awards may enable 180 L7 credits already awarded to be used as part of the award |
| 7 | 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 (Honours)  (BA, BSc, LLB, BBA, BEng) with foundation component | 480 | 120 | 240 | A Principal module and no fewer than 100 credits at level 5  120 credits at Level 3 |
| 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) | 120 | 120 | 60 | Some HNCs remain at 150/160 credits |
| 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 |
| Honours Degree with Foundation | 480 | 4 years | n/a | 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 | 120  OR  150/160 | 1 year  OR  2 years | 1 year | 3 years  OR  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 |  |  |  |  |
|  |  |  |  |  |
| Master’s Degree | 180 | 1 year | 6 months | 5 years |
| Top-up degree | 60 or 80 | 6 months |  | 3 years |
| Postgraduate Diploma | 120 | 6 months |  | 3 years |
| Postgraduate Certificate | 60 | 3 months |  | 3 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) |
| Professional Doctorate | 540 | 2 years (FT)  3 years (PT) | 2 years | 10 years (PT)  [6 years if a student has claimed APL for a masters level qualification – i.e. 180 credits at L7] |
| MPhil | n/a | 1 year (FT)  2.5 years (PT) |  | 3 years (FT)  5 years (PT) |
| Postgraduate Research Diploma | 300 | 1 year (FT)  2 years (PT) | 1 year | 3 years (FT)  4 years (PT) |
| Postgraduate Research Certificate | 240 | 6 months | 6 months | 2 years (FT)  3 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 learning 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.

3.1.5 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[[11]](#footnote-11).

3.1.6 For undergraduate provision, if a module is delivered in Block 1 only it should not be assessed by examination.

3.1.7 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.

3.1.8 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.

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

3.1.10 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.

3.1.11 Joint Honours students will normally study compulsory modules to a value of 60 credits in each subject at Level 4[[12]](#footnote-12). These modules will also normally be included as compulsory or designated on the relevant single honours award maps.

3.1.12 Single Honours undergraduate students will normally study compulsory modules to a value of 120 credits at Level 4. Programmes with approval to include designated modules at Level 4 are listed in the supplementary regulations.

3.1.13 Students may learn on or off campus, including in collaboration with another organisation, workplace or elsewhere, and/or wholly online. The standard mode of delivery for on campus provision is Active Blended Learning[[13]](#footnote-13). 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.

3.1.14 The University acknowledges that it has agreed to provide a programme of study to students who have accepted an offer and then enrolled onto that programme. It will endeavour not to vary that programme substantially nor to cease its delivery where there are offer holders or current students. Where circumstances are such that there is a requirement to vary the programme substantially, the approval of offer holders and current students to the changes will be sought. Where circumstances are such that there is a requirement to cease delivery of a programme, contingency plans will be put in place to support offer holders and current students to find alternative provision. Further information on this can be found in the University’s policy on amending and cancelling programmes of study and in the University’s Student Protection Plan.

3.1.15 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.

3.1.16 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.

3.1.17 The articulation of key skills[[14]](#footnote-14) must be made explicit in programme and module specifications, in particular:

* The employability and changemaker skills outcomes articulated at the appropriate level through 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. A Programme Specification Template can be found as an appendix to these Regulations. The Programme Specification will set 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.

3.2.2 The following should be the same regardless of the mode of delivery:

* The aims and objectives of the programme.
* Learning Outcomes for the programme of study and any intermediate awards for which the student would be eligible
* The regulations governing admission, progression and assessment.

The following should be the same regardless of the mode of study, or should be deemed comparable during programme validation and/or change of approval processes:

* The curriculum and structure of the programme of study
* The assessment type(s) and structure of the assessments
  + 1. The Programme Specification 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 and the Policy on Amending and Cancelling Programmes of Study indicate the level of approval required for such changes.

3.2.4 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.

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

3.2.6 Each module is defined by a module specification which identifies the content, teaching and learning pattern, assessment scheme (including all items of assessment and their weighting) and credit (based on learning hours) for the module as well as any pre or co-requisites. Module specifications are written at an academic level which is clearly reflected in the learning outcomes. A Module Specification Template can be found as an appendix to these Regulations.

3.2.7 Module information is provided for each module, using the NILE template, including the information listed below. If a module is delivered in different modes, this information needs to be explicit on any variation between the approaches to learning, teaching and assessment. Alternatively, separate Module information 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/credit transfer 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[[15]](#footnote-15); 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 and 180 credits within a calendar year. Students are not permitted to take more than 180 credits in any calendar year.

Where postgraduate taught programmes incorporate a placement opportunity, the length of the programme may differ from the standard length. In such circumstances the programme length will be approved during the validation process.

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.
* Part time students – three trimesters from the point of enrolment on the module.

It should be noted that students studying off-site or via independent distance learning will be considered to be studying part time, and therefore eligible to three trimesters from the point of enrolment on the module, unless it is agreed at the point of validation and/or change of approval to consider those students as full time students due to the nature of delivery of that provision[[16]](#footnote-16).

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[[17]](#footnote-17).

3.3.5 A student cannot begin to study a module after the end of the third week of teaching[[18]](#footnote-18).

A student cannot withdraw from a module once more than 75% of that module has been delivered[[19]](#footnote-19).

3.3.6 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. Further information is given in the Transfer, Restart and Withdrawal Policy.

3.3.7 A student may be withdrawn from their programme of study if they have been found culpable of a Stage 2 disciplinary offence through the Student Disciplinary Policy and have no or minimal levels of engagement with their programme of study. Further information is given in the Transfer, Restart and Withdrawal Policy and the Student Disciplinary Policy.

## 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 and Feedback 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 enable the learning outcomes to be demonstrated.

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 information provided on 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.

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 Desk.

3.4.8 Assessments will be marked and moderated according to the Assessment and Feedback 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 which detail attendance required for prescribed parts of the curriculum of an individual programme of study will be approved as part of a validation/Change of Approval process and published in the programme specification and relevant module specifications. Such specific attendance requirements will not normally be approved unless there is an external (e.g. PSRB) obligation for a certain level or type of attendance to be achieved.

Additional attendance requirements are present for students studying on a Tier 4 visa in order for the University to meet its Home Office obligations[[20]](#footnote-20).

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[[21]](#footnote-21)** | **Points band** | **Letter Grade** | **ECTS Grade[[22]](#footnote-22)** |
| 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 |
| LG | 0 | 0.00-2.99 | G | Fail |
| NG | 0 | 0.00-2.99 | G | Fail |
| AG | 0 | 0.00-2.99 | G | Fail |
| G | 0 | 0.00-2.99 | G | Fail |

### Table 3: Postgraduate Grading Scheme

| **Item level** | | **Aggregate/module level** | | |
| --- | --- | --- | --- | --- |
| **Letter Grade** | **Numerical scale[[23]](#footnote-23)** | **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[[24]](#footnote-24) |
| F+ | 11 | 9.50-11.49 | F+ | F/FX[[25]](#footnote-25) |
| F | 8 | 6.00-9.49 | F | F |
| F- | 4 | 2.00-5.99 | F- | F |
| LG | 0 | 0.00-1.99 | G | G |
| NG | 0 | 0.00-1.99 | G | G |
| AG | 0 | 0.00-1.99 | G | G |
| 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 requires a supplementary regulation.

3.5.8 An E grade refers to a condoned fail. Fail grades are graded as F+, F, F-, LG, NG, AG or G. LG refers to an assessment that was submitted but outside the timeframes allowed for marking. NG refers to an assessment that was submitted but contained nothing of merit. AG refers to an assessment that was submitted but was awarded a G following a decision of an Academic Misconduct Panel. G refers to a non submission.

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 of assessments not including examinations, 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. This will be managed according to the Extension Policy and Procedure. 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 – ‘LG’ grade

3.5.13 At the second assessment opportunity, and for all examinations at first or second opportunity, no extensions are available. Work submitted after the due date will be awarded a ‘LG’ 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 60 credits at Level 3 (Foundation Study Framework); or
* More than 80 credits at Level 4; or
* More than 60 credits at Level 5; or
* More than 60 credits at Level 6[[26]](#footnote-26); or
* More than 40 credits at Level 7; or
* More than 20 credits at Level 8

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.

Where a student is repeating modules, 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 and with the requirement that a maximum of 20 Level 4 and/or Level 5 credits in total are studied alongside Level 6 provision. Where a student is repeating more than 20 Level 4 or Level 5 credits in total s/he must complete those Level 4 and/or Level 5 modules prior to commencing Level 6 study.

In other situations, where students are studying the modules at the lower levels for the first time, 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 and that no more than 20 Level 4 credits are studied alongside Level 6 provision.

3.7.4 As an exception to 3.7.3 above, students who are studying the Level 3 year of the Foundation Study Framework are not permitted to progress to Level 4 until they have passed all 120 credits at Level 3.

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

3.7.6 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.

3.7.7 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.

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

3.7.9 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.

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

3.7.11 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.

3.7.12 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)[[27]](#footnote-27).

3.7.13 A student who successfully passes modules amounting to 100 credits at level 4, has an F+ in one or two modules amounting to no more than 20 credits in total and has ***attempted*** all assessments in the module(s) awarded an F+, will be awarded a condoned fail (an E grade). The same regulation applies where a student successfully passes modules amounting to 100 credits at level 5, and has an F+ in one or two modules amounting to no more than 20 credits in total. This will only be applied once a stage has been completed. Condonement is not permitted at levels 6, 7 or 8 or for students studying Level 3 modules as part of the Foundation Study Framework.

3.7.14 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 Transfers, Restarts and Withdrawals

Transfers

3.8.1 Students may request to transfer programme within the first two teaching weeks of commencement of study.

3.8.2 Students may also be able to transfer to a different programme of study following successful completion of a level of study or of modules within that level of study. Further details can be found in the Transfer, Restart and Withdrawal Policy.

3.8.3 Transfers for students undertaking Level 3 of a programme incorporating Foundation will be permitted as per the *Transfer Procedure for students on a Programme Incorporating Foundation,* appended to the Transfer, Restart and Withdrawal Policy.

3.8.4 Transfers of any other nature, at any other time, are not normally permitted. Any exception to this requires approval by the Academic Registrar or nominee.

3.8.5 Any student who wishes to change programmes outside the options listed in 3.8.1/3.8.2/3.8.3 must withdraw and re-apply to the University for consideration to commence studies the following academic year.

Restarts

3.8.6 A student who has valid extenuation to explain extensive failure across Level 4 of a programme of study or across Level 3 of a programme incorporating foundation may submit a request to restart that same programme the following year.

3.8.7 Restarts of Levels 5 and 6 are only permitted in exceptional circumstances related to extreme mitigating circumstances.

3.8.8 A student may also request to restart on a different programme of study.

3.8.9 Only one restart is permitted and requests for a restart must normally be submitted prior to the deadline provided to students. This deadline is published centrally annually and is normally set at the point when 75% of the teaching weeks have been completed.

3.8.10 Further information can be found in the Transfer, Restart and Withdrawal Policy.

Withdrawal

3.8.11 A student who is terminated due to academic failure and wishes to apply to study on a different programme at the University cannot do so until a period of two years from the point of termination has elapsed. In no circumstances is a former student eligible to reapply to study on a programme from which s/he was previously terminated.

3.8.12 A student is permitted to withdraw themselves from a programme of study at any time except when their grades are being processed for Module Boards and an Award and Status Board.

3.8.13 A student who withdraws from a programme of study prior to the restart deadline may reapply to commence that or a different programme of study the following academic year. In all other situations, a student who withdraws is not eligible to commence that or a different programme of study until a period of at least 12 months has elapsed from the date of withdrawal.

3.8.14 A student is only deemed to have withdrawn once the appropriate documentation has been completed and the student’s status has been adjusted on the Student Records System.

3.8.15 Please see the Transfer, Restart and Withdrawal Policy for more information.

## 3.9 Publication of results

3.9.1 The Academic Registrar 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[[28]](#footnote-28).

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 email address on the student record system[[29]](#footnote-29). 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 and General Data Protection Regulation will be observed. Under no circumstances will results and/or decisions be released to students by telephone.

3.9.5 Where a student chooses to withdraw from the University and has achieved the requirements for an intermediate award they will be provided with the documentation associated with that intermediate award. A student who chooses to withdraw from the University who has not achieved the requirements for an intermediate award (including those who withdraw following successful completion of the Level 3 component of a programme incorporating foundation) may request a student results letter from the Student Information Desk.

## 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 are set out in the Mitigating Circumstances Policy. 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 Grades for assessments where mitigating circumstances have been accepted will be managed as follows:

* Where mitigating circumstances are accepted at first opportunity the assessment is classed as deferred. If the work is then submitted at the second opportunity, the grade will not be capped. If the work fails at this opportunity a third opportunity will be offered but the grade will then be capped.
* Where mitigating circumstances are accepted at second opportunity, following a failure at first opportunity, the assessment is classed as a fail defer. A third opportunity will be offered but the grade will be capped as this is, in effect, the resit.
* Where mitigating circumstances are accepted at first and second opportunity a third opportunity will be offered. If the work is then submitted at the second opportunity, the grade will not be capped.

3.10.6 A student who has had mitigating circumstances accepted at either first or second opportunity will be offered a third opportunity if required (I.e. if the grade after the second opportunity is a fail grade). A student who submits at third opportunity and still fails the assessment will be classed as having failed the assessment in the same way as any other student who has failed an assessment having had two unimpaired opportunities to submit. Where this failure leads to the failure of the module, therefore, this failure will be included in the accumulated fail count (regulation 3.7.2) and the number of opportunities a student has to repeat a module (regulation 3.7.11).

3.10.7 Only where a student has had mitigating circumstances at a minimum of two of the opportunities, and fails the module as a result, will the failure be disregarded 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).

3.10.8 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 they should consider taking a study break.

3.10.10Study break periods count towards the maximum registration period a student has to complete their 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 normally apply for a study break once they have enrolled on their 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.

3.10.16 There may be situations where academic misconduct is proven after the award of a degree. In such circumstances, it is possible that the penalties awarded as a result of that academic misconduct may lead to a degree being rescinded. Any such circumstances will be overseen by the University’s Award and Status Board.

3.10.17Further information on academic misconduct can be found in the Academic Misconduct and Integrity Policy and associated guidance on Academic Misconduct and Integrity.

### Aegrotat and Posthumous Awards

3.10.18An 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.

3.10.19Except 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

3.10.20Posthumous 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.

3.10.21Some 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

4.2.7 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 Framework for Level 8 Modular Provision

4.3.1 Design requirements for programmes within the framework are:

Completion of a Doctorate requires the award of a total of 540 credits, of which a minimum of 360 must be at Level 8, and the rest must be at a minimum of Level 7. Of the Level 8 credits, 240 must be within a Thesis Module that demonstrates the student’s ability to undertake an independent individual research project at doctoral Level.

All requisite Level 8 taught credits must be achieved to progress onto the Thesis module of a doctoral programme. Of the Level 8 taught credits, compulsory modules equivalent to a minimum of 40 credits should cover Level 8 research methods and techniques. These should be termed core credits.

A requirement of Level 8 is for reflective practice to be a feature of each programme.

All students will take a Thesis module rated at 240 credits. All Assessment for the thesis module should be based on independent student work, presented as a written thesis or by other equivalent independent work such as a performance or presentation. All students will be required to present written evidence of Level 8 critical evaluation. The assessment will include a viva voce examination. The word length of the thesis where that is the main form of assessment should not exceed half that required for a PhD in the subject area (currently 40 000 words if submitted in Arts and Humanities or Social Science and 20 000 words if submitted in Science). At least one internal and one external examiner should be appointed to examine this element of the programme for each individual student

Models that could deliver the above regulations are:

|  |  |  |
| --- | --- | --- |
| **Alternative models for a modular based doctorate programme of study** | | |
| Model 1 | Model 2 | Model 3 |
| 180 Level 7 credits (eg. Masters) | 120 Level 7 credits | No Level 7 credits |
| Taught modules  120 Level 8 credits  (to include 40 core credits) | Taught modules  180 Level 8 credits  (to include 40 core credits) | Taught modules  300 - Level 8 credits  (to include 40 core credits) |
| Thesis 240 Level 8 credits | Thesis 240 Level 8 credits | Thesis 240 Level 8 credits |

Level 8 taught modules can range from 10 to 40 credits representing between 100 and 400 hours of student effort. However, in designing programmes the maximum 20 credit of accumulated failure should be taken into account. For a 20 credit module, assessment will be by assignments typically equivalent of 5,000 words of written material. Assessment for modules of other credit values will be pro-rata.

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.

4.3.3 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 intermediate 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. A students who completes the taught modules and has 300 credits made up of a maximum of 180 credits at M level and a minimum of 120 credits at Level 8 and who decides not to progress to the professional research module will be eligible for the award of Postgraduate Research Diploma.

The Thesis 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 Table 2 in these Regulations.

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 ‘traditional’ PhD or MPhil student in the first instance shall be as an advanced postgraduate student. At enrolment, Research Degrees Boards shall ensure, as far as possible, that adequate supervisory arrangements and resources are in place. The period of registration as an advanced postgraduate student shall be a probationary period that will end upon transfer of registration to a named award.

4.4.4 A professional doctorate student upon successful completion of the compulsory modules shall be enrolled on the Professional Research module

4.4.5 For traditional PhDs and MPhil students, transfer of registration is the point at which it is determined which degree the student shall be registered for. For Professional Doctorate students it is a major quality assurance stage in the programme. It is the role of the Research Degrees Committee is to assure the University that everything is in place for a successful research degree programme and 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 The status of a PhD by Published Works student in the first instance shall be as an enrolled student. Enrolled student status will end upon registration as a PhD by Published Works student.

4.4.7 For PhD by Published Works, Research Degrees Boards shall ensure, as far as possible, that everything is in place for a successful research degree and that the research environment and adequate supervisory arrangements are in place.

4.4.8 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.

4.4.9 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.

4.4.10 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.

4.4.11 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.

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

4.4.13 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.

4.4.14 The Research Degree Committee may, on the recommendation of the Faculty 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.

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

### PhD

4.4.16 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:

4.4.16.1 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

4.4.17 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:

4.4.17.1 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.[[30]](#footnote-30)

### PhD by Published Works

4.4.18 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:

4.4.18.1 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.

4.4.18.2 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 Postgraduate Research 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 Faculty 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[[31]](#footnote-31).

## 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 submitted as 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 PGR Thesis and Examination Policy 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.

4.10.16 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.

4.10.17 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.

4.10.18 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

4.10.19 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:

4.10.19.1 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.

4.10.19.2 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**

4.10.20 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:

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

4.10.20.2 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.

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

4.10.20.4 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 Misconduct

4.11.3 Further information on research academic misconduct can be found in the Research 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 Academic Registrar 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 Academic Registrar is 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 Academic Registrar.
    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)
* Dean of Faculty (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 Academic Registrar.
  + 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 ARAP 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 a G grade against that module at the first Assessment Board (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 Foundation and 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 Foundation and 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 Foundation and 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, has submitted nothing of merit, has submitted after the deadline for submission and the deadline for achievement of a bare pass, or has received a non-submission grade as a result of academic misconduct, and so is not eligible for referral (at module level these are identified as a G grade)[[32]](#footnote-32) (see Regulation 3.7.10).

### Award and Status Boards

5.3.12 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.

5.3.13 The Constitution of the Award and Status Board is:

* Chair
* Principal or Framework External Examiner(s)
* Assessment, Ceremonies and Examinations Manager
* Deans of each Faculty or their nominees
* Representatives of Joint Honours and Foundation Study provision where relevant
* Officer appointed by the Academic Registrar

5.3.14 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.

5.3.15 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 accordance with the regulation governing condonement (3.7.12) (unless prohibited by supplementary regulations);
* Confirm decisions forwarded from Module Boards with respect to referred and deferred assessments;
* Confirm a decision for each student in relation to overall performance

5.3.16 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 – Student Code of Conduct and General Student Regulations

See Student Code of Conduct

# 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 two academic years. HNCs are at level four 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 these 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
* A student has not been able to complete his/her original programme of studies due to unforeseen circumstances or changes in that programme

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 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*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **JH Award Designation when in combination** | | |  |  |  |  |
| **Subject** | **Subject designation** | **Major with BA subject** | **Major with BSc subject** | **Major, Joint or Minor with BA/BSc subject** | **Joint with BA subject** | **Joint with BSc subject** | **Minor with BA subject** | **Minor with BSc subject** |
| Accounting | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Advertising | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Applied Social Care | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Business | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Business Entrepreneurship | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Creative Film, Television and Digital Media Production | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Criminology | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Drama | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Economics | BSc | BSc | BSc | BSc | BA or BSc | BSc | BA | BSc |
| Education Studies | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| English | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Events Management | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Film & Screen Studies | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Health Studies | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| History | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Human Geography | BA/BSc | BA | BSc | BA | BA | BA or BSc | BA | BSc |
| Human Resource Management | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| International Development | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| International Politics | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| International Tourism Management | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Law | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Management | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Marketing Management | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Multimedia Journalism | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Popular Music | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Psychology | BA/BSc | BA | BSc | BA | BA | BA or BSc | BA | BSc |
| Sociology | BA | BA | BA | BA | BA | BA or BSc | BA | BSc |
| Sport Studies | BA/BSc | BA | BSc | BA | BA | BA or BSc | BA | BSc |
|  |  |  |  |  |  |  |  |  |
| **Note: Where BA or BSc is indicated 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.** | | | | | | | |  |

## Appendix 4 – Joint Honours Blocks

|  |  |  |  |
| --- | --- | --- | --- |
| **BLOCK A** | **BLOCK B** | **BLOCK C** | **BLOCK D** |
| Advertising | Education Studies | Business | Accounting |
|  | English | Drama | Business Entrepreneurship |
| Economics | Law | Education Studies | Criminology |
| Popular Music | Marketing | Events Management | History |
| Psychology | Creative Film, Television and Digital Media Production | Film and Screen Studies | Human Geography |
| International Politics | Sports Studies | Health Studies | Human Resource Management |
| International Tourism Management | International Development | Management | Multimedia Journalism |
|  |  | Sociology | Applied Social Care |
|  |  | Digital Marketing |  |

## Appendix 5 – Programme Specification Template

Please see here:

<https://searchtundra.northampton.ac.uk/?tag=9ab0caa1-c9e1-4604-80c8-127546f37446>

## Appendix 6 – Module Specification Template

Please see here:

<https://searchtundra.northampton.ac.uk/?tag=9ab0caa1-c9e1-4604-80c8-127546f37446>

|  |  |
| --- | --- |
| Author: | Academic Registrar and Director (SAS) |
| Date written: | July 2020 |
| Committee considered by: | Senate |
| Current status: | Approved |
| Amended: |  |

1. See Appendix 2 for more information on combined studies awards [↑](#footnote-ref-1)
2. See Appendix 2 for designations [↑](#footnote-ref-2)
3. 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-3)
4. This will include students who achieved the required number of credits but are found unfit to practise. [↑](#footnote-ref-4)
5. 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-5)
6. This includes a Bachelor Degrees with Honours awarded following completion of a L6 top-up degree [↑](#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. There are exceptions to this on some professional programmes, where the title of the Honours degree carries protected status. The titles of DipHE awards in such cases are listed in the Supplementary Regulations [↑](#footnote-ref-9)
10. There are exceptions to this:

    1) On some professional programmes, where the title of the Honours degree carries protected status. The titles of Ordinary Degrees in such cases are listed in the Supplementary Regulations;

    2) With some Interdisciplinary (i.e. 50:50) Joint Degrees where a student has failed to achieve ***any*** Level 6 credits in one of the subject areas. In such cases, students will be awarded Subject X with Subject Y [↑](#footnote-ref-10)
11. At Undergraduate level colleagues are advised that 30 credit modules can create challenges with certain aspects of the Regulations, including the application of condonement and the ability to repeat a failed module alongside modules at a higher level in future years of study. [↑](#footnote-ref-11)
12. 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-12)
13. Please see <https://www.northampton.ac.uk/ilt/current-projects/waterside-readiness/> for more information [↑](#footnote-ref-13)
14. Please see the CHANGE Framework for more information on Key Skills [↑](#footnote-ref-14)
15. 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-15)
16. If approved, this will be written into a Supplementary Regulation and will apply to all students on that programme [↑](#footnote-ref-16)
17. 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-17)
18. Where modules are delivered in an intensive format, or delivered over Block 1 or Block 2 only, this period of time may be reduced in liaison with the Academic Registrar. [↑](#footnote-ref-18)
19. 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-19)
20. 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-20)
21. This scale is out of 30 [↑](#footnote-ref-21)
22. A student earning a 'Pass' at an EU institution would earn at least a C- on the UN scale [↑](#footnote-ref-22)
23. This scale is out of 30 [↑](#footnote-ref-23)
24. The ECTS grade of 'E' means that the work has met the minimum criteria [↑](#footnote-ref-24)
25. The ECTS grade of FX means that the work has not met the minimum criteria and that more work is required [↑](#footnote-ref-25)
26. Where Level 6 study comprises a module worth 80 credits the accumulated fail regulation will only be actioned when a student fails credits worth more than 80 credits. [↑](#footnote-ref-26)
27. Students who are required to repeat a module may be charged an additional fee for that module. Students should contact the Finance Office who can advise on the level of any additional fee and the mechanisms through which they can be paid. Students who do not pay the additional fee/set up a payment plan with Finance for the payment of that additional fee will not be eligible to take up the repeat module opportunity. [↑](#footnote-ref-27)
28. Results can be accessed via the MyNorthampton app. [↑](#footnote-ref-28)
29. A student must ensure the University has their current and accurate email address on the system [↑](#footnote-ref-29)
30. 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-30)
31. The power to approve such terminations has been delegated by Senate to the Chair of the Research Degrees Committee [↑](#footnote-ref-31)
32. NB it should be noted that at assessment level there is G grade granularity to identify different types of G grades (G, NG, LG, AG) but at module level the overall grade will be classified as a ‘G’. [↑](#footnote-ref-32)