



Academic Regulations

2020/21

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A Context

A1 Introduction

A1.1 The University's Academic Regulations are reviewed and published annually and shall apply for the full academic year. The University has Exceptional Regulations which will be enacted by the Vice Chancellor if the University is affected by force majeure or similar event(s) which affect delivery.

A1.2 Principles

A1.2.1 All undergraduate and postgraduate programmes on offer at Regent's University London are validated by the University. This handbook provides a regulatory framework for all of the University's programmes.

A1.2.2 Doctoral programmes are validated by either the Open University Validation Partnerships (OUVP) or the University of Wales. The Doctoral programmes may have validated programme-specific regulations which vary slightly to the University's regulatory framework. Where this is the case, this will be indicated in Programme Specifications.

A1.3 University Mission

A1.3.1 Regent's University London seeks to foster Internationalism and Professionalism through the provision of appropriate, applied, academic programmes which embody a spirit of international understanding and mutual co-operation, allied to high level professional capability and responsibility.

A1.3.2 The primary ambition of the University is to provide a uniquely stimulating, multicultural and plurilingual, learning environment in which students aspire to become global citizens capable of contributing effectively and responsibly to a 21st century environment.

A1.4 Aims

A1.4.1 To achieve its mission, Regent's University London seeks to welcome all prospective students with the ability and motivation who wish to apply for a place on one of Regent's University London's programmes of study. In so doing, the University seeks to ensure that:

- (a) All staff involved in the admissions process provide inclusive and equal opportunities for those who wish to apply for a place on a Regent's University London programme of study.

- (b) All applications are measured against fair, transparent and explicit programme entry criteria.
- (c) This policy joins with other University policies so that the overall student learning experience at Regent's University London is designed to advance a student's academic career.

A1.5 Legislative and Institutional Compliance

- A1.5.1 Senate will ensure that any changes in: a) legislation; b) QAA UK Quality Code for Higher Education; or c) validation requirements may be reflected in the principles and procedures laid out in this handbook.

A1.6 Promotional Materials

- A1.6.1 All promotional materials and activities should be accurate, relevant, current, accessible, and provide information that will enable applicants to make informed decisions about their options.

A1.7 Monitoring Transparency

- A1.7.1 All Academic and Admissions staff follow the process outlined under A1.9 and make clear the entry requirements for each programme. Admissions data is recorded by staff involved in the admissions process and a report is made by the Heads of Programmes through their Annual Monitoring Report to the Senate Quality Assurance and Enhancement Committee. Exact requirements for entry onto programmes of study will be made explicit in both online and hard copy prospectuses. The Admissions Policy is made available via the University website.

A1.8 Particular Institutional Strategic Goals which this section seeks to support:

- A1.8.1 Focus on the needs of its students by providing an excellent environment in which they can gain the professional skills and global perspectives that will enhance their future careers.
- A1.8.2 Celebrate and apply the diversity of its staff and student base to enrich the learning and collegiate experience of all.

A1.9 Admissions

- A1.9.1 Admission to a programme at Regent's University London is based on an assumption by staff involved in the admissions process that a prospective student will be able to: a) meet the intended learning outcomes of that programme; and b) successfully achieve the required standard for the award.
- A1.9.2 Decisions regarding admissions to programmes at Regent's University London are made by those equipped to make the

required judgements and competent to undertake their roles and responsibilities. Heads of Programmes or their equivalent may be involved in this process.

- A1.9.3 Staff involved in the admissions process follow all policies or procedures set out by Senate and its committees, and any procedures condoned as being necessary through a validation process. Transparent academic and non-academic entry requirements are agreed at validation and used to underpin judgements made during the selection process for entry.
- A1.9.4 At the time the offer of a place is made, Regent's University London staff charged with admissions must inform applicants of the obligations placed on prospective students, should an offer be accepted.
- A1.9.5 All students who register on programmes at Regent's University London must submit full required documentation to the Admissions office to complete the registration process.
- A1.9.6 Admissions staff will inform prospective students, at the earliest opportunity, of any significant changes to a programme made between the time the offer of a place is made and registration is completed; and also ensure that the prospective students are advised of the options available in the circumstances.
- A1.9.7 Admissions staff will explain to applicants who have accepted a place on a programme the arrangements for the enrolment, registration, induction and orientation of new students; and ensure that these arrangements promote efficient and effective integration of entrants as students.
- A1.9.8 Applicants who have not been offered a place on a degree at Regent's University London are offered specific counselling by Admissions staff at the rejection stage of admissions. This is usually in the form of a telephone call to ensure they understand the rejection decision. Rejected applicants are informed of the reasons why they have not been offered a place and the alternatives open to them.
- A1.9.9 Applicants who are not satisfied with a decision made regarding their admission onto a Regent's University London programme may make an appeal or complaint by following the Admissions Appeals and Complaints Policy which is available upon request from a member of Admissions staff or the University website.
- A1.9.10 All programmes of study at Regent's University London have admissions regulations in place which are subject to approval by Senate (via the Senate Quality Assurance and Enhancement Committee).

A2 Quality and Standards, including QAA Mapping

A2.1 What are Standards and Quality?

- A2.1.1 The phrase 'academic standards' refers to the threshold level of achievement that a student has to reach to gain an academic award such as an Honours degree. For all academic awards, the level to reach a particular standard (a First or Upper Second class degree, for example) should be comparable across UK institutions. The maintenance of academic standards is important for securing the reputation, respect, integrity of the University amongst all its stakeholders including students, potential employers, current and potential employees and external bodies such as accrediting agencies or funding agencies.
- A2.1.2 The phrases 'academic quality' or 'teaching quality' describe how well the learning opportunities available to students are managed to help them to achieve their award. They are about making sure that appropriate and effective learning, teaching, support and assessment opportunities are provided. This highlights the need to continually assess the learning opportunities that students are offered during their time on a programme and in the wider University campus community. This includes the support that they receive through classroom based teaching but also through wider learning opportunities e.g. personal tutors/mentoring, advising and student activities on campus.

A2.2 Who is Quality for?

- A2.2.1 Quality is for students who deserve good quality learning.
- A2.2.2 Quality is for staff – i.e. professionals working in a learning community (Regent's University London or another) and a wider academic discipline related to their field or subject.
- A2.2.3 Quality in higher education can be thought of as a tension between two cultures: on the one hand is the concept of 'service' where 'the customer is always right' and which would measure quality largely based on customer satisfaction; at the other extreme would be "purist" academics who see themselves as custodians of specialist knowledge and therefore the sole authorities on how the student should learn.
- A2.2.4 A moderate position recognises that good quality teaching, academic mentoring and feedback all make their contribution in educating students to become skilled members of an academic community and equip them with transferable skills for their future careers. A clear set of guidelines on standards and quality helps us to find such a compromise.

A2.3 Why do we need Quality Assurance?

- A2.3.1 All academic staff have their idea of what constitutes good teaching and learning and standards appropriate to their subject. This can lead to the question 'why can't we be left alone to do our jobs?' While politicians constantly make promises about cutting 'red tape', many of us feel bureaucracy is increasing - with short-term, target-driven, inspectorial regimes that feel like an affront to the professionalism and autonomy of academic staff.
- A2.3.2 However, national quality assurance procedures are a fact of life, and we cannot opt out. But even if such procedures did not exist, we would still want to review our learning and teaching practices and try to improve them. For example, we need to develop an inclusive learning and teaching environment that takes into account the diverse needs of both students and staff.
- A2.3.3 In applying Quality Assurance (QA) procedures, the University needs to make academic staff feel that it belongs to and is relevant to them.
- A2.3.4 In reviewing our learning and teaching practices and in shaping our specific processes of assuring quality we can draw on a number of sources including national QA procedures, relating Quality to learning and student experience, and by listening and sharing existing good practice to help shape evolving policies and processes, rather than imposing centrally and/or remotely designed ones.

A2.4 What is Quality Assurance?

- A2.4.1 QA in general terms, means identifying what you are trying to do, why you are doing it, and checking periodically that you are doing it rigorously and efficiently.

A2.5 What is Quality Enhancement?

- A2.5.1 As the name suggests, Quality Enhancement (QE) is defined as the process of taking deliberate steps to improve the quality of learning opportunities.
- A2.5.2 This should be done both internally and externally. We need to ask those involved in what we do (students and staff) about their experiences and amend the systems we operate to make improvements; and we need to assure ourselves – through the involvement of external professionals and stakeholders – that our standards and quality assurance mechanisms are (at least) as good as equivalent educational institutions.

A2.6 What is Quality Auditing?

- A2.6.1 Auditing means keeping records to prove to both our own learning community and to outsiders that we are doing QA and QE.
- A2.6.2 Audit should not be a primary driver for QA and QE if we believe that quality is a good thing in its own right. This can be difficult to remember in our culture of testing and targets where statistics and league tables can sometimes appear to take precedence over learning for its own value.

A2.7 How do QA and QE relate to each other?

- A2.7.1 Effective and dynamic QA systems should automatically highlight opportunities for QE.
- A2.7.2 QE (innovation, development) should not compromise the core aims and standards of the learning programmes, but rather enhance these through disseminating best practice and current research.
- A2.7.3 Conversely, QA systems that are too narrow or too rigid will not permit the innovation and potential for change inherent in QE.
- A2.7.4 Managing QA and QE amounts to managing change, and so requires strategic thinking, leadership skills and sensitivity to local cultures and existing ways of working, and an awareness of relevant legislative requirements, for example our duties with regards to Disability Rights under the Equality Act 2010.

A2.8 National Context

- A2.8.1 The Quality Assurance Agency (QAA) is the national body set up to 'safeguard quality and standards in UK universities and colleges, so that students have the best possible learning experience'.
- A2.8.2 Along with the rest of the Higher Education sector, the University works within what is referred to as the 'QAA UK Quality Code for Higher Education' (the Quality Code). This is comprised of Quality Code expectations and practices for the assurance of academic quality and standards in higher education, national frameworks for higher education qualifications, subject benchmark statements and a range of associated guidelines. Taken together, the QAA publications represent a suite of external reference points against which all UK higher education leading to a degree award is to be measured, wherever in the world it is delivered. When Regent's University London validates its programmes, it demonstrates to the wider sector knowledge and understanding of these reference points and takes account of them through its institutional quality assurance arrangements and programme delivery.

- A2.8.3 The Quality Code provides guidance on maintaining quality and standards for universities subscribing to the QAA.
- A2.8.4 The University maps institutional practice against each of the expectations for both standards and quality as defined and published in the Quality Code.
- A2.8.5 As this is both an assurance and enhancement exercise, the production and review of the action lists resulting from the mapping process are set and monitored by the SQAEC and operationalised by both the Registrar, the Director of RILC and the Assistant Deans or equivalent in liaison with the appropriate academic staff.

A2.9 Framework for Higher Education Qualifications (FHEQ)

- A2.9.1 The main purpose of the FHEQ is to:
- (a) provide important points of reference for setting and assessing academic standards to higher education providers and their external examiners;
 - (b) assist in the identification of potential progression routes, particularly in the context of lifelong learning;
 - (c) promote a shared and common understanding of the expectations associated with typical qualifications by facilitating a consistent use of qualifications titles across the higher education sector.

A2.9.2 The following table summarises the levels:

Typical Higher Education Qualifications within each Level	FHEQ Level*
Doctoral Degrees (e.g., PhD/DPhil (including new-route PhD), EdD, DBA, DclinPsy)	8
Master's Degrees (e.g., MPhil, MLitt, MRes, MA, MSc)	7
Integrated Master's Degrees (e.g., MEng, MChem, MPhys, MPharm)	
Postgraduate Diplomas	
Postgraduate Certificate in Education (PGCE)	
Postgraduate Certificates	
Bachelor's Degrees with Honours (e.g., BA/BSc Hons)	6
Bachelor's Degrees	
Professional Graduate Certificate in Education (PGCE)	
Graduate Diplomas	
Graduate Certificates	
Foundation Degrees (e.g., FdA, FdSc)	5
Diplomas of Higher Education (DipHE)	
Higher National Diplomas (HND)	
Certificates of Higher Education (CertHE)	4

* Formerly, in the 2001 edition of the FHEQ, the levels were identified as Certificate (C), Intermediate (I), Honours (H), Master's (M) and Doctoral (D) level.

A2.10 Subject Benchmark Statements (SBSs)

- A2.10.1 SBSs outline expectations for standards, skills and curriculum.
- A2.10.2 SBSs outline the curriculum content in a broad rather than detailed way, and skills are both subject specific and transferable.
- A2.10.3 SBSs outline standards in the form of 'threshold' (Third Class degree) and/or 'typical' (Upper Second class degree) or even 'levels of excellence' (First Class degree).
- A2.10.4 It is not the intention of SBSs to be prescriptive or to subvert higher education institution (HEI) autonomy, much less to form basis for a national curriculum at HE level. Instead SBSs provide

a basis for self-reflection, indicating possible routes rather than necessary ones.

A2.11 SBSs relevant to Regent's University London

- (a) Honours level Business and Management (2019)
- (b) Master's level Business and Management (2015)
- (c) Honours level Accounting (2019)
- (d) Honours level Finance (2019)
- (e) Honours level Events, Hospitality, Leisure, Sport and Tourism (2019)
- (f) Master's level Counselling and Psychotherapy (2013)
- (g) Honours level Languages, Culture and Societies(2019)
- (h) Honours level Communication, Media, Film and Cultural Studies (2019)
- (i) Honours level Dance, Drama and Performance (2019)
- (j) Honours level Psychology (2019)
- (k) Honours level Art and Design (2017)
- (l) Honours level English (2019)
- (m) Honours level History (2019)
- (n) Honours level Politics and International Relations (2019)
- (o) Honours level Law (2019)

Please note that as SBSs are published online by the QAA, this list may change.

A2.12 How SBSs relate to QA and QE

- A2.12.1 The requirement is to engage with subject benchmarks rather than slavishly adhere to them (e.g. a programme specification may depart from SBSs but a clear rationale will need to be given).
- A2.12.2 A programme which failed to take a benchmark into consideration at all would be considered of dubious quality.
- A2.12.3 Conversely, a programme which adhered strictly to SBS but with no evidence of debate and critical reflection about it would also be considered QA-weak.
- A2.12.4 When reviewing or making changes to programmes (as part of QE); consideration should be taken of SBSs.
- A2.12.5 Engaging students with SBSs can be productive: do they perceive any differences between what is written down and their own experience of the programme? This encourages self-reflection on the part of students and enhances their learning and skills.

A2.13 External reference documents relevant to Regent's University London

- (a) Foundation degree characteristics statement
- (b) Master's degree characteristics statement
- (c) Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
- (d) Framework for Qualification of the European Higher Education Area (FH-EHEA)
- (e) Higher Education credit framework for England: Guidance on academic credit arrangements in Higher Education in England

A2.14 External accreditors applicable to Regent's University London

- (a) United Kingdom Council for Psychotherapy (UKCP)
- (b) British Psychological Society (BPS)
- (c) Health and Care Professions Council (HCPC)
- (d) Chartered Management Institute (CMI)

A2.15 Programme Specifications

A2.15.1 A programme specification is a concise description of the intended learning outcomes of a HE programme, and the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, the study and assessment methods and the criteria used to assess performance. Programme specifications show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

A2.15.2 For the purposes of audit and review, programme specifications are '...the definitive publicly available information on the aims, intended learning outcomes and expected learner achievements of programmes of study' (Handbook for institutional audit: England and Northern Ireland, 2009).

B Quality Assurance and Enhancement Processes

This section of the regulations is informed by the following:

Applications for the grant of taught degree-awarding powers, research degree-awarding powers and university title: Degree Awarding Powers in England, Handbook for Applicants (December 2015)

Sections of the QAA UK Quality Code for Higher Education:

- The Expectations and Practices in the revised Quality Code (November 2018)

The following themes in the QAA UK Quality Code Advice and Guidance section:

- Course Design and Development
- Student Engagement
- Monitoring and Evaluation

B1 Programme (Re)Validation (Approval, Review and Modification)

B1.1 Taught Degree Awarding Powers

B1.1.1 The Privy Council grants taught degree awarding powers (TDAP) for a fixed term period of six years to those non-publicly funded institutions who have applied and been successful in their application. The QAA states the criteria for the renewal of TDAP are that the organisation has:

- (a) subscribed for the duration of those six years to the QAA (or such other external quality assurance organisation as may be specified);
- (b) been subject to an external audit by the QAA; and
- (c) received a judgement of confidence in the organisation made by the QAA at the time of the audit. Organisations which fail to obtain such a judgement will be given reasons for this by the QAA and will be required to prepare and carry out an action plan agreed between the organisation and the QAA. Completion of this action plan to the satisfaction of the QAA will be a criterion for the renewal of the organisation's TDAP.

B1.2 Reviews by the Quality Assurance Agency

B1.2.1 Regent's University London, as a degree awarding body, is subject to Institutional Review by the QAA. The QAA has introduced a common review framework for all subscribers in England and Northern Ireland through a gradual transition in 2014-2015. Details can be found on the QAA website.

B1.3 Definition of Terms

- B1.3.1 For Regent's University London the following terms are applicable:
- B1.3.2 Accreditation
- A process for verifying and approving a higher education institution (HEI) or higher education programme by an authorised external institution/body.
- B1.3.3 Validation
- Regent's University London or an external accreditation authority deeming a programme of study offered by Regent's University London to be academically viable and of an appropriate standard to be offered in the public domain.
- B1.3.4 Revalidation
- Regent's University London or an external accreditation authority deeming a programme of study already validated being academically viable and of an appropriate standard to continue to be offered in the public domain.

B2 Summary of the Processes of Accreditation, Validation and Revalidation

B2.1 Accreditation

- B2.1.1 Some programmes have professional accreditation which is outlined in the background document for the validation of a new degree or revalidation of an existing degree. This enables the degree to be more marketable to students and adds significant value to the programme. The process for accreditation should be initiated at a Faculty/Institute level where accreditation should be discussed at a programme level before being discussed at the Faculty/Institute Executive Committee to ensure that it is consistent with Faculty/Institute level strategy. This should then be presented to Directorate to ensure it is consistent with institutional strategy.
- B2.1.2 Usually, accreditors will wish to visit the University to undertake a review before accrediting the institution for a period of years. The University will then need to undergo periodic review at the end of this cycle to maintain accreditation. The accreditation process usually involves sending documents to an accreditor and then undergoing review and audit and responding to any conditions set by the accreditor within a timeframe detailed within a report resulting from the review.

B2.2 Validation of New Degrees

B2.2.1 When the need for a new degree is identified, the Pro Vice-Chancellor (PVC) and Faculty Dean/ Institute Director (and/or Assistant Dean or equivalent drafts a programme proposal for discussion at the appropriate Faculty/Institute Executive Committee. The PVC and Faculty Dean/Institute Director / Assistant Deans or equivalent in consultation with the Registrar seeks approval for appropriate resources to support the development of the proposed degree through consultation where appropriate with the Trustees of Regent's University London Educational Trust and the Vice Chancellor. Following this discussion and the incorporation of any amendments, formal approval is sought from Directorate. Once approval is obtained the Faculty Assistant Dean or equivalent and Registrar implement internal processes and procedures for the review and subsequent validation of the degree. The procedure is to:

- (a) identify a viable Programme Development Leader;
- (b) identify external panel members to assist with programme development;
- (c) establish a Programme Team;
- (d) prepare documentation for the Validation Event;
- (e) present the programme to the validation panel members.

B2.2.2 The Programme Development Leader should contact the Quality Office for the Validation Organisation Guidelines and more information on the process.

B2.2.3 All relevant documentation is reviewed before and after the Validation Event by the Programme Development Leader, working closely with the Assistant Dean or equivalent.

B3 Summary of Arrangements for Validation/Revalidation of Programmes of Study by Regent's University London

B3.1 Validation of a New Programme of Study

B3.1.1 To allow adequate time for the development, validation and marketing of new degree programmes, a new programme must be approved by the Directorate at least 12 months before it is implemented.

B3.2 Revalidation of an Existing Programme of Study

B3.2.1 To allow adequate time to prepare for the revalidation of a degree programme, programme development must begin at least 12 months before the end of the currently validated period. The content of each individual revalidated programme is informed by a

series of Annual Monitoring Reports (AMRs), over the preceding years.

B3.3 Procedures and Practices

The validation and revalidation schedule is organised for each Faculty/Institute by the Assistant Deans or equivalent in consultation with the Senior Quality Officer and the Assistant Registrar – Academic Quality, Assessments and Awards

- B3.3.1 The validation and revalidation schedule for the following academic year should be published by the July preceding that academic year.
- B3.3.2 The Senior Quality Officer, Assistant Deans or equivalent, and the Assistant Registrar – Academic Quality, Assessments and Awards work closely during all (re)validation events. The Assistant Deans or equivalent on behalf of the Faculty/Institute assures the academic content of all Faculty/Institute programmes proceeding to the (Re)Validation Event. The Senior Quality Officer advises the Faculty/Institute on the dates and administrative procedures of the (Re)Validation process. The Assistant Registrar – Academic Quality, Assessments and Awards ensures that all (re)validation matters are effectively audited on behalf of the University.

B4 Roles of Key Participants

B4.1 Head of Programme/Programme Development Leader

- B4.1.1 The Programme Development Leader will lead a new programme of study through its development to the (Re)Validation Event, in consultation with the Assistant Dean or equivalent, the PVC and the Faculty Dean/Institute Director.
- B4.1.2 The Head of Programme/Programme Development Leader will lead a current programme of study through the revalidation process, in consultation with the Assistant Dean or equivalent, the PVC and the Faculty Dean/Institute Director.
- B4.1.3 The PVC and Faculty Dean/Institute Director and/or Assistant Dean or equivalent will jointly select a programme team from across the institution in consultation with the Head of Programme/Development Leader or their equivalent and, where appropriate, Assistant Dean/Head of School or their equivalent.
- B4.1.4 The Head of Programme/Programme Development Leader or their equivalent will lead the programme team based on the intended content and delivery of the proposed programme.
- B4.1.5 The Head of Programme/Programme Development Leader or their equivalent will be administratively supported by the Registry.

B4.2 Programme Team

- B4.2.1 The Programme Team is responsible for designing and developing the programme in its content, delivery and assessment, and it takes responsibility for producing the programme documentation in preparation for the (Re)Validation Event.
- B4.2.2 The Programme Team consists of all or a selection of the following personnel:
- (a) Head of Programme/Programme Development Leader or their equivalent
 - (b) Assistant Dean/Head of School or their equivalent
 - (c) Appointed external panel members
 - (d) Academic members of staff who will teach on the programme or supervise dissertations
 - (e) Senior Quality Officer
 - (f) Other externals who have contributed to the development of the programme
- B4.2.3 Further staff and individuals will be consulted and may be invited to appropriate meetings where necessary. These may be drawn from:
- (a) External consultants
 - (b) Head of Management Information Systems
 - (c) Commercial Manager/Faculty/Institute Manager
 - (d) A specialist in Learning and Teaching
 - (e) Learning Resource Representatives
 - (f) Assistant Registrar Student Immigration & Compliance
 - (g) Disability Officer
 - (h) Representative of Future Students & Partnerships
 - (i) Representative of the Careers and Business Relations Department
 - (j) Representative of the Development and Alumni Relations Department
 - (k) Representative of Marketing, Recruitment & Admissions
 - (l) Representative of the Library
 - (m) Representative of IT Services
 - (n) Representative of Media Services
- B4.2.4 The Programme Team will conduct a series of minuted development meetings in preparation for the presentation of the

programme to the (Re)Validation Event. Such comments will be included in the programme documentation.

B4.3 University Management Team

- B4.3.1 The University Management Team consists of senior University management staff. Its role is to discuss the rationale of the programme and its place within the University's Strategic Plan, and to respond to issues of support and quality assurance for the programme across the University's systems and services.
- B4.3.2 Common constitution of the University Management Team is as follows:
- (a) Assistant Dean/Head of School or their equivalent
 - (b) Head of Programme/Programme Development Leader or their equivalent
 - (c) Director of Marketing Recruitment and Admissions or nominee
 - (d) Head of Academic and Educational Developments, their equivalent, or nominee
 - (e) Other staff may be invited to attend where required

B4.4 Constitution of the (Re)Validation Panel

- B4.4.1 The (Re)Validation Panel will consist of the following individuals:
- (a) Chair (independent from the Programme, being either a PVC and Faculty Dean/Institute Director, Assistant Dean/Head of School or equivalent, Head of Programme or nominated external Chairperson);
 - (b) A minimum of two external panel members, who have been involved in the programme's development;
 - (c) Two internal academic panel members (not subject specialists);
 - (d) Senior Quality Officer;
 - (e) Secretary from the Registry;
 - (f) A student representative not associated with the programme;
 - (g) A Regent's University London observer.
- B4.4.2 The members of the (Re)Validation Panel are approved and confirmed by the Registry.
- B4.4.3 The observer is not a member of the panel but will be present throughout the (Re)Validation event.
- B4.4.4 The (Re)Validation Panel will be considered valid in the absence of the observer and/or the student representative.

B4.5 External Panel Members

- B4.5.1 Selected by the Registry from nominations of subject specialists proposed by the Faculty/Institute. The external panel members will be experts in the field or fields covered by the programme. Their remit is to assist with programme development, consider and evaluate the draft programme documentation, engage in the (Re)Validation Event as members of the panel, and finally to contribute to writing the report with any commendations, recommendations and conditions.
- B4.5.2 The external panel members will collectively have:
- (a) experience covering the subject area(s) of the programme being (Re)Validated;
 - (b) experience of being a member of a programme approval and/or review panel.
- B4.5.3 The external panel members must not be associated with the programme being (re)validated or have been associated with the programme in the past.
- B4.5.4 The Faculty/Institute must send external panel member nominations to the Registry as soon as the programme proposal has been approved by the Directorate.

B4.6 Student representative on the panel

- B4.6.1 The student representative for a (Re)Validation panel will be selected by the Registry from suitable nominations proposed by the Student Union.
- B4.6.2 The student representative's remit is to consider and evaluate the programme documentation on issues relating to student experience, such as learning resources, teaching support, support for study period abroad, assessment, modular structure etc.
- B4.6.3 The student representative is a full member of the (Re)Validation panel, however the panel is able to proceed in the absence of the student representative.
- B4.6.4 The student representative must be a current Regent's University London student.
- B4.6.5 The student representative on an undergraduate programme (Re)Validation panel must be a current second or third year undergraduate student. The student representative on a postgraduate programme (Re)Validation panel must be a postgraduate student.
- B4.6.6 The student representative must be independent of the programme being (Re)Validated.

- B4.6.7 The student representative must attend a training session facilitated by the Registry, before participating on a (Re)Validation panel. Student representatives selected by the Registry who do not attend a training session will not be able to act as a student representative.
- B4.6.8 The student representative will be remunerated for their participation on a (Re)Validation panel as per the fees agreed by the Registry at the beginning of each academic year.

B5 (Re)validation process

B5.1 (Re)Validation Event

- B5.1.1 The (Re)Validation Event will examine the proposed programme in detail. It will conduct separate meetings with the University Management Team and the Programme Team, and examine the rationale and positioning of the programme within the University's portfolio and the support and quality systems available to the programme, together with details of module content, delivery and assessment.
- B5.1.2 Following detailed examination of the programme and exploration of the relevant support and quality systems, the panel will decide to either recommend approval or rejection of the proposed programme to the SQAEC. The panel may set conditions and/or recommendations for the programme team to meet.
- B5.1.3 In exceptional circumstances, where the scope of the (Re)Validation is not extensive, the (Re)Validation Event may be held digitally/by correspondence. Requests for a (Re)Validation Event to be held digitally/by correspondence should be submitted to the Quality Office and will be reviewed on a case by case basis.

B5.2 (Re)Validation Process in Detail

- B5.2.1 The Head of Programme/Programme Development Leader, with the Assistant Dean or equivalent and the Assistant Registrar – Academic Quality, Assessments and Awards, or nominee, agrees a schedule for the series of events and communicates the schedule to the Programme Team. The full schedule is always set by working back from the date of implementation. In addition to this schedule, the Programme Development Leader may collaborate with any member of the team to establish and refine particular aspects of the documentation. The Head of Programme/Programme Development Leader is also responsible with the Assistant Dean or equivalent Director for ensuring that both internal and external consultation takes place.
- B5.2.2 An example of internal consultation might include the legislative duty to meet the needs of disabled students. In this respect, the

University is aware of the need to avoid setting unreasonable barriers to study. It is the University's responsibility to offer assessments in alternative formats (e.g. a viva voce instead of a written exam). To enact this, the Head of Programme/Programme Development Leader or their equivalent should consult the University's Disability Officer to brief the team.

- B5.2.3 Once a development team has been assembled, it works together with the appointed external panel members, led by the Head of Programme/Programme Development Leader or their equivalent.
- B5.2.4 All documents of the (Re)Validation are critically reviewed prior to the (Re)Validation Event. The panel members will receive all documentation for the (Re)Validation Event at least four weeks prior to the event, and the Registry will receive from the Faculty/Institute the agreed number of copies of the full documentation within a similar timescale.
- B5.2.5 Panel members will be briefed for the (Re)Validation Event by the Senior Quality Officer. The (Re)Validation Event will be organised by the Registry. The Assistant Dean or equivalent advises the Programme Development Leader and Programme Team on the range of (Re)Validation issues arising as a programme moves towards completion.

B5.3 Documentation for (Re)Validation Event

- B5.3.1 The Programme Team prepares the programme documentation for the (Re)Validation Event (available on the Registry intranet pages), which includes:
- (a) the appropriate regulations and the programme specification; the latter includes a curriculum map, an assessment map and the module descriptors;
 - (b) the module specification document
 - (c) a Programme Development Document, which includes a completed SPDC planning template plus a summary of its development, and CVs of the academics in the Programme Team. For revalidations this will also include a critical appraisal;
 - (d) the University's Academic Regulations (including policies and procedures of the University).
 - (e) a transitional arrangements document outlining teach-out arrangements (where there is an existing programme being revalidated).
- B5.3.2 The documents include information on:
- Rationale and Programme/Level Learning Outcomes
 - Admissions criteria as held by the Admissions Panel
 - Programme Modules, include module learning outcomes

- Assessment
- Teaching and Learning
- Management of Programme/Pathways
- Resources
- Employability/alumni
- Internationalism/International Partnerships Office (if Study Period Abroad is applicable)
- Transitional arrangement plans (for revalidations only)

B5.3.3 Once signed off by the Head of Programme/Programme Development Leader and the Assistant Dean or equivalent of the Faculty/Institute, the documents for the (Re)Validation Event will be submitted to the Registry for distribution to the (Re)Validation Panel at least four weeks in advance of the event. This allows Panel members to fully digest and reflect upon the programme proposal.

B5.3.4 The Programme Team will expect to receive an initial panel response, via the Secretary to the (Re)Validation Panel, prior to the (Re)Validation Event identifying issues to be addressed on the day.

B5.4 (Re)Validation Event

B5.4.1 The (Re)Validation Event includes a learning resources audit.

B5.4.2 It is conducted by the (Re)Validation Panel, minuted by the Secretary, and attended at various stages by:

- (a) the Programme Team
- (b) the University Management Team

B5.4.3 The (Re)Validation Event enables the Panel with the University Management Team to resolve any outstanding matters with regard to the rigour of the proposal and the ability of the institution to support it and deliver a good experience to students; and with the Programme Team to resolve any outstanding matters from programme development which have not been satisfactorily addressed in the documentation submitted. For example, the Panel may enter into meaningful academic dialogue on critical aspects such as:

- teaching and learning;
- the achievement of learning outcomes;
- curriculum content.

B5.4.4 The Registry and the Faculty/Institute will agree the various agendas for the day, however the Panel may wish to change the agenda on the day, where further information is being sought.

B5.5 Common (Re)Validation Agenda

- B5.5.1 The likely agenda for a (Re)Validation Event (in no definitive order) will be as follows:
- private Panel Meeting;
 - meeting with University Management Team;
 - meeting with Programme Team;
 - meeting with service deliverers e.g., library, IT, careers and Disability Officer, (possibly as part of University Management Team);
 - meeting with students;
 - private Panel Meeting;
 - Final Meeting with Programme and University Management Teams.

B5.6 Outcomes of the (Re)Validation Event

- B5.6.1 The following approval recommendations are available to the panel at the end of the (Re)Validation Event:
- B5.6.2 Full Term Approval
- (a) A programme may be recommended for approval for a maximum of five years.
- B5.6.3 Approval may be recommended for a shorter period. This may arise because, for example:
- (a) the programme is a new field of study;
- (b) the field of study is new to the University;
- (c) changes to a programme are in prospect, possibly as a consequence of demands of a statutory or professional body.
- B5.6.4 Conditions of approval
- (a) Conditions of approval should be used for requirements which must be fulfilled in order to ensure the programme meets the University's regulations and the standard required for a Regent's University London validated award. Changes which are desirable in order to enhance the quality of the programme of study, but which do not affect the threshold standard, should be brought to the attention of the University as recommendations (see below).
- (b) Conditions should be expressed precisely and have a specific and realistic date set for their achievement. Programme teams must be able to understand what is required from them.
- B5.6.5 Non-approval
- (a) The panel may decide to recommend to the SQAEC that the programme should not be approved if it has major reservations about the proposals. In this case it will offer

advice about the aspects of the proposals which require further consideration and, if appropriate, give guidance about the timing of a resubmission.

B5.6.6 Recommendations

- (a) The panel may make recommendations for the Faculty/Institute to follow up, and a response will be required through the Annual Monitoring Report for the programme.

B5.7 The report on the panel's findings

- B5.7.1** The final recommendation of the (Re)Validation panel is forwarded to the SQAEC for final approval of the (Re)Validation panel's decision.

B5.8 Appeals

- B5.8.1** The University will not consider appeals against panel judgements, but may consider appeals about the relevant process and conduct leading to a judgement. If a deficiency in procedure or conduct is substantiated, it does not necessarily call into question the judgement, as the impact of the deficiency would have to be considered. Consistency between the evidence base and the judgements made would be a key consideration.
- B5.8.2** An allowable appeal might be about the work of a panel, individual members of a panel, or a member of staff of the University. Panel members are made aware of what is expected of them both in the content of their work and in the way they carry it out. In turn, the University expects that Programme Teams will treat panel members with the respect, courtesy and professionalism necessary for a successful process.
- B5.8.3** An appeal against a decision made by a (Re)Validation panel should be made in writing by the Head of Programme/Programme Development Leader in agreement with the Assistant Dean or equivalent to the Registrar clearly detailing the grounds of the appeal with any supporting evidence. The Registrar will then raise the appeal for discussion at the next meeting of the SQAEC, who will make a final decision. The Assistant Dean or equivalent as a member of the SQAEC will notify the Head of Programme/Programme Development Leader of the result of the appeal.
- B5.8.4** The following decisions are available to the SQAEC:
- (a) Amend a condition set by the (Re)Validation Panel;
 - (b) Annul the decision made by the (Re)Validation panel and order a new (Re)Validation of the programme with a completely new Panel, or replace individual Panel Members;

(c) Reject the appeal.

B5.8.5 The decision made by the SQAEC will constitute the final stage of the University's procedures in the appeals process.

B5.9 Failure to recruit students after validation

B5.9.1 If a programme fails to recruit students for three successive years after validation, then the programme will be required to undergo a new validation. The programme will be unable to admit any students until successfully revalidated.

B6 Modifications to Programmes

B6.1 Scope

B6.1.1 Changes to either a module or a programme as a whole is subject to approval before it can be implemented. The purpose of such approval is to ensure that any changes will maintain and where possible improve the standard of education offered through the programme concerned. In addition, modifications to a module or programme are subject to consultation with the relevant external examiner(s) as detailed below. Prior to approval, changes to a programme, existing module or the introduction of a new module is agreed by the Head of Programme in liaison with the relevant Faculty/Institute Assistant Dean or equivalent and, where required, the appropriate external examiner. The Head of Programme and Faculty/ Assistant Dean or equivalent are responsible for ensuring that the cumulative impact of small/incremental changes do not amount to a major change in a programme of study. 'Changes after approval should require modification through the formal process' (QAA UK Quality Code, Advice and Guidance, Course Development and Design) detailed below.

B6.2 Changes to Modules

B6.2.1 Academic staff should read the 'Programme and Module Change Process' (located on the Registry pages of the Regent's University London Intranet) before requesting any changes to modules.

B6.2.2 Changes to modules are defined as changes to:

- (a) Aims of a module;
- (b) Pre-requisites / co-requisites;
- (c) Learning outcomes (provided the change does not affect the overall programme learning outcomes);
- (d) Learning and teaching strategy;

- (e) Assessment weightings (e.g. 50% to 40% of the total module mark), assessment strategy, assessment methods (e.g. exam to presentation)
 - (f) New arrangements for collaborative provision
- B6.2.3 To request a change the requisite 'Request for New Module or Amending an Existing Module' form must be completed (located on the Registry pages of the Regent's University London Intranet).
- B6.2.4 External examiner approval must be sought for all changes.
- B6.2.5 The process for requesting a change to a module is as follows:
- B6.2.6 The Head of Programme or their equivalent completes and signs the 'Request for New Module or Amending an Existing Module' form. The Head of Programme will consult with the relevant departments Assistant Dean or equivalent, and external examiner(s) and seek their approval.
- B6.2.7 The proposal is received by the Quality Office who will ensure that all the appropriate information has been included in the proposal.
- B6.2.8 Where changes are minimal, the Quality Office will review the proposal and decide whether to approve or reject the proposal subject to the appropriate conditions.
- B6.2.9 Where further scrutiny is required, the proposal is received by the Chair of the Programme Planning Panel (PPP), who is an Assistant Registrar – Student Records (or nominee) in the Registry. The Senior Quality Officer will be Secretary and a Quality Officer will be minute taker. The PPP will verify that due process has been followed and that the modification(s) conforms to programme, University, and where appropriate the validating authority's regulations.
- B6.2.10 The Quality Office or PPP will either:
 - (a) Approve the proposal;
 - (b) Approve the proposal subject to conditions which will need to be met within a set timeframe;
 - (c) Reject the proposal;
 - (d) Request further clarification or amendment of the proposal within a set timeframe.
- B6.2.11 PPP also receives a report of module changes approved by the Quality Office between PPP meetings.
- B6.2.12 If approved, the change is reported at the SQAEC.

- B6.2.13 If the programme is externally validated, the form will be sent to that body for approval.
- B6.2.14 The completed form with all required documentation must be received by the Quality Office by the deadline set by the Registry once a term. Proposals submitted will be for implementation at the start of the following academic year.

B6.3 Introduction of a New Module

- B6.3.1 Academic staff should read the 'Programme and Module Change Process' (located on the Registry pages of the Regent's University London Intranet) before requesting the introduction of a new module.
- B6.3.2 A proposal for the introduction of a new module is to be initiated by the relevant Head of Programme or their equivalent in consultation with the relevant departments and Assistant Dean or equivalent and approved by the external examiner.
- B6.3.3 To request the introduction of a new module, the 'Request for New Module or Amending an Existing Module' form must be completed (located on the Registry pages of the Regent's University London Intranet).
- B6.3.4 The proposal will be received by the Quality Office who will ensure that all the appropriate information has been included in the proposal.
- B6.3.5 The proposal is received by the Chair of the Programme Planning Panel (PPP), who is an Assistant Registrar – Student Records (or nominee) in the Registry. The Senior Quality Officer will be Secretary and a Quality Officer will be minute taker. The PPP will verify that due process has been followed and that the modification(s) conforms to programme, University, and where appropriate the validating authority's regulations.
- B6.3.6 The PPP will either:
- (a) Approve the proposal;
 - (b) Approve the proposal subject to conditions which will need to be met within a set timeframe;
 - (c) Reject the proposal;
 - (d) Request further clarification or amendment of the proposal within a set timeframe.
- B6.3.7 If approved, the change is reported at the SQAEC.
- B6.3.8 If the programme is externally validated, the form will be sent to that body for approval.

- B6.3.9 The completed documentation must be received by the Chair of the PPP by the deadline set by the Registry once a term. Proposals submitted will be for implementation at the start of the following academic year.

B6.4 Changes to Programmes

- B6.4.1 Academic staff should read the 'Programme and Module Change Process' (located on the Registry pages of the Regent's University London Intranet) before requesting any changes to modules.
- B6.4.2 Programme changes are defined as changes to:
- (a) Programme structure;
 - (b) Educational aims and objectives;
 - (c) Programmes' relationship to other programmes and awards;
 - (d) Programme learning outcomes;
 - (e) Level learning outcomes;
 - (f) Changes to the learning and teaching strategy / assessment methods (non-regulatory);
 - (g) Distinctive features of the programme and other key information;
 - (h) Support for students and their learning;
 - (i) Opportunities for personal development planning for students within the programme;
 - (j) Award criteria;
 - (k) Programme specific methods for evaluating and improving the quality and standards of teaching and learning.
- B6.4.3 A proposal for a change to a programme is to be initiated by the relevant Head of Programme or their equivalent in consultation with the relevant departments and Assistant Dean or equivalent, and approved by the external examiner. The requisite 'Request for a Change to Programmes' form must be completed (located on the Registry pages of the Regent's University London Intranet).
- B6.4.4 The proposal is received by the Quality Office who will ensure that all the appropriate information has been included in the proposal.
- B6.4.5 The proposal is received by the Chair of the Programme Planning Panel (PPP), who is the Assistant Registrar – Student Records (or nominee) in the Registry. The Senior Quality Officer will be Secretary and a Quality Officer will be minute taker. The PPP will verify that due process has been followed and that the modification(s) conforms to programme, University, and where appropriate the validating authority's regulations.

- B6.4.6 The PPP will either:
- (a) Approve the proposal;
 - (b) Approve the proposal subject to conditions which will need to be met within a set timeframe;
 - (c) Reject the proposal;
 - (d) Request further clarification or amendment of the proposal within a set timeframe.
 - (e) Recommend to the SQAEC that the programme is revalidated if either:
 - i. The programme has accumulated ten changes since the last (re)validation;
 - ii. The PPP deems that 40% of the programme content has changed since the last (re)validation;
 - iii. The changes proposed to the programme are significant.
- B6.4.7 If approved, the change is reported at the SQAEC.
- B6.4.8 If the programme is externally validated, the form will be sent to that body for approval.
- B6.4.9 The completed form with all required documentation must be received by the Chair of the PPP by the deadline set by the Registry once a term. Proposals submitted will be for implementation at the start of the following academic year.

B6.5 Definitive Documents for All Programmes

- B6.5.1 Following the validation of a new programme or module, or revision to an existing programme or module, the Faculty/Institute sends definitive programme documentation to the Registry.
- B6.5.2 The definitive programme documentation after a (Re)Validation includes:
- (a) Programme Development Document;
 - (b) Programme Specification;
 - (c) Module Specifications;
 - (d) Transitional arrangements (where an existing programme has been revalidated).
- B6.5.3 After any changes to a programme or module(s) have been made subsequent to (Re)Validation, an updated Programme Specification and/or Module Specification must be submitted to the Registry.

B7 Programme Discontinuation/Suspension

- B7.1.1 Approval of programme (or pathway) discontinuation and suspension is the responsibility of Senate. However, to ensure that full consideration of any proposal to discontinue or suspend a programme takes place at both Faculty/Institute and University level, responsibility for this procedure has been delegated to the Directorate. A decision to request discontinuation or suspension should align with the objectives of the relevant Faculty/Institute plan(s).
- B7.1.2 The request must be supported by the Institute/Faculty Executive Committee and the PVC and Faculty Dean/Institute Director. Following the completion of the Faculty/Institute stage of the process, the form, signed by the relevant PVC and Faculty Dean/Institute Director, is submitted to the Governance office for Directorate approval.
- B7.1.3 Strategies for discontinuation/suspension (e.g. formal communication to students, support for students completing their studies, enabling students to transfer to a suitable alternative programme elsewhere to complete their award, and amendments to the University Prospectus and marketing) may not begin until the matter has been reported and approved by the SPSP and Senate.
- B7.1.4 The SPSP will consider the request and will either:
- a) Approve the request and recommend the suspension/discontinuation to Senate;
 - b) Refer the request to the Faculty and ask for further clarification;
 - c) Reject the request, providing feedback.
- B7.1.5 Following the SPSP approval, the request is forwarded to Senate for consideration. The decision taken by Senate is final.
- B7.1.6 Following a programme discontinuation/suspension decision, recruitment to all levels of the programme will cease.
- B7.1.7 The Programme Discontinuation/Suspension form is located on the Registry Intranet pages.

B8 Annual Programme Evaluation and Monitoring

B8.1 Purpose

- B8.1.1 The purpose of annual monitoring is to ensure that programmes are being delivered in such a way as to meet their academic and professional aims and objectives in order that students have the opportunity to develop to the best of their ability. It provides an opportunity for the University and its faculties to examine how well

programmes are operating in this context, and to review them in the light of the University's Learning, Teaching and Assessment Strategy (LTAS).

B8.2 Annual Monitoring Report

- B8.2.1 Part of the annual monitoring process is undertaken by Heads of Programmes through the preparation of critical Annual Monitoring Reports (AMRs), templates for these reports and annual guidelines are supplied on the Registry intranet pages. Typically, each Annual Monitoring Report provides an action list for the forthcoming academic year and a report on actions taken in the previous academic year.
- B8.2.2 The AMR is a summation of programme statistics including data such as:
- applications
 - student progression
 - student results
 - reporting on protected characteristics, e.g. disability, ethnicity
 - appeals and complaints.
- B8.2.3 The AMR also contains all external examiners' annual reports and responses to those external examiners' reports. In particular, the AMR is informed by module monitoring forms and comments on the following:
- staff teaching on modules
 - resources for modules
 - changes and future developments to modules
 - student module survey results
 - student performance on modules.

B8.3 Approval Process

- B8.3.1 In the autumn of each year, AMRs are compiled and submitted for the previous academic year. Deadlines for the production of the reports are set by the Registry and circulated to all key stakeholders in the spring term.
- B8.3.2 The Heads of Programmes or their equivalent, on behalf of their programme teams, complete the Annual Monitoring Report. The report is then submitted to a Phase 1 panel for review and discussion, normally held after the examination boards, Registry will set the date for this. The Phase 1 panel is made up of the Dean, Assistant Deans or their equivalents, as well as a Quality Officer and Secretary. The Heads of Programmes or their

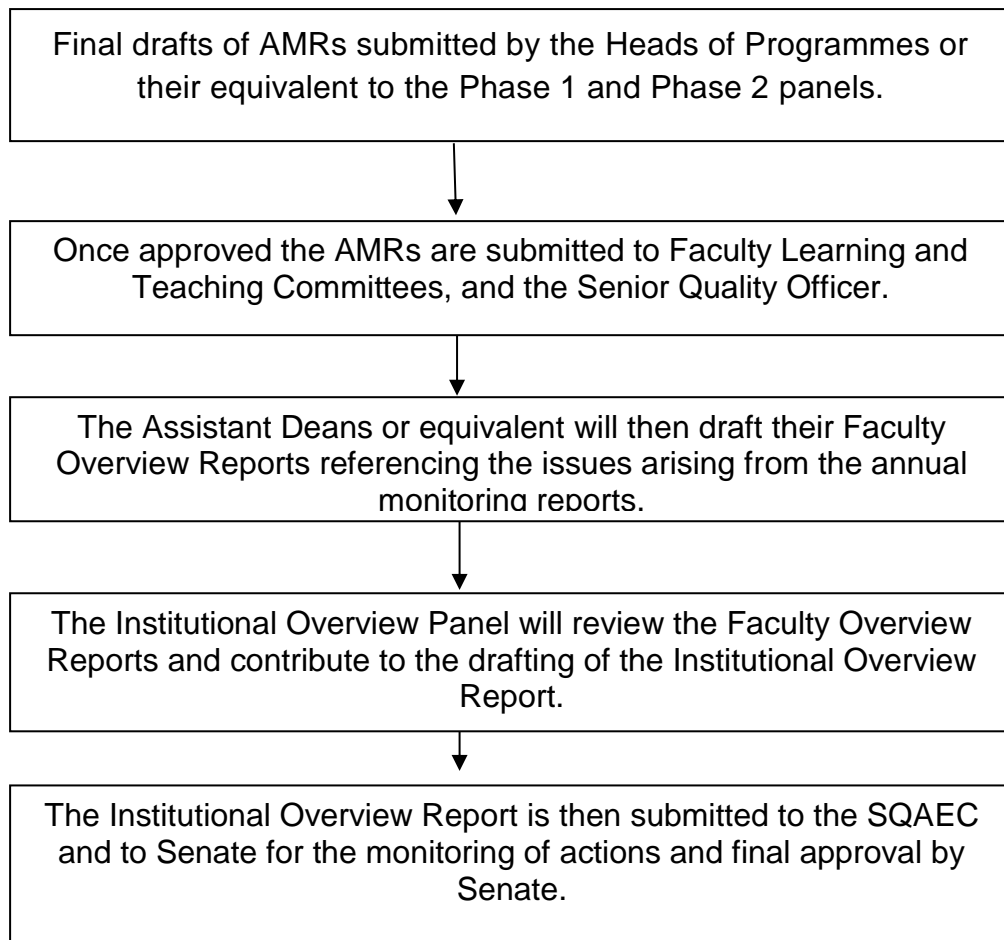
equivalent will present their summaries to the panel and explain any anomalies or items of concern in their programmes.

- B8.3.3 Following the Phase 1 meeting, Heads of Programmes or their equivalent will continue to update their annual monitoring reports with any additional information or data released, and will resubmit their reports to a Phase 2 panel, made up of the same members of staff as the Phase 1 panel. Registry will set a date for the Phase 2 panel for the Undergraduate programmes and Postgraduate programmes.
- B8.3.4 Prior to submission to the Institutional Overview Panel, the annual monitoring reports should be presented to the Faculty Learning and Teaching Committee. The Assistant Dean or equivalent has ultimate responsibility for quality assuring the AMR and that the reports are:
- prepared in line with the University template;
 - of a publishable standard;
 - delivered by the University deadline; and that
 - recommendations made within the reports stay within the boundaries of both the QAA Quality Code and the University regulatory framework.
- B8.3.5 The Assistant Deans or equivalent will then prepare a Faculty/Institute Overview Report and present it to the Institutional Overview Panel.
- B8.3.6 The Assistant Deans or equivalent will also forward the Faculty/Institute approved AMRs and Faculty Overview Reports to the Senior Quality Officers by an agreed deadline.
- B8.3.7 The Institutional Overview Panel will meet and review a range of data. The panel will consist of Assistant Deans or equivalent, Deputy Vice Chancellor, Registrar, Head of Academic Practise, and Secretary.
- B8.3.8 The Institutional Overview Panel will review the Faculty Overview Reports that draw together the key themes and issues raised by the programme annual monitoring reports, and will outline overall Faculty plans to address any raised issues. As a result of discussions with the panel there may be recommendations and Faculty plans may need to be adjusted and updated.
- B8.3.9 The Institutional Overview Panel will also contribute to and review the Institutional Overview Report which is drafted initially by the Quality Office.
- B8.3.10 The Institutional Overview Report provides a summary of the year's performance and highlights the areas where attention will

be focussed to enhance the quality of provision for the future. The Institutional Overview Report:

- reflects on the annual monitoring process;
- sets out the significant issues which have arisen at institutional level over the year;
- reflects on the main issues arising from the programme reports for all validated programmes within the institution for particular validating bodies;
- reflects on student feedback practice and outcomes;
- sets out institutional plans for the following year;
- provides an account of action taken or progress made in relation to any QAA or other external reviews during the year;
- reflects on Regent's University London's engagement with the QAA Quality Code including, where applicable, an updated mapping against relevant chapters of the QAA UK Quality Code of Higher Education and any measures taken as a result;
- provides information, where appropriate, about how the University has dealt with appeals, complaints and disciplinary matters, including, in particular, any cases of plagiarism which have arisen;

- B8.3.11 In addition the Institutional Overview Report is submitted to the SQAEC and the report is finally ratified by Senate. The Institutional Overview Report action plan is then monitored by the SQAEC over the course of the next academic year in order to close and update any actions.
- B8.3.12 Any programme-specific recommendations arising from the AMR Action Plan are discussed at the next Programme Committee.
- B8.3.13 Should concerns be raised as a result of Annual Monitoring, then an Internal Programme Review may be instigated by either the Assistant Deans or equivalent or Registrar. Outcomes from such a review will be reported at the respective F/ILTC, SQAEC and Senate.
- B8.3.14 Flow chart for the process for compiling the Institutional Overview Report from the Annual Monitoring Reports (AMRs):



B9 Student Feedback Systems

B9.1 Introduction

- B9.1.1 Students play a key role in the University's processes for enhancing the quality of both its educational provision and the broader student experience. This role is based on students providing feedback on their experience at the module level together with the active role of student representatives at the Programme Committee at institutional level.
- B9.1.2 Students' views are seen as being important for informing judgements on the quality of the educational experience they obtain through studying at Regent's University London. At the module level, it is considered important to obtain information on the quality of students' learning. In addition, the University believes that students should be supported in expressing views and raising issues at the wider subject area and programme level, as well as, on aspects of institutional provision.

B9.2 Scope

- B9.2.1 The effective involvement of students in quality systems depends upon processes which:
- (a) facilitate students' confidence in providing open and frank feedback;
 - (b) ensure that the feedback is listened to and, where appropriate, acted upon;
 - (c) ensure that information is provided for students on how their views have been considered; action taken and, where appropriate, reasons why action is not taken.
- B9.2.2 The process is two-way and students have a responsibility to:
- (a) act responsibly and constructively in providing views;
 - (b) recognise that student views are one part of a wider integrated quality enhancement system;
 - (c) participate in the formal structures provided to elicit student comment;
 - (d) disseminate information to each other, initially, through the vehicle of student representatives.
- B9.2.3 There are a number of processes designed to provide students with an opportunity to contribute to the assessment of the enhancement of quality:
- (a) student feedback on learning at the module level;
 - (b) student feedback on facilities/resources supporting a learning environment;
 - (c) student consultation as part of proposals submitted to the Programme Planning Panel
 - (d) student representation on the Programme Committees;
 - (e) student representation on other University committees.

B9.3 Student Feedback at the Module Level

- B9.3.1 All students are invited to provide feedback on each module that they take. The students are required to complete a questionnaire through the Student Feedback System which is managed centrally by the University.
- B9.3.2 All module evaluation surveys should be normally distributed before teaching week nine of each term and be returned by the end of teaching week nine.
- B9.3.3 The questionnaire reports are sent to the Module Leaders, Heads of Programmes and Assistant Deans/Heads of Schools or their equivalents to be reviewed as part of annual monitoring. Any

module-specific issues will be dealt with by Module Leaders in collaboration with Heads of Programmes and Assistant Deans/Heads of School or their equivalents.

- B9.3.4 The module leader should discuss the findings of the module survey with the students and provide a formal response to student feedback by the end of each term.
- B9.3.5 The student feedback report will enable the Assistant Dean or equivalent to make informed judgements about academic staff development.
- B9.3.6 The student feedback reports and forms are passed to the Assistant Dean or equivalent for generic scrutiny, to identify any outstanding indicators of either a positive or negative fashion. The Student Statistical Records Officer will prepare a report after each session to be presented at the Faculty/Institute Learning and Teaching Committees and the Senate Learning and Teaching Committee (SLTC). Issues arising from 'student feedback', identifying generic indicators of perceived student quality are addressed at Programme Committees. This information also informs the AMR.
- B9.3.7 Informal feedback can be sought at different times within a module and it is assumed that module leaders undertake this more frequently.
- B9.3.8 Students will only recognise the value of providing feedback if they receive some response on how the feedback has been received and considered and whether any changes have been made as a result. In view of this, the Programme Committees and Heads of Programmes or their equivalent are an important part of the process and will be responsible for providing information to students on issues raised through the channel of:
 - (a) student representatives;
 - (b) student feedback systems.

B9.4 Student feedback at an Institutional Level

- B9.4.1 The University invites students to complete the National Student Survey. The survey is aimed at final year undergraduates with the purpose of gathering feedback from all eligible students at the end of their studies.
- B9.4.2 The NSS is conducted for three main reasons:
 - To inform student choice - it provides the opportunity for current students to tell future students what they think about the quality of their course.

- To provide information to enhance the student learning experience - institutions use the results to help develop their courses facilities for future students
- To provide public assurance - the survey is also a mechanism for the general public to be provided with information about the quality of UK higher education.

B9.4.3 All eligible students will be contacted by Ipsos MORI, by email, telephone, or post.

B9.4.4 The NSS results will be made available to prospective students through the Unistats website, which is designed to help students when they are making decision about higher education. The results of the NSS will also be analysed at the relevant Senate level committee, e.g. Senate Student Experience Committee (SSEC) and Senate Learning and Teaching Committee (SLTC) to identify what is going well but also where improvements can be made to the overall student learning experience.

B9.4.5 Students at Level 4 and Level 5 have the opportunity to complete the internal Regent's Student Satisfaction Survey, the questions mirror those on the National Student Survey. The survey is conducted in house using the EvaSys software linked to an online survey via Blackboard; results are considered at the relevant Senate level committees, where enhancements to current practise may be proposed.

B10 Peer Observation of Teaching

B10.1 Introduction

B10.1.1 Academics engage in observation of teaching practices as a facilitator of quality enhancement rather than quality management. The processes of induction, training and probation of new teaching staff, as well as those relating to performance development review are detailed in the relevant HR documents.

B10.1.2 Teaching Practice Development is a process whereby a third party observes, and provides feedback on, teaching, curriculum and assessment design, and learning support. Its purposes are to provide feedback to the staff observed, opportunities for staff to learn from each other, and to assist with staff development. The first guiding principle of observation is that it is developmental rather than judgmental (NAFTHE).¹

¹ National Association for Teachers in Further & Higher Education (NAFHE) Guidelines for Higher Education branches: Peer Review & Peer Observation of Teaching, May 2002.

B10.1.3 Teaching Practice Development is about giving academics the opportunity to reflect on their teaching practices and discuss them with colleagues in a formative and non-judgemental way. The needs of teaching staff at different stages in their career vary, so the scheme is not too prescriptive. These guidelines support active engagement in the process rather than impose a standard way of doing things and build on existing good practice identified across the University, thus enhancing the student learning experience.

B10.2 Aims

- a) to harness the considerable good practice present in our teaching, and disseminate this across the University.
- b) to create a culture of open dialogue around the constant improvement of teaching, making observation and reflection a routine element of practice.
- c) to promote the scholarship of teaching and learning.
- d) to widen the scope of observing practice to include more than classroom teaching, such as assessment, Blackboard use or supervision.

B10.3 Principles

Teaching Practice Development is about:

- (a) sharing good practice rather than evaluating the performance of academics;
- (b) it should be confidential between the academic and the observer;
- (c) it should be flexible in focus and not adopt an audit approach;
- (d) it should be seen as a source for personal/professional development;
- (e) it can be productive in enhancing the delivery of teaching and /or the content of learning;

B10.4 Procedures

B10.4.1 Annual Teaching Practice Development comprises is compulsory for all teaching staff.

B10.4.2 Teaching staff can choose to focus on any one of four areas of practice:

- TPD 1 Classroom observation (must be undertaken at least once every two years)
 - TPD 2 Review of curriculum design and assessment practices (optional)
 - TPD 3 Review of Blackboard use (optional)
 - TPD 4 Observation/review of Dissertation supervision (optional)
- B10.4.3 A record of each teacher's chosen area of focus will be kept by Learning and Development to check that classroom observation (TPD1) is undertaken at least once every two years. The relevant forms, as well as guidance are available in each of the TDP options on the TPD home page within Regent's Teaching Exchange.
- B10.4.4 The observer will be allocated by Academic and Educational Development based on compatibility (e.g. where linguistic competence or experience in dissertation supervision is required). The pool of observers comprises all current Fellows, Senior Fellows and Principal Fellows of the Higher Education Academy.
- B10.4.5 Once the observation has taken place, both the observer and the teacher will complete a standard template and this is then forwarded to an educational developer from the Teaching Practice Development team in AED who will provide relevant feedback and any suggestions for further development or dissemination of good practice.

B11 Externally validated programmes

- B11.1.1 In addition to offering its own degrees, Regent's University London offers a selection of programmes validated by external accreditation agencies. For these external programmes, the University operates robust systems of preliminary review for the institution or a programme prior to any final accreditation/validation event. The preliminary review outcomes are reported to the external validating authority before proceeding to final accreditation or validation, whichever is applicable. The accrediting/validating institution is provided with a succinct audit trail which informs the visiting panel of issues it may wish to address.
- B11.1.2 Programmes which are externally validated must follow the processes laid out by the validating body in relation to:
- (a) Validation/revalidation of a programme;
 - (b) modifications to the programme and modules;

(c) annual monitoring.

- B11.1.3 The Head of Programme /Programme Development Leader or their equivalent should consult with the Registry with regards to the requirements of the validating body in relation to the above processes.

B12 Collaborative Provision

- B12.1.1 The University's Collaborative Provision Policy (informed by the University's Internationalisation Strategy) states that the University should only engage in the following types of collaborative arrangements;
- (a) Articulation arrangements
 - (b) Dual/Double awards
 - (c) Jointly delivered programmes
- B12.1.2 The University's regulations in conjunction with any specific programme regulations must be followed for all collaborative arrangements with the possible exception of joint awards where a common set of regulations may be agreed between the two collaborative partners.
- B12.1.3 Students studying at Regent's University London are bound by the policies of Regent's irrespective of the type of arrangement that the University may have with another partner institution.
- B12.1.4 The Register of Collaborative Arrangements can be found on the Registry Intranet page at the following link:
<https://connect.regents.ac.uk/facultiesandschools/academicregistry/Pages/Collaborative-Provisions.aspx>

C Academic Regulations

Section C of the regulations is informed by the following sections of the QAA UK Quality Code for Higher Education:

The Expectations and Practices in the revised Quality Code (November 2018)

The following themes in the QAA UK Quality Code Advice and Guidance section:

- Concerns, Complaints and Appeals
- Assessment

C1 Definitions

C1.1 General

- C1.1.1 A programme is defined as a specified programme of study, with its own aims and learning outcomes made up from a specified set of modules, which leads to a specifically named academic award.
- C1.1.2 An academic award with a specific title is granted for successfully completing and passing a specified programme of study.
- C1.1.3 Programmes comprise a collection of modules which may be compulsory or optional depending on the programme curriculum. Modules may be 'Pass/Fail' (equivalent to a notional credit of one) or carry a specified credit value. Within any programme the credit value of different modules may vary.
- C1.1.4 A resit decision can be made for both coursework and examination assessments. A resit does not require attendance at lectures or classes except to the extent that attendance is required in order to complete the necessary assessment.
- C1.1.5 A retake is where students are required to attend classes and to complete all assignments and assessments associated with the module.
- C1.1.6 Under exceptional circumstances a student may be allowed to defer an examination or the submission of coursework, or may have a previous attempt or submission to be deemed null and void.

C1.2 Credit Framework

- C1.2.1 Credit is the means by which learning outcomes achievable in a given number of notional learning hours, and at a particular level are quantified. Credits do not represent a student's mark or grade.
- C1.2.2 Unless programme specific regulations utilise a different credit system, a full-time foundation and undergraduate workload is 120

credits per year and a full-time postgraduate workload is typically 180 credits per year. 1 credit is equivalent to 10 notional learning hours.

- C1.2.3 Credit is awarded for the achievement of specified learning outcomes as determined by programme specific regulations, which are outlined in the Programme Specifications.
- C1.2.4 With the exception of credit awarded for Recognised Prior Learning (RPL), credit is sequentially accumulated by level.
- C1.2.5 Where appropriate, and programme specific regulations allow, credits gained at a higher level can be used to replace insufficient credits at a lower level (although credits cannot be double counted). However, a deficit at a higher level cannot be compensated by credits gained at a lower level.

C1.3 European Credit Transfer and Accumulation System (ECTS)

- C1.3.1 The European Credit Transfer and Accumulation System (ECTS) is a credit system for higher education involving all countries engaged in the Bologna Process, ECTS provides common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing academic credit and transferring credit from one institution to another, in helping European countries to mutually recognise periods of study abroad it also assists student mobility.
- C1.3.2 ECTS assigns credits to course components based on the student workload required to achieve the objectives of the particular course of study, these objectives are usually described in terms of the learning outcomes of the course.
- C1.3.3 The workload of a full-time undergraduate student during one academic year is calculated to be 60 ECTS credits. Workload refers to the average time a learner might be expected to reach the required learning outcomes.
- C1.3.4 The workload of a full-time postgraduate student during one academic year is calculated to be 90 ECTS credits. Workload refers to the average time a learner might be expected to reach the required learning outcomes.
- C1.3.5 Learning outcomes are sets of competences expressing what the student will be expected to understand on completion of their studies. ECTS credits can only be obtained after appropriate assessment of the learning outcomes the student has achieved.
- C1.3.6 The Credit Accumulation and Transfer Scheme (CATS) enables students to move credits they accumulate from one institution to another. The Scheme equates one credit (or credit point) with 10

hours of notional learning time (the time, on average, a learner takes to achieve the specified learning outcomes).

C1.3.7 Two UK CATS credits are equivalent to one ECTS credit.

C1.4 Modules

C1.4.1 Modules are defined as discrete components of assessed learning with coherent aims and learning outcomes within a programme of study.

Modules may vary in size dependent upon the level of study. The sizes of modules may range from 10 credits to 60 credits and must be divisible by ten for Postgraduate. For Undergraduate programmes the sizes of modules may range from 12 credits to 36 credits, however there may be exceptions. For example, modules on the BSc (Hons) Psychology programme range from 10 to 60 credits..

C1.4.2 Each module will be composed of a specified number of notional learning hours relating to student learning activity, including contact time, directed learning, assessed work and private study (there is no minimum specified contact time).

C1.4.3 Dependent upon programme specific regulations and the number of credits assigned to a module, modules may be studied on a termly or yearly basis.

C1.4.4 Levels of module within Framework for Higher Education Qualifications

FHEQ	Description
3	Foundation level of integrated Bachelor's degree programmes
4	Undergraduate degree year 1 (FT undergraduate)
5	Undergraduate degree year 2 (FT undergraduate)
6	Undergraduate degree year 3 (FT undergraduate)
7	Postgraduate degree (FT postgraduate)
8	Doctorate level

C1.4.5 A programme may have the following types of modules: Core; Elective; Option; Pre-requisite; Co-requisite; Project; Dissertation. A definition of each type of module is provided in the glossary.

C1.4.6 Students may make a request to withdraw (deferral) from a module up until the Friday of week 4 provided they have obtained relevant approval.

C2 List of Regent's University London Programmes and Progressions and / or Awards to which they lead

C2.1 Foundation level of integrated Bachelor's degree programmes (Level 3)

- C2.1.1 Students who pass programme requirements may proceed directly to undergraduate programmes. Successful completion does not constitute an award under the terms of programme regulations.

C2.2 Bachelor's degrees (Level 6) – (Correct at time of printing)

- BA (Hons) Fashion Design
- BA (Hons) Fashion Marketing
- BA (Hons) Fashion Design with Marketing
- BA (Hons) Interior Design
- BA (Hons) International Business
- BA (Hons) International Events Management (Teach Out)
- BA (Hons) Graphic and Digital Design
- BA (Hons) Global Management (with pathways)
 - BA (Hons) Global Management (Global Business Management) (Teach Out)
 - BA (Hons) Global Management (Global Business and Design Management) (Teach Out)
 - BA (Hons) Global Management (Global Business and Sustainability Management) (Teach Out)
 - BA (Hons) Global Management (Global Financial Management) (Teach Out)
 - BA (Hons) Global Management (Global Marketing Management) (Teach Out)
 - BA (Hons) Global Management (Enterprise & Innovation)
 - BA (Hons) Global Management (Finance)
 - BA (Hons) Global Management (Leadership & Management)
 - BA (Hons) Global Management
- BA (Hons) Acting & World Theatre (Teach Out)
- BA (Hons) Acting for Stage & Screen
- BA (Hons) Screenwriting & Producing (Teach Out)
- BA (Hons) Film, TV & Digital Media Production (Teach Out)
- BA (Hons) Film & Screen

- BSc (Hons) Psychology
- BA (Hons) Liberal Studies
- BA Philosophy, Politics & Economics

C2.3 Master's Level degrees (Level 7) – Correct at time of printing)

- PG Cert in Higher Education
- MA Luxury Brand Management
- MA International Business
- MA Management (with Pathways)
- MSc Finance & Investment (with Pathways)
- MA Psychotherapy & Counselling
- MA International Relations
- MA International Fashion Marketing
- MSc Oil & Gas Trade Management (Teach Out)
- MSc Psychology
- MSc Marketing Psychology
- MSc Digital Marketing & Analytics
- MA Media & Digital Communications
- MA Enterprise (with Pathways)

C2.4 Doctoral degrees (Level 8) – (Correct at time of printing)

- MPhil/PhD in Psychotherapy and Counselling Studies, validated by the University of Wales
- DCounsPsy in Counselling Psychology, validated by the University of Wales
- DPsych in Counselling Psychology, validated by the Open University Validation Partnerships (OUVP)

MPhil/PhD in one of the subject specialist areas of Regent's University London, validated by the University of Northampton

C3 Minimum study requirements and allowable RPL

C3.1 Foundation Level

- C3.1.1 Foundation programmes are at level 3 and are typically two terms in length and do not allow an import of Recognition of Prior Certificated Learning (RPCL) or Recognition of (RPEL) credits.

C3.2 Undergraduate Awards

- C3.2.1 The maximum duration of study for any undergraduate award is 1 year beyond the expected completion date of the programme.
- C3.2.2 Certificates in Higher Education - The total credit required for an award is 120 credits at level 4 (including all core modules). The minimum study and level is 60 credits at level 4 with a maximum allowable RPCL or RPEL import of 60 credits.
- C3.2.3 Diplomas in Higher Education - The total credit required for an award is 240 credits including 120 credits at level 5, all core modules and Study Period Abroad (SPA) requirements, if appropriate. The minimum study and level is 60 credits at level 5 with a maximum allowable RPCL or RPEL import of 120 credits (60 at level 4 and 60 at level 5).
- C3.2.4 All undergraduate degrees will normally have a minimum expected duration of 6 terms, one or more of which may be completed at an international partner university. The total minimum credit required for an undergraduate award is 360 credits including 120 credits at level 6 and a minimum of 120 credits at level 5 of which 60 may be obtained on SPA. The minimum study and level is 120 credits at level 6 , with a maximum allowable RPCL or RPEL import of 240 credits constituting no more than 120 at level 4 and 120 at level 5.
- C3.2.5 Where students are admitted onto a programme with 240 credits, their degree classification will be calculated using 100% of their marks at Level 6.

C3.3 Undergraduate Top-Up Awards

- C3.3.1 Where specific programme regulations include a validated Top-Up award, students may be admitted directly onto level 6 of a programme with advanced standing. Students may be admitted with either a level 5 equivalent final award (e.g. a Higher National Diploma) or a level 5 exit award from a previous institution (e.g. Diploma in Higher Education).
- C3.3.2 If a student has not yet achieved the required award, they will be made an offer conditional upon their achieving the expected award.
- C3.3.3 The required award must be relevant to the Regent's programme that is being applied for.
- C3.3.4 The minimum entry requirements for students, including programme specific requirement and proficiency in the English language, will still apply.

- C3.3.5 Student must subsequently complete 120 credits at level 6 awarded by Regent's University London.

C3.4 Master's Awards

- C3.4.1 The maximum duration of study for a full-time taught master's level programme is 2 years beyond the expected completion date of the programme.
- C3.4.2 The maximum duration of study for a Postgraduate Certificate, Postgraduate Diploma or part-time Master's degree is stated in the relevant programme specification.
- C3.4.3 Taught Master's degrees (MA/MSc) have a total credit pass value of 180 credits at level 7 of which the dissertation is normally worth 60 credits. The typical duration of study required for the programme is 12 months of full time study (or 24 months of part time study where allowed under programme specific regulations). The minimum study and level is 180 credits at level 7 with a maximum of 60 taught credits of RPCL or RPEL import allowed. The import of RPCL/RPEL credits is determined at programme level subject to the 60 credit limit.
- C3.4.4 Postgraduate Certificate. The total credit at the specified level required for an award is 60 credits at level 7 with a maximum import of 20 credits for RPCL / RPEL allowed unless otherwise stated in programme regulations. The typical duration of study required is 6 months of full time study (or 12 months of part time study where allowed under programme specific regulations).
- C3.4.5 Postgraduate Diploma. The total credit at the specified level required for an award is 120 credits at level 7. The typical duration of study required is 12 months of full time study (or 24 months of part time study where allowed under programme specific regulations). The minimum study at level 7 is 120 credits at the University, with a maximum import of 60 credits for RPCL or RPEL allowed.

C3.5 Research Degrees and Higher Degrees

- C3.5.1 Credit values for research and higher degrees and permissible RPL credits are governed by the regulations of the validating body.

C4 Breaks in Studies and withdrawal from a programme

C4.1 Registration

- C4.1.1 All full-time and part-time students, including visiting students, who are actively following a programme of study at Regent's University London are required to renew their registration every

academic period, otherwise the registration will be deemed to have lapsed. Should this occur, then students will be withdrawn by the University.

- C4.1.2 Where a student has been withdrawn by Regent's but evidence is subsequently provided to show why they had not renewed their registration or contacted the University, their case will be considered by the Registry and/or Registration Review Panel as detailed in Section C4.2.

C4.2 Authorised Break in Studies

- C4.2.1 Students may apply for a break in studies to cover reasons that prevent them from studying by force of necessity. Students may apply for a break in studies of up to one academic year. All applications for a break in studies will be assessed by two Officers within the Registry to determine whether there is valid reason and appropriate evidence for a break in studies.
- C4.2.2 Students may apply for a break in studies for the following reasons:
- Illness or medical condition, with certified evidence;
 - The death or serious illness of a close family member/partner/friend;
 - Financial considerations;
 - Visa related issues;
 - Other reasons of force majeure.
- C4.2.3 Where the two Officers from the Registry determine the case to require further scrutiny, the application will be considered by the Registration Review Panel. The decision to refer applications to the Registration Review Panel will be made on a case by case basis.
- C4.2.4 The University is able to grant a student one break in studies throughout the duration of their programme of study. Where there are exceptional circumstances, students can request a further break in study. This will be considered on a case by case basis.
- C4.2.5 If a student needs to apply for a break in studies, then they must provide the Registry with a completed Break in Studies Request Form, together with appropriate evidence.
- C4.2.6 Students must discuss their situation with their personal tutor and should seek advice from a member of the Student Support team. The Student Support team may refer a student to other departments to discuss specific financial implications, e.g. impact on student loans, outstanding fees or University bursaries.

- C4.2.7 Students studying on a student visa must also discuss their situation with the Student Immigration Advisory Service at the University to assess the implications on their immigration status. Regent's University London is obliged to inform the UK Home Office of any break in studies for students whom it sponsors, which will result in the student being required to leave the UK immediately.
- C4.2.8 In reviewing the student's application for a break in studies, the Registry and/or Registration Review Panel will take into consideration the evidence provided to support the student's case; the timing and duration of the break; and the possible impact on the student's engagement with the programme and assessment and re-assessment opportunities. Internships should not be considered as grounds for break in studies, unless they are part of the programme structure.
- C4.2.9 Students may apply for a break in studies at any point in the term. The time when an application for a break in studies is submitted will be taken into consideration by the Registry and/or Registration Review Panel. The decision will be at the discretion of the Registry and/or Registration Review Panel.
- C4.2.10 Students who have applied for a break in studies should continue to engage with their programme of study and attend all classes, until the Registry and/or Registration Review Panel has communicated the outcome of their case.
- C4.2.11 In order to be valid, a break in studies must be endorsed by both the student and the Registry and/or Registration Review Panel in writing, specifying the duration of the break, the expected return date, and any conditions for the return as set by the Registry and/or Registration Review Panel. The break in studies will then be recorded by the Registry.
- C4.2.12 Any marks that the student has received for that term will be forfeited and the student will be expected to restart their modules upon their return to the University.
- C4.2.13 Students who are on an authorised break in studies are not registered with the University and therefore students do not have access rights to certain facilities. Students should remain in contact with the University and keep their Regent's email account active for any important communications.
- C4.2.14 Students on a break will not have their maximum registration period extended on their return.
- C4.2.15 Students are subject to the University's refund policy (see Fees and Financial Assistance section).

- C4.2.16 Students who wish to apply for a break in studies but have been withdrawn for non-enrolment may apply for a break up until 10 working days after their withdrawal which can be confirmed by the Registry. After this students should follow the readmissions process and refer to Section C11 for further detail.
- C4.2.17 Where students are enrolled on a programme that is validated by a different awarding body, i.e. University of Northampton, Open University, the awarding body's regulations will apply.

C4.3 Students Returning from a Break in Studies

- C4.3.1 Students wishing to return from a break in studies must provide the Registry with documentation regarding their condition of return as required by the Registry and/or Registration Review Panel, by the deadline set. The Panel will review whether the student has met the conditions of return and Registry will notify the student of the panel's decision.
- C4.3.2 Students are responsible for making all the necessary arrangements, including requesting a new visa if necessary, in order to be able to return to their studies by the agreed date.
- C4.3.3 If the student has any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may agree an appropriate repayment plan with the Finance department.
- C4.3.4 Programmes and module specifications may have changed or been revised during the student's break in studies. Where this has happened, the student should seek advice from the Registry, the Head of Programme or their equivalent.
- C4.3.5 Students failing to return after the agreed break in studies period will be withdrawn from the programme.

C4.4 Registration Review Panel

- C4.4.1 When appropriate, applications for a break in study will be considered by a Registration Review Panel within 10 working days of the student submitting their application.
- C4.4.2 The Registration Review Panel is comprised of at least two senior academic staff members, who are also members of the Extenuating Circumstances Board. Please refer to section H for further information.
- C4.4.3 Where a student is known to a member of the Registration Review Panel other than in a professional capacity, the staff member must declare an interest to the Registry, and must not participate in the discussion of that student's application.

- C4.4.4 The Registry will inform the student, and the relevant Head of Programme, of the decision made by the Registration Review Panel within 1 working day of the Panel meeting.

C4.5 Student withdrawal from a Programme

- C4.5.1 Students seeking to withdraw from a programme of study at Regent's University London should discuss their situation and seek advice from a member of the Student Support team or Head of Programme or their equivalent in the first instance, to ensure that an informed decision is reached.
- C4.5.2 International students studying on a student visa must also discuss their situation with the Student Immigration Advisory Service at the University to assess the implications on their immigration status. Regent's University London is obliged to inform the UK Home Office of any withdrawals for students whom it sponsors, which will result in the student being required to leave the UK immediately.
- C4.5.3 To withdraw from a programme of study the student must notify the Registry in writing. The date of withdrawal will be the date the withdrawal is recorded. If the withdrawal is during term time, any marks that have been received for that term will therefore be forfeited.
- C4.5.4 Upon confirmation of the withdrawal, students who have achieved the required number of credits to be eligible for an exit award will be offered the appropriate award.
- C4.5.5 Students will be able to apply to the original programme of study after one year from the date of withdrawal has passed. Students must go through the normal admissions process.
- C4.5.6 Where a student has accepted an exit award the student cannot apply to transfer those credits through the Recognition of Prior Learning (RPL) scheme to another Regent's University London programme, or the original programme of study if they decide to return after one year from the date of withdrawal.
- C4.5.7 For students applying to return to a programme of study within one year of withdrawing, or being withdrawn for non-enrolment, students should see Section C11 for readmission regulations.
- C4.5.8 Students who have been withdrawn or exited for academic or excluded for other reasons should see Section C10 for student appeals regulations.
- C4.5.9 Students are subject to the University's refund policy (see Fees and Financial Assistance section).

C4.6 Attendance

- C4.6.1 Students are expected to attend 100% of classes. At a minimum, students must maintain an average of 75% in attendance. If attendance falls below 75%, the student's profile will be reviewed and could be flagged for suspension and possible withdrawal from their programme of studies.
- C4.6.2 If a student breaches the University attendance policy, students may face suspension or be exited from their programme of studies by the University. Students will have the right to appeal against a decision to suspend or exit them from their programme of studies. Evidence of any mitigating circumstances should be submitted as part of any appeal; this should consist of dated official documents such as medical certificates and must refer to continuous periods of absence. Students who require a visa to study in the UK are subject to UKVI requirements which may supersede the University's own regulations.
- C4.6.3 Individual module and programme guides may stipulate that attendance is mandatory for particular sessions or activities which are deemed to be essential for progression in a module or programme.
- C4.6.4 Where a student is undertaking a dissertation/thesis, the supervisor will, at the start of the supervision process, agree with the student the number and frequency of scheduled meetings or contact points. Face-to-face meetings are expected to take place on at least a monthly basis. If a student misses a scheduled meeting, this will be recorded on the Record of Supervision log and a notification will be sent to the student. If a student misses more than one scheduled meeting and has not been in contact with their supervisor over a six week period, the supervisor will inform the Head of Programme or their equivalent and Student Attendance Monitoring Officer, and the student may be suspended from the programme.

C5 Examination Regulations

C5.1 Types of examinations

- C5.1.1 Open examination: students undertaking an open examination may bring into the examination room any materials, including their own notes and textbooks.
- C5.1.2 Restricted examination: students undertaking a restricted examination may only bring into the examination room such materials as are specifically permitted and detailed on the examination question paper, for example reference books or textbooks.

- C5.1.3 Closed examination: students undertaking a closed examination are not permitted to bring into the examination room any materials, including their own notes.
- C5.1.4 Students should assume an examination is closed unless they are informed otherwise by their Module Leader

C5.2 Examination Timetable

- C5.2.1 The Registry will prepare and publish a timetable for all invigilated examinations.
- C5.2.2 Individual examination timetables will be published on each students' online account detailing the date of the examinations, room number of the examinations and the students' candidate number.
- C5.2.3 It is the responsibility of each individual student to ensure that they have checked the timetable in relation to all modules for which they are registered, including any resit examinations. Should a clash in their timetable arise the student must inform the Registry immediately.
- C5.2.4 It may be necessary for students to attend an examination on days or at times other than those on which they would normally attend the University. It may also be necessary for students to sit more than one examination on any one day. Such considerations shall not normally be valid grounds for a review of the timetable.
- C5.2.5 Should the need arise, accompanying information will be provided by the Registry with explicit directions to the location of the examination.
- C5.2.6 The timetable may be subject to changes. It is therefore the responsibility of each individual student to ensure that they have checked the timetable again in relation to all the modules for which they have registered.
- C5.2.7 If for any unforeseen reason there is a need to change the location, time or date of an examination, the Registry will communicate this information to the affected student.

C5.3 Student responsibilities

- C5.3.1 The Student Guide to Examination Regulations can be found on the guidelines section of the Registry Intranet pages.
- C5.3.2 The student is responsible for checking in advance the timetable of examinations for the modules for which they are registered. Should a clash in their examination timetable arise the student must inform the Registry immediately.

- C5.3.3 The student is required to read the Examination Invigilation Regulations and understand that by attending an examination they are agreeing to abide by the regulations contained herein.
- C5.3.4 Students must bring their University identity (ID) card, or other acceptable photographic identity, to each examination. Acceptable photographic identity is a passport, driving license, or CitizenCard.
- C5.3.5 Students may only enter an examination when instructed by an invigilator and must follow all instructions given by the invigilator at all times.
- C5.3.6 Upon arrival at an examination, if a student is not on the attendance list, the student will be allowed to start the examination whilst the Registry investigate the reason why the student is not on the attendance list. If it transpires that the student should not be taking that examination, for whatever reason, the student will be requested to leave the examination, and a note will be made on the student's examination paper and the invigilation report.

C5.4 Invigilator Responsibilities

- C5.4.1 The Guidelines for Invigilators can be found on the Registry intranet pages.
- C5.4.2 Invigilators are appointed by the Assistant Registrar – Academic Quality, Assessments and Awards / Senior Exams and Assessment Officer and may not delegate their appointment. If an invigilator is unable to invigilate an examination they must inform the Registry immediately.
- C5.4.3 Invigilators must ensure that they comply with the regulations contained within the Examination Invigilation Regulations and any other guidelines prescribed by the University.
- C5.4.4 Invigilators must give their full attention to the examination which they are invigilating and be able to observe the entire examination room.
- C5.4.5 Invigilators must not leave the students unsupervised at any time during the examination.
- C5.4.6 Invigilators must collect all examination scripts, papers and any other material required from the Registry a minimum of 30 minutes before the start of an examination.
- C5.4.7 Upon arrival invigilators must ensure that the examination room is suitable for an examination to occur.

- C5.4.8 Invigilators must place face down on the desk the examination paper (i.e. question paper) and ensure that each desk is equipped with a copy of each of the materials as described in the rubric of the question paper.
- C5.4.9 Invigilators must not admit students to the room until the room is fully prepared.
- C5.4.10 Invigilators must check the identity of each student for the examination and ensure each student signs against the recorded name on the examination register.
- C5.4.11 Invigilators must state the following to all students prior to the start of an examination: Please check your examination paper title on the front cover to see that it is the correct paper, and if not please raise your hand and wait for an invigilator to approach to you.
- C5.4.12 Invigilators must read the examination rules, provided by the Registry, to students prior to each examination.
- C5.4.13 Invigilators must ensure the examination begins and ends at the prescribed times. Should an evacuation take place the regulations under C5.6 will apply.
- C5.4.14 At the end of the examination, and before dismissing students, invigilators must:
- (a) collect all answer scripts and check that the front cover has been completed;
 - (b) verify that the number of answer scripts match the number issued.
- C5.4.15 The invigilator shall arrange for scripts and calculators to be collected and checked against the attendance register.
- C5.4.16 All invigilators must complete the Examination Invigilation Report Form at the end of the examination.

C5.5 Standard examination regulations

- C5.5.1 These regulations relate to examinations. For other forms of assessment students should adhere to the assessment brief provided and instructions of the University staff present.
- C5.5.2 Once a student commences an examination or submits an assignment, they have deemed themselves fit to take the examination and cannot subsequently make a retrospective claim for extenuating circumstances, unless the exceptions under C5.5.2 apply.

- C5.5.3 The following exceptions will apply for assessments which require attendance, such as examinations, presentations, in-class tests etc.:
- (a) Students who have a valid 'Student Support Agreement' in place for a clinically diagnosed disorder which may affect the student's ability to judge their fitness to take the examination, may submit an extenuating circumstances claim with appropriate medical evidence. The evidence must state that the student was not in a fit mental state to assess their fitness to take the examination.
 - (b) Where a student becomes ill during the examination, they must inform the invigilator, the student may submit an extenuating circumstances claim with appropriate medical evidence, within 5 working days.
- C5.5.4 Students with individual student support agreements in place may have specific reasons as to why certain aspects of the examination invigilation regulations cannot be followed. These allowances will be clearly articulated in the student support agreement. Where a student support agreement is not in place or not applicable to a particular rule, students must comply with the standard invigilation regulations.
- C5.5.5 So that the University is able to make appropriate arrangements in time, students with a Student Support Agreement should contact the Student Hub two weeks before the assessment takes place.
- C5.5.6 Students who have two examinations on the same day, and due to the additional time granted to them under their individual support arrangements do not get a break between examinations, must be given a supervised break at the end of the first examination.
- C5.5.7 For any examination with more than one student there must be a minimum of two invigilators per examination room.
- C5.5.8 There must be one invigilator present at all times in the examination room. For closely linked rooms, the second invigilator may monitor multiple rooms.
- C5.5.9 Student ID cards:
- (a) Students for examination must display on their desks at all times their student or other acceptable photographic identity card (for example, passport);
 - (b) During the examination the invigilator will verify the attendance of each student, confirming their identity against the ID card and ask the student to sign the register;
 - (c) Students who, for religious reasons, keep their face covered will be required to go to a private room with a same-sex invigilator before the exam begins, to confirm their identity.

- C5.5.10 Students who present themselves for an examination deem themselves fit to take the examination and the regulation found in section C5.5.1 of this handbook would apply for any extenuating circumstances claims.
- C5.5.11 Students must ensure that they begin and end the examination during the prescribed examination time only. Students may not continue to write on their examination paper once the prescribed examination time has ended.
- C5.5.12 Students may not leave the examination within half an hour of its commencement, or enter an examination more than half an hour after the start.
- C5.5.13 Students who arrive late for an examination will not be given any additional time under any circumstances.
- C5.5.14 Students will not be permitted to temporarily leave the room during the examination except to visit the lavatory. All students leaving the examination room must be accompanied by an invigilator.
- C5.5.15 Invigilators will record the names of students who for any reason temporarily leave the examination room and the times they leave and return. A student who leaves the examination room without obtaining an invigilator's permission shall be deemed to have withdrawn from the examination. Such action must be reported to the Registry and recorded on the Examination Invigilation Report Form.
- C5.5.16 At the end of the examination all students must remain seated and not communicate with other students until dismissed by the invigilator. Students may not leave the examination room within 15 minutes of the finishing time.
- C5.5.17 Students must not bring unauthorised material to their desk. All notes and materials, including electronic devices capable of storing or retrieving relevant material, or of communicating inside or outside the examination room, must be removed from pockets and placed with other unauthorised material in a suitable place away from the examination desks unless authorised in specific circumstances, e.g. open book exam. The invigilators will direct students to place their notes, books, bags, coats, hats, etc. at the back of the hall or in another suitable place away from examination desks.
- C5.5.18 Mobile phones and any other communication devices must not be used during the examination. All devices must be switched off and stored in a suitable place away from the examination desks. Students caught with any form of communication device in their possession will be deemed to have breached the examination

invigilation regulations and will be subject to the appropriate academic misconduct regulations.

- C5.5.19 Students may not use their own calculators for examinations. Before any exam with calculators, the invigilator must ask the students to perform a test calculation before the exam starts on the calculators provided. Should a student report a calculator provided by the University as faulty, the invigilator must set aside and deliver the calculator to the Registry for checking when the exam is finished. The student will be provided with a replacement calculator immediately.
- C5.5.20 Students may not use dictionaries during an examination.
- C5.5.21 Only water, soft drinks and cough sweets are allowed into the examination room, at the discretion of the invigilator.
- C5.5.22 Students must not bring with them equipment, such as audible alarm watches, smart devices or social media devices, which may disturb other students or present the possessor with the possibility of gaining an unfair advantage.
- C5.5.23 Students must not attempt to communicate with anyone other than the invigilators during the examination. To attract an invigilator's attention the student should raise a hand and remain seated until an invigilator is able to speak with him/her.
- C5.5.24 In the event of a student causing a disturbance, an invigilator should take appropriate action, bearing in mind the interests of other students. This may involve warning the student that their behaviour may lead to exclusion from the examination if an invigilator considers that the situation justifies such action. Any such action must be reported to the Registry and recorded on the Examination Invigilation Report Form.
- C5.5.25 If an invigilator suspects a student of cheating, they should act to ensure that the case can be effectively investigated following the examination. Notes or other unauthorised materials should be taken from the student and a short report of the occurrence, including the time, recorded on the student's script and the Examination Invigilator's Report Form. The student should be allowed to continue the examination, unless the nature of the misdemeanour interferes with other students, for instance where the student suspected of cheating refuses to co-operate with the invigilator. At the end of the examination, any materials taken from the student, together with a report of the incident, should be sent to the Registry, which will be responsible for ensuring that the Academic Misconduct Board considers the case. The invigilator has the right to require a student to empty their pockets in the presence of a witness, being another invigilator or member of staff.

- C5.5.26 A student who will not accept the authority of an invigilator may be excluded from the examination. Should this situation arise a report must be made to the Registry and recorded on the Examination Invigilator's Report Form.
- C5.5.27 The Chief Examination Invigilator must report to the Registry, any incidents during the examination which may have affected any students' performances and these should be recorded on the Examination Invigilator's Report Form. The Registry will bring any such information to the attention of the assessment board.
- C5.5.28 If a student suspects another student of cheating in an examination they should raise their hand and inform the invigilator. The invigilator will deal with this as noted in the regulations in this section.
- C5.5.29 The Registry shall release completed scripts to the appropriate academic member of staff for marking, only after they have been checked against the attendance sheet.

C5.6 Fire alarm/evacuation proceedings

- C5.6.1 Before the examination has begun:
- (a) If students are in an examination room and the examination has not yet started the invigilator will instruct the students to leave the room. All materials, answer booklets, question papers etc., must remain in the room;
 - (b) Provided that the evacuation does not last longer than 30 minutes, students will be permitted to return to the examination room and resume the examination when the evacuation is over. Time lost due to the evacuation will be added to the examination time. Evacuations that last for more than 30 minutes will result in the termination of the examination. A new examination, with a new set of questions, will be rearranged for an alternate day;
 - (c) Students may leave the examination at the original scheduled end time however they will not be eligible to apply for extenuating circumstances or for a review of their mark should they choose to leave early. No student will be permitted to leave within the final 15 minutes of the examination.
- C5.6.2 During the examination:
- (a) Students will be instructed to leave the examination room and leave all materials (question papers, answer booklets, notepaper etc.) on their desks;
 - (b) Invigilators must supervise the students throughout the evacuation and ensure the students do not talk to each other during this time;

- (c) Students remain under examination conditions throughout the evacuation and are subject to the same penalties if they breach any of the examination invigilation regulations;
- (d) Invigilators must note the time and duration of the evacuation;
- (e) Provided that the evacuation does not last longer than 30 minutes, students will be permitted to return to the examination room and resume the examination when the evacuation is over. Time lost due to the evacuation will be added to the examination time. Students may leave the examination at the original scheduled end time however they will not be eligible to apply for extenuating circumstances or for a review of their mark should they choose to leave early. No student will be permitted to leave within the final 15 minutes of the examination;
- (f) Evacuations that last for more than 30 minutes will result in the termination of the examination. A new examination, with a new set of questions, will be rearranged for an alternate day.
- (g) Where an examination is conducted on multiple sites and an evacuation is required at one of the sites; the same examination events at all other locations must also be stopped for the same length of time. If it is not possible to resume the exam at the location of the evacuation, then the other events of the same exam must also be stopped and rescheduled.

C5.7 Use of computers in an examination

- C5.7.1 All students who require a computer to undertake an examination must do so in a dedicated computing room.
- C5.7.2 The invigilator will ensure before the commencement of the examination that all editing features within the software (for example spell-check) are disabled. Access to the internet must also be disabled.
- C5.7.3 Students must log in to each computer with a secure log in, provided by the Registry, unless otherwise instructed.
- C5.7.4 The invigilator will ensure that documents can be saved to two separate sources: the designated drive and a USB port (provided by the Registry).
- C5.7.5 Appropriately timed reminders must be given to the students throughout the examination to save their work. Isolated incidents of computer failure will not be compensated.
- C5.7.6 Any examinations undertaken through Blackboard must be “open book”. “Restricted” or “closed” examinations must follow the standard examination format and may only access the

materials/software which are required to complete the examination.

- C5.7.7 Students who attempt to access files, the internet or any other document or software which is not permitted in the rubric of the examination paper will be subject to the academic misconduct regulations and penalised accordingly.
- C5.7.8 Secure printing will be completed by the invigilator. The student must sign the “sign-in” sheet and initial their printed paperwork to confirm the work is their own.
- C5.7.9 Students are not permitted to retain a copy of their work.
- C5.7.10 No additional time will be given to students using a computer unless this is clearly prescribed in the student support agreement or if an IT failure is acknowledged by the University.

C6 Academic Integrity and Academic Misconduct

C6.1 Academic Integrity:

- C6.1.1 The practice of approaching academic and scholarly work honestly, by completing one’s own work, by attributing and acknowledging sources when necessary and by not relying on dishonest means to gain advantage.

C6.2 Academic Misconduct/Unfair Practice:

- C6.2.1 Any act whereby a person may obtain an unpermitted advantage for himself/herself or for another. This shall apply whether the student acts alone or in collusion with another/others. Any action or actions shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of a qualification. These include (but are not limited to) plagiarism, collusion, falsification, and cheating.
- C6.2.2 There are not usually any valid mitigating or extenuating circumstances for engaging in academic misconduct.

C6.3 Institutional support for academic integrity

- C6.3.1 The QAA stipulates that all aspects of assessment should be carried out using ‘external expertise, assessment and classification processes that are reliable, fair and transparent’. (QAA – The revised UK Quality Code for Higher Education, Expectations for standards, Core Practices)
- C6.3.2 The QAA stipulates that institutions ‘operate processes for assessment and classification that ensure student achievement is

measured reliably, fairly and transparently. They use external examiners for independent confirmation that their processes have been applied appropriately, and ensure qualifications have been awarded equitably and in accordance with national standards' (QAA UK Quality Code for Higher Education, Advice and Guidance, Assessment, Page 2).

C6.3.3 The University promotes academic integrity through:

- (a) Providing information about academic integrity and academic misconduct policy at student orientations and at staff inductions;
- (b) Providing a secure system for the submission of student work;
- (c) Providing a secure system for the return of student work;
- (d) Ensuring that appropriate systems of identity check and invigilation occur for examinations;
- (e) The use of electronic plagiarism-detection software (such as Turnitin) for assessed work;
- (f) Providing students with the University's Study Skills Handbook;
- (g) Supporting staff development to improve learning and teaching strategies for academic integrity.

C6.4 Disciplinary Policy for Academic Misconduct

- C6.4.1** The QAA requires institutions to 'minimise opportunities for students to commit academic misconduct, including plagiarism, self-plagiarism and contract cheating' (QAA UK Quality Code for Higher Education, Advice and Guidance, Assessment, Page 6)). The QAA also requires institutions to ensure that all regulations and processes are 'explicit, transparent and accessible to all staff and students' (QAA UK Quality Code for Higher Education, Advice and Guidance, Assessment, Page 5).

C6.5 Responsibilities of Students and Regent's University London

- C6.5.1** Regent's University London will provide all students with access to the Study Skills Handbook. It is the responsibility of each student to read the Study Skills Handbook and follow the rules contained therein. It will not be deemed an acceptable defence for a student to claim they were not aware of the rules and regulations regarding academic misconduct.

C6.6 Types of Offences

C6.6.1 Plagiarism

- Using without acknowledgement another person's words or ideas and submitting them for assessment as though it

were one's own work; for instance by copying, translating from one language to another or unacknowledged paraphrasing. Plagiarism is theft of another's intellectual property.

C6.6.2 Examples of plagiarism include:

- Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which have not been clearly identified as such by being placed in quotation marks and acknowledged.
- Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original
- Summarising another person's ideas, judgements, diagrams, figures, or computer programmes without reference to that person in the text and the source in the bibliography.
- Use of services of essay banks and/or any other agencies.
- Use of unacknowledged material downloaded from the Internet.
- Submitting the same piece of work more than once for different assessment components (except in the case of resits where authorised by the programme/school).

C6.6.3 Collusion

- Work that has been undertaken by or with others is submitted and passed off as solely the work of one person. This also applies where the work of one student is submitted in the name of another. Where this is done with the knowledge of the originator, both parties can be considered to be at fault.

C6.6.4 Fabrication of Data

- Making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

C6.6.5 Falsification of Evidence

- Presentation of evidence which is false or falsified or which in any way misleads or could mislead Boards of Examiners.

C6.6.6 Cheating

- The means by which a student gains or attempts to gain unfair advantage in examinations, tests and coursework.
- Breaching of the Examination Regulations in Section C5.

- Any breach of the Examination Regulations, whether intentionally or unintentionally will be regarded as academic misconduct.
- Breach of assignment brief and instruction of University staff present for in-class tests.

C6.7 Procedures for Misconduct Investigation and Penalties

- C6.7.1 When an academic staff member suspects misconduct, for example, plagiarism within a piece of work, s/he must first establish whether the evidence verifies the suspicion. This might be through consulting secondary sources, internet searches or plagiarism detection software such as Turnitin or by conducting a viva voce with the student.

C6.8 Level of Offence

- C6.8.1 Academic misconduct offences are split into three categories: 'minor', 'major', and 'severe'.

C6.8.2 Minor Offences

- (a) Lack or misuse of referencing system which includes but is not limited to the following:
- Unattributed quotations;
 - Persistent inappropriate paraphrasing;
 - Multiple missing, incorrect, or incomplete citations;

C6.8.3 Major Offences

- (a) Examples of major offences include but are not limited to the following:
- Submission of the same piece of work, or major part thereof, for assessment;
 - Collusion²;
 - Cheating, including breaching the Examination Invigilation Regulations (with the exception of those listed under Severe Offences) and breach of assignment brief or instruction of University staff present for in-class tests.
 - Inclusion of whole paragraphs or sections of unattributed work.

² Note: Students should treat their academic work as their own property. It is the student's responsibility to protect their own work. Students should ensure that electronic copies of their work are stored securely and cannot be copied or stolen by another person.

- (b) After committing a confirmed minor offence, the second confirmed minor offence will be deemed to be a major offence.

C6.8.4 Severe Offences

- (a) Examples of severe offences include but are not limited to the following;
- Buying work from essay services or similar;
 - Commissioning work from individuals – including family members and/or friends – or from organisations;
 - Obtaining access to an unseen examination or test prior to the start of an examination/test;
 - Impersonating another person during an examination or arranging for another person to impersonate you during an examination;
 - Evidence of extensive Collusion;
 - Evidence of extensive Cheating;
 - Fabrication of data;
 - Falsification of evidence.
- (b) After committing two confirmed major offences, the third confirmed major offence will be deemed to be a severe offence.

C6.9 Penalties

- C6.9.1 The penalty applied will be dependent on the evidence and seriousness of any attempt to deceive. In the case of group work this will be evidence against the individual(s) or the group as a whole. The recommended penalties can be applied at the Board's discretion, taking into consideration:
- level of offence;
 - level of study;
 - intent;
 - extent of misconduct;
 - whether it is a first or repeat offence;
 - any other factors linked to each individual case.
- (a) The student must resubmit the assessment, correcting the misconduct. The component will be capped at the component pass mark (i.e. 40% for foundation and undergraduate programmes, 50% for postgraduate programmes.)
- (b) The student must resubmit the assessment, correcting the misconduct. The module will be capped at the module pass mark (i.e. 40% for foundation and

undergraduate programmes, 50% for postgraduate programmes).

- (c) The student must retake the module and the module will be capped at the pass mark. If a student chooses to take a different module (where applicable) the alternative module will also be capped at the pass mark.
- (d) The student must retake the module. If passed, credit for the module will be awarded in recognition of the learning outcomes being met, but the total module mark will be recorded as zero.
- (e) A recommendation will be made to the Vice Chancellor and Chair of Senate (or nominee) to expel the student from the University (there is no right of return if a student is expelled). The Vice Chancellor and Chair of Senate will take the final decision as to the student's expulsion.

C6.9.2 Any penalty imposed as the result of an academic misconduct investigation overrides any decision taken with regard to an extenuating circumstance claim or that of an assessment board.

C6.10 Procedures

C6.10.1 For a first minor offence the following regulations will apply:

(a) EITHER:

- The student admits to a first minor academic misconduct and the lecturer/tutor applies the following penalty: the assessment is repaired and capped at the pass mark;
- The lecturer/tutor informs the Assistant Registrar – Academic Quality, Assessments and Awards (or nominee) in the Registry of the academic misconduct;
- The Assistant Registrar – Academic Quality, Assessments and Awards (or nominee) logs the misconduct on the student's record in the Student Records System (SITS). The process is completed, and there is no requirement for this to go to the Academic Misconduct Board.

(b) OR:

- The student disputes that they have committed a first minor academic misconduct, in which case the full academic misconduct process should be followed as detailed below.

C6.10.2 If misconduct of an individual can be evidenced, the tutor/lecturer informs the Assistant Registrar – Academic Quality, Assessments and Awards (or nominee) of the misconduct and forwards all the appropriate evidence to the Registry.

- C6.10.3 If group work misconduct can be evidenced, the tutor/lecturer informs the Assistant Registrar – Academic Quality, Assessments and Awards (or nominee) of the misconduct and forwards all the appropriate evidence to the Registry. To include evidence against individual(s) or the group as a whole.

C6.11 Academic Misconduct Board

- C6.11.1 The Assistant Registrar – Academic Quality, Assessments and Awards (or nominee) convenes an Academic Misconduct Board which will consist of the following members:
- Three independent permanent members of academic staff, one of whom shall be Chair;
 - Assistant Registrar – Academic Quality, Assessments and Awards (or nominee) (non-voting member).
- C6.11.2 The independent academic staff will be selected from a group of 10 academic staff appointed to the position each year by the Assistant Registrar – Academic Quality, Assessments and Awards (or nominee).
- C6.11.3 The Assistant Registrar – Academic Quality, Assessments and Awards (or nominee)'s role is to ensure that all Academic Misconduct Boards are consistent in the application of the regulations, and advise the panel on regulatory and/or procedural issues.
- C6.11.4 A Secretary will be appointed to the Board to record all decisions and recommendations made.
- C6.11.5 The student is invited to represent themselves to the Board either in person or via a written statement. The student will be given at least 5 working days' notice of the time and date of the Board meeting. Where a student chooses to attend the Board they may be accompanied by a fellow student or a student union representative as an observer. However, the Board meeting may proceed if the student does not attend.
- C6.11.6 The lecturer/tutor involved in the academic misconduct case may attend the Academic Misconduct Board should they choose to do so.
- C6.11.7 The Board will convene twice each term, the first meeting will be mid-term (around the 8th week) and the second meeting will take place after the final examinations.
- C6.11.8 The Board reviews the information presented and decides whether the student has committed an offence. If the Board decides an offence has been committed, the Board will recommend a penalty to the Subject Board to ratify.

- C6.11.9 The Subject Board cannot overturn the decision of the Academic Misconduct Board but may, if appropriate, review the penalty applied.
- C6.11.10 Where the Academic Misconduct Board decides that no academic offence has occurred, all records relating to the incident will be deleted from the student's file.
- C6.11.11 The student will be informed by the Registry within one week of the Academic Misconduct Board meeting as to the outcome and, where appropriate, the recommended penalty. If academic misconduct has occurred the student will be formally notified of the final penalty applied once the Subject Board has met to ratify the recommendation of the Academic Misconduct Board. The student must be given feedback which states what the penalty is and why it has been applied.
- C6.11.12 If a student disagrees with the decision made by the Subject Board, they should refer to the Regent's University London 'Student Appeals and Complaints' regulations contained in section C10.

C6.12 Viva Voce procedures

- C6.12.1 If an academic staff member suspects that the work submitted is not entirely the student's own work, and this can be sufficiently evidenced, then this can be referred to the Academic Misconduct Board without the need for a viva voce. If there is not sufficient evidence, then a viva voce must be scheduled.
- C6.12.2 The student must be informed of the reasons the viva voce is taking place before the viva voce, and may be asked to bring their sources for the work in question to the viva voce.
- C6.12.3 The student must be given a minimum of 24 hours' notice of the viva voce.
- C6.12.4 If the student fails to attend the viva voce or requests alternative dates, then the student will be offered one further date, which can take place via video conferencing if needed. If the student does not respond to the invitation to the viva voce and fails to attend the viva voce, the University will conclude that the student has chosen not to contest the allegation where no reasonable explanation has been given within 5 working days.

If the student has chosen not to contest the allegation, this will be communicated to the Academic Misconduct Board, who should uphold the allegation as misconduct. The Board will review the evidence available, and a note will be made of the findings of the Board.

- C6.12.5 The membership of the viva voce panel will be:
- (a) Chair - Assistant Dean/Head of School/Head of Programme/their equivalent or nominee.
 - (b) Two academic staff members with knowledge of the relevant discipline, one of whom will be the academic staff member who requested the viva voce examination and the other one shall be independent of the module.
- C6.12.6 As this is an examination of the student's knowledge of the assessment submitted the student may not be accompanied by a friend or supporter unless by prior agreement of the Chair. This will only be given if it is required to accommodate the student's disability or other special needs.
- C6.12.7 Students may not have legal representation at a viva voce examination.
- C6.12.8 Staff must make notes of the meeting as this can form the evidence base for the Academic Misconduct Board or any future investigations. Notes can be taken by a panel member or a designated note-taker, where a third party note-taker is employed they cannot be involved in the discussions or the decision making process.
- C6.12.9 During the viva voce the student will be asked questions relating to their submission.
- C6.12.10 The panel will consider the student's responses and will inform the student of the panel's decision within one working day of the viva voce. The panel's decision will be that:
- (a) The student has satisfied the panel the assessment submitted by the student is their own work and no further action will be taken.
 - (b) The student has not satisfied the panel the assessment submitted by the student is their own work and the panel will be forwarding the case to the Academic Misconduct Board.
- C6.12.11 If the panel needs to conduct further investigations they will inform the student within 24 hours of the viva voce examination of the need to conduct further investigation and that a decision will be provided within 5 working days. In exceptional cases where the panel requires more than three working days to conduct the investigation and make a decision they will inform the student of the date by which they will provide their decision.
- C6.12.12 Where the panel concludes that the student has not satisfied the panel the assessment submitted by the student is their own work, the full academic misconduct process should be followed as detailed below. A report from the Chair of the viva voce panel

should be included as part of the evidence base against the student.

C7 Extenuating Circumstances

C7.1 Valid grounds for Extenuating Circumstances

- C7.1.1 Extenuating circumstances are defined as serious unforeseen, unpreventable circumstances that significantly disrupt a student's ability to complete an assessment.
- C7.1.2 Provided that they have notified the relevant member of Student Services staff, students with long term or chronic illness are supported through individual support arrangements. It is therefore anticipated that students with long term or chronic illness will not submit extenuating circumstances claims in relation to these conditions, unless they suffer a sudden deterioration of their condition around the assessment period. Where that occurs, students would need to meet the conditions relating to extenuating circumstances.
- C7.1.3 The definition of 'extenuating circumstances' is not exhaustive and will include:
- (a) Illness with certified evidence.
 - (b) Death or serious illness of a close member of the family/partner/friend.
 - (c) Unforeseen and evidenced University computer network or systems failure.
 - (d) Unforeseen and evidenced failure in the system of communication between the student and the University.
 - (e) Students representing the University or the student's country at a prestigious or significant event, such as elite sports competitions. Where claims are approved, conditions will be set, such as maintaining a good academic standing and good attendance.
 - (f) Any other circumstance deemed to be reasonable by the University e.g. force majeure.
- C7.1.4 Extenuating Circumstances may be submitted in relation to any assessment, for the:
- (a) non-submission of an assessment by the deadline set, or in the case of a resubmission by the agreed University reassessment deadline;
 - (b) non-attendance of an assessment requiring attendance, e.g. presentation, test, examination, viva voce or performance.

- C7.1.5 If Extenuating Circumstances have been approved but a student completes the assessment under standard procedures, the student will be asked if they would prefer to retain the mark of the assessment sat or have the Extenuating Circumstances applied.
- (a) non-submission of an assessment by the deadline set, or in the case of a resubmission by the agreed University reassessment deadline;
 - (b) non-attendance of an assessment requiring attendance, e.g. presentation, test, examination, viva voce or performance.

C7.2 Procedures

- C7.2.1 If a student needs to bring extenuating circumstances to the attention of the University, then they must provide the Registry with a completed Extenuating Circumstances Request Form, together with the appropriate documentation.

C7.3 Timing of Submission

- C7.3.1 In order for the claim to be accepted for consideration the student must inform the Registry before the deadline for the assessment to be handed in, or the date of an assessment requiring attendance (examination, test, or presentation).
- C7.3.2 Retrospective approval of extenuating circumstances can be granted where a student falls ill and is unable to contact the Student Hub on the day. In such cases, the student must inform the Student Hub within ten working days and submit an extenuating circumstances form within twenty-four hours of returning to the University. The student should submit the appropriate evidence to support the extenuating circumstances request, this may be done following the submission of the extenuating circumstances form, and the deadline of this will be decided at the University's discretion.

C7.4 Documentary evidence

- C7.4.1 All claims must be substantiated by independent documentary evidence. This must be an official document and include the dates during which the circumstances applied.
- C7.4.2 The evidence provided should be original. Where original documents are difficult to obtain, the University will accept a copy of evidence to support an extenuating circumstances claim, such as a faxed copy or PDF version that could be sent via email.
- C7.4.3 Medical evidence must be in the form of a medical certificate or a doctor's letter, and must state the period of illness, be legible

and signed by the doctor. Self-certification or medical letters that detail self-certification will not normally be accepted.

- C7.4.4 Medical evidence must be from a doctor registered with the General Medical Council, or the equivalent overseas registration body.
- C7.4.5 Medical evidence should demonstrate active engagement with a medical professional who is able to confirm a medical diagnosis which impacts the student's assessment during the relevant time period
- C7.4.6 In the event of a death of a close member of family/partner/friend, a death certificate or other appropriate evidence should be provided.
- C7.4.7 Documentary evidence must be presented in English, where necessary, translations must be provided using an authorised translator.

C7.5 Extenuating Circumstances Board

- C7.5.1 When an Extenuating Circumstances Request Form is received by the Registry, two Officers from the Assessment and Awards team will make an assessment on whether the student has valid grounds or the appropriate evidence for Extenuating Circumstances before it is taken to the Extenuating Circumstances Board.
- C7.5.2 If it is determined there are no grounds for Extenuating Circumstances as outlined in Section C7.1, or there is no documentary evidence as outlined in Section C7.4, the request will be rejected. The student will be informed in writing by the Registry of this decision.
- C7.5.3 Where it is determined that there are grounds for Extenuating Circumstances, the request will be presented to the Extenuating Circumstances Board. The Extenuating Circumstances Board membership is outlined in section H4.13.
- C7.5.4 Where a student is known to a member of the Extenuating Circumstances Board other than in a professional capacity, the staff member must declare an interest to the Registry, and must not participate in the discussion of that student's claim.
- C7.5.5 The Extenuating Circumstances Board will decide whether a student has valid grounds for failing to submit or participate in an assessment.
- C7.5.6 The Extenuating Circumstances Board can only make a decision on a claim based on the evidence submitted.

- C7.5.7 For an extenuating circumstances claim to be accepted the following conditions must be met by the student:
- (a) the documentary evidence provided by the student must meet the specific conditions relating to documentary evidence as set out in section C7.4;
 - (b) the documentary evidence confirms that the circumstances were unforeseen and unpreventable and relates directly to the timing of the assessment(s) affected.
- C7.5.8 The Registry will inform the student of the decision made by the Extenuating Circumstances Board within 1 working day of the Board meeting.

C8 Procedure for dealing with the loss of examination scripts

- C8.1.1 This procedure is also applicable to in-class tests and in cases where the examination script has been damaged beyond legibility by the University.
- C8.1.2 In the event that the University is unable to locate an examination script, the Registry has responsibility for liaising with the relevant invigilator (or other appropriate member of staff) to establish that the student attended the examination and that an examination script was collected from the student.
- C8.1.3 If an examination script cannot be located following a thorough investigation, the Assistant Registrar – Academic Quality, Assessments and Awards shall inform the student in writing.
- C8.1.4 Where the examination constitutes one of two component parts of the module, this will be referred to the appropriate examination board for consideration of awarding a mark.
- C8.1.5 Where the module assessment is composed of more than two components, an averaged mark shall be awarded to the lost examination assessment to be calculated by an arithmetic mean average of the non-affected components within the module.
- C8.1.6 In cases where the weighting of the affected examination assessment is 100% of the module, the student shall normally be offered the opportunity to sit the examination again at the earliest available opportunity. The resulting mark of this attempt will not be capped at a pass mark for the module.
- C8.1.7 In cases where the student is unable to attend the examination, an alternative assessment may be offered. This is at the discretion of the Head of Programme or their equivalent with the approval of the External Examiner.
- C8.1.8 In instances where a student declines the option of an attempt stated at C8.1.6, a Progression and Finalist Board shall have the

discretion to award credit in respect of the examination assessment. However, the minimum pass mark shall be awarded in such circumstances.

- C8.1.9 For modules at NQF Levels 3 or 4, the Registry shall report the loss of the examination script and the subsequent actions taken to the relevant Subject Board for ratification.
- C8.1.10 For modules at NQF Levels 5, 6 or 7, the Registry shall report the loss of the examination script and the subsequent actions taken to the appropriate external examiner. This shall occur prior to the Registry reporting the loss of the examination script and the subsequent actions taken to the relevant Subject Board for ratification.
- C8.1.11 In instances where an examination script that has been deemed to be lost is subsequently located after the procedures above have been applied, the located examination script shall be marked. The mark awarded to the located examination script shall be compared with that of the examination mark for the second attempt and the higher of the two marks shall be awarded to the student in respect of that examination.

C9 Procedure for dealing with the loss of coursework assessment material

- C9.1.1 In the event that the University is unable to locate a coursework assessment, the Registry has responsibility for liaising with all relevant staff who may have received or handled the coursework assessment to ensure that a thorough investigation is conducted. The investigation should include an exhaustive search of electronic devices, where appropriate.
- C9.1.2 If a coursework assessment cannot be located following a thorough investigation, the Assistant Registrar – Academic Quality, Assessments and Awards shall inform the student in writing and request that the student provide, within one working day, a copy of their submission, where possible. Students should be instructed by the Registry to ensure that they always retain a copy of any submitted coursework assessment, where appropriate.
- C9.1.3 Where the coursework assessment constitutes one of two component parts of the module, the University shall award the mark achieved in the corresponding other element to the coursework assessment.
- C9.1.4 Where the module is composed of more than two components, an averaged mark shall be awarded to the lost coursework assessment to be calculated by an arithmetic mean average of the non-affected components within the module.

- (a) In cases where the weighting of the affected coursework assessment is 100% of the module, the student will be offered the opportunity to resubmit the coursework assessment at the earliest available opportunity. The resulting mark of this submission will not be capped at a pass mark for the module.
- (b) In instances where a student declines the option of the submission stated above, a Subject Board shall have the discretion to award credit in respect of the coursework assessment. However, the minimum pass mark for the assessment shall be awarded in such circumstances.

C9.1.5 For modules at NQF Levels 3 or 4, the Registry shall report the loss of the coursework assessment and the subsequent actions taken to the relevant Subject Board for ratification.

C9.1.6 For modules at NQF Levels 5, 6 or 7, the Registry shall report the loss of the coursework assessment and the subsequent actions taken to the appropriate External Examiner. This shall occur prior to the Registry reporting the loss of the coursework assessment and the subsequent actions taken to the relevant Subject Board for ratification.

C9.1.7 In instances where coursework material that has been deemed to be lost is subsequently located after the procedures above have been applied, the coursework shall be marked. The mark awarded to the located coursework shall be compared with that of the coursework submitted at the second attempt and the higher of the two marks shall be awarded to the student in respect of that coursework assessment.

C10 Student Appeals and Complaints

C10.1.1 The University will ensure the following procedures are adhered to. Students should note that all documentation submitted will remain confidential.

C10.1.2 The University of Wales requires Regent's University London to apply an alternative appeals and complaints procedure for students studying on University of Wales validated programmes. The 'Student Appeals Procedure: University of Wales validated programmes only' document can be found on the Regent's University London Registry intranet page, and on Blackboard. The document is also available from the Registry.

C10.2 Grounds for Appeal

C10.2.1 The Appeals Board is composed of senior academic and professional services staff from across the University, excluding members of staff who have been involved with the relevant

programme/student whose results are being considered. The Board will identify the grounds on which it is asking the relevant assessment board to reconsider its decision if it decides that there are grounds for review.

C10.2.2 No circumstances shall constitute ground for appeals apart from the following:

- (a) Either that the student can establish that the assessment was missed or otherwise adversely affected due to a previously undisclosed illness or any other factors which the student was unable, or for valid reason unwilling, to divulge before the relevant assessment board reached its decision. The student's request must be supported by medical certificates or other documentary evidence as detailed in Section C7.4;
- (b) Or the student can establish that there has been an administrative error or material irregularity; or that the assessments were not conducted in accordance with current regulations or special arrangements formally agreed.

C10.2.3 Disagreement with the academic judgement of an assessment board in assessing the merits of an individual element of assessment cannot constitute grounds for an appeal, nor complaints about the delivery or management of a programme expressed only after assessment.

C10.2.4 All appeals should usually be supported by appropriate documentary evidence. Students should refer to Section C7.4 of the regulations for further detail.

C10.2.5 Statements from University staff will not normally be considered valid documentary evidence, unless they directly demonstrate the grounds for appeal.

C10.2.6 If applicable, students should detail why they were unable to engage with the University prior to appealing.

C10.2.7 The University reserves the right not to progress any appeal that is submitted outside of the relevant deadlines. An appeal submitted without adequate grounds and/or evidence will be dismissed by an Officer from the Quality Office and the student informed.

C10.3 Stage 1: Initial Assessment by the University

C10.3.1 To be considered, an appeal must be submitted in writing to the Registry not more than 10 working days after the publication of the outcome from any assessment board.

- C10.3.2 Students are advised to seek advice from the Student Support Team prior to submitting their appeal with regards to the evidence and information required on the Appeals Form.
- C10.3.3 Two members of University staff, from the Registry, review the appeal and make an assessment on whether the student has grounds for appeal, usually within 5 working days of the deadline of appeal.
- C10.3.4 Where the two members of staff decide that there are no grounds for appeal then the appeal will be rejected. The student will normally be informed in writing by the Registry of this decision within two working days. If the student disagrees with the decision made at Stage 1 they may have the option of submitting a further appeal to the Registrar (Stage 3).
- C10.3.5 Appeals which have been reviewed at Stage 1 or Stage 2 can only be considered further through Stage 3 of the appeals process. The University cannot consider these cases further under any other process.
- C10.3.6 Where the decision at Stage 1 is that the student does have grounds for appeal, the appeal will progress to Stage 2.

C10.4 Stage 2: Appeals Board

- C10.4.1 A senior member of the Registry will arrange an Appeals Board to consider all Stage 2 student appeals submitted, usually within 5 working days of the Stage 1 outcome. Members will receive the appeals documentation in advance of the meeting. The senior member of the Registry will attend the whole duration of the meeting, and may be asked questions for clarification. Students are entitled to attend the meeting should they request to do so, and may be accompanied by a fellow student or a student union representative. Meetings are not arranged around the student's availability. If necessary, a representative of the assessment board, or other relevant members of staff may be invited to attend. In some cases, if appropriate, the Board may convene digitally to ensure an outcome is reached within the recommended timeline.
- C10.4.2 After considering all evidence, the Appeals Board will reach a decision to either dismiss or uphold the appeal.
- C10.4.3 The Registry, on behalf of the Chair of the Appeals Board, will provide a letter to be sent to the student who has appealed, outlining the reasons for reaching the decision, and advising him/her of their right to appeal to the Registrar (Stage 3).
- C10.4.4 The student would normally be notified in writing of the decision made for appeals considered by an Appeals Board within two working days of the Appeals Board meeting.

- C10.4.5 Where the appeal is upheld a recommendation must be made for ratification by the relevant reconvened assessment board, usually within 10 working days, subject to the availability of members. The assessment board shall agree either to amend or confirm the recommendation. The procedures must allow for examiners who agree to amend their decision but who are uncertain about the most appropriate alternative recommendation, to seek additional evidence of the student's performance. The additional evidence could be obtained either through reassessment at the next opportunity, through a viva voce examination, or through another form of assessment appropriate to the student's circumstances and to the requirements of the programme of study.

C10.5 Stage 3: Appeal to the Registrar

- C10.5.1 To be considered, an appeal to the Registrar must be submitted in writing to the Registry not more than 10 working days after the notification of the decision at either Stages 1 or 2. Where there are exceptional circumstances, the Registry may review appeals submitted after this deadline. This will be determined on a case by case basis.
- C10.5.2 If a student is unable to meet the deadline for appeal at Stage 1 as outlined in C10.3.1 on the grounds of valid extenuating circumstances supported by compelling and independent documentary evidence, the student may appeal directly to Stage 3. In this case the student must appeal to Stage 3 before the start of the next academic term. Appeals submitted to Stage 3 after the start of the next academic term will not usually be considered.
- C10.5.3 A student will have the right to request that their appeal is reconsidered by the Registrar within 10 working days of receipt of notification of the outcome of stages 1 or 2, in cases where:
- (a) a student believes that a decision on their appeal has not taken account of all relevant information, because additional evidence comes to light, which due to exceptional circumstances were not provided at Stages 1 or 2;
 - (b) a student believes that there has been an administrative error or material irregularity in the appeals process;
 - (c) a student believes that there has been unfairness in the appeals process.
- C10.5.4 If the Registrar, or nominee, determines that there are grounds for a review of an appeal decision, they will usually convene a Review Board within 10 working days of the deadline for appeal.
- C10.5.5 The members of the Review Board will be drawn from the membership of a Senate committee and a Secretary will be

provided from the Registry. Any members that have had an interest in the application or have had involvement in the decisions made at Stages 1 or 2 cannot be a member of the Review Board.

- C10.5.6 After considering all evidence, the Review Board will reach a decision to either dismiss or uphold the appeal.
- C10.5.7 The Registrar, or nominee, will provide a Completion of Procedures letter to be sent to the student who has appealed to outline the reasons for reaching the decision and, where appropriate, advise the student of their right to appeal to the Office of the Independent Adjudicator.

Where students have been issued a Completion of Procedures letter, the University is not able to review the case any further under any other regulations and should refer to the Office of the Independent Adjudicator.

- C10.5.8 The student should usually expect a decision to be made for appeals submitted to the Registrar within two working days of the Review Board meeting.
- C10.5.9 The decision of the Review Board will constitute the final stage of the University's procedures in the appeals process.
- C10.5.10 Where the appeal is upheld a recommendation must be made for reconsideration by the relevant reconvened assessment board, usually within 10 working days, subject to the availability of members. The assessment board shall agree either to amend or confirm the recommendation. The procedures must allow for examiners who agree to amend their decision but who are uncertain about the most appropriate alternative recommendation, to seek additional evidence of the student's performance. The additional evidence could be obtained either through reassessment at the next opportunity, through a viva voce examination, or through another form of assessment appropriate to the student's circumstances and to the requirements of the programme of study.

C10.6 Student Complaints

- C10.6.1 Students should follow the "Student Complaints Policy" available on the [University website](#), if they wish to complain in relation to different aspects of their relationship with Regent's University London. These aspects include personal relationships with academic or administrative staff, any complaints in respect to any services, such as accommodation, catering, Finance, Registry, etc., and any complaints in respect of academic programmes or the delivery of such programmes.

C11 Readmission

C11.1 Grounds for readmission

- C11.1.1 Students may be considered for readmission to the University if the following circumstances apply:
- (a) A student withdrew themselves from their programme of study at the University and wishes to return within one year of their withdrawal.
 - (b) A student was withdrawn from their programme of study at the University following non-enrolment and wishes to return within one year of their withdrawal.
- C11.1.2 Other scenarios in which a student has been withdrawn from the University will not be considered through the readmissions process. Students should follow the appeals process set out in Section C10.
- C11.1.3 Students will not normally be readmitted to the University if the following applies:
- (a) A student has been withdrawn from their programme of study at University by the Progression and Finalist Board at Regent's with an interim award because they have not fulfilled the requirements of a higher award;
 - (b) A student's studies have been terminated on the grounds of academic failure;
 - (c) A student has been excluded from the University for any other reason.
- C11.1.4 Where students are eligible to apply for readmission to the University, students should submit a statement and supporting evidence to the University's Admissions department. Their application for readmission will be reviewed by a Readmissions Panel with outcomes determined on a case by case basis.
- C11.1.5 Students who are readmitted back onto their programme of study will need to surrender any Exit Award they may have received from the University before they can resume their studies. Students should contact the Student Hub to do this.

C11.2 Membership of the Readmissions Panel.

C11.2.1 The Readmissions Panel operates on the basis of academic judgement and applications are reviewed on a case by case basis. The Panel will usually be made up of the following members:

- Registrar (Chair)
- Head of Admissions
- Head of Programme (of the student's original programme of study) or their equivalent
- Head of Programme (of the programme of study the student is applying for readmission to) or their equivalent
- Assistant Registrar – Student Immigration & Compliance Services
- Senior Student Support Officer
- Quality Office (Secretary)

D Foundation Level for integrated Bachelor's degree programmes (Level 3) Academic Regulations

Section D of the regulations is informed by the following sections of the QAA UK Quality Code for Higher Education:

The Expectations and Practices in the revised Quality Code (November 2018)

The following themes in the QAA UK Quality Code Advice and Guidance section:

- Admissions, Recruitment and Widening Access
- Learning and Teaching
- Enabling Student Achievement
- Assessment

D1 The Admission of Students to a Foundation level for integrated Bachelor's degree programmes at Level 3

Entry criteria to all Regent's University London programmes leading to a degree are set by Senate's Admissions Panel.

D1 Registration for Foundation Programmes

D1.1 Registration Requirements and Definitions

- D1.1.1 Students entering a programme at Regent's University London are expected to complete the programme within the time specified within programme regulations. Unless stated otherwise within programme regulations, minimum and maximum periods of registration for any student on a Regent's University London foundation level 3 programme are as outlined under section D4.
- D1.1.2 Registration may be defined as the process through which students formally agree to be a student member of the University for the whole, or part of, the academic year.
- D1.1.3 By registering, the student has agreed to abide by the University regulations and to become liable for fee payments.
- D1.1.4 The University uses the registration period to check and update key personal information in the student record.

D1.2 Registration Requirements

- D1.2.1 All full-time, part-time and visiting students actively following a programme of study at Regent's University London must register at the commencement of their studies. If a student has been suspended and is still within their suspension period, they cannot register. Students who have taken a break in their studies and returned

partway through the academic year must register before they can recommence their programme.

- D1.2.2 Students failing to provide the Admissions Office with original transcripts of their qualifications from their previous studies will not be permitted to register.

D1.3 Registration Conditions for New Entrants

- D1.3.1 The Admissions office will provide new students with detailed instructions on how and when they may register. The admissions process must be completed.
- D1.3.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may have agreed an appropriate repayment plan with the Finance department.
- D1.3.3 In order to be a fully registered student at the University, students must provide all documentation and evidence that is necessary to meet the admissions criteria for their programme of study, when requested by the Admissions office.

D1.4 Registration Conditions for Continuing Students

- D1.4.1 Programme Specifications contain Academic Calendars that inform students when registration will commence.
- D1.4.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may have agreed an appropriate repayment plan with the Finance department.

D1.5 Registration Conditions for Students returning from Suspension or Break in Studies

- D1.5.1 Any conditions set in relation to a suspension or break in studies must be completed before the student can be permitted onto the programme.
- D1.5.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may have agreed an appropriate repayment plan with the Finance department.

D1.6 Registration Method

- D1.6.1 Students must register via the SITS: E-vision portal. Timetables cannot be accessed unless this task has been completed.

D2 Duration of Study

D2.1 Minimum Period

- D2.1.1 The minimum duration of study for a programme leading either to a named award or to direct entry onto a programme of a higher order shall not be less than the minimum length specified for the programme in the validated definitive document.

D2.2 Maximum Period

- D2.2.1 All students are expected to complete foundation programmes within the prescribed time. However, in documented cases of extenuating circumstances, the maximum duration of study for a student registered on a foundation programme may be extended to the maximum duration as outlined below. There shall, however, be no guarantee about the length of time for which a programme or its component modules shall be available.
- D2.2.2 Students may apply for a break in studies of up to one academic year. All applications for a break in studies will be considered by the Registry and/or Registration Review Panel. In reviewing the student's application for a break in studies, the Registry and/or Registration Review Panel will take into consideration the evidence provided to support the student's case; the timing and duration of the break; and the possible impact on the student's engagement with the programme and assessment and re-assessment opportunities.
- D2.2.3 The maximum duration of study for any Foundation award is 1 year beyond the expected completion date of the programme, subject to extenuating circumstances: e.g., deferral granted for documented medical reasons.

D2.3 Discontinuation of Study

- D2.3.1 There are constraints on the total period of registration for each programme of study (see section D4). There may also be specific requirements in respect of the rate of progression, or restrictions on the total number of modules which an individual student can resit or retake during the period of their registration. Details of any such restrictions are given in the individual programme specification.

D3 Documentary Evidence of Study

- D3.1.1 Documentary evidence of study may be made available by the University in a variety of forms, for the convenience of students. They may be variously termed:
- (a) Certificates (or Records) of attendance;
 - (b) Certificates (or Records) of programme completion and progression onto Undergraduate programmes within the University at level four;

- (c) Transcripts (or lists) of modules taken, with assessments results.

D4 Completion of a Programme

- D4.1.1 Successful completion of a programme requires the achievement of the specified learning outcomes set out in the Programme Specification.
- D4.1.2 Criteria specified for each programme defines the standards required for successful completion and are set out in the Programme Specifications.
- D4.1.3 For any award, credit at a higher level can count in place of credit at a lower level.

D5 The Teaching/Learning Year

- D5.1.1 The standard teaching/learning year for foundation programmes totals 30-36 weeks including assessment periods. However, variations to standard patterns are permitted where specified within validated programme specific documentation.

D6 Assessment and Progression

D6.1 Introduction

- D6.1.1 Assessment on foundation programmes is conducted at two levels: firstly, at module level and, secondly, at programme level. Subject Boards determine marks for each module. Progression and Finalist Boards receive marks for approval from the Subject Boards and determine progression.

D6.2 Progression

- D6.2.1 The programme and module learning outcomes of level 3 offerings ensure appropriate student development towards 'undergraduate readiness', particularly in respect to the acquisition of skills deemed requisite for successful performance at level 4, as set out in the Programme Learning Outcomes. Students may exceed the minimum number of credits needed to progress if they are on a programme made up of modules where the number of credits achieved are divisible by 12.
- D6.2.2 The progression regulations are as follows where no fast-track option applies:
- (a) Students must achieve a minimum of 120 credits in level 3 programmes integrated within an undergraduate programme, before progressing to the next level of study. The following

exception applies for level 3 programmes which are integrated within an undergraduate programme:

- (b) A maximum of 24 failed credits may be carried into the next level, i.e. a minimum of 96 credits must have been passed at level 3 before students can progress to level 4. The student must retake and pass the failed credits at the next available opportunity before progressing further.
- (c) According to the exception stated above students can therefore progress into the next level with a minimum of 96 passed credits.
- (d) Students are permitted to study up to a maximum of 84 credits in one term, but no more than a maximum of 144 credits across an academic year.

D6.2.3 The progression from module to module may also be pre-determined by module prerequisites. Students cannot be scheduled to undertake a module unless they have completed all the noted prerequisites.

D6.2.4 Students who have failed more than 24 credits on a level cannot progress to the next level and will be invited to meet with a member of the Student Support Team.

D6.2.5 Students re-joining a programme following a suspension of studies cannot progress to the next term and / or level and will be required to retake the term from which they were suspended.

D6.2.6 In cases where undergraduate programmes are made up of modules divisible by 10 credits,, alternative progression regulations will apply:

D6.2.7 Students must achieve a total of 120 credits in level 3 programmes integrated within an undergraduate programme, before progressing to the next level of study. The following exception applies for level 3 programmes which are integrated within an undergraduate programme:

D6.2.8 A maximum of 20 failed credits may be carried into the next level, i.e. a minimum of 80 credits must have been passed at level 3 before students can progress to level 4. The student must retake and pass the failed credits at the next available opportunity before progressing further.

D6.3 General Moderation Regulations

D6.3.1 At foundation level, the following moderation policy applies:

D6.3.2 Exceptional moderation at level 3

- (a) Where a student has failed a component of assessed work with a weighting of 20% or above, the assessed work for this module will be internally moderated to determine whether this is the appropriate outcome.

- D6.3.3 Requirements for internal moderation
- (a) All module assessments will have a marking scheme and marking criteria.
 - (b) For in-class tests, it is the responsibility of the Module Leader to ensure fairness and transparency.
 - (c) All written examinations on foundation programmes will be blind marked with candidate numbers rather than names.

D6.4 Role of the First Marker

- D6.4.1 The first marker will provide feedback on the work and provide a rationale for how the grade awarded was reached.
- D6.4.2 In the case of work to be returned to students, the first marker will write substantive comments as part of the feedback provided via Blackboard or Turnitin, or in clearly legible writing on an agreed assessment feedback sheet if the work is returned in hard copy. This may not apply in cases where it is not appropriate for the assessment, such as short answer, multiple choice, listening tests or mathematical-based tests.
- D6.4.3 All coursework which involves written assessment must be submitted online via Turnitin and via the correct module link in Blackboard. The first marker will provide feedback, a grade and rationale for the grade via the feedback functions on Blackboard.
- D6.4.4 It is the responsibility of the marker to ensure that accurate marks have been entered into the SITS system.

D6.5 Return of Marked Coursework/Assessments

- D6.5.1 The University will aim to provide feedback on the work and a grade for coursework assessment within two weeks of the date of submission, and within no longer than four weeks.

D6.6 Assessment of Modules

- D6.6.1 The following regulations shall apply to the assessment of modules to determine whether the module has been passed, a resit of a component(s) is required or a retake of the module is required.
- D6.6.2 Once a student commences an examination or submits an assignment, they have deemed themselves fit to take the examination or complete the assignment and the regulation found in section C5.5.1 of this handbook would apply for any extenuating circumstances claims submitted.

D6.7 Late submission of coursework

- D6.7.1 Students should submit all coursework by the official submission deadline, as set by the Module Leader.

- D6.7.2 Coursework that is submitted up to and including 3 working days after the official submission deadline will be accepted and marked. This applies to students submitting at the first attempt, and to those re-submitting (where an Extenuating Circumstances Claim has been agreed). If it is of a 'pass' standard, the coursework mark will be capped at 40%. Coursework that is either a resit or retake and is submitted late will not be accepted or marked.
- D6.7.3 Coursework submitted after the third working day of the official submission deadline will not be accepted and will receive a mark of 0.
- D6.7.4 Some coursework components are not eligible for late submission, unless a Student Support Agreement or Extenuating Circumstances have been approved. such as dissertations and research projects. For example, students who do not submit coursework required for capstone modules by the official submission deadline will receive a mark of 0. Students should refer to their programme specification for further information. Where a Student Support Agreement or Extenuating Circumstances have been confirmed, students can apply for an extension of up to 1 week providing the new submission date falls within the relevant assessment period.

D6.8 Pass Regulations

- D6.8.1 All Foundation modules have a minimum pass mark for assessments. The pass mark is 40%.
- D6.8.2 Where a total module mark equates to a borderline average of 39.5, 49.5, 59.5 etc., the mark will be rounded up by the student records system to the next integer, e.g. 40, 50, 60, etc.
- D6.8.3 For a student to receive a pass on a module they must achieve a minimum Total Module Mark (TMM) (weighted average of the grades achieved for all assessment tasks) of 40%.
- D6.8.4 If the TMM is below 40% the module will be deemed a fail and students will be required to resit the failed component(s). If a student subsequently fails the resit and the TMM remains below 40% the student will be required to retake the module. The maximum number of retakes permitted per module is one.
- D6.8.5 Subject boards consider all modules undertaken by students. Where a student has failed a module the board determines whether the required action will be a resit of the failed component(s). Where a student has already resat a component, the board will not recommend a further resit of that component, and a retake of the module will be required.
- D6.8.6 Where a Subject Board has granted a resit of a component(s) within a module, then the student will automatically be scheduled for a resit of the failed components of the module at the next available opportunity.

- D6.8.7 Where a student has been withdrawn from a module and therefore failed that module due to a breach of the attendance regulations, the student will be required to retake the module in accordance with the Attendance and Lateness regulations contained in section C4.6 of this handbook. The maximum number of retakes permitted per module is one.

D6.9 Resit Regulations

- D6.9.1 When a degree-seeking or study abroad student has failed a module at the first attempt, a resit of the failed component(s) may be permitted.
- D6.9.2 Students who are suspended due to absences do not have the right to resit any failed component(s) and will be required to retake the module(s). The maximum number of retakes permitted per module is one.
- D6.9.3 Details of regulations as they apply to individual programmes (e.g. the number of modules/credits that can be resat and examination schedules) are contained within the individual programme specifications. Information on the assessment procedures and weighting of individual assessments are contained in the module outlines.
- D6.9.4 The maximum mark obtainable for any module for which a student has completed a resit, is a minimum pass for that module, i.e. the TMM will be capped at 40%.
- D6.9.5 When required to resit an examination a student must do so at the next available opportunity, i.e. on the next occasion at which the examination is offered.
- D6.9.6 When required to resit coursework a student must do so by the deadline given.
- D6.9.7 Students who fail a module after a resit will be required to retake the module. The maximum number of retakes permitted per module is one.

D6.10 Retake Regulations

- D6.10.1 Students will be required to retake the module if they have failed a module after a resit. The maximum number of retakes permitted per module is one.
- D6.10.2 No student who has passed a module or who has received a condoned pass in respect of that module may retake, resit or repair it in order to achieve a higher mark.

- D6.10.3 No student may retake any module on more than one occasion. Students who fail a module after a retake will be withdrawn from their programme at the end of the term by the Finalist and Progression Board.
- D6.10.4 The maximum mark obtainable for any module for which a student has completed a retake, is a minimum pass for that module, i.e. the TMM will be capped at 40%.
- D6.10.5 Where a module is not available for whatever reason a student required to retake that module may be required to substitute an alternative module of the same level in order to meet the requirements of the particular foundation programme.
- D6.10.6 Where a student is required to retake an elective module they may elect to choose an alternative module at the same level to the required credit levels. The maximum mark obtainable for any elective module for which a student has completed a retake, is a minimum pass for that module, i.e. the TMM will be capped at 40%.

D6.11 General Principles

- D6.11.1 Unauthorised absence from an examination or failure to submit coursework by the deadline for late submission will constitute failure in that component of assessment.
- D6.11.2 Under exceptional circumstances a student may be allowed to defer an examination or the submission of coursework. Where such exceptional circumstances become apparent after the examination or the submission date the Subject Board may grant a deferral retrospectively. Notification of the exceptional circumstances must be made within a specified time of the examination/submission date and by following the Extenuating Circumstances procedures outlined in section C7.

D6.12 Alternative Assessment

- D6.12.1 It is sometimes necessary to assess a student by means of an alternative method. This may be due to an issue of accessibility or it may be due to practical or logistical circumstances, such as the availability of other students and/or facilities. In all cases, the Head of Programme will determine whether alternative assessment is appropriate and may set an alternative assessment designed to evaluate the extent to which the student has achieved the learning outcomes attached to the particular assessment. In cases where accessibility requires an alternative assessment, the Disability Officer will be consulted.

D6.13 Deferrals

- D6.13.1 Where the Subject Board has granted a deferral based on extenuating circumstances, the mark achieved will not be subject to a penalty or a cap.

D6.14 Support for non-progressing students

- D6.14.1 Students who are unable to progress to level 4 of the programme should contact the Student Support Team to discuss support arrangements.

D7 Programme Assessment

D7.1 Responsibilities of Assessment Boards

- D7.1.1 The appropriate assessment boards will consider each student's overall performance at the completion of all modules relating to a level of study. The relevant assessment board will receive marks awarded and render decisions about progression. Additionally, where applicable, the relevant assessment board will also confirm the names of students who have passed level 3 at a standard commensurate with students directly entering onto BA or BSc (Hons) programmes.
- D7.1.2 The responsibility of assessment boards is to make judgements on student performance within its own approved regulations.

D7.2 The Assessment of Modules

- D7.2.1 Unless specified differently within programme specific regulations then the following will apply in foundation level 3 programmes.
- D7.2.2 In-module assessments are submitted by fixed dates during the year. Students are given written details at the start of a module of the assessment scheme for the module, and of the arrangements and timetable according to which assessed work should be submitted. Students are required to submit coursework as prescribed by the relevant module outline booklet.
- D7.2.3 Students will be assessed by the appropriate Subject Board in all modules studied, and marks for each module will be approved by the appropriate Subject Board.
- D7.2.4 All modules shall be assessed in accordance with the module's published assessment methods. Arrangements for students with a disability/specific learning difficulty requiring reasonable adjustments for examinations may be found on the Registry pages of the Regent's University London intranet.
- D7.2.5 All modules must provide a numerical mark for all assessments.

E Undergraduate Level (Levels 4-6) Academic Regulations

Section E of the regulations is informed by the following sections of the QAA UK Quality Code for Higher Education:

The Expectations and Practices in the revised Quality Code (November 2018)

The following themes in the QAA UK Quality Code Advice and Guidance section:

- Admissions, Recruitment and Widening Access
- Learning and Teaching
- Enabling Student Achievement
- Assessment

E1 The Admission of Students to a Programme at Level 4

E1.1 Entry criteria to all Regent's University London programmes leading to a degree are set by Senate's Admissions Panel.

E2 Registration for Undergraduate Programmes

E2.1 Registration Requirements and Definitions

- E2.1.1 Students entering degree programmes at Regent's University London are expected to complete their degrees within the time specified within programme regulations. Unless stated otherwise within programme regulations, the maximum duration of study for any student on a Regent's University London degree is as outlined under section E5.
- E2.1.2 Registration may be defined as the process through which students formally agree to be a student member of the University for the whole, or part of, the academic year.
- E2.1.3 By registering, the student has agreed to abide by the University Regulations, and to become liable for fee payments.
- E2.1.4 The University uses the registration period to check and update key personal information in the student record.

E2.2 Registration Requirements

- E2.2.1 All full and part-time students, including visiting students, who are actively following a programme of study at Regent's University London, must register at the commencement of their studies and every term thereafter. If a student has been suspended and is still within their suspension period, they cannot register. Students who wish to return from a break in studies must provide the Registry with documentation regarding their conditions of return, as required by the Registry and/or Registration Review Panel, by the set deadline. The Panel will review whether the student meets the conditions of return and Registry will notify the student of the panel's decision.

- E2.2.2 Students failing to provide the Admissions office with original transcripts of their qualifications from their previous studies will not be permitted to register.

E2.3 Registration Conditions for New Entrants

- E2.3.1 The Admissions office provides new students with detailed instructions on how and when they may register.
- E2.3.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may agree an appropriate repayment plan with the Finance department.
- E2.3.3 In order to be a fully registered student at the University, students must provide all documentation and evidence that is necessary to meet the admissions criteria for their programme of study, when requested by the Admissions office.

E2.4 Registration Conditions for Continuing Students

- E2.4.1 Programme Specifications contain Academic Calendars that inform students when registration will commence.
- E2.4.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may have agreed an appropriate repayment plan with the Finance department.

E2.5 Registration Conditions for Students returning from Suspension or Break in Studies

- E2.5.1 Any conditions set in relation to a suspension or break in studies must be completed before the student can be re-admitted onto the programme.
- E2.5.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may have agreed an appropriate repayment plan with the Finance department.

E2.6 Registration Method

- E2.6.1 Students must register via the SITS: E-vision portal. Timetables cannot be accessed unless this task has been completed.

E3 Duration of Study

E3.1 Minimum Period

- E3.1.1 The minimum duration of study for a programme leading to an award shall not be less than the minimum length specified for the programme in the validated definitive document. The only exception to this regulation will be where a student has been recognised for prior learning.

E3.2 Maximum Period

- E3.2.1 All students are expected to complete their undergraduate degrees within the prescribed time for their allotted programme. However, in documented cases of extenuating circumstances, the permissible duration of study for a student may be extended to the maximum duration of study allowed for the respective programme. There shall, however, be no guarantee about the length of time for which a programme or its component modules shall be available.
- E3.2.2 Students are required to renew their registration on a programme every academic period, otherwise the registration will be deemed to have lapsed. Should this occur, then a student may be considered for readmission to the same programme, as long as the lapse in registration was not a consequence of academic failure. Students should see Section C11 for readmission regulations.
- E3.2.3 Students may apply for a break in studies of up to one academic year. All applications for a break in studies will be considered by the Registry and/or Registration Review Panel. In reviewing the student's application for a break in studies, the Registry and/or Registration Review Panel will take into consideration the evidence provided to support the student's case; the timing and duration of the break; and the possible impact on the student's engagement with the programme and assessment and re-assessment opportunities.
- E3.2.4 The maximum duration of study for any undergraduate award is 2 years beyond the expected completion date of the programme. This may be superseded by UKVI requirements where applicable.

E3.3 Discontinuation of Study

- E3.3.1 There are constraints on the total period of registration for each programme of study (see E5). There may also be specific requirements in respect of the rate of progression, or restrictions on the total number of modules which an individual student can resit or retake during the period of their registration. Typically this will take the form of a minimum number of modules successfully passed within a defined period of time. Details of any such restrictions are given in the individual programme specification.

E4 Documentary evidence of study

E4.1.1 Documentary evidence of study may be made available by the University in a variety of forms, for the convenience of students. They may be variously termed:

- Certificates (or Records) of attendance;
- Certificates (or Records) of credit;
- Certificates (or Records) of achievement;
- Transcripts (or lists) of modules taken, with the results of any assessments.

E4.1.2 Such documents are not in themselves awards, although they may accompany awards.

E5 Completion of a Programme

E5.1.1 Successful completion of a programme requires the achievement of the specified learning outcomes set out in the Programme Specification.

E5.1.2 Credit points specified for each award define the minimum number and level of specific credit gained by following an approved programme required for an award (see section E8 below).

E5.1.3 For any award, credit at a higher level can count in place of credit at a lower level.

E6 The Teaching/Learning Year

E6.1.1 The standard teaching/learning year for undergraduate programmes consists of two terms, which total 30 weeks including assessment periods. However, variations to standard patterns are permitted where specified within validated programme specific documentation.

E7 Assessment and Progression

E7.1 Introduction

E7.1.1 Assessment is conducted at two levels: at module level and then at programme level. Subject Boards determine marks for each module. Progression and Finalist Boards receive marks for approval from the Subject Boards and determine progression.

E7.2 Progression within an Undergraduate Programme

E7.2.1 Progression regulations must be set out in validated programme regulations to satisfy the Progression and Finalist Board that students have achieved a level 4, 5 or 6 profile respectively before progression is allowed. Students may exceed the minimum number of credits

needed to progress if they are on a programme made up of modules where the number of credits achieved are divisible by 12.

E7.2.2 The specific structure of a programme requires close monitoring of student progress on a term by term basis.

- (a) Where there is a language requisite, the minimum language level will be found in the programme specification. On the return from SPA a student must meet the University progression regulations as outlined in section E9.2.4 to progress to the next level.
- (b) SPA students progressing from level 5 to level 6 must have completed a minimum of 120 credits at level 4.
- (c) Additional requirements may be outlined in the programme specification.

E7.2.3 The progression regulations are as follows:

E7.2.4 Students must achieve a minimum of 120 credits at each level before progressing to the next level of study. The following exception applies:

- (a) A maximum of 24 failed credits may be carried into the next level. The student must retake and pass the failed credits at the next available opportunity before progressing further.
- (b) According to the exception stated above, students can progress into the next level with a minimum of 96 passed credits.
- (c) Students are permitted to study up to a maximum of 84 credits in one term, but no more than a maximum of 144 credits across an academic year.
- (d) Where a student needs to resit and retake more than 24 credits' worth of modules, the Progression and Finalist Board may deny the student the opportunity to resit or retake those modules, and exit the student from the programme with the highest eligible award. Students are usually only exited if they are at a progression point on their programme, unless they have failed their third attempt at a module. Where students have failed a third attempt at a module a Progression and Finalist Board will be reconvened and they will be exited at the end of their current term.

E7.2.5 In addition to the 360 Regent's credits required for an Honours degrees, students on a programme which includes a study year abroad will be required to take an additional 120 credits. Students on these programmes will therefore complete their degree with up to 480 credits, 360 of which are Regent's credits.

E7.2.6 Students admitted to a programme as per the terms in E1.1.6 must pass the compulsory English for Academic Purposes module within the first year of their programme in order to be eligible to progress. Students who do not pass this module will not be able to progress to the next level of their programme and will be withdrawn from their programme.

- E7.2.7 Students who fail credits whilst on a study year abroad, which constitutes 120 additional credits as noted in E9.2.5, do not need to repair failed credit, however all marks including fails will still count towards their final classification.
- E7.2.8 When considering progression to Level 6, both the number of Level 5 Regent's credits as well as the overall performance and engagement in the year abroad will be considered by the Board of Examiners. In cases where there is significant non-engagement with the year abroad students may be exited from the programme.
- E7.2.9 The progression from module to module may also be pre-determined by module prerequisites. Students cannot be scheduled to undertake a module unless they have completed all the noted prerequisites.
- E7.2.10 Students who have failed more than 24 credits on a level cannot progress to the next level and will be invited to meet with a member of the Student Support Team.
- E7.2.11 Where a student needs to resit and retake more than 24 credits' worth of modules, the Progression and Finalist Board may deny the student the opportunity to resit or retake those modules, and exit the student from the programme with the highest eligible award.
- E7.2.12 Students joining an undergraduate programme with advanced standing should align with a specific term within a level with the exception of up to 24 credits trailing from a previous level in accordance with the progression regulations found in section E9.
- E7.2.13 Where a student has failed credits taken as part of the Study Period Abroad, and for which a pass is required in order to reach the requisite number of credits to transfer, the student must undertake a resit or resubmission at the partner institution if this is available. Where a partner institution does not offer a resit opportunity, the student must replace the failed credit by taking additional credit from their programme of study, or if sufficient modules are not available, undertaking an independent learning project determined by the Head of Programme. Progression to the next level of study will be subject to the progression regulations for undergraduate programmes.
- E7.2.14 Students re-joining a programme following a suspension of studies cannot progress to the next term and / or level and will be required to retake the term from which they were suspended.

E7.3 General Moderation Regulations

- E7.3.1 At undergraduate level, the following moderation policy applies:
- Level 4: Level 4 work is zero weighted for degree classification and therefore no internal moderation is required (see below).
 - Level 5 - 6: Level 5 and Level 6 work is internally moderated on a sampling basis (see below).

E7.3.2 A University internal moderation form must be used.

E7.4 Exceptional Internal Moderation at Level 4

E7.4.1 At level 4, where a student has failed a component of assessed work with a weighting of 20% or above, the assessed work for this module will be internally moderated to determine whether this is the appropriate outcome.

E7.5 Internal Moderation at Levels 5 and 6

E7.5.1 Internal moderation at levels 5 and 6 refers to the process by which a second academic member of staff reviews a sample of assessment pieces/examination scripts to ensure consistency of marking standards and fairness and equity of each student mark/grade. The moderator is able to see the comments made by the first marker as well as the grade awarded.

E7.5.2 A sample of assessments contributing to 20% or more towards the total mark for a module, not each component, will be internally moderated. The sample will include a range across the classification bandings and all borderlines, all failures and all first class passes for modules contributing to the degree classification.

- A minimum of 10% of all assessed work from each relevant classification band or 10 pieces of work overall will be moderated (whichever is greater). Where the total number of assessed pieces is fewer than 10, all assessed pieces of work will be internally moderated.
- All module assessments will have a marking scheme and marking criteria.
- For in-class tests, it is the responsibility of the Module Leader to ensure fairness and transparency.
- All written examinations on undergraduate programmes will be blind marked with candidate numbers rather than names.
- Samples of assessed work will be marked by the Module Leader or tutors and internally moderated by another staff member with relevant expertise.
- All dissertations on undergraduate programmes will be second marked independently prior to the first marker and moderator meeting. Where agreement cannot be reached between first marker and moderator, a third marker will be selected by the Head of Programme. In the event of continued disagreement the Head of Programme will act as final internal arbiter and may choose to seek the opinion of the external examiner.

E7.6 Role of the First Marker at Levels 5 and 6

- E7.6.1 All coursework which involves written assessment must be submitted online via Turnitin and via the correct module link in Blackboard. The first marker will provide feedback, a grade and a rationale for how the grade awarded was reached, using the feedback functions on Blackboard.
- E7.6.2 In the case of work to be returned to students, the first marker will write substantive comments as part of the feedback provided via Blackboard or Turnitin, or in clearly legible writing on an agreed assessment feedback sheet if the work is returned in hard copy. This may not apply in cases where it is not appropriate for the assessment, such as short answer, multiple choice, listening tests or mathematical-based tests.
- E7.6.3 The first marker will make available a sample of the work, the marking criteria and the moderation form to the internal moderator.

E7.7 Role of the Internal Moderator at Levels 5 and 6

- E7.7.1 The overall objective of the internal moderator is to determine that the range and distribution of marks awarded is appropriate.
- E7.7.2 The internal moderator will determine:
- (a) whether the marking is consistent with the marking criteria or marking scheme;
 - (b) whether the resulting total mark is appropriate for the level;
 - (c) whether all the marks for the assessment are appropriate in their distribution and representative of the full classification range;
 - (d) whether there are any anomalies across all the marks (for example, a significant proportion of fails or a significant proportion of first class marks) and what the reasons are behind them;
 - (e) whether the work meets the necessary objectives and learning descriptors;
 - (f) whether the feedback (where appropriate) is constructive and comprehensive for the student to know what was well done and what was poorly done.
- E7.7.3 Moderators do not provide additional feedback to students.

E7.8 Completing the Internal Moderation Process at Levels 5 and 6

- E7.8.1 Where the internal moderator identifies any issues relating to the sample, the first marker and moderator must meet to discuss these issues. It is not the role of the internal moderator to change specific marks within a sample.

- E7.8.2 Where agreement is reached between the first marker and the internal moderator regarding any issues, the first marker must amend/adjust marks/grades on all scripts/pieces accordingly.
- E7.8.3 The moderation form is used to record that moderation has taken place and the outcome. Comments on the marking are written on the moderation form (not on the script). The form is then forwarded to the first marker who will record the final marks through the SITS system.
- E7.8.4 Following the process it is the responsibility of the Module Leader to ensure that accurate marks have been entered into the SITS system.
- E7.8.5 Coursework grades and feedback should only be disclosed to the student when moderation is complete and all grades have been agreed. This should occur within two weeks and no longer than four weeks after the original submission.

E7.9 Return of Marked Coursework/Assessments

- E7.9.1 The University will aim to provide feedback on the work and a grade for coursework assessment within two weeks of the date of submission, and within no longer than four weeks.

E7.10 External Moderation

- E7.10.1 Module Leaders for all level 5 and 6 modules are required to construct a sample of internally moderated work, in consultation with the Registry, to be externally moderated by the relevant external examiner(s).
- E7.10.2 The sample of moderated work should include a range across the classification bandings, all borderlines, all fails and all firsts/distinctions.
- E7.10.3 External examiners have the right to view all assessments in modules/programmes for which they are responsible.

E7.11 Assessment of Modules

- E7.11.1 The following regulations shall apply to the assessment of modules to determine whether the module has been passed, a resit of a component(s) is required or a retake of the module is required.
- E7.11.2 Once a student commences an examination or submits an assignment, they have deemed themselves fit to take the examination or complete the assignment and the regulation found in section C5.5.1 of this handbook would apply for any extenuating circumstances claims submitted.

E7.12 Late submission of coursework

- E7.12.1 Students should submit all coursework by the official submission deadline, as set by the Module Leader.
- E7.12.2 Coursework that is submitted up to and including 3 working days after the official submission deadline will be accepted and marked. This applies to students submitting at the first attempt, and to those re-submitting (where an Extenuating Circumstances Claim has been agreed). If it is of a 'pass' standard, the coursework mark will be capped at 40%.
- E7.12.3 Coursework submitted after the third working day of the official submission deadline will not be accepted and will receive a mark of 0.
- E7.12.4 Some coursework components are not eligible for late submission, such as dissertations and research projects, unless a Student Support Agreement or Extenuating Circumstances have been approved. For example, students who do not submit coursework required for capstone modules by the official submission deadline will receive a mark of 0. Students should refer to their programme specification for further information. Where a Student Support Agreement or Extenuating Circumstances have been confirmed, students can apply for an extension of up to 1 week providing the new submission date falls within the relevant assessment period.

E7.13 Pass Regulations

- E7.13.1 All undergraduate modules have a minimum pass mark for assessments. The pass mark is 40% at undergraduate level.
- E7.13.2 Where a total module mark equates to a borderline average of 39.5, 49.5, 59.5, the mark will be rounded up to the next integer, e.g. 40, 50, 60, etc.
- E7.13.3 For a student to receive a pass on a module they must achieve a minimum Total Module Mark (TMM) (weighted average of the grades achieved for all assessment tasks) of 40%.
- E7.13.4 If the TMM is below 40% the module will be deemed a fail and students will be required to resit the failed component(s). If a student subsequently fails the resit and the TMM remains below 40% the student will be required to retake the module. The maximum number of retakes permitted per module is one.
- E7.13.5 Subject boards consider all modules failed by students and determine whether the required action will be a resit of the failed component(s). Where a student has already resat a component, the board will not recommend a further resit of that component, and a retake of the module will be required.

- E7.13.6 Where a Subject Board has granted a resit of a component(s) within a module, then the student will automatically be scheduled for a resit of the failed components of the module at the next available opportunity.
- E7.13.7 Where a student has been withdrawn from a module and therefore failed that module due to a breach of the attendance regulations, the student will be required to retake the module in accordance with the Attendance and Lateness regulations contained in section C4.6 of this handbook. The maximum number of retakes permitted per module is one.

E7.14 Resit Regulations

- E7.14.1 When a degree-seeking or study abroad student has failed a module, a resit of the failed component(s) may be permitted.
- E7.14.2 Students who are suspended due to absences do not have the right to resit any failed component(s) and will be required to retake the module(s). The maximum number of retakes permitted per module is one.
- E7.14.3 Details of regulations as they apply to individual programmes (e.g. the number of modules/credits that can be re-sat and examination schedules) are contained within the individual programme specifications. Information on the assessment procedures and weighting of individual assessments are contained in the module outlines.
- E7.14.4 The maximum mark obtainable for any module for which a student has completed a resit is a minimum pass for that module, i.e. the TMM will be capped at 40%.
- E7.14.5 When required to resit an examination a student must do so at the next available opportunity, i.e. on the next occasion at which the examination is offered.
- E7.14.6 When required to resit coursework a student must do so by the deadline given.
- E7.14.7 Students who fail a module after a resit will be required to retake the module. The maximum number of retakes permitted per module is one.

E7.15 Retake Regulations

- E7.15.1 Students will be required to retake the module if they have failed a module after a resit. The maximum number of retakes permitted per module is one.
- E7.15.2 No student who has passed a module or who has accepted a condoned pass in respect of that module may retake, resit or repair it in order to achieve a higher mark.

- E7.15.3 No student may retake any module on more than one occasion. Students who fail a module after a retake will be withdrawn from their programme at the end of the term by the Finalist and Progression Board.
- E7.15.4 The maximum mark obtainable for any module for which a student has completed a retake is a minimum pass for that module, i.e. the TMM will be capped at 40%.
- E7.15.5 Where a module is not available for whatever reason a student required to retake that module may be required to substitute an alternative module of the same level in order to meet the requirements of the degree programme.

Where a student is required to retake an elective module they may elect to choose an alternative module at the same level to the required credit levels. The maximum mark obtainable for any elective module in which a student has completed a retake is a minimum pass for that module, i.e. the TMM will be capped at 40%.

E7.16 General Principles

- E7.16.1 Unauthorised absence from an examination or failure to submit coursework by the deadline for late submission will constitute failure in that component of assessment.
- E7.16.2 Under exceptional circumstances a student may be allowed to defer an examination or the submission of coursework. Where such exceptional circumstances become apparent after the examination or the submission date the Subject Board may grant a deferral retrospectively. Notification of the exceptional circumstances must be made within a specified time of the examination/submission date and by following the Extenuating Circumstances procedures outlined in section C7.

E7.17 Alternative Assessment

- E7.17.1 It is sometimes necessary to assess a student by means of an alternative method. This may be due to an issue of accessibility or it may be due to practical or logistical circumstances, such as the availability of other students and/or facilities. In all cases, the Head of Programme or their equivalent will determine whether alternative assessment is appropriate and may set an alternative assessment designed to evaluate the extent to which the student has achieved the learning outcomes attached to the particular assessment. The proposed alternative assessment for levels 5 and 6 will be approved by the external examiner. In cases where accessibility requires an alternative assessment, the Disability Officer will be consulted.

E7.18 Deferrals

- E7.18.1 Where the Subject Board has granted a deferral based on extenuating circumstances, the mark achieved will not be subject to a penalty or a cap.

E7.19 Support for non-progressing students

- E7.19.1 Students who are unable to progress from one level to another should contact the Student Support Team to discuss support arrangements.

E8 Programme Assessment

- E8.1.1 Responsibilities of Assessment Boards
- E8.1.2 The appropriate assessment boards will consider each student's overall performance at the completion of all modules relating to a level of study. The relevant assessment board will receive marks awarded, and make decisions regarding progression and awards.
- E8.1.3 Where a module has a specific pre-requisite module, the pre-requisite module must be passed before a student proceeds to that module.
- E8.1.4 The relevant assessment board will produce a statement of the marks awarded and credits gained at each level for each student and will confirm the programme status of each student. Where a student has satisfied the requirements for an intermediate award (below that of Honours Degree), this will also be stated.
- E8.1.5 Where a student is eligible for the award of an Honours Degree, the Progression and Finalist Board will award a classification according to the regulations for the award.
- E8.1.6 The responsibility of each assessment board is to make judgements on student performance within approved regulations.

E8.2 Assessment of Modules

- E8.2.1 Unless specified differently within programme specific regulations then the following will apply:
- E8.2.2 In-module assessments must be submitted by fixed dates during the year. Students are given written details at the start of a module of the assessment scheme for the module, and of the arrangements and timetable according to which assessed work must be submitted. Students are required to submit coursework as prescribed by the relevant module outline.
- E8.2.3 Students will be assessed by the appropriate Subject Board in all modules studied.

- E8.2.4 All modules shall be assessed in accordance with the module's published assessment methods. Arrangements for students with a disability/specific learning difficulty requiring reasonable adjustments for examinations and specific guidelines may be found on the Registry pages of the Regent's University London intranet.
- E8.2.5 Marks for each module will be confirmed by the appropriate Subject Board.
- E8.2.6 All modules must provide a numerical mark for all assessments.

E9 Awards

E9.1 Criteria for Awards

- E9.1.1 Criteria for the undergraduate awards are detailed below.
- E9.1.2 Certificates for undergraduate awards produced by Regent's University London will be issued within three months of the date of the Progression and Finalist Board.
- E9.1.3 Exit awards will be given to students who have been found guilty of academic misconduct where the appropriate credit has been achieved.

E9.2 Award of a Certificate of Higher Education

- E9.2.1 To qualify for the award of a Certificate of Higher Education, a student must have passed modules worth at least 120 credits at level 4 or higher.
- E9.2.2 Credits above level 4 may be counted towards the Certificate of Higher Education, but may not then be counted again towards a subsequently taken higher award.
- E9.2.3 A student must complete any other requirement for level 4 as specified within programme specific regulations (e.g. work placement requirements).
- E9.2.4 A student may elect to receive the Certificate or to continue studying for a higher award.

E9.3 Award of a Diploma of Higher Education

- E9.3.1 To qualify for the award of a Diploma of Higher Education, a student must have passed modules worth at least 240 credits, including 120 at level 5.
- E9.3.2 Level 6 credits counted towards a Diploma of Higher Education may not be counted separately towards a subsequently taken higher award.

- E9.3.3 A student must complete any other requirement for level 5 as specified within programme specific regulations (e.g. work placement requirements/study period abroad).
- E9.3.4 A student may elect to receive the Diploma or to continue studying for a higher award.

E9.4 Award of a Non-Honours Degree

- E9.4.1 To qualify for the award of a Non-Honours degree a student must have been awarded at least 300 credits overall, including at least 120 credits at levels 4 and 5, and 60 credits at level 6.
- E9.4.2 A student must complete all other requirements of the award as specified within programme specific regulations (e.g. work placement requirements/study period abroad/capstone or final year project).
- E9.4.3 The Non-Honours award is an unclassified degree.
- E9.4.4 A student may elect to receive a Non-Honours degree or to continue studying for a higher award.

E9.5 Award of an Honours Degree

- E9.5.1 To qualify for the award of an Honours degree a student must have been awarded at least 360 credits overall, including at least 240 credits at levels 5 and 6, of which at least 120 credits are at level 6.
- E9.5.2 A student must complete all other requirements of the award as specified within programme specific regulations (e.g. work placement requirements/study period abroad).
- E9.5.3 The class of degree will be determined in accordance with the provisions of the Percentages and Degree Classification section (E11.10). The minimum requirements for each class of award are provided below.

E9.6 Condonement

- E9.6.1 The Progression and Finalist Board can only apply Condonement to a maximum of 24 credits. Condonement can be applied once for each level (levels 4, 5 and 6) This can be either one 20 (24) credit module or two 10 (12) credit modules.
- E9.6.2 If a student is awarded a "Condoned Pass" the original grade for the condoned credit will be included in the calculation of the final degree classification. Students should attempt all components, to ensure that all learning outcomes are assessed. If a student does not attempt a component, they will not be eligible for condonement.
- E9.6.3 A student who meets the following criteria may be eligible for a "Condoned Pass":

Level 4:

- Condonement is applied once a student has made a first attempt at all components in a module, and has achieved an overall mark of between 35-39%. For record purposes, the grade will show as the uncondoned mark.
- Only condonement up to 24 credits can be applied at level 4, so students should also be offered a re-sit opportunity.
- The module being considered is eligible for condonement. Please refer to the relevant programme specification for further information on what credit cannot be condoned.

Level 5 and 6:

- Condonement is applied once a student has attempted all components and resit opportunities, and has achieved an overall mark of between 35-39%. For record purposes, the grade will show as the uncondoned mark.
- Only condonement up to 24 credits can be applied across levels 5 and 6. Therefore if a student uses the condonement, any other modules with near passes will need to be re-taken.
- The module being considered is eligible for condonement. Please refer to the relevant programme specification for further information on what credit cannot be condoned.

For students who fail more than 24 credits, they will be offered a resit opportunity. If they subsequently pass, they may become eligible for condonement.

E9.6.4 The decision to apply condonement will be taken by the Progression and Finalist Board, who can see the totality of the student's marks and will be able to consider the overall profile of the student and any professional, statutory or regulatory body requirements.

E9.6.5 In its consideration of the award of a condoned pass the Progression and Finalist Board should be satisfied that the student has sufficiently engaged with the module and that programme learning outcomes have been met elsewhere. Therefore, all students should attempt all components to ensure that all learning outcomes are assessed. If a student does not attempt a component, they will not be eligible for condonement.

E9.6.6 The overall module mark will remain unchanged and will be included in the calculation of the student's final classification. The transcript will show the original final TMM but will have a 'CP' added to illustrate that this is a 'Condoned Pass'.

E9.7 Exit awards

E9.7.1 A student may only receive one award in respect of any programme of study.

- E9.7.2 If a Progression and Finalist Board decides that a student should be excluded from their programme of study as a result of a disciplinary or academic misconduct investigation; or if a student withdraws from their programme of study (for any reason); or if a student has reached the maximum duration of study, the Board will exit the student with the highest eligible award.
- E9.7.3 If a student accepts a lower award they may not return to the original programme of study nor apply to transfer those credits to another Regent's University London programme.

E9.8 Classification Weighting

- E9.8.1 In line with best practice across the higher education sector, the Regent's University London model for determining the classification of an award is that only levels 5 and 6 of an undergraduate programme of study count towards final degree classification.
- E9.8.2 The method for determining final classification is based on a credit based average of the Total Module Marks, weighted as follows:
- Level 5 30% towards final classification
 - Level 6 70% towards final classification
- E9.8.3 The credit based average calculation will be determined as follows:
- All modules are split into 10 credit modules, therefore a 40 credit module is split into four 10 credit modules and the mark will be counted four separate times;
 - The average of all the 10 credit modules at level 6 is calculated and multiplied by 0.7 (to give the 70% weighting);
 - The average of all the 10 credit modules at level 5 is calculated and multiplied by 0.3 (to give the 30% weighting);
 - The two weighted marks are combined to give the final degree classification.
- E9.8.4 In cases where programme specific regulations apply regarding award-based direct entry onto level 6 of the programme, 100% of Regent's awarded Level 6 credit will apply for calculations for the final award.
- E9.8.5 Where a programme contains a Study Period Abroad term, all grades received by a student at an international partner university or college will be converted to an equivalent Regent's University London grade, in accordance with the institutional grading scale and grade conversion table. Once converted, the grades will then be included in the calculation of a student's final degree classification.
- E9.8.6 Where a programme contains a study period abroad which constitutes 120 additional credits, in addition to the 360 credits required for an undergraduate degree, the marks achieved will be averaged and will

represent 30% of the overall mark associated with Level 5. Level 5 credit combined from both Regent's and abroad will count towards 30% of the final classification.

- E9.8.7 Whereby a programme contains a credit-bearing Work Placement term as part of its curriculum, credits and grades received by a student will be imported onto the programme.
- E9.8.8 Where a student has RPL credits from a programme or modules not validated by Regent's University London, only credits are imported onto the programme.
- E9.8.9 Variation to the University framework for degree classification outlined above must only be under exceptional circumstances to meet professional, statutory and/or regulatory body requirements as specified in the programme specification.

E9.9 Borderline (Marginal) Cases

- E9.9.1 After the final degree classification has been calculated, any student achieving an overall credit weighted average minimum of 39.5, 49.5, 59.5 or 69.5 will be classified as a borderline student. In determining the average there will be rounding up, i.e. 69.5 will become 70.

E9.10 Percentages and Degree Classification

E9.10.1 Tariff

- | | | |
|--------------|---|--------------------|
| • 70% - 100% | = | First Class |
| • 60% - 69% | = | Upper Second Class |
| • 50% - 59% | = | Lower Second Class |
| • 40% - 49% | = | Third Class |
| • 0% - 39% | = | Fail |

- E9.10.2 A student who, by completion of programme requirements, has received, or is eligible to receive, an award, may not submit additional work for assessment for the purpose of improving an award classification.
- E9.10.3 Credits gained for a module may be counted towards only one named degree award and the interim awards which constitute the programme culminating in that final named degree award.
- E9.10.4 In order to determine the appropriate award in each individual case, the Progression and Finalist Board will exercise discretion and will take into account, for example:
- the requirements of professional and/or accrediting bodies;

- the extent to which programmes are designed for students with certificated or assessed prior learning which merits admission with advanced standing.

E10 Aegrotat Awards and Posthumous Awards

E10.1 Consideration

- E10.1.1 Before an Aegrotat or Posthumous Award is granted consideration should be made as to whether the award will cause offence or undue stress to the incapacitated student, the relatives of the deceased or others within the University community.

E10.2 Aegrotat Awards

- E10.2.1 When an assessment board decides that there is insufficient evidence of a student's performance to award a degree with pass or honours classification, but is satisfied that the student would have achieved the required standard but for certified illness/absence/valid reason then an Aegrotat Award may be awarded. The award will be dependent upon the student's level, as follows:
- | | |
|-------------|---------------------------------|
| (a) Level 4 | Certificate of Higher Education |
| (b) Level 5 | Diploma of Higher Education |
| (c) Level 6 | Honours Degree |
- E10.2.2 Aegrotat awards are unclassified. Should an Aegrotat award be awarded posthumously then the following condition will not apply.
- E10.2.3 Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

E10.3 Posthumous Awards

- E10.3.1 Any award listed in student programme specifications may be conferred posthumously by the Progression and Finalist Board and accepted on the student's behalf by an appropriate individual. For classified awards, all conditions for the award must be satisfied. Where all conditions are not met to make a classified award, then the Progression and Finalist Board will decide whether to award an Aegrotat Award (as outlined above). The certificate will not refer to the award being conferred posthumously.

E11 Rescinding Awards

E11.1 Academic Misconduct

- E11.1.1 The Vice Chancellor or their nominee may rescind any RUL award which has previously been conferred on a student following recommendation from the next available Progression and Finalist

Board that it has been established that either academic misconduct has taken place or the original decision of the award was made on misleading or incorrect evidence.

- E11.1.2 A Progression and Finalist Board may rescind academic credit including credit awarded by RPL where new evidence has now come to light concerning academic misconduct or the original evidence presented for the credit is seen to have been falsified, misleading or incorrect. Where students who have incorrectly progressed where academic misconduct was subsequently found to have taken place, they must be required to retake or take those modules which they either passed or were compensated for under false pretences.

Master's Level (Level 7) Academic Regulations

Section F of the regulations is informed by the following sections of the QAA UK Quality Code for Higher Education:

The Expectations and Practices in the revised Quality Code (November 2018)

The following themes in the QAA UK Quality Code Advice and Guidance section:

- Admissions, Recruitment and Widening Access
- Learning and Teaching
- Enabling Student Achievement
- Assessment

F1 The Admission of Students to Level 7 Programmes

F1.1 Entry criteria to all Regent's University London programmes leading to a degree are set by Senate's Admissions Panel.

F2 Internal Programme Transfers

F2.1.1 Subject to any programme specific requirements, and with the permission of both Heads of Programmes or their equivalent, students may be allowed to transfer from one postgraduate programme within Regent's University London to the same point on another, providing that the intended programme learning outcomes and the curriculum can be demonstrated to be equivalent. Where the intended programme learning outcomes and the curriculum are demonstrably different, then the regulations regarding RPL above will apply.

F2.1.2 Students must complete and submit an Internal Transfer Form to the Registry.

F2.1.3 Where a student chooses to transfer internally to another programme of study at Regent's University London, using credit achieved from a programme or module(s) validated by the institution through the RPL scheme, the academic record and grades associated with the RPL credit will also be transferred.

F3 Registration for Master's Programmes

F3.1 Registration Requirements and Definitions

F3.1.1 Students entering degree programmes at Regent's University London are expected to complete their degrees within the time specified within programme regulations. Unless stated otherwise within programme regulations, the maximum period of registration for any student on a Regent's University London degree is as outlined under F5.

- F3.1.2 Registration may be defined as the process through which students formally agree to be a student member of the University for the whole, or part of, the academic year.
- F3.1.3 By registering, the student has agreed to abide by the University Regulations, and to become liable for fee payments.

F3.2 Registration Requirements

- F3.2.1 All full and part-time students, including visiting students, who are actively following a programme of study at Regent's University London must register at the commencement of their studies and every term thereafter. If a student has been suspended and is still within their suspension period, they cannot register. Students who wish to return from a taken a break in studies must provide the Registry with documentation regarding their conditions of return, as required by the Registry and/or Registration Review Panel, by the set deadline. The Panel will review whether the student meets the conditions of return and Registry will notify the student of the panel's decision.
- F3.2.2 Students failing to provide the Admissions office with original transcripts of their qualifications from their previous studies will not be permitted to register.

F3.3 Registration Conditions for New Entrants

- F3.3.1 The Admissions office provides new students with detailed instructions on how and when they may register.
- F3.3.2 If there are any outstanding debts to the University as a result of previous study, the debt should be cleared. In exceptional circumstances, students should have agreed an appropriate repayment plan with the Finance department.
- F3.3.3 In order to be a fully registered student at the University, students must provide all documentation and evidence that is necessary to meet the admissions criteria for their programme of study, when requested by the Admissions office.

F3.4 Registration Conditions for Continuing Students

- F3.4.1 Programme Specifications contain Academic Calendars that inform students when registration will commence.
- F3.4.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may have agreed an appropriate repayment plan with the Finance department.

F3.5 Registration Conditions for Students returning from Suspension or Break in Studies

- F3.5.1 Any conditions set in relation to a suspension or break in studies must be completed before the student can be readmitted onto the programme.
- F3.5.2 If there are any outstanding debts to the University as a result of previous study, the debt must be cleared. In exceptional circumstances, students may have agreed an appropriate repayment plan with the Finance department.

F3.6 Registration Method

- F3.6.1 Students must register via the SITS: E-vision portal. Timetables cannot be accessed unless this task has been completed.

F4 Duration of Study

F4.1 Minimum Period

- F4.1.1 The minimum duration of study for a programme leading to an award shall not be less than the minimum length specified for the programme in the validated programme specification. The only exception to this regulation will be where a student has been recognised for prior learning (see section above).

F4.2 Maximum Period

- F4.2.1 All students are expected to complete their postgraduate degrees within the prescribed time for their allotted programme. However, in documented cases of extenuating circumstances, the permissible duration of study for a student may be extended to the maximum duration of study for a student allowed for the respective programme. There shall, however, be no guarantee about the length of time for which a programme or its component modules shall be available.
- F4.2.2 Students are required to renew their registration on a programme every academic period, otherwise the registration will be deemed to have lapsed. Should this occur, then a student may be considered for readmission to the same programme, as long as the lapse in registration was not a consequence of academic failure. Students should see Section C11 for readmission regulations.
- F4.2.3 Students may apply for a break in studies of up to one academic year. All applications for a break in studies will be considered by the Registry and/or Registration Review Panel. In reviewing the student's application for a break in studies, the Registry and/or Registration Review Panel will take into consideration the evidence provided to support the student's case; the timing and duration of the break; and the possible impact on the student's engagement with the programme and assessment and re-assessment opportunities.

F4.2.4 The maximum duration of study for a full-time taught master's degree is 2 years beyond the expected completion date of the programme.

F4.2.5 The maximum duration of study for a Postgraduate Certificate, Postgraduate Diploma or part-time Master's degree is stated in the relevant programme specification.

F4.3 Discontinuation of Study

F4.3.1 There are constraints on the total period of registration for each programme of study (see F5). There may also be specific requirements in respect of the rate of progression, or restrictions on the total number of modules which an individual student can resit or retake during the period of their registration. Typically this will take the form of a minimum number of modules successfully passed within a defined period of time. Details of any such restrictions are given in the individual programme specification.

F5 Documentary evidence of study

F5.1.1 Documentary evidence of study may be made available by the University in a variety of forms, for the convenience of students. They may be variously termed:

- (a) Certificates (or Records) of attendance;
- (b) Certificates (or Records) of credit;
- (c) Certificates (or Records) of achievement;
- (d) Transcripts (or lists) of modules taken, with the results of any assessments.

F5.1.2 Such documents are not in themselves awards, although they may accompany awards.

F6 Completion of a Programme

F6.1.1 Successful completion of a programme requires the achievement of the specified learning outcomes set out in the programme specification.

F6.1.2 Credit points specified for each award define the minimum number and level of specific credit gained by following an approved programme required for an award.

F7 The Teaching/Learning Year

F7.1.1 The standard teaching/learning year for postgraduate programmes is divided into terms and consists of 1800 notional learning hours including assessment periods, and the period allotted for the writing up

of a dissertation. Variations to standard patterns are permitted where specified within validated programme specific documentation.

F8 Assessment and Progression

F8.1 Introduction

- F8.1.1 Assessment is conducted at two levels: firstly, at module level and then secondly at programme level. Subject Boards determine marks for each module. Progression and Finalist Boards receive marks for approval from the Subject Boards and determine progression.

F8.2 Progression within a Postgraduate Programme

- F8.2.1 All programmes, except where professional accreditation does not permit, shall have a single progression point even though it is within the same level as all other modules. That progression point being entry to a 'dissertation' or 'capstone' module.
- F8.2.2 If there is/are a pre-requisite module for the 'dissertation' or 'capstone' module, this/these modules(s) must be passed in order for progression onto the 'dissertation' or 'capstone' module to take place.
- F8.2.3 A 'capstone' module is one that is a summation of previous modules and/or experiential learning that form the validated programme.
- F8.2.4 A 'capstone' module will be identified as such in the programme specification and will have clearly identified pre-requisite(s) which have to be passed to permit progression onto the 'capstone' module.
- F8.2.5 Upon validation or revalidation, programmes without a 'dissertation' module will have to identify a module as a 'capstone'.
- F8.2.6 Students will be permitted to progress onto the dissertation or 'capstone' module trailing up to 20 credits. Except where all or part of those trailing credits represents a failed first attempt at the pre-requisite for the 'dissertation' or 'capstone' module.
- F8.2.7 Where the application of these rules requires the revalidation of a whole programme they will come into effect when that programme is next due for revalidation.
- F8.2.8 Where a student needs to resit and retake more than 20 credits' worth of modules, the Progression and Finalist Board may deny the student the opportunity to retake those modules, and exit the student from the programme with the highest eligible award. Students are usually only exited if they are at a progression point on their programme, unless they have failed their third attempt at a module. Where students have failed a third attempt at a module a Progression and Finalist Board will be reconvened and they will be exited at the end of the term.

- F8.2.9 There will be some programmes that have a variety of intake points where a separate board outside of those held at the end of each term may be required.

F8.3 Internal Moderation

- F8.3.1 Internal moderation at level 7 refers to the process by which a second academic member of staff reviews a sample of assessment pieces/examination scripts to ensure consistency of marking standards and fairness and equity of overall marking. The moderator is able to see the comments made by the first marker as well as the grade awarded.
- F8.3.2 A sample of assessments contributing to 20% or more towards the total mark for a module will be internally moderated. The sample will include a range across the classification bandings and all borderlines, all failures and all first class passes for modules contributing to the degree classification.
- A minimum of 10% of all assessed work from each relevant classification band or 10 pieces of work overall will be moderated (whichever is greater). Where the total number of assessed pieces is fewer than 10, all assessed pieces of work will be internally moderated.
 - All module assessments will have a marking scheme and marking criteria.
 - For in-class tests, it is the responsibility of the Module Leader to ensure fairness and transparency.
 - All written examinations on postgraduate programmes will be blind marked with candidate numbers rather than names.
 - Samples of assessed work will be marked by the Module Leader or tutors and internally moderated by another staff member with relevant expertise.
 - All dissertations on postgraduate programmes will be second marked independently prior to the first marker and second marker meeting. Where agreement cannot be reached between first marker and second marker, a third marker will be selected by the Head of Programme or their equivalent. In the event of continued disagreement the Head of Programme or their equivalent will act as final internal arbiter and may choose to seek the opinion of the external examiner.

F8.4 Role of the First Marker

- F8.4.1 All coursework which involves written assessment must be submitted online via Turnitin and via the correct module link in Blackboard. The first marker will provide feedback, a grade and a rationale for how the grade awarded was reached, using the feedback functions on Blackboard.

- F8.4.2 In the case of work to be returned to students, the first marker will write substantive comments as part of the feedback provided via Blackboard or Turnitin, or in clearly legible writing on an agreed assessment feedback sheet if the work is returned in hard copy. This may not apply in cases where it is not appropriate for the assessment, such as short answer, multiple choice, listening tests or mathematical-based tests.
- F8.4.3 The first marker will make available a sample of the work, the marking criteria and the moderation form to the internal moderator.

F8.5 Role of the Internal Moderator

- F8.5.1 The overall objective of the internal moderator is to determine that the range and distribution of marks awarded is appropriate.
- F8.5.2 The internal moderator will determine:
- (a) whether the marking is consistent with the marking criteria or marking scheme;
 - (b) whether the resulting total mark is appropriate for the level;
 - (c) whether all the marks for the assessment are appropriate in their distribution and representative of the full classification range;
 - (d) whether there are any anomalies across all the marks (for example, a significant proportion of failures or a significant proportion of first class passes) and what the reasons are behind them;
 - (e) whether the work meets the necessary objectives and learning descriptors;
 - (f) whether the feedback (where appropriate) is constructive and comprehensive for the student to know what was well done and what was poorly done.
- F8.5.3 Moderators do not provide additional feedback to students.

F8.6 Completing the Internal Moderation Process

- F8.6.1 Where the internal moderator identifies any issues relating to the sample, the first marker and moderator must meet to discuss these issues. It is not the role of the internal moderator to change specific marks within a sample.
- F8.6.2 Where agreement is reached between the first marker and the internal moderator regarding any issues, the first marker must amend/adjust marks/grades on all scripts/pieces accordingly.
- F8.6.3 The moderation form is used to record that moderation has taken place and the outcome. Comments on the marking are written on the moderation form (not on the script). The form is then forwarded to the first marker who will record the final marks through the SITS system.

- F8.6.4 Following the process it is the responsibility of the Module Leader to ensure that accurate marks have been entered into the SITS system.
- F8.6.5 Coursework grades and feedback should only be disclosed to the student when moderation is complete and all grades have been agreed. This should occur within two weeks and no longer than four weeks after the original submission.

F8.7 Return of Marked Coursework/Assessments

- F8.7.1 The University will aim to provide feedback on the work and a grade for coursework assessment within two weeks of the date of submission, and within no longer than four weeks.

F8.8 External Moderation

- F8.8.1 Module Leaders for all level 7 modules are required to construct a sample of internally moderated work, in consultation with the Registry, to be externally moderated by the relevant external examiner(s).
- F8.8.2 The sample of moderated work should include a range across the classification bandings, all fails and all firsts/distinctions.
- F8.8.3 External examiners have the right to view all assessments in modules/programmes for which they are responsible.

F8.9 Assessment of Modules

- F8.9.1 The following regulations shall apply to the assessment of modules to determine whether the module has been passed, or a resit of a component(s) is required or a retake of the module is required.
- F8.9.2 Once a student commences an examination or submits an assignment, they have deemed themselves fit to take the examination or complete the assignment and the regulation found in section C5.5.1 of this handbook would apply for any extenuating circumstances claims submitted.

F8.10 Late submission of coursework

- F8.10.1 Students should submit all coursework by the official submission deadline, as set by the Module Leader.
- F8.10.2 Coursework that is submitted up to and including 3 working days after the official submission deadline will be accepted and marked. This applies to students submitting at the first attempt, and to those re-submitting (where an Extenuating Circumstances Claim has been agreed). If it is of a 'pass' standard, the coursework mark will be capped at 50%.
- F8.10.3 Coursework submitted after the third working day of the official submission deadline will not be accepted and will receive a mark of 0.

- F8.10.4 Some coursework components are not eligible for late submission, such as dissertations and research projects, unless a Student Support Agreement or Extenuating Circumstances have been approved. For example, students who do not submit coursework required for capstone modules by the official submission deadline will receive a mark of 0. Students should refer to their programme specification for further information. Where a Student Support Agreement or Extenuating Circumstances have been confirmed, students can apply for an extension of up to 1 week providing the new submission date falls within the relevant assessment period.

F8.11 Pass Regulations

- F8.11.1 All postgraduate modules have a minimum pass mark for assessments. The pass mark at postgraduate level is 50%.
- F8.11.2 For a student to receive a pass on a module they must achieve a minimum Total Module Mark (TMM) (weighted average of the grades achieved for all assessment tasks) of 50%.
- F8.11.3 If the module has been failed, i.e. the TMM is below 50% the student will be required to resit the failed component(s). If a student subsequently fails the resit and the TMM remains below 50% the student will be required to retake the module. The maximum number of retakes permitted per module is one.
- F8.11.4 Subject assessment boards consider all modules failed by students and determine whether the required action will be a resit of the failed component(s). Where a student has already resat a component, the board will not recommend a further resit of that component, and a retake of the module will be required.
- F8.11.5 Where a Subject Board has granted a resit of a component(s) within a module, then the student will automatically be scheduled for a resit of the failed components of the module at the next available opportunity.
- F8.11.6 Where a student has been withdrawn from a module and therefore failed that module due to a breach of the attendance regulations, the student will be required to retake the module in accordance with the Attendance and Lateness regulations contained in section C4.6 of this handbook. The maximum number of retakes permitted per module is one.

F8.12 Resits

- F8.12.1 When a student has failed a module, a resit of the failed component(s) may be permitted.
- F8.12.2 Students who are suspended due to absences do not have the right to resit any failed component(s) and will be required to retake the

module(s). The maximum number of retakes permitted per module is one.

- F8.12.3 Details of regulations as they apply to individual programmes (e.g. the number of modules/credits that can be resat and examination schedules) are contained within the individual programme specifications. Information on the assessment procedures and weighting of individual assessments are contained in the module outlines.
- F8.12.4 The maximum mark obtainable for any module in which a student has completed a resit is a minimum pass for that module, i.e. the TMM will be capped at 50%.
- F8.12.5 When required to resit an examination a student must do so at the next available opportunity, i.e. on the next occasion at which the examination is offered.
- F8.12.6 When required to resit coursework a student must do so by the deadline given.
- F8.12.7 Students who fail a module after a resit will be required to retake the module. The maximum number of retakes permitted per module is one.

F8.13 Retakes

- F8.13.1 Students will be required to retake the module if they have failed the module after a resit. The maximum number of retakes permitted per module is one.
- F8.13.2 No student who has passed a module or who has received a condoned pass in respect of that module may retake, resit or repair it in order to achieve a higher mark.
- F8.13.3 No student may retake any module on more than one occasion. Students who fail a module after a retake will be withdrawn at the end of the term by the Finalist and Progression Board.
- F8.13.4 The maximum mark obtainable for any module in which a student has completed a retake is a minimum pass for that module, i.e. the TMM will be capped at 50%.
- F8.13.5 Where a module is not available for whatever reason, a student required to retake that module may be required to substitute an alternative module of the same level in order to meet the requirements of the degree programme.
- F8.13.6 Where a student is required to retake an elective module they may elect to choose an alternative module at the same level to the required credit levels. The maximum mark obtainable for any elective module in

which a student has completed a retake is a minimum pass for that module, i.e. the TMM will be capped at 50%.

F8.14 General Principles

- F8.14.1 Unauthorised absence from an examination or failure to submit coursework by the deadline for late submission will constitute failure in that component of assessment.
- F8.14.2 Under exceptional circumstances a student may be allowed to defer an examination or the submission of coursework. Where such exceptional circumstances become apparent after the examination or the submission date, the Subject Board may grant a deferral retrospectively. Notification of the exceptional circumstances must be made within a specified time of the examination/submission date and by following the Extenuating Circumstances procedures detailed in section C7.
- F8.14.3 A student achieving less than 50% in the project/dissertation may, on the recommendation of the Subject Board, be permitted to resubmit a referred project or dissertation for reassessment within one calendar year of the submission of the original project/dissertation, as long as the student does not exceed the maximum duration of study. Only one resubmission of the original project or, in exceptional circumstances, the resubmission of a new project/dissertation, will be allowed.

F8.15 Alternative Assessment

- F8.15.1 It is sometimes necessary to assess a student by means of an alternative method. This may be due to an issue of accessibility or it may be due to practical or logistical circumstances, such as the availability of other students and/or facilities. In all cases, the Head of Programme will determine whether alternative assessment is appropriate and may set an alternative assessment designed to evaluate the extent to which the student has achieved the learning outcomes attached to the particular assessment. The proposed alternative assessment will be approved by the external examiner. In cases where accessibility requires an alternative assessment, the Disability Officer will be consulted.
- F8.15.2 Where the learning is experiential then a form of alternative assessment agreed by the external examiner must be available except where such experiential learning is part of a professional requirement.

F8.16 Deferrals

- F8.16.1 Where the Subject Board has granted a deferral based on extenuating circumstances, the mark achieved will not be subject to a penalty or a cap.

F9 Programme Assessment

F9.1 Responsibilities of Assessment Boards

- F9.1.1 The appropriate assessment board will consider each student's overall performance at the completion of all modules relating to a level of study. The relevant assessment board will receive marks awarded, and make decisions regarding progression and awards.
- F9.1.2 The relevant assessment board will produce a statement of the marks awarded and credits gained at each level for each student and will confirm the programme status of each student. Where a student has satisfied the requirements for an intermediate award (below that of Master's Degree), this will also be stated.
- F9.1.3 Where a student is eligible for the award of a Master's Degree, the Progression and Finalist Board will award a classification according to the regulations for the award.
- F9.1.4 Where a module has a specific pre-requisite module, that module must be passed before a student proceeds to the requiring module. A condoned failure is counted as a pass (50%) for these purposes, but the mark is not altered.
- F9.1.5 The responsibility of each assessment board is to make judgements on student performance within its own approved regulations.

F9.2 The Assessment of Modules

- F9.2.1 In-module assessments must be submitted by fixed dates during the year. Students are given written details at the start of a module of the assessment scheme for the module, and of the arrangements and timetable according to which assessed work must be submitted. Students are required to submit coursework as prescribed by the relevant module outline.
- F9.2.2 Students will be assessed by the appropriate Subject Board in all modules studied.
- F9.2.3 All modules shall be assessed in accordance with the module's published assessment methods. Arrangements for students with a disability/specific learning difficulty requiring reasonable adjustments for examinations and specific guidelines for staff and students may be found on the Registry pages of the University intranet.
- F9.2.4 Marks for each module will be confirmed by the appropriate Subject Board.
- F9.2.5 All modules must provide a numerical mark for all assessments.

Awards

- F9.2.6 Specifically validated Master's level awards may include exit points for postgraduate certificates and diplomas. Where exit awards are available students must meet the criteria for that award as specified below.
- F9.2.7 Certificates for postgraduate awards produced by Regent's University London will be issued within three months of the date of the final examination board.

F9.3 Award of a Postgraduate Certificate

- F9.3.1 To qualify for the award of a Postgraduate Certificate, a student must have accumulated at least 60 level 7 credits, and should have achieved at least 50% in each module defined in the schedule of assessment.
- F9.3.2 A student may elect to receive the Postgraduate Certificate or to continue studying for a higher award.

F9.4 Award of a Postgraduate Diploma

- F9.4.1 To qualify for the award of a Postgraduate Diploma, a student must have accumulated at least 120 level 7 credits and have achieved at least 50% in each module defined in the schedule of assessment.
- F9.4.2 A student may elect to receive the Postgraduate Diploma or to continue studying for a Master's award.

F9.5 Award of a Master's Degree

- F9.5.1 To qualify for the award of a Master's degree a student must have accumulated at least 180 level 7 credits and have achieved at least 50% in each module defined in the schedule of assessment.
- F9.5.2 A student must complete all other requirements of the award as specified within programme specific regulations (e.g. work placement requirements/study period abroad).
- F9.5.3 The class of degree will be determined in accordance with the provisions of the Percentages and Degree Classification section F10.13

F9.6 Condonement

- F9.6.1 The Progression and Finalist Board may consider awarding a "Condoned Pass" to a student who has marginally failed no more than 20 credits at level 7, if they are due to progress to graduate from their programme.

- F9.6.2 The Progression and Finalist Board is only able to award a student one “Condoned Pass” throughout the duration of their study.
- F9.6.3 If a student is awarded a “Condoned Pass” the original grade for the condoned credit will be included in the calculation of the final degree classification.
- F9.6.4 A student who meets the following criteria may be eligible for a “Condoned Pass”:
- (a) The student has achieved a marginal fail of 45-49% in the credit that is being considered for condonement;
 - (b) The student has attempted all assessments required in the module that is being considered for condonement;
 - (c) The credit being considered is eligible for condonement. Please refer to the relevant programme specification for further information on what credit cannot be condoned;
- F9.6.5 The Progression and Finalist Board has discretion over the award of a condoned pass, and will consider the overall profile of the student and any professional, statutory or regulatory body requirements.
- F9.6.6 In its consideration of the award of a condoned pass the Progression and Finalist Board should be satisfied that the student has sufficiently engaged with the module and that programme learning outcomes have been met elsewhere.
- F9.6.7 The overall module mark will remain unchanged and will be included in the calculation of the student’s final classification. The transcript will show the original final TMM but will have a ‘CP’ added to illustrate that this is a ‘Condoned Pass’.

F9.7 Exit awards

- F9.7.1 A student may only receive one award in respect of any programme of study.
- F9.7.2 If a Progression and Finalist Board decides that a student should be excluded from their programme of study as a result of a disciplinary or academic misconduct investigation; or if a student withdraws from their programme of study (for any reason); or if a student has reached the maximum duration of study, the Board will exit the student with the highest eligible award.
- F9.7.3 If a student accepts a lower award they may not return to the original programme of study nor apply to transfer those credits to another Regent’s University London programme.

F9.8 Defined Criteria for Merit/Distinction Regulations on Postgraduate Programmes

- F9.8.1 In each module that has been successfully completed a student will receive a numerical mark. From these is derived a single classification which, at postgraduate level, can be a distinction, merit, pass or fail, except in programmes for which such grading classification is not appropriate, in cases of professional, threshold qualifications where a pass or fail is indicated for fitness to practice.
- F9.8.2 The method for determining final classification is based on a credit based average method of the Total Module Marks (TMM).
- F9.8.3 The credit based average calculation will be determined as follows:
- (a) All modules are split into 10 credit modules, therefore a 40 credit module is split into four 10 credit modules and the mark will be counted four separate times;
 - (b) The average of all the 10 credit modules is calculated to give the final classification of the degree.
- F9.8.4 Where a programme contains a Study Period Abroad term, all grades received by a student at an international partner university or college will be converted to an equivalent Regent's University London grade, in accordance with the institutional grading scale and grade conversion table. Once converted, the grades will then be included in the calculation of a student's final degree classification.
- F9.8.5 Whereby a programme contains a credit-bearing Work Placement term as part of its curriculum, credits and grades received by a student will be imported onto the programme.
- F9.8.6 Where a student has RPL credits from a programme or modules not validated by Regent's University London, only credits are imported onto the programme.
- F9.8.7 Variation to the University framework for degree classification outlined above must be only for exceptional circumstances to meet professional, statutory and/or regulatory body requirements as specified in the programme specification.

F9.9 Pass Award

- F9.9.1 A classification of Pass is awarded for the programme as a whole if the student has passed all the required modules, i.e. has achieved 180 credits (for Master's award), 120 credits (for standalone Postgraduate Diploma awards) or 60 credits (for standalone Postgraduate Certificate awards) at level 7.

F9.10 Merit Award

- F9.10.1 A student obtaining a credit weighted average mark of at least 60% will be considered for a FHEQ Level 7 award with Merit.

F9.11 Distinction Award

- F9.11.1 A student obtaining a credit weighted average mark of at least 70% will be considered for a FHEQ Level 7 award with Distinction.

F9.12 Borderline (Marginal) Cases

- F9.12.1 After the final degree classification has been calculated, any student achieving an overall credit weighted average minimum of 49.5, 59.5 or 69.5 will be classified as a borderline student.
- F9.12.2 In determining the average there will be rounding up, i.e. 69.5 will become 70 and the student will move to the upper classification.

F9.13 Percentages and Degree Classification

F9.13.1 Tariff

- Distinction = 70%-100%
- Merit = 60%-69%
- Pass = 50%-59%
- Fail = 0%-49%

*University of Wales validated programmes: D = 40-49%; F = 0-39%

- F9.13.2 For programmes with no merit/distinction classifications, the following will apply:

- Pass = 50%-100%
- Fail = 0%-49%

- F9.13.3 A student who by completion of Programme requirements, has received or is eligible to receive an award may not submit additional work for assessment for the purpose of improving an award classification.

- F9.13.4 Credits gained for a module may be counted towards only one named degree award and the interim awards which constitute the programme culminating in that final named degree award.

- F9.13.5 In order to determine the appropriate award in each individual case, the Progression and Finalist Board will exercise discretion and will take into account, for example:
- (a) the requirements of professional and/or accrediting bodies;

- (b) the extent to which programmes are designed for students with certificated or assessed prior learning which merits admission with advanced standing.

F10 Aegrotat Awards and Posthumous Awards

F10.1 Consideration

- F10.1.1 Before an Aegrotat or Posthumous Award is granted consideration should be made as to whether the award will cause offence or undue stress to the incapacitated student, the relatives of the deceased or others within the University community.

F10.2 Aegrotat Awards

- F10.2.1 When an assessment board decides that there is insufficient evidence of a student's performance to award a Master's Degree with a pass classification, but is satisfied that the student would have achieved the required standard but for certified illness/absence/valid reason then an Aegrotat Award may be awarded. The award will be dependent upon the student's level, as follows:
 - (a) Postgraduate Certificate
 - (b) Postgraduate Diploma
 - (c) Master's Degree
- F10.2.2 Aegrotat awards are unclassified. Should an Aegrotat award be awarded posthumously then the following condition will not apply.
- F10.2.3 Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

F10.3 Posthumous Awards

- F10.3.1 Any award listed in Programme Specifications may be conferred posthumously by a Progression and Finalist Board and accepted on the student's behalf by an appropriate individual. For classified awards, all conditions for the award must be satisfied. Where all conditions are not met to make a classified award, then the Progression and Finalist Board will decide whether to award an Aegrotat Award (as outlined above). The certificate will not refer to the award being conferred posthumously.

F11 Rescinding Awards

- F11.1.1 The Vice Chancellor or their nominee may rescind any RUL award which has previously been conferred on a student following recommendation from the next available Progression and Finalist Board where it has been established that either academic misconduct has taken place or the original decision of the award was made on misleading or incorrect evidence.

- F11.1.2 A Progression and Finalist Board may rescind academic credit including credit awarded by RPL where new evidence has now come to light concerning academic misconduct or the original evidence presented for the credit is seen to have been falsified, misleading or incorrect. Where students have incorrectly progressed where academic misconduct was subsequently found to have taken place, they must be required to retake or take those modules which they either passed or were compensated for under false pretences.

G Doctorate Level (Level 8) Academic Regulations

Current collaborative arrangements to offer research degree opportunities for students at Regent's comprise four programmes and three validating bodies:

G1.1 Open University (OU) awards:

- Professional Doctorate in Counselling Psychology (DPsych) – accredited by the BPS and HPCP.
Current regulations governing this programme can be found in the co-branded 'Regulations for validated awards of the Open University' which is appended to the DPsych programme specification on Blackboard.

G1.2 University of Wales (UW) awards (currently being taught out):

- Professional Doctorate in Counselling Psychology (DCounsPsy) – an academic and clinical training accredited by the BPS and HPCP.
- Doctor of Philosophy in Psychotherapy and Counselling Studies (MPhil/PhD) – a research degree with no clinical training component.

G1.3 University of Northampton awards (from September 2016):

- Doctor of Philosophy in various disciplines (MPhil/PhD).

Programme-specific regulations are detailed in Programme Specifications, these can be found on the virtual learning platform Blackboard.

H Assessment Boards and External Examiners

Section H of the regulations is informed by the following sections of the QAA UK Quality Code for Higher Education:

The Expectations and Practices in the revised Quality Code (November 2018)

The following themes in the QAA UK Quality Code Advice and Guidance section:

- Assessment
- External Expertise

H1 Assessment Board Requirements

H1.1 Appointment of Assessment Boards

- H1.1.1 Every programme of studies approved as leading to a validated award of the University has a Subject Board, and a Progression and Finalist Board whose constitutions and terms of reference accord with the approved regulations for the programme and the terms of reference contained in the Regent's University London Academic Governance Structure document. The constitution of the assessment boards may include provision for the appointment of subsidiary boards (see below) and the same board may be responsible for more than one programme of study.
- H1.1.2 The assessment boards are appointed by the Senate Quality Assurance Enhancement Committee and are accountable to that body for the fulfilment of its terms of reference.

H1.2 Chair of Assessment Board

- H1.2.1 The Chair for the assessment boards shall be appointed in accordance with its constitution and terms of reference in the Regent's University London Academic Governance Structure document. The Chair must be independent and not involved in the assessment of students whose results are considered by the assessment board.

H1.3 Student membership of Assessment Boards

- H1.3.1 No student may be a member of an assessment board or attend an examiners' meeting.
- H1.3.2 A person who is otherwise qualified to be an examiner for a programme, for example as a member of academic staff or as an approved external examiner, and is coincidentally registered as a student on another programme either at the same institution or

elsewhere, will not be disqualified from carrying out normal examining commitments.

H1.4 Authority of Assessment Boards

- H1.4.1 The assessment boards are authorised to assess students in accordance with the validated programme regulations and the terms of reference set out in the Regent's University London Academic Governance Structure document, and to recommend to Senate the conferment of a validated award upon a student who in the judgement of the board has fulfilled the objectives of the approved programme of study and achieved the standard required for the award. The approved assessment board or its formally constituted subsidiary examination committees are responsible for all assessments that contribute to the recommendation of an award. No other body, except Senate, has authority to recommend conferment of an award, nor to amend the decision of an approved and properly constituted assessment board acting within its terms of reference and in accordance with the regulations for the programme of study. An assessment board may, however, be required to review a decision if instructed to do so by an appeal or review board in the case of an upheld appeal.

H1.5 Subsidiary assessment committees

- H1.5.1 A subsidiary assessment committee must include at least one approved external examiner and all external examiners should be informed that they have the right to attend the meeting of the assessment board at which decisions on recommendations for awards are made. The rights and duties of external examiners are the same as those of external examiners on the main board except that the subsidiary assessment committee only makes recommendations to the main board. The approved assessment board retains responsibility for judging each student's performance as a whole and deciding, in the light of the objectives of the programme and its academic regulations, whether any condonement may be allowed for failure in elements of the assessment.

H1.6 Delegation of responsibility for assessments

- H1.6.1 The approved assessment board is responsible for the reassessment or deferred assessment of students. The board may, at the time when it first meets to decide its recommendations, agree arrangements for delegating that responsibility to a sub-group, which should include at least one external examiner. Such delegation will not be appropriate for all reassessments or deferred assessments; the board must be satisfied that it is appropriate in the particular circumstances before agreeing to delegate responsibility.

H1.7 Secretary of Assessment Boards

- H1.7.1 The Registry shall ensure that arrangements are made to appoint a secretary to each assessment board and shall require the secretary to maintain detailed and accurate records of the board's proceedings.

H1.8 Validating Bodies attendance at Assessment Boards

- H1.8.1 Representatives from validating bodies may attend relevant assessment boards in accordance with validation regulations.

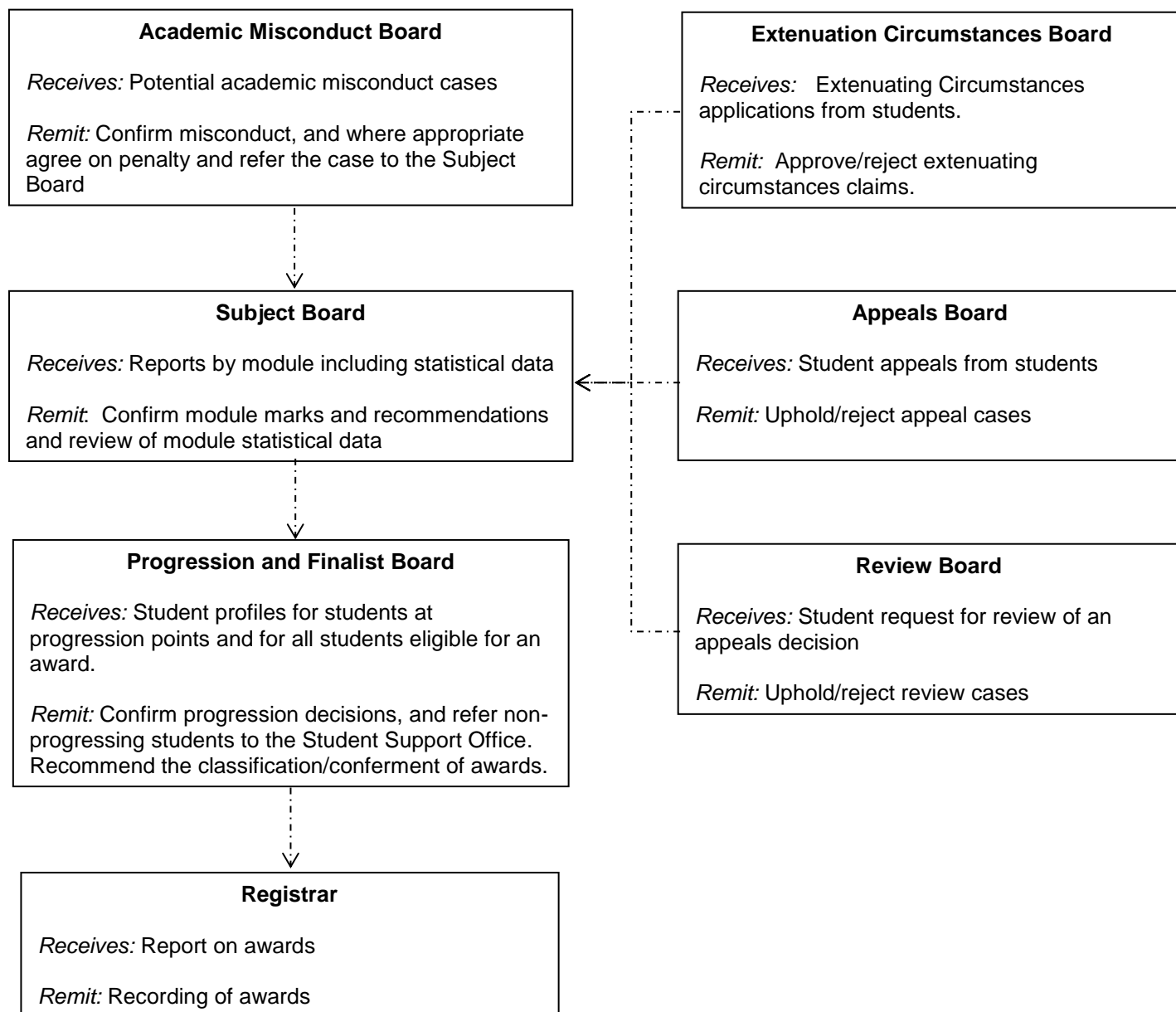
H2 Assessment Boards: Context

Assessment Boards include:

- Subject Board
- Progression and Finalist Board
- Reconvened Boards
- Academic Misconduct Board
- Extenuating Circumstances Board
- Registration Review Panel
- Appeals Board
- Review Board

Each validated programme of study at Regent's University London is considered by a Subject Board and a Progression and Finalist Board, both of which report directly to the Senate Quality Assurance and Enhancement Committee and ultimately Senate, which is invested with the authority to officially confirm degree awards. Senate delegates the authority to confer awards to the Registrar who ensures that due process has occurred. Authority of the Boards is thus determined by the regulations of Senate and where relevant the validating body. Where required, all conferment lists are submitted to the validation body.

H3 Structure Diagram of Assessment Boards



H4 Membership and Terms of Reference of the Assessment Boards

H4.1 Membership of the Subject Board

Ex officio

- Head of School/Assistant Dean/Head of Programme/their equivalent or a nominee (Chair) *
- Relevant subject area Head of School/Assistant Dean or their equivalent
- Relevant Module Leaders or Head of Programme(s), their equivalent or nominees*
- Relevant external examiner(s) *

* Academic (4+)

** Professional services (0)

*** Students (0)

Total (4+)

Co-optees

- Representative of the Careers and Business Relations**
- Representative of International Partnerships Office (IPO) **
- Representative(s) of Academic Staff (PLP tutor or SPA/language Co-ordinator)*
- Clinical Placement Co-ordinator**

In attendance:

- Secretary (from the Registry)
- Co-optees (as required by the board)

(Total attendance = will vary dependent on the number of subject area Heads of School/Assistant Deans or their equivalent *, Module Leaders * and External examiner(s) * required).

H4.2 Terms of Reference for the Subject Board

The Subject Board shall exercise the following powers and functions within the context of the University's regulations:

1. To verify the results for each subject.
2. To confirm passes and failures in modules.
3. To confirm the penalty in relation to any cases of academic misconduct recommended by the Academic Misconduct Board.
4. To confirm the deferral of assessment(s) which has had an extenuating circumstances claim accepted by the Extenuating Circumstances Board.

5. To confirm the hours for any work/clinical placement.
6. To confirm students' credits and, where applicable, grades from the Study Period(s) Abroad/and or Placement Learning Projects.
7. To reconsider an earlier decision made after referral from the Appeals Board or the Review Board.
8. To discuss any amendments made to marks for a cohort of students recommended by external examiners.
9. To make recommendations to the Programme Committee and/or Head of Programme on any matters concerned with the teaching and assessment methods of any modules or SPA/PLP, based on matters arising from the results and external examiner(s) comments.
10. To review module statistical data.
11. To ensure that the academic regulations of Regent's University London are adhered to and that the Board is carried out to University standards.

H4.3 Standing Orders for the Subject Board

1. An Independent Head of School/Assistant Dean/Head of Programme/their equivalent (or nominee) shall be the ex officio Chair of the Subject Board. Alternatively, the Independent Head of School/Assistant Dean or Head of Programme, or their equivalent, may delegate the role of Chair to their nominee. The nominee must be selected from the committee membership.
2. Co-opted members will participate in the deliberations of the Board as required by the Board.
3. Observers are only allowed at the permission of the Chair, and should not participate in business unless authorised by the Chair.
4. Co-opted members and observers shall not be entitled to vote on motions proposed at the Board.
5. The Secretary of the Board will normally be from the Registry.
6. Where necessary, the relevant Faculty Dean / Institute Director or equivalent may appoint suitable alternates to attend meetings at which members are unable to be present; however alternates to external examiners may not be appointed. Absences may only be accepted and alternates may only be appointed in exceptional circumstances and prior written agreement for this must be received from the relevant Faculty Dean / Institute Director or equivalent as applicable.

7. The Board shall not be considered quorate unless:
 - a) the Chair is present
 - b) the relevant module leaders (or nominees) are present.
8. The Secretary from the Registry will be required to be present throughout for the Board to convene.
9. In exceptional circumstances where an external examiner cannot be present they must submit a report prior to the Board meeting.
10. The Board will meet as often as required.
11. The structure and terms of reference of the Board shall be approved or varied only with the approval of the Secretary of Senate prior to final approval at the SQAEC.
12. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Board.

H4.4 Membership of the Progression and Finalist Board

Ex officio:

- PVC Dean, their equivalent or nominee (Chair) **
- Relevant Heads of School/Assistant Dean or their equivalent*
- Relevant Head of Programme(s) or their equivalent*
- Progression and Finalist Board external examiner *

* Academic (3+)

** Professional services (1)

*** Students (0)

Total (4+)

In attendance:

- Head of Student Services **
- Student Support Officer **
- Student Disability and Mental Health Coordinator**
- Representative from the International Partnerships Office (IPO)
– Outbound Unit **
- Senior Quality Officer **
- Secretary

(Total attendance = will vary dependent on the number of subject area Heads of School/Assistant Deans or their equivalent *, Module Leaders * and external examiner * required).

H4.5 Terms of Reference for the Progression and Finalist Board

The Progression and Finalist Board shall exercise the following powers and functions within the context of the University's regulations:

1. To confirm the progression of each student.
2. To refer non-progressing students to the Student Support Office.
3. To award condoned passes.
4. Verify and recommend the classification/conferment of award for each student presented to the Board.
5. Recommend the conferment of an exit award available to excluded/withdrawn students.
6. To reconsider an earlier decision made after referral from the Appeals Board or the Review Board.
7. To make recommendations to the Programme Committee and / or Head of Programme or their equivalent on any matters concerned with the teaching and assessment methods of any modules or procedures required at programme level, based on matters arising from the results.

8. To ensure that the academic regulations of Regent's University London are adhered to and that the Board is carried out to University standards.

H4.6 Standing Orders for the Progression and Finalist Board

1. A PVC Dean or their equivalent shall be the ex officio Chair of the Progression and Finalist Board. Alternatively, PVC Dean or their equivalent may delegate the role of Chair to their nominee. The nominee must be selected from the committee membership.
2. Observers are only allowed at the permission of the Chair, and should not participate in business unless authorised by the Chair.
3. Observers shall not be entitled to vote on motions proposed at the Board.
4. The Secretary of the Board will normally be from the Registry.
5. Where necessary, the relevant Faculty Dean / Institute Director or their equivalent may appoint suitable alternates to attend meetings at which members are unable to be present; however alternates to external examiners may not be appointed. Absences may only be accepted and alternates may only be appointed in exceptional circumstances and prior written agreement for this must be received from the relevant Faculty Dean / Institute Director or their equivalent as applicable.
6. The Board shall not be considered quorate unless the following members are present*:
 - a) PVC Dean or their equivalent (Chair)
 - b) Relevant Head of School/Assistant Dean or their equivalent
 - c) Relevant Head of Programme or their equivalent
 - d) Progression and Finalist Board external examiner
 - e) Secretary

* The Board is divided into sections dealing with one programme at a time and will be considered to be quorate and therefore allowed to confirm progression and verify awards for students for each section as long as the following members are present for the applicable section of the Board:

 - a) there is both a relevant Head of School/Assistant Dean and Head of Programme, their equivalent; or their approved alternates present for the programme being considered;
 - b) the Chair and external examiner must be present for the full duration of the Board.
7. The Secretary from the Registry and a Quality Officer will be required to be present throughout for the Board to convene.

8. The Board will meet as often as required.
9. The structure and terms of reference of the Board shall be approved or varied only with the approval of the Secretary of Senate prior to final approval at the SQAEC.
10. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Board.

H4.7 Membership of the Reconvened Board

Ex officio

- Deputy Vice Chancellor or Independent Head of School/Assistant Dean or Independent Head of Programme or their equivalent (Chair) *
- Relevant subject area Head of School/Assistant Dean(s) or their equivalent *
- Relevant Head of Programme(s) or their equivalent *
- External examiner ϕ

* Academic (4+)

** Professional services (0)

*** Students (0)

Total (4+)

In attendance:

- Quality Officer (from the Registry) **
- Secretary
- Co-optees (as required by the Board)

ϕ *The external examiner should be selected from the list of appointees for the Progression and Finalist Board. If all are unavailable, the most relevant external examiner should be invited.*

(Total attendance: numbers will vary dependent on the number of subject area Heads of School or their equivalent*, Module Leaders * and external examiners * required).

H4.8 Terms of Reference for the Reconvened Board

The Reconvened Board shall exercise the following powers and functions within the context of the University's regulations:

1. To verify the results for each subject.
2. To confirm passes and failures in modules.
3. To confirm the penalty in relation to any cases of academic misconduct recommended by the Academic Misconduct Board.
4. To confirm the deferral of assessment(s) which has had an extenuating circumstances claim accepted by the Extenuating Circumstances Board.
5. To confirm the hours for any work/clinical placement.
6. To confirm students' credits and, where applicable, grades from the Study Period(s) Abroad and/or Placement Learning Projects.

7. To discuss any amendments made to marks for a cohort of students recommended by external examiners.
8. To review module statistical data.
9. To confirm the progression of each student.
10. To refer non-progressing students to the Student Support Office.
11. To award condoned passes and subsequently the awarding of the degree.
12. To make recommendations to the Programme Committee and/or Head of Programme on any matters concerned with the teaching and assessment methods of any modules or procedures required at programme level, based on matters arising from the results and external examiner(s) comments.
13. To verify the classification/conferment of award for each student presented to the Reconvened Board.
14. To recommend the classification/conferment of award for students who have been granted a condoned pass at a previous Progression and Finalist Board.
15. To recommend the classification/conferment of award for students on a borderline between classifications.
16. To recommend the conferment of an exit award available to excluded/withdrawn students.
17. To reconsider an earlier decision made after referral from the Appeals Board or the Review Board.
18. To verify the results of re-sits.
19. To ensure that the academic regulations of Regent's University London are adhered to and that the Board is carried out to University standards.

H4.9 Standing Orders for the Reconvened Board

1. The Chair will either be an Independent Head of School/Assistant Dean or Head of Programme, or their equivalent, or Deputy Vice Chancellor. The Chair will be determined based on the nature of discussions to be held at the board. For example, if progression is to be considered along with other subject board matters, the Progression and Finalist Board Chair should be invited. This example is applicable to all scenarios.
2. Co-opted members will participate in the deliberations of the Board, as required by the Board.

3. Observers are only allowed at the permission of the Chair, and should not participate in Board business unless authorised by the Chair.
4. Co-opted members and observers shall not be entitled to vote on motions proposed at the Board.
5. Where necessary, the relevant Faculty Dean / Institute Director or their equivalent may appoint suitable alternates to attend meetings at which members are unable to be present; however alternates to external examiners may not be appointed. Absences may only be accepted and alternates may only be appointed in exceptional circumstances and prior written agreement for this must be received from the relevant Faculty Dean / Institute Director or their equivalent as applicable. The Faculty Dean / Institute Director or their equivalent must inform the Deputy Vice-Chancellor of the absence.
6. The Board will be not considered quorate for decision making purposes unless the following members are present*:
 - a) Chair
 - b) Relevant Head of School/Assistant Dean or Head of Programme, their equivalent, or their approved alternate.

* The Board is divided into sections dealing with one programme at a time and will be considered to be quorate and therefore allowed to carry out its functions as outlined in the terms of reference for each section as long as the following members are present for the applicable section of the Board:

 - a) there is both a relevant Head of School/Assistant Dean or Head of Programme, their equivalent; or their approved alternates present for the programme being considered;
 - b) the Chair.
7. The Secretary from the Registry and a Quality Officer will be required to be present for the board to convene.
8. The Secretary of the Board will be from the Registry.
9. Reconvened Boards will meet as and when required.
10. Where an external examiner cannot be present they should either submit a report prior to the meeting or be virtually present (e.g. via video conferencing).
11. The structure and terms of reference of the Board shall be approved or varied only with the approval of the Secretary of Senate prior to final approval at the SQAEC.
12. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Board.

H4.10 Membership of the Academic Misconduct Board

Ex officio

- Faculty Assistant Deans or equivalent (Chair)
- One Principal or Senior Lecturer appointed by each Faculty Assistant Dean to represent their faculty or their equivalent (currently 2)
- One Principal or Senior Lecturer appointed by each Institute Assistant Dean or equivalent to represent the institute (currently 1)
- One Senior Officer from the Registry

In attendance

- Secretary (from the Registry)
- Staff related to the academic misconduct in question
- Student related to the academic misconduct in question

H4.11 Terms of Reference for the Academic Misconduct Board

1. The Academic Misconduct Board shall receive and adjudicate on cases of academic misconduct received from academic staff, with supporting documentary evidence, in line with University Regulations.
2. The Academic Misconduct Board will recommend penalties to the Subject Board in cases where academic misconduct has been proven.

H4.12 Standing Orders for the Academic Misconduct Board

1. Academic staff are appointed by the Faculty A Assistant Deans or equivalent, and shall serve the Board for one academic year.
2. The Board will be considered quorate only if all members are present.
3. Staff must be independent and not involved with the specific academic misconduct case being reviewed.
4. Where necessary, subject to challenge by the Board, members of the Board may appoint alternates to attend meetings at which they are unable to be present.
5. Staff and students related to the academic misconduct case will be given the opportunity to represent themselves as required but are not entitled to vote.
6. The Secretary of the Board will be from the Registry.

7. The Board will meet twice each term.
8. The structure and terms of reference of the Board shall be approved or varied only with the approval of the Secretary of Senate prior to final approval at the SQAEC.
9. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Board.

H4.13 Membership of the Extenuating Circumstances Board

Ex officio

- Faculty Assistant Deans, their equivalent, or nominee (Chair)
- One Principal or Senior Lecturer appointed by each Faculty Assistant Dean or their equivalent to represent their faculty (currently 2)
- One Principal or Senior Lecturer appointed by each Institute Assistant Dean or equivalent to represent the institute (currently 1)

In attendance

- Secretary (from the Registry)
- Co-optees (as required by the Board)

H4.14 Terms of Reference

1. The Extenuating Circumstances Board shall meet as frequently as necessary, after the assessment period and if necessary after the Subject Boards to:
 - receive and adjudicate on written extenuating circumstances submissions from students, with supporting documentary evidence, in line with University regulations
 - maintain oversight of the overall break in studies process and ensure consistency through the review of a sample of claims.
2. The Extenuating Circumstances Board should highlight and report any issues or examples of good practice to the Senate Quality Assurance and Enhancement Committee (SQAEC).

H4.15 Standing Orders

1. To allow straightforward cases to be reviewed as required, a reduced Board will be considered quorate if the Chair and the Secretary of the Extenuating Circumstances Board are present.
2. 2. To review more complex cases a full Board will be considered quorate if more than 50% of members are present
3. Where necessary, subject to challenge by the Board, members of the full Board may appoint alternates to attend meetings at which they are unable to be present.

4. The Secretary of the Board will be from the Registry.
5. The structure and terms of reference of the Board shall be approved or varied only with the approval of the Secretary of Senate prior to final approval at the SQAEC.
6. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Board.

H4.16 Membership of the Registration Review Panel

Appointed

- At least two appointed members of the Extenuating Circumstances Board.

Co-optees

- Head of Student Services
- Student Support Officer
- Disability Officer
- Relevant academic representative

H4.17 Terms of reference

1. The Registration Review Panel shall meet to review and decide upon student applications for a break in study where it has been determined by the Registry the application requires the scrutiny of the Panel. This includes applications for students returning from an authorized break in study. Where an application for a break in study is approved, the Panel may set conditions which the student must meet by an agreed deadline, before the student is able to return to their programme of study.

H4.18 Standing Orders

1. The Panel will be considered quorate if at least two appointed members of the Extenuating Circumstances Board are present.
2. The Registration Review Panel will usually only grant one break in studies throughout the duration of a student's programme of study.
3. The Panel may set conditions which the student must meet by an agreed deadline, before the student is able to return to their programme of study.
4. The Panel will ensure that the correct paperwork has been completed by the student and signed off by the staff responsible.
5. Staff must be independent and not involved with the specific student application being reviewed.
6. Where necessary, subject to challenge by the Board, members of the Board may appoint alternates to attend meetings at which they are unable to be present.
7. The Secretary of the Panel will be from the Registry.
8. The Panel will meet within two weeks of receipt of a break in studies application.

9. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Panel.
10. Formal minutes from the Registration Review Panel will be reviewed by the Extenuating Circumstances Board.

H4.19 Membership of the Appeals Board

Ex Officio

- PVC Dean or their equivalent (Chair)
- Assistant Registrar – Academic Quality, Assessments and Awards
- Three Members of academic or academic-related University Staff (of whom two must be academic University staff)

Co-optees

- Chair of the Extenuating Circumstances Board
- Invited parties (e.g. staff or students)

In attendance

- Secretary (from the Registry)

H4.20 Terms of Reference for the Appeals Board

The Appeals Board shall exercise the following powers and functions within the context of the University's regulations:

1. To receive and adjudicate on written appeals from students, with supporting documentary evidence, relating to decisions made by the relevant assessment board;
2. To refer, where appropriate, the case back to the relevant assessment board.

H4.21 Standing Orders for the Appeals Board

1. To allow straightforward cases to be reviewed as required, a reduced Board will be considered quorate if the Chair and the Secretary of the Appeals Board are present.
2. To review more complex cases a full Board will be considered quorate if more than 50% of the members are present.
3. Staff must be independent and not involved with the specific appeal being reviewed;
4. Co-optees will participate in the deliberations as required but are not entitled to vote;
5. The Secretary of the Board will be from the Registry;
6. The Board will meet at least three times a year, unless no appeals are submitted following publication of results.

7. The structure and terms of reference of the Board shall be approved or varied only with the approval of the Secretary of Senate prior to final approval at the SQAEC.
8. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Board.

H4.22 Membership of the Review Board

Ex Officio

- Registrar or nominee (Chair)
- Two members from a Senate Committee

In attendance

- Secretary from the Registry
- Invited parties (e.g. staff or students)

H4.23 Terms of Reference for the Review Board

The Review Board shall exercise the following powers and functions within the context of the programme academic regulations:

1. To receive and adjudicate on written appeals from the students, with supporting documentary evidence, relating to decisions made by the Appeals Board;
2. To refer, where appropriate, the case back to the relevant assessment board.

H4.24 Standing Orders for the Review Board

1. The Registrar shall be the ex officio chair of the Board. Alternatively, the Registrar may delegate the role of chair to their nominee.
2. Members must be independent from the programme and student.
3. Members must not have been involved with the appeal at Stages one or two.
4. The Secretary of the Board shall be appointed from the Registry by the Registrar.
5. The structure and terms of reference of the Board shall be approved or varied only with the approval of the Secretary of Senate prior to final approval at the SQAEC.
6. Formal minutes, prepared in the prevailing and agreed University format are a requirement of the operation of the Board.

H5 External examiners

H5.1 General Information

- H5.1.1 External examiners ensure that the University standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions in the UK.
- H5.1.2 External examiners help to ensure that:
- (a) standards set for the awards are appropriate;
 - (b) standards of student performance are comparable with similar programmes or subjects in other HEIs;
 - (c) the processes for assessment, examination and the determination of awards are rigorous;
 - (d) students receive equitable treatment and that the academic processes have been conducted fairly against the intended outcomes of the programme(s) and in line with Regent's University London regulations and policies;
 - (e) distinctive features are acknowledged in the context of external knowledge and experience.
- H5.1.3 External examiners provide academic staff with the opportunity to reflect with other academics in the field and fulfil the requirements of the QAA and validating bodies. They are critical for the validating bodies to retain confidence in the quality and standards of the validated programmes. These procedures are informed by the QAA UK Quality Code for Higher Education Advice and Guidance, External Expertise.
- H5.1.4 All academic staff at Regent's University London are informed of the roles and responsibilities of the external examiners and the levels of their authority.
- H5.1.5 The University will include the name of the external examiner, their position and institution in module or programme information provided to students.

H5.2 Progression and Finalist Board external examiners

- H5.2.1 Progression and Finalist Board external examiners are subject to all the regulations related to external examiners contained within this handbook, with the following exceptions:
- (a) Progression and Finalist Board external examiners are not appointed to a subject area and therefore will not be subject specialists.

- (b) Progression and Finalist Board external examiners must have an excellent knowledge of quality assurance processes related to student assessment in higher education.
- (c) Progression and Finalist Board external examiners must have extensive experience and knowledge of the administration of assessment boards, which has been gained through a senior quality role within a higher education institution e.g. Director of Quality, Registrar, Associate Dean of Quality etc.
- (d) Progression and Finalist Board external examiners will not be moderating student assessment but rather they will be observing and auditing the Progression and Finalist Board to ensure that the board is conducted according to regulations.

H5.3 Appointment Procedure for external examiners

- H5.3.1 Nominations are made according to the QAA UK Quality Code for Higher Education Advice and Guidance, External Expertise. This covers the nominees' seniority, credibility and relevant experience, knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality.
- H5.3.2 Their academic qualifications/professional qualifications must be appropriate and to at least the level of the qualification being externally examined, and/or have extensive practitioner experience where appropriate.
- H5.3.3 All external examiners are expected to have competence and experience of designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures and examinations (either externally or internally).
- H5.3.4 All external examiners will have an awareness of current developments in the design and delivery of relevant curricula.
- H5.3.5 External examiner nominations are drawn from a variety of institutional and professional contexts and traditions ensuring the programmes benefit from wide-ranging external scrutiny. Where a programme leads to a professional award, at least one appropriately experienced practitioner should be included among the examiners.
- H5.3.6 All external examiners will meet the applicable criteria set by professional statutory or regulatory bodies.
- H5.3.7 All external examiners will have a familiarity with the standard to be expected of students to achieve the award that is to be assessed.

- H5.3.8 All external examiners will have the necessary experience to enhance the student learning experience.
- H5.3.9 All external examiners will be fluent in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements).
- H5.3.10 Additionally, external examiners will not:
- (a) normally hold more than two external examiner appointments for taught programmes/modules at any point in time;
 - (b) have worked or studied at Regent's University London in the last five years. Retirees may be considered provided they have sufficient evidence of continuing involvement in the academic area in question;
 - (c) be from the same institution as the previous external examiner;
 - (d) be an external examiner from an institution which has been the source of examiners to the faculties of the University for a programme covering the same or cognate subject areas in the recent past (normally five years);
 - (e) be a member of staff, a governor, a student, or a near relative of a member of staff or student on the programme, an examiner on a cognate course in the University or a member of a committee of the appointing institution or one of its collaborative partners;
 - (f) be in a close professional contractual or personal relationship with a member of staff or student involved with the programme of study;
 - (g) be involved as external examiner for the programme when it was approved by another validating body;
 - (h) be a recent or current close working colleague of a key member of staff now teaching on the programme to be examined;
 - (i) be personally associated with the sponsorship of students on the programme;
 - (j) be anyone closely associated with placements or training;
 - (k) be required to assess colleagues who are recruited as students to the programme;
 - (l) be in a position to influence significantly the future employment of students on the programme or likely to be involved with placements or training programmes in their organisation involving students on the programme;
 - (m) be anyone involved in collaborative research activities with a member of staff;

- (n) be anyone who has been directly involved as an external member of the validation panel for the programme.
- H5.3.11 A reciprocal external examining arrangement for the same subject area between the University and other institutions is not allowed.
- H5.3.12 The replacement of an external examiner from an institution by a colleague from the same department in the same institution is not allowed.
- H5.3.13 No more than one external examiner should be appointed to a programme from any one department within another University.
- H5.3.14 The duration of an external examiner's appointment will be four years, with a possible, exceptional extension of one year.
- H5.3.15 An external examiner may be reappointed in exceptional circumstances but only after a period of five years has elapsed since their last appointment.
- H5.3.16 The appointment of an external examiner can be terminated by the University, approved at a senior level, if they fail to fulfil their obligations at the end of any single year of appointment.
- H5.3.17 Colleagues who are new to external examining or have professional experience relevant to a professional or vocational programme can be appointed provided they are part of a team and mentored by an external examiner that meets the criteria outlined above.
- H5.3.18 Where any potential conflict of interest cannot be satisfactorily resolved appointments will not be approved.

H5.4 Nomination process

- H5.4.1 All nominations for external examiners must be submitted using the University's external examiner nomination form found on the Registry Intranet pages.
- H5.4.2 All nominations for external examiners should be checked using the 'External Examiner Checklist' form available on the Registry Intranet pages.
- H5.4.3 Completed nomination forms should be signed by the Assistant Dean/Head of School, their equivalent, or nominee and then submitted to the Assistant Dean / Director or their equivalent for approval at Faculty / Institute-level.
- H5.4.4 The Assistant Dean / Director or their equivalent will be required to approve and sign the paperwork. In the event of one member

not being available to sign the paperwork, a suitable nominee should be appointed.

- H5.4.5 Once approval has been given at Faculty / Institute-level the form should be passed to the Registry for scrutiny and subsequent approval at University level by the Registrar or nominee from the Quality Office, on behalf of the SQAEC.
- H5.4.6 The Registry will ensure that all external examiners are appropriately inducted and a feedback form based on the induction should be completed by the external examiner and provided to the Registry.
- H5.4.7 The Quality Office will produce an updated report for each meeting of the SQAEC.

H5.5 Appointment Contract

- H5.5.1 Appointments for external examiners are usually for a period of four years. However, the term of office may be extended for up to twelve months in extenuating circumstances where there is a clear rationale.
- H5.5.2 A new external examiner will start either just before the previous one has completed their term or at the same time.
- H5.5.3 The programmes and/or subject areas to be included in the external examiner's role will be clearly communicated in the appointment letter, and this information will also be recorded at the SQAEC.
- H5.5.4 An external examiner's contract may be terminated where reports are not produced in a timely manner or to an appropriate standard, or due to failure to attend the relevant assessment Board(s), or a new conflict of interest arises, or due to the discontinuation of the programme.

H5.6 Monitoring the external examiner appointments procedure

- H5.6.1 The Registry holds and maintains an external examiner database which contains contact details, length of contract and payment details for all external examiners, which is accessible to the Registry. The Registry monitors the appointments procedure and notifies the SQAEC of progress regarding all external examiner appointments.

H5.7 Induction of external examiners

- H5.7.1 Initial arrangements

The external examiner is supplied with:

- (a) Regent's University London Academic Regulations detailing all QA procedures such as moderation policy.
- (b) Programme specifications for the programme, including details of assessment.
- (c) A briefing paper on University contacts and reporting lines.
- (d) The previous external examiner's report.
- (e) Dates for meetings of the relevant examining boards.
- (f) The content and format required for the written report.

H5.7.2 Induction meeting

External examiners are invited to a meeting at which they are briefed on the institutional procedures and academic regulations as well as being given information to explain what their duties and obligations are, including those relating to attendance and feedback, and any legal obligations. Details may also be shared regarding the developments and opportunities for discussion at programme level. The external examiners will meet the relevant academic and registry staff.

H5.8 The external examiner's role

- H5.8.1 The Head of Programme and/or Pathway Leaders or their equivalent maintain contact with the external examiners. External examiners may be invited to observe the assessment of presentations or practical work and to sign off new ideas for the programme, assessment items or criteria and any other aspects of delivery.
- H5.8.2 External examiners review proposed examination questions and any proposed changes in the programme.
- H5.8.3 They are also informed when they will be able to view work. All coursework and exam scripts can be made available to external examiners where possible, but they will normally be able to review a sample across the marking range. External examiners may not change individual marks within a sample, unless an error has been identified by the external examiner which requires the change of a grade.
- H5.8.4 External examiners also attend the examination boards of the programme, at which they are required to sign off the outcomes.
- H5.8.5 The external examiner will endorse the outcomes of the assessment processes they have been appointed to scrutinise.
- H5.8.6 On all UK validated programmes, no recommendation for the conferment of a validated award of the University may be made without the written consent of approved external examiners prior to the confirmation of mark lists.

- H5.8.7 On any matter which the external examiners have declared a matter of principle, the decision of the external examiners shall either be accepted as final by the assessment board or shall be referred to the SQAEC. Disagreements between external examiners shall be referred to the SQAEC.

H5.9 The Report

- H5.9.1 At the end of the assessment process, external examiners are required to submit an annual report. The report is submitted no more than one month after the final meeting of the assessment board.
- H5.9.2 The report includes comments on the following:
- (a) The overall performance of the students in relation to their peers on comparable programmes.
 - (b) The strengths and weaknesses of students in relation to previous years (where applicable).
 - (c) The quality of knowledge and skills, both general and subject specific and including any work-based or work-related aspects, demonstrated by the students and in the light of QAA subject benchmarks, and the Framework for Higher Education Qualifications (FHEQ).
 - (d) The quality of teaching as indicated by student performance.
 - (e) The structure, organisation, design, marking and fairness of all assessments and their compliance with Regent's University London quality assurance procedures.
 - (f) The organisation and operation of assessment boards.
 - (g) Comments on their own involvement in the process and feedback on whether issues previously raised have been addressed.
 - (h) Other recommendations arising from the assessments.
 - (i) Developmental needs for the curriculum, syllabus, teaching methods and resources to support the programme arising from the whole learning and assessment process.
 - (j) Recommendations to enhance the quality of learning opportunities provided to students.
 - (k) Any areas of good practice and innovation relating to learning, teaching and assessment.
 - (l) The report is sent to the Registrar of Regent's University London. It is logged in the Registry and a copy sent to the Head of Programme for consideration by the Programme Committee and the Assistant Dean or equivalent.
- H5.9.3 The University will make external examiners' annual reports available in full to students, with the sole exception of any

confidential report made directly, and separately to the Vice Chancellor.

- H5.9.4 External examiners have the right to raise any matter of serious concern with the Vice Chancellor, if necessary by means of a separate confidential written report. The Vice Chancellor will provide a response within a timely manner. If this response is not satisfactory to the external examiner then they may invoke the QAA's concerns scheme or inform the relevant professional statutory or regulatory body.

H5.10 Responses to the report

- H5.10.1 The report is designed to enable the Programme Committee to ascertain whether the programme is meeting its stated objectives, and to make any necessary improvements. The Head of Programme and/or Pathway Leader or their equivalent, in consultation with members of the teaching team, produce written feedback within one month in response to the issues raised in the report. The response which identifies measures that are to be put in place and discussions to be had where recommended, is sent to the external examiner and to the SQAEC.
- H5.10.2 The Registry will produce a report on the general issues and themes arising from all the reports. This summary report will then be presented to the SQAEC.
- H5.10.3 The University will ensure that student representatives are given the opportunity to be fully involved in the process, enabling them to understand all the issues raised and the institution's response.

Glossary

Academic Integrity - The practice of approaching academic and scholarly work honestly, by completing one's own work, by attributing and acknowledging sources when necessary, and by not relying on dishonest means to gain advantage.

Academic Judgement - A method of assigning marks in order to represent an examiner's judgement on the level of a student's achievement.

Academic Misconduct - The act whereby a person may obtain an unpermitted advantage for themselves or another student.

Academic Quality - A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

Academic Standards - The standards set and maintained by institutions for their courses (programmes and modules) and expected for their awards.

Accreditation - Where a Higher Education Institution or professional / regulatory body approves either itself or another Institution to offer its programme of study.

Admissions - The process of applying for, and gaining entry to, a course or programme of study.

Aegrotat Award - An award conferred upon a student for which the Examining Board does not have enough evidence of a student's achievements to recommend the award for which they were registered. It is used when a student is unable to complete their degree course in the foreseeable future due to medical or equivalent reasons.

AMR - See **Annual Monitoring Report**

Annual Monitoring - Checking a process or activity every year to see if it meets expectations for standards and quality.

Annual Monitoring Report (AMR) - A document produced annually explaining how an institution has met specific targets during the previous year. They may be monitored by awarding bodies and internal quality committees to ensure that continuing development and attainment of standards at an institution.

Appeal - A petition to review a decision that has been decided by an examination board.

Articulation arrangement - A process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree-awarding body. These arrangements, which are subject to formal agreements between the parties, normally involve credit accumulation and transfer, so that credit achieved for the approved study at the first provider is transferred to contribute to the programme and award completed at the second (the degree-awarding body). The two separate components are the responsibility of the respective organisations delivering them but, together, contribute to a single award (of the degree-awarding body). Students normally have a contractual relationship with the organisation which delivers the first component and subsequently with the degree-awarding body.

Assessment Board - A board is convened when there are a large number of individual modules that may contribute to more than one programme in order to consider students module results.

Assessment Criteria - Clear statements relating to how the achievement of the learning outcomes will be measured, that markers expect a student to display in an assessment task, and which are taken into account in marking the work. These criteria are based on the intended learning outcomes.

Assessment Regulations - The rules governing assessment of a programme of study including the marking scheme, the pass mark, the requirements for progression to subsequent levels or stages of a programme and the award and classification requirements (for instance credits to be achieved and specific marks to be attained).

Award - A qualification, or the allocation of credit to a student.

Awarding Body - An organisation with the authority to award academic qualifications, such as diplomas or degrees.

Awarding Institution - A higher education institution (often a university) with the power to award degrees, typically conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from the QAA (in response to applications for taught degree awarding powers, research degree awarding powers or university title).

Bachelor's Degree - A higher education qualification - which may be either an 'ordinary' or an 'honours' degree - at level 6 in *The framework for higher education qualifications in England, Wales and Northern Ireland*. Examples include the Bachelor of Arts (BA) and Bachelor of Science (BSc) degrees. If a bachelor's degree is awarded 'with honours' this normally denotes more extensive study and achievement.

CATS - See Credit Accumulation and Transfer Scheme.

Cheating - The means by which a student gains an unfair advantage in examination and tests.

Code of Practice - The *Code of practice for the assurance of academic quality and standards in higher education* published by the QAA: a set of interrelated documents giving guidance for higher education institutions.

Cohort - A group (of students) who share the same learning experience, for example because they entered the same programme of study at the same university in the same year.

Collaborative Provision - Educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.

Collusion - Work that has been undertaken by or with others, or in the name of another student, which is submitted and passed off as solely the work of one person.

Condoned Pass - The awarding of a pass where certain conditions have been met.

Core Module - A module that all students are required to pass as part of a particular programme.

Co-requisite - A module which students take in conjunction with other specific modules.

Course - A programme or module of study.

Credit - A means of quantifying and recognising learning, used by most institutions that provide higher education programmes of study, expressed as 'numbers of credits' at a specific level.

Credit Accumulation and Transfer Scheme (CATS) - An arrangement which enables students to move credits they accumulate from one institution to another. The Scheme equates one credit (or credit point) with 10 hours of notional learning time (the time, on average, a learner takes to achieve the specified learning outcomes).

Credit Framework - A published formal structure that states the credit value typically associated with programmes and qualifications, and that generally includes credit level descriptors.

Credit Level - An indicator of the relative complexity, depth, and autonomy of learning associated with a particular module, used in credit frameworks.

Credit Level Descriptor - A statement of the generic characteristics of learning at a specific credit level, used as a reference point for those designing programmes of study.

Credit Rating - The process of assigning a number of credits at a specific level to a module within a particular programme of study.

Curriculum - A set of courses and their content.

Dean - A leader within a higher education institution who has responsibility, both managerial and administrative, over a particular Faculty or the institution's students.

Defer - Where an examination or submission of coursework is postponed, or a previous attempt or submission is deemed null and void.

Degree - A higher education qualification at one of several levels.

Degree Awarding Powers - The right to confer degrees, which is granted by statute, by Royal Charter or by the Privy Council following a recommendation from the QAA.

Dissertation - An Academically supervised individual research activity.

Doctoral Degree - A higher education qualification at level 8 in *The framework for higher education qualifications in England, Wales and Northern Ireland*, at level 8 in the *Credit and qualifications framework for Wales*. Examples include the PhD and DPsych.

Double Marking - Assessment of students' work by two or more independent markers as a means of safeguarding or assuring academic standards by controlling for individual bias.

Dual/double awards - Arrangements where two or more awarding bodies together provide a single jointly delivered programme (or programmes) leading to separate awards (and separate certification) being granted by both, or all, of them.

ECTS - See **European Credit Transfer and Accumulation System**

Elective Module - One of a set of modules from which a choice can be made within a particular programme.

Enhancement - Taking deliberate steps at institutional level to improve the quality of learning opportunities. It is used as a technical term in the QAA's audit and review processes.

Enrolment - The formal procedures that a student must complete or pass through during the admissions stage, after being accepted onto a course and before starting it.

European Credit Transfer and Accumulation System (ECTS) - An arrangement developed by the Commission of the European Communities, which guarantees the academic recognition of studies taken abroad. It allows accumulated credit to be transferred from one institution to another, providing a comparative scale on which to measure academic achievement.

Expectation - An expression of what higher education providers are expected to do, relating to a key matter identified as important for setting and maintaining threshold academic standards and enhancing academic quality.

External examiner - An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

External examining - The process by which one or more independent experts (**external examiners**) comment(s) on student achievement in relation to established academic standards and on the institution's approach to assessment, thus helping to ensure consistent standards and fair assessment procedures across the UK.

External Review - A review conducted at an institution by a suitably qualified team of people not normally employed there.

Fabrication of Data - Making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

Faculty Executive Committee (FEC) - Committees at Faculty level charged with monitoring operational activities relating to the delivery of the Faculty's strategy within the overarching context of the Regent's University mission and strategy.

Faculty Learning and Teaching Committee (FLTC) - Committees at Faculty level charged with encouraging the development of teaching and learning.

Falsification of Evidence - Presentation of evidence of special circumstances which is false or falsified or which in any way misleads or could mislead Boards of Examiners.

FEC - See **Faculty Executive Committee**

FHEQ - See **Framework for Higher Education Qualifications**

FLTC - See **Faculty Learning and Teaching Committee**

Force Majeure - any circumstances beyond the reasonable control of a Party including, without limitation, Act of God, fire, explosion, flood,

malicious damage, lockouts or other industrial action, civil commotion, hostilities, war, or political interference with the operations of a Party.

Formative Assessment - Feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student.

Foundation Course - A higher education programme of study designed to prepare students for a further course for which they do not have the usual entry qualifications. Foundation courses sometimes constitute a preparatory 'Year 0' of a degree course. They are not the same as Foundation Degrees.

Foundation Degree - A higher education qualification at level 5 in the framework for higher education qualifications in England, Wales and Northern Ireland.

Framework - A published formal structure.

Framework for Higher Education Qualifications (FHEQ) - A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. The QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland*.

Good Practice - A process or way of working that makes a positive contribution to an institution's management of academic standards and the quality of its educational provision.

Grade Descriptors - Statements that define a level of achievement within a certain band of marks.

Graduate - A person who has attained a bachelor's or higher degree.

Graduate Certificate - A higher education qualification at level 6 in the framework for higher education qualifications in England, Wales and Northern Ireland.

Graduate Diploma - A higher education qualification at level 6 in the framework for higher education qualifications in England, Wales and Northern Ireland.

Graduation - The process of formally receiving a degree at a ceremony, not necessarily in person.

Head of Programme - An individual charged with establishing a new programme of study through its development to the Validation Event, in consultation with the Assistant Dean or equivalent and the Dean.

Afterwards, they are responsible for maintaining standards within a course.

Head of School (HoS) - Responsible to the PVC and Faculty Dean for the effective operation and development of their School, for the management of its staff and resources, for the provision of high quality services to its students for ensuring that the department complies with the legal and other obligations placed on the Faculty.

Higher Education - Education that comes after secondary and further education and is characterised by a large element of independent learning. Typically it involves working towards a degree but in some cases it leads to a diploma, certificate or other equivalent qualification.

Highly Trusted Sponsor Status - (HTSS) The status of institutions that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Borders Agency's points-based immigration system. Institutions wishing to obtain this status must undergo a successful Review for Educational Oversight by the QAA and become listed bodies.

HoP - See **Head of Programme**

HoS - See **Head of School**

Internal Verification - The processes used by an institution to confirm the accuracy of its marking.

Joint award - An arrangement under which two or more awarding bodies together provide a programme leading to a single award made jointly by both, or all, participants. A single certificate or document (signed by the competent authorities) attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.

Learning Opportunities - The provision made for students' learning, including planned programmes of study, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

Learning Outcome - Precise learning statements regarding what the successful student will be able to know, understand and/or be able to demonstrate after completing a process of learning.

Level - Relates to the complexity, depth of study and learner autonomy by which a student is challenged. A level is one of a series of defined points on a qualification framework that are numbered in ascending order. Qualifications within the same level share characteristics and require similar achievement. Qualification levels in different

frameworks can be compared. Qualification levels are distinct from credit levels.

Listed Bodies - Institutions that are recognised by the UK government as being providers of higher education on behalf of recognised bodies and are entitled to recruit both UK nationals and overseas students.

Marking Scheme - A detailed framework for assigning marks, where a specific number of marks is given to individual components of the answer.

Master's Degree - A higher education qualification at level 7 in the framework for higher education qualifications in England, Wales and Northern Ireland. Examples include the Master of Arts (MA), Master of Science (MSc) and Master of Philosophy (MPhil) degrees.

Mitigating Circumstances - Unforeseen, unpreventable circumstances that significantly disrupt a student's performance in assessment.

Moderation - A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently.

Module - A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.

Notional Learning Time - The amount of estimated time that a typical student will spend on acquiring specific learning outcomes.

Observer - An individual who may monitor, record and report actions arising from a meeting, without any input into the proceedings.

Option - A module undertaken as a free choice that may be outside the primary area of study.

Partner Organisation - An institution or other body with which an awarding institution enters into an agreement to collaborate, or which it commissions to deliver aspects of a programme or to provide support.

Peer Observation - A collegiate teaching and reflective process that allows a third-party observer to provide feedback on teaching and learning support.

Periodic Review - A review of one or more programmes of study, undertaken periodically (typically once every five years); using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other institutions.

Placement - A period of time in an approved setting in paid or unpaid employment within the duration of an academic programme.

Plagiarism - Submission for Assessment of material (written, visual or oral) originally produced by another person, without acknowledgement, in such a way that the work could be assumed to be the student's own.

Postgraduate Certificate - A higher education qualification at level 7 in "*The framework for higher education qualifications in England, Wales and Northern Ireland*".

Postgraduate Diploma - A higher education qualification at level 7 in "*The framework for higher education qualifications in England, Wales and Northern Ireland*".

Posthumous Award - An award conferred posthumously by the Finalist Board and accepted on the student's behalf by an appropriate individual.

Pre-requisite - A module that has been designated as a module that students must take and pass before, or be credited with, proceeding to a specific module.

Private Provider - An independent college that offers UK higher education but is not in receipt of public funding from the higher education funding councils and may be operating for profit or have charitable status.

Privy Council - The government body that makes formal decisions about which institutions shall be awarded the title and status of university, and/or be allowed to award degrees.

Professional, Statutory and Regulatory Bodies - Organisations that set the benchmark standards for, and regulate the standards of entry into, particular profession(s) and are authorised to accredit, approve or recognise specific programmes leading to the relevant professional qualification(s) - for which they may have a statutory or regulatory responsibility.

Programme - A specified programme of study, with its own aims and learning outcomes made up from a specified set of modules, which leads to a specifically named academic award, an example of which may be a Foundation, BA, MBA, MA and MSc.

Programme Development Leader - A position that guides a programme of study from its initial development, through to the (Re)Validation Event. They construct and lead a programme team based on the intended content and delivery of a proposed programme.

Programme of Study - An approved course of study which provides a coherent learning experience and normally leads to a qualification.

Programme Specifications - Published statements about the intended learning outcomes of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

Progression - Formal progress through an academic programme, meeting key academic requirements.

Progression arrangements - Arrangements whereby students who have completed a programme at one organisation successfully may be considered for entry (on an individual basis) either to the beginning, or to a more advanced stage, of a programme of the degree-awarding body. See also articulation arrangement.

Project - Individual or group-based activity or work experience which is academically supervised.

Provision - In the context of higher education, making courses available to students and supplying them with learning opportunities accordingly.

PSRB - See **Professional, Statutory, Regulatory Body**

QA - See **Quality Assurance**

QAA - See **Quality Assurance Agency**

QE - See **Quality Enhancement**

Qualification - A formally recognised academic award, such as a degree, diploma or certificate, granted on successful completion of a programme of study.

Qualification Descriptors - Generic statements about the main qualifications at each level (for example, bachelor's degree with honours, master's degree), specifying what students should know, understand and/or be able to demonstrate on being awarded that qualification, and exemplifying its nature and characteristics.

Qualifications Framework - formal structure identifying qualification levels in ascending order and stating the requirements for qualifications to be awarded at each one.

Quality Assurance (QA) - The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet UK expectations, and that the quality of the student learning experience is being safeguarded and improved.

Quality Assurance Agency (QAA) - An independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education

qualifications and encourages continuous improvement in the management of the quality of higher education.

Quality Code - A short term for the UK Quality Code for Higher Education, which from 2011 was developed to replace the Academic Infrastructure and incorporates all its key elements along with additional topics and overarching themes.

Quality Enhancement (QE) - The process of taking deliberate steps to improve the quality of learning opportunities.

RILC - See **Regent's Institute of Languages & Culture**

Recognised Bodies - Institutions that are recognised by the UK government as being entitled to award degrees and other higher education qualifications.

Recognition of Prior Learning - Taking account of previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.

Recognition of Prior Experiential Learning (RPEL) - The identification, assessment, and formal acknowledgement of learning and achievement that occurred at some time in the past prior to entry to a course of study, but not in the context of formal education or training.

Reference Points - Statements and other publications that establish criteria against which performance can be measured.

Regent's Institute of Languages & Culture (RILC) - A Regent's University London School offering courses and programmes in the areas of English language, foreign languages (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish), Cross-Cultural Management, Intercultural Communication and Cultural Studies.

Regulatory Body- An organisation recognised by government as being responsible for the regulation or approval of a particular range of issues.

RPEL - See **Recognition of Prior Experiential Learning**

RPL - See **Recognition of Prior Learning**

Rescind - To revoke (cancel) credit/an award.

Research Degree - A higher education qualification at level 7 or 8 in “*The framework for higher education qualifications in England, Wales and Northern Ireland*”.

Resit - A process where students are not required to attend lectures or classes except to the extent that attendance is required in order to complete a necessary assignment.

Retake - A process where students are required to attend classes and to complete all assignments and assessments associated with the module. In cases where students have performed very well in the majority of elements, work but have failed an element, work assessed at a high standard may be carried over.

Revalidation - Where a Higher Education Institution or external accreditation authority deems a programme of study already validated to continue to be offered at an external institution as an academically viable and appropriate standard to be offered in the public domain.

Review - A thorough evaluation by suitably qualified experts.

Review for Educational Oversight - A review conducted by the QAA for purposes of educational oversight as required by the UK government, which is concerned with taught higher education programmes of study at levels 4-7 in England, Wales and Northern Ireland.

Review Report - A document reporting in detail on an evaluation by suitably qualified experts.

Reviewer - An individual employed by the QAA to be part of the team that reviews an institution; they may be a current employee in the higher education sector, a recently retired higher education professional or a current or recent student (having completed a course within the last two years).

RILC - See Regent’s Institute of Languages & Culture

SLTC - See **Senate Learning and Teaching Committee**

Second Marking - As the name implies, a second stage of marking, which may be for checking, sampling or moderation purposes.

Semester - One half of a nine month academic programme, usually consisting of 14-15 weeks of teaching and assessment during which attendance at the University (or specified alternate) is required.

Senate - A committee that reviews all aspects of academic issues which relate to the development and delivery of all programmes offered by the University. It supports the pursuit of excellence in learning and teaching in all Regent’s University London programmes.

Senate Quality Assurance and Enhancement Committee (SQAEC) - A committee that defines academic standards, and assures and supports enhancement of the quality of academic provision throughout the University. It develops academic regulations for approval by Senate.

Senate Research Committee (SRC) - A committee that promotes a research culture on the Regent's University London campus to provide a robust underpinning to teaching programmes particularly at postgraduate level, and engendering a spirit of global perspective, professionalism and entrepreneurship consistent with the values and mission of the University. It reviews the level of staff support for research and consultancy across the campus.

Senate Learning and Teaching Committee (SLTC) - A committee that ensures that the students of Regent's University London receive high quality services and high quality support to underpin and enhance their learning experience. The committee reports to Senate any proposals which it may determine will aid the personal and academic development of students in the area of learning and teaching.

SITS - See **Student Administration Record System**

SPA - See **Study Period Abroad**

SQAEC - See **Senate Quality Assurance and Enhancement Committee**

SRC - See **Senate Research Committee**

Statutory Body - An organisation set up through Act of Parliament that has a legal requirement to oversee a particular profession (for example, the General Medical Council).

Student Administration Record System (SITS) - A higher education industry standard student and course management software programme.

Senate Student Experience Committee (SSEC) – A committee that considers and reviews policies and procedures for the assurance and enhancement of the student experience. The SSEC monitors student complaints and reviews student feedback mechanisms and feedback results. The SSEC does not directly consider issues relating to learning and teaching which are the remit of the SLTC.

Study Period Abroad (SPA) - A period of time that may extend up to one academic year, during which a student studies at an international partner university or college. All grades which a student receives at an international partner university or college will be converted to an equivalent Regent's University London grade, and included in the calculation of a student's final degree classification.

Subject Benchmark Statements - Published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity. The statements are consistent with the relevant generic qualification descriptors.

Summative Assessment - Formal assessment of students' work, contributing to the final result.

Synoptic Assessment - Assessment through a task that requires students to draw on different elements of their learning and show their accumulated knowledge and breadth and depth of understanding, as well as the ability to integrate and apply their learning.

Term - A period of compulsory attendance between specified dates, of around 10 weeks, during which teaching assessment occurs.

Threshold Academic Standard - The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the subject benchmarking statements and national qualification frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree.

Tier 4 - The part of the UK Borders Agency's points-based immigration system that is concerned with individuals who want to come to the UK to undertake a course of study at an educational establishment. Higher education institutions intending to recruit such migrants must achieve highly trusted sponsor status through a QAA Review for educational oversight.

Transcript - A document, but not a formal certificate, that certifies the results achieved (usually broken down at least to module/unit level).

Undergraduate - A student who has not yet gained a first degree.

Undergraduate Certificate - higher education qualification at level 4 in *The framework for higher education qualifications in England, Wales and Northern Ireland*, at level 4 in the *Credit and qualifications framework for Wales*, and at level 7 in the *Scottish credit and qualifications framework*.

Undergraduate Diploma - A higher education qualification at level 5 in *"The framework for higher education qualifications in England, Wales and Northern Ireland"*.

University - Independent, self-governing institutions that undertake research and teaching and are diverse in size, mission, history, and the range of subjects on offer. The first universities arose from colleges or institutions founded by groups of scholars, often with

monastic connections and/or noble or royal patrons. Subsequently, universities have been established by a Royal Charter, Act of Parliament, Papal Bull or by Order of the Privy Council enabling them to develop their own programme of study and award their own degrees.

Validation - A formal process through which an awarding institution initially approves a programme of study (in terms of its content, teaching/learning and assessment) for the purpose of leading to one of its qualifications. This applies both to programmes delivered at the institution itself and to programmes delivered at partner institutions.

Viva Voce - An oral examination which assesses skills and knowledge.

Appendix 1

Regent's University London Grade Translation Table

Introduction

The process of grade translation consists of balancing many variables to arrive at an equitable assessment of individual achievement. The Regent's University London Grade Translation table is intended for use as a practical guide in translating the grades students achieved at partner universities overseas during their Study Period Abroad.

And can also be of a useful guide to partners and affiliates sending students on Study Abroad to Regent's.

The below grade translations are based on the most common grading scales for each country where Regent's has exchange partners. In each case, we have examined national systems of education and their grading practices and we have looked at the academic transcripts of our own partners. In addition to this we looked at the grade translation (conversion) tables of UK Universities – including *Bristol University, University of Kent, Middlesex University, SOAS University of London, University of Liverpool, Salford University, Greenwich University, University of Manchester, Queen Mary University of London*. We have also leverage the insight knowledge of Regent's International staff with degrees from both their home country and the UK.

Grading practices are dynamic and can vary within a given country or even within a single institution. In cases where a different scale is given for a specific institution than the one appearing in this table, we recommend that Regent's follows the scale indicated on the academic record and makes the necessary adjustments.

Grade Translation Procedure:

Grades obtained at partner institutions are normally converted to the Regent's scale in accordance with the attached Grade Translation Table.

Once the proposed revised table is approved by the SQAEC it will be uploaded online at the SPA website: <http://www.regents.ac.uk/study/study-abroad/outbound.aspx>

*International Partnerships Office (IPO)/ Grade Translation Policy and Scales for Study
Abroad, exchange and Erasmus+
students*

ECTS Grading Scale

ECTS grade	Indicative % mark	Regent's grade	ECTS definition and criteria of performance
P (pass)	>70	First class	Outstanding performance and work of exceptional quality
	60-69	Upper Second Class	Good performance where the student has shown above average capability
	50-59	Lower Second Class	Satisfactory work; the average performance expects from the average student on the Programme
	40-49	Third Class	Adequate work, with weakness; but sufficient content to pass the assessment
F (fail)	0-39	Fail	Unsatisfactory work where the student failed to attain even the minimum standard

International Partnerships Office (IPO)/ Grade Translation Policy and Scales for Study Abroad, exchange and Erasmus+ students

Grade Conversion Table revised 16-04-2019

UK (Regent's)	First class 70-100%	Upper second class 60-69%	Lower second class 50-59%	Third class 40-49%	Fail 0-39%
Argentina	8-10	6-7	5	4	1-3
Australia	HD 85-100	D 75-84	C 65-74	P 50-64	F <50
Austria	Sehr gut 1	Gut 2	Befriedigend 3	Genügend 4	Nicht genügend 5
Belgium	20-19	18-17	16-14	13-10	9-8
Brazil	8.5-10	7-8	6-6.5	5-5.5	0-4.5
Canada	A	B	C	D	E
Chile	6-7	5.5	5	4-4.5	0-3.5
China	Excellent A+ (98-100) A (94-97) A- (90-93)	Good B+ (87-89) B (83-86) B- (79-82)	Satisfactory C+ (75-78) C (70-74) C- (65-69)	Pass D (60-68)	Fail F (0-59)
Czech Republic	1	2	2-3	3	4
Denmark	12	10	7	4	0 -3
France	Très Bien 17-20	Bien 13-15	Assez Bien 11 -13	Passable 10-11	Echec 8-9 8< Nicht ausreichend 4.1 - 6
Germany	Sehr gut 1.0 - 1.5	gut 1.6 - 2.5	Befriedigend 2.6 - 3.5	Ausreichend 3.6 - 4.0	
Ireland	A 70-100%	B+ 60-69%	B 50-59%	C+ 45-49% Pass/C 40-44%	D 39-30% E , F <30%
Italy	27-30L	25-26	20-24	18-19	<18
Japan	S 90-100	A 80-89	B 70-79	C 60-69	D 0-59
Lebanon	A (4.0) A- (3.7)	B+ (3.3) B (3.0) B- (2.7)	C+ (2.3) C (2.0) C- (1.7)	D+ (1.3) D (1.0)	F
Mexico	85-100	75-80	65-70	55-60	0-50
Morocco	90-100	80-89	70-79	60-69	0-59
Netherlands	8-10	7.5-8	6.5-7	5.5-6	1-5.4
Peru	19-20	17-18	14-16	11-13	<11
Poland	5	4+	3+ - 4	3 - 3+	2-3
Portugal	18-20	16-17	14-15	10-13	<10
Russia	5	4	3	none	2
S. Korea	A+ (95-100) A (90-94)	B+ (85-89) B (80-84)	C+ (75-79) C (70-74)	D+ (65-69) D (60-64)	F (59-0)
Spain	A (9-10)	B (7-8.9)	C (6-6.9)	D (5.5) E (5)	F (1-4)
Switzerland	5.7-6.0	5.3-5.6	4.9-5.2	4.0-4.8	0-3.9
Turkey	A 90-100%	B+/A- 80-89%	B- 70-79%	C/C- 60-69%	D <49-59%
UAE	4	3	2	1	0
Uruguay	S	MB	BMB	B	R; D
USA	A >70% with GPA 4	A- 65-69% from GPA3.66 B+ 60-64% from GPA3.33	B 55-59% from GPA3.00 B- 50-54% from GPA2.66	C+ 46-49% from GPA2.33 C 43-45% from GPA2.00 C- 41-42% from GPA1.66 D 40% from GPA 1.5	F <40% from GPA < 1.5