

**1. Principles**

- 1.1. We value our reputation as a higher education institution that delivers high quality academic courses, awards, and student experience. These Regulations allow us to protect the value of our awards by setting out the minimum threshold standards to be achieved and the associated process of assessment.
- 1.2. We offer the following courses:
  - a. Undergraduate courses (with or without integrated Foundation);
  - b. Taught Postgraduate courses;
  - c. Doctoral courses (validated by external partners).We offer the following collaborative arrangements for research degrees:
  - d. Open University (OU) awards: currently on teach out. Professional Doctorate in Counselling Psychology (DPsych), accredited by BPS and HCPC. This course is governed by the Open University regulations.
  - e. University of Northampton awards: Doctor of Philosophy in various disciplines (MPhil/PhD).
- 1.3. While we may deliver courses with collaborative partners, Regent's University London's authority must not be used in any manner without our prior approval (for example through the validation of a specific course or courses). Additional regulations applying to these courses are outlined in the course specifications.
- 1.4. In relation to our courses, this section of the academic regulations explains:
  - a. Registration and Attendance;
  - b. Recognition of prior and experiential learning;
  - c. Minimum and maximum periods of registration;
  - d. Assessment, pass marks, compensation, and progression;
  - e. Marking and moderation;
  - f. Assessment Boards;
  - g. Study Abroad;
  - h. Alternative Assessment;
  - i. Course completion and awards;
  - j. Classification calculation and weighting.
- 1.5. Our approach to course assessment and awards regulation is:
  - a. Clear and accessible. This means this section of the Regulations is widely available and written in such a way that you should not need additional support in understanding the marking process, what must be achieved for named awards, and how prior learning is recognised.
  - b. Confidential, impartial, and fair. This means that our assessment is fair and inclusive, and marked free from bias. Where reasonable adjustments as a result of a disability are identified, these will be applied in a way that upholds and maintains the academic standards of our awards whilst removing avoidable barriers. Our processes for marking, internal moderation and external moderation are rigorous and, where possible, carried out without knowledge of your identity. Our levels of study align with the UK [Framework for Higher Education Qualifications](#) (FHEQ).
  - c. Timely, flexible, and proportionate. This means that we will work efficiently to mark your assessed work and provide proportionate feedforward comments to assist development. Where you are not successful at an assessment attempt, we

will let you know, tell you the implications of the result, and identify the next opportunity for you to attempt the assessment again (where further assessment attempts are allowed).

- d. Embedded and informative. This means we offer formative assessment opportunities and use the experience of assessments and award conferment to inform enhancements and improvements to our processes and awards. We do this through our formal committees.

1.6. Throughout this section of the Regulations, we refer to courses and modules. However, our collaborative partners may use different terminology such as programmes and/or units. The applicability of these Regulations under the University's Collaborative Provision arrangements is detailed in Schedule A.

1.7. Any designated role (e.g. Head of School or Director of Programme) will be taken to include 'or nominee'.

## **2. Registration and Attendance**

2.1. Entry requirements to our courses can be [found here](#).

2.2. You may not normally be enrolled on any other higher education course whilst enrolled at Regent's University London. You cannot attend sessions or attempt the assessment for any module that you are not registered on. You may only be registered on modules that are specified in the Course Specification for your course. This means that you may not audit or otherwise 'sit-in' on any module that is not a part of your course of study.

2.3. Registration is the process where you formally agree to be a student at the University. By registering, you agree to be bound by our Terms and Conditions of Study, Academic Regulations and any other rules the University makes and you accept liability for fee payments.

2.4. Applicants who do not meet the criteria and/or conditions as confirmed by the Admissions team (including, for example, not providing original certificates and transcripts) will not be permitted to register.

2.5. Registration completes the enrolment process and takes place through our SITs: E-Vision portal. If you have not completed registration by the end of week 3 of the new academic year you will be withdrawn from the course for non-enrolment.

2.6. You must clear all outstanding debts from any previous study before starting a new course. You will be required to clear outstanding debts from previous levels of study before being allowed to re-enrol and progress. Exceptionally, our Finance Team may agree a repayment plan with you.

2.7. If you have outstanding debt with the University, you will be placed on financial hold. Within six months of being placed on financial hold, you are expected to clear the outstanding debt, or (at minimum) enter a repayment plan agreed with our Finance team. Failure to enter or engage with a repayment plan may result in any of the following restrictions:

- a. Withholding marks for assessment work.
- b. Blocking your access to our VLE (Blackboard).

- c. Blocking access to campus.
  - d. Exclusion from graduation.
  - e. Withdrawal from the University.
- 2.8. We use registration and annual re-enrolment to check and update your key personal information. In-year you are responsible for updating your personal details through the E-Vision portal.
- 2.9. The standard teaching/learning is as follows:
- a. Foundation courses are normally a total of 24 weeks per year including assessment periods. January starters on any integrated foundation will normally undertake a ten-week teaching term in the Summer. However, variations to the standard patterns are permitted where specified within the validated course documentation.
  - b. Undergraduate courses normally consist of 1,200 notional learning hours divided over a total of 24 weeks per year followed by assessment periods. However, variations to the standard patterns are permitted where specified within the validated course documentation.
  - c. Taught postgraduate courses are divided into terms and normally consist of 1,800 or 2,400 notional learning hours including assessment periods and the period for writing up of a dissertation.
- 2.10. We expect you to attend 100% of your classes. If your attendance falls below 75% in any term-time period, you may be referred for review in accordance with our Student Attendance Policy.
- 2.11. Our courses are principally delivered in person and on our campus.
- 2.12. If you have been allowed an Interruption of Studies, you must complete all conditions of your interruption before you can resume your studies. Maximum registration periods (as set out below) are not extended because of any period of Interrupted Study.
- 3. Recognition of Prior and Experiential Learning (RPL)**
- 3.1. Recognition of prior or experiential learning is the use of any relevant recent experience and/or formal achieved qualification used for exemption from a requirement of a course. RPL can only be used to exempt a whole level at undergraduate level (not part of a level), or one-third of a master's course. Please refer to the Admissions Policy for further information.
- 3.2. If you apply to join a course at Level 4 but do not meet the entry requirements you may be offered a place to study on the integration foundation for that course (where available). Conversely, if you apply to join the foundation year of any course but are judged to have met the entry requirements for Level 4, you will be advised to join the course at Level 4. If you choose to join the course at Level 3 but are sufficiently qualified to join Level 4, you must successfully complete your foundation year before being allowed to progress to Level 4.
- 3.3. RPL may be available in two circumstances: admissions (new applications) and internal transfers.

- a. Admissions (new applications): We may decide to recognise prior academic credit to exempt you from 120 credits at Level 4 and a further 120 credits at Level 5 for undergraduate study or 60 credits at postgraduate level for the course to which you are applying. We cannot apply RPL after you have enrolled on a course of study. We may grant RPL for compensated academic credit. The volume of permitted compensated academic credit will be determined by an academic judgment. We will not grant RPL for any module that is a condoned pass from another institution. To apply for RPL you must provide confirmation that the academic credit has been achieved (usually through a transcript and relevant marking scheme) and evidence of the module content and learning outcomes to be considered.
  - b. Internal transfers: Students may use 100 academic credits alongside up to 20 credits' worth of experiential learning to transfer to the next level of a new course (subject to academic approval of recognition of the experiential learning).
- 3.4. We use the FHEQ definitions for compensated and condoned academic credit, which are:
- a. Compensation (or compensated academic credit) is the allowance of marginal failure of a small number of academic credits in specified circumstances. These circumstances are set out in section 8, below.
  - b. Condonement (or condoned credit) is the failure of modules within a degree course that are not awarded as academic credit but do not otherwise prevent the conferral of an award. We do not condone academic credit.
- 3.5. Our decision to recognise prior learning is based on an academic judgment about whether the learning already achieved is a suitable equivalent for a specific module or modules on the course you are applying to. Equivalence is determined by considering the learning outcomes for our modules compared to the learning outcomes of the awarded credit. We will also review the marking scheme and academic standard of the awarding body. Academic credit must have been achieved within the previous three years to be eligible for RPL.
- 3.6. The maximum credit value that can be exempted through RPL is:
- a. Undergraduate course (BA/BSc) with integrated Foundation - none.
  - b. Direct entry into Level 5 of an undergraduate course (BA/BSc/LLB) with no integrated Foundation – 120 credits at FHEQ Level 4. Other equivalent qualifications are acceptable.
  - c. Direct entry into Level 6 of an undergraduate course (BA/BSc/LLB) with no integrated Foundation – 120 credits at FHEQ Level 4 and 120 credits at FHEQ level 5. Other equivalent qualifications are acceptable.
  - d. Foundation Certificate in Psychotherapy and Counselling – none.
  - e. PGCHE – none.
  - f. MProf Psychotherapy – up to 60 credits at FHEQ Level 7.
  - g. MA/MSc/MBA (whether 180 or 240 credits) courses – up to 60 credits at FHEQ Level 7.
  - h. DPsych – none.

#### **4. Minimum and Maximum Periods of Registration**

- 4.1. Unless otherwise set out in the relevant validated Course Specification, the minimum periods of study where no RPL has been granted are:

- a. Undergraduate course (BA/BSc/LLB) with no integrated Foundation - three years.
- b. Undergraduate course (BA/BSc/LLB) with integrated Foundation – four years.
- c. Foundation Certificate in Psychotherapy and Counselling – one year.
- d. PGCHE – 18 months.
- e. MA Psychotherapy and Counselling – three years.
- f. MProf (part-time) – four years.
- g. MProf (full-time) – two years.
- h. MA/MSc/MBA courses (full-time) (180 credits)– one year.
- i. MA/MSc/MBA courses (part-time) (180 credits) – two years.
- j. MA/MSc/MBA courses (full-time) (240 credits) – 16 months.
- k. MA/MSc/MBA courses (part-time) (240 credits) – 32 months.
- l. DPsych – three years.

4.2. Unless otherwise set out in the relevant validated Course Specification, the minimum periods of study where RPL has been granted are:

- a. Direct entry into Level 5 of an undergraduate course (BA/BSc/LLB) – two years.
- b. Direct entry into Level 6 of an undergraduate course (BA/BSc/LLB) – one year.
- c. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (full-time) (180 credits) – one year.
- d. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (part-time) (180 credits) – 18 months.
- e. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (full-time) (240 credits) – 12 months.
- f. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (part-time) (240 credits) – 24 months.
- g. MProf (part-time) - 42 months.
- h. MProf (full-time) - 18 months.

4.3. Unless otherwise set out in the relevant Course Specification, the normal course lengths where no RPL has been granted are:

- a. Undergraduate course (BA/BSc/LLB) with no integrated Foundation – three years.
- b. Undergraduate course (BA/BSc/LLB) with integrated Foundation – four years.
- c. Foundation Certificate in Psychotherapy and Counselling – one year.
- d. PGCHE – 18 months.
- e. MA Psychotherapy and Counselling – three years.
- f. MProf (part-time) – four years.
- g. MProf (full-time) – two years.
- h. MA/MSc/MBA courses (full-time) (180 credits) – 12 months.
- i. MA/MSc/MBA courses (part-time) (180 credits) – 24 months.
- j. MA/MSc/MBA courses (full-time) (240 credits) – 16 months.
- k. MA/MSc/MBA courses (part-time) (240 credits) – 32 months.
- l. DPsych – three years.

4.4. Unless otherwise set out in the relevant Course Specification, or as determined by UKVI requirements, the maximum period of study is:

- a. Undergraduate course (BA/BSc/LLB) with no integrated Foundation – five years.
- b. Undergraduate course (BA/BSc/LLB) with integrated Foundation – six years. This comprises up to two years for completion of the Foundation, followed by up to four years for completion of the undergraduate award.
- c. Foundation Certificate in Psychotherapy and Counselling – two years.

- d. PGCHE – four years.
- e. MA Psychotherapy and Counselling – five years.
- f. MProf (full-time) – three years.
- g. MProf (part-time) – seven years.  
This comprises up to two years for completion of the Postgraduate Certificate, followed by up to two further years for completion of the Postgraduate Diploma, followed by up to two further years for completion of the MA, followed by one further year for completion of the Master's in Professional Studies (MProf).
- h. MA/MSc/MBA courses (full-time) (180 credits) – 36 months.
- i. MA/MSc/MBA courses (part-time) (180 credits) – 48 months.
- j. MA/MSc/MBA courses (full-time) (240 credits) – 48 months.
- k. MA/MSc/MBA courses (part-time) (240 credits) – 60 months.
- l. DPsych – six years.

- 4.5. Unless otherwise set out in the relevant validated Course Specification, the maximum periods of study where RPL has been granted are:
- a. Direct entry into Level 5 of an undergraduate course (BA/BSc/LLB) – three years.
  - b. Direct entry into Level 6 of an undergraduate course (BA/BSc/LLB) – two years.
  - c. MProf (full-time) – three years.
  - d. MProf (part-time) – seven years.
  - e. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (full-time) (180 credits) – 18 months.
  - f. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (part-time) (180 credits) – 24 months.
  - g. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (full-time) (240 credits) – 24 months.
  - h. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) (part-time) (240 credits) – 36 months.
- 4.6. We do not guarantee the length for which a course or its modules shall be available.
- 4.7. If you have chosen and confirmed elective modules prior to an Interruption of Studies, it is not possible to guarantee that these same electives will be available to you when you return from that period of interruption.

## **5. Intellectual property**

- 5.1. You will normally own the Intellectual Property rights (including copyright) in any assessment work you create while studying with us. However, through acceptance of our Terms and Conditions, and in recognition of the education provided, you have granted us a non-exclusive, royalty-free and perpetual licence to use the Intellectual Property in the work you created during a course of study. This licence is for non-commercial administrative, promotional, educational, quality control, assessment and teaching purposes including, but not limited to, digitisation of the work.

## **6. Assessment**

- 6.1. Our courses are well designed, provide a high-quality academic experience, and require you to develop and demonstrate subject-specific and general skills. These will include technical proficiency in written English (typically spelling, punctuation, and grammar) in most cases. The requirement to demonstrate technical proficiency in written English is set aside where a course is delivered and assessed in a

language other than English

- 6.2. Marking of assessment work is carried out by suitably qualified academic staff exercising their academic judgment. To ensure no reasonable perception of bias, no-one is allowed to mark or moderate the work of a student, nor be involved in a progression decision for a student, where they have a significant personal and/or social relationship with the student. Similarly, no-one with a significant personal and/or social relationship with a student can make or contribute to a decision being made about any concession or benefit for that student, nor act as Academic Advisor to that student.
- 6.3. Assessment is conducted at module level and at course level. School Boards ratify and confirm marks for each module. Progression and Finalist Boards receive marks from the School Boards and determine progression and when relevant, the award.
- 6.4. All assessment work (except for exams, live assessments, language modules and physical artefacts) should be submitted through TurnItIn via our Virtual Learning Environment, Blackboard. All assessment work (whether live, coursework, or artefact, and whether formative or summative) is subject to the [Academic Regulations: Academic Integrity and Misconduct](#).
- 6.5. If you begin a live assessment or submit assessment work, you have declared yourself fit to sit that assessment. See the [Academic Regulations: Exceptional Circumstances](#).
- 6.6. Live assessments (e.g. performances, presentations) should be audio-visually recorded and (where relevant) made available to the External Examiner.
- 6.7. Examinations are subject to the [Examinations Policy](#).
- 6.8. All assessments will have an assessment brief, a marking scheme and marking criteria.
- 6.9. Where possible all relevant assessments will be submitted anonymously and for in-class tests, it is the responsibility of the Module Leader to ensure fairness and transparency.
- 6.10. We retain information, evidence, and analysis ('assessment evidence') used to inform decisions about assessment work to demonstrate why we consider the judgment on the work to be appropriate. Such assessment evidence is retained for up to five years from the end date of a course ('retention period'). For operational reasons we may reduce the amount of assessment evidence we keep over and towards the end of the retention period. Assessment evidence includes:
  - a. the original assessment (where this is impractical to store and retrieve, such as physical objects, a suitable record should be made of the assessment work, for example photographs or other recording);
  - b. course and module specifications detailing intended learning outcomes;
  - c. assessment briefs and any other assessment criteria (e.g. pen portraits);
  - d. assessment feedback;
  - e. moderation forms (where applicable);
  - f. evidence of external examination (where applicable);

- g. assessment board minutes.

## **7. Pass marks and number of attempts at assessments**

- 7.1. Assessment work can be marked on a pass/fail basis or using a numerical marking scale of 0% to 100%. Markers should use the full range of the scale where the numerical marking scale is used. To pass a module you must achieve a minimum Total Module Mark (TMM), which is the weighted calculation of the grades achieved for all assessment components. Where the numerical marking scale is used, your work must achieve the following relevant pass mark as a minimum, to be deemed a pass:
  - a. Level 3, 4, 5, and 6 – 40%.
  - b. Level 7 – 50%.
- 7.2. Modules may have more than one summative assessment component. All summative assessment components that contribute to the TMM must be set out in the relevant Module Specification and associated Assessment Brief(s).
- 7.3. The maximum number of permitted assessment attempts for any module is three: a first attempt, a capped resit attempt (if the first attempt was a fail), a capped retake with attendance (if the resit attempt was a fail). The remainder of section 7 outlines how this works in practice.
- 7.4. For modules with a single assessment component (100% of the TMM):
  - a. If you do not achieve a pass mark in the assessment component (whether outright or as a borderline pass – see below), you will have failed that component. You will also have failed the module. You will be required to resit the assessment and the module.
  - b. If you do not achieve a pass mark in the resit assessment component (whether outright or as a borderline pass – see below), you will have failed that component. You will also have failed the module. You will be required to retake the module with attendance.
  - c. If you do not achieve a pass mark in the retake assessment component (whether outright or as a borderline pass – see below), you will have failed that component. You will also have failed the module at the final attempt. Unless the module is eligible for compensation, you will be withdrawn for academic failure.
- 7.5. For modules with more than one assessment component (combined weight of 100% TMM):
  - a. If you do not achieve a pass mark in one or more assessment components (whether outright or as a borderline pass – see below), you will have failed those components.
    - i. If the weighting of the assessment components you have passed means you have achieved the minimum TMM (see above) then you will have passed the module.
    - ii. If the weighting of the assessment components you have passed means you have not achieved the minimum TMM (see above) then you will have failed the module. You will be required to resit the assessment components that you did not pass for a capped mark. The final mark for the assessment component(s) you passed is carried forward to the module resit.
    - iii. If you have not achieved the minimum TMM you will have failed the module..

- b. If you do not achieve a pass mark in one or more resit assessment components (whether outright or as a borderline pass – see below), you will have failed those components. All resit components will be capped at the pass mark.
      - i. If the weighting of the assessment components you have passed means you have achieved the minimum TMM (see above) then you will have passed the module.
      - ii. If the weighting of the assessment components you have passed means you have not achieved the minimum TMM (see above) then you will have failed the module. Unless the module is eligible for compensation you will be required to retake the module with attendance. Marks for the assessment component(s) you passed at either the first or resit attempts are not carried forward.
      - iii. If you have not achieved the minimum TMM in the resit attempt of a module (see above) then you will have failed the module. Unless the module is eligible for compensation, you will be required to retake the module with attendance.
    - c. If you do not achieve a pass mark in one or more retake assessment components (whether outright or as a borderline pass – see below), you will have failed those components.
      - i. If the weighting of the assessment components you have passed means you have achieved the minimum TMM (see above) then you will have passed the module.
      - ii. If the weighting of the assessment components you have passed means you have not achieved the minimum TMM (see above) then you will have failed the module. You will also have failed the module at the final attempt. Unless the module is eligible for compensation, you will be withdrawn for academic failure.
      - iii. If you have not achieved the minimum TMM in the retake attempt of a module (see above) then you will have failed the module. You will also have failed the module at the final attempt and you will be withdrawn for academic failure.
- 7.6. If you are an undergraduate and your TMM is 39.4% or below, your TMM will not be rounded up. Where your TMM is borderline, rounding up to the next whole number is permitted. Borderline marks are:
  - a. 39.5 - 39.9%. These will be rounded up to 40%.
  - b. 49.5 - 49.9%. These will be rounded up to 50%.
  - c. 59.5 - 59.9%. These will be rounded up to 60%.
  - d. 69.5 - 69.9%. These will be rounded up to 70%.
  - e. 79.5 - 79.9%. These will be rounded up to 80%.
  - f. 89.5 - 89.9%. These will be rounded up to 90%.
  - g. 99.5 - 99.9%. These will be rounded up to 100%.
- 7.7. If you are a postgraduate and your TMM is 49.4% or below, your TMM will not be rounded up. Where your TMM is borderline at 49.5% or above, rounding up to the next whole number is permitted as shown above.
- 7.8. Resit and retake assessments are capped at the relevant pass mark (as above) or, in the case of pass/fail basis, a 'pass' grade.

- 7.9. Submission deadlines are the last possible point for submitting assessment work. You should plan your workload to submit all assessments by the official submission deadline as set by the Module Leader.
- 7.10. First attempt assessment work submitted to Blackboard after the submission deadline has passed is late. Late work submitted up to three calendar days after the deadline will be accepted and marked but will be subject to a cap at the relevant pass mark. Resit and/or retake assessment work submitted after the deadline has passed is deemed to be a non-submission and given a mark of 0% or fail. Any assessment not eligible for late submission will be noted in the course specification/assignment brief.
- 7.11. You are not permitted to resit or retake any assessment or module if passed at the first attempt (or compensated).
- 7.12. Resits are automatically scheduled for the next available opportunity following an assessment board. This will normally be in week ten of the next term; the submission deadline will be set by the Module Leader. With the exception of language modules and modules assessed by examination, resit assessments will normally involve revisions to (or reworking of) the first attempt submission and do not normally require attendance.
- 7.13. Retakes are automatically scheduled for the next available opportunity following an assessment board. This may be the next term. However, where retaking a module at the next opportunity would require an Interruption of Studies, we will explore whether we can place you on Directed Studies for the retake. Retake assessments will normally involve completion of a new assessment than the first attempt submission. If you are required to retake a module you may not carry forward a passing grade from any previous assessment component for that module.

## **8. Compensation**

- 8.1. There may be course requirements that mean you have to achieve a pass mark for each assessable component to be deemed as passing the module. The course specification will note this requirement. However, where permitted, compensation is a way for us to allow a small number of failed modules in certain circumstances so you can achieve your award. Compensation is permitted by a Progression and Finalist Board after the resit attempt:
- a. Where the module is eligible for compensation. Level 3 modules, and those identified in an individual course specification as being ineligible, cannot be compensated.
  - b. Where you have attempted all components for the module(s), to ensure that all learning outcomes are assessed. This means you must have sufficiently engaged with the module and the course learning outcomes have been met elsewhere.
  - c. Where you have achieved an overall module mark of between 35-39% (for undergraduate modules) or 45-49% (for postgraduate modules).
  - d. Up to a maximum of 20 credits in any Level. This can be for one 20- credit module or two 10- credit modules. This means that up to 20 credits can be compensated at Level 4, 20 credits can be compensated at Level 5, and 20 credits can be compensated at Level 6.

- 8.2. Compensated modules are recorded as a compensated pass and credit is awarded (note the grade/mark is not changed). The original grade/mark will be included, as necessary, in the calculation of the final degree classification and shown on the transcript.
9. **Progression/continuation of studies**
- 9.1. General progression between modules may be set by prerequisites, details of which will be noted in the course and module specifications where they apply. This means that you cannot be scheduled to undertake a module unless you have successfully completed all prerequisites or have RPL agreed.
- 9.2. The specific progression requirements are as follows:
- For courses with an **integrated Foundation**, a minimum of 120 credits must be successfully achieved at level 3 before progressing to level 4.
  - For **undergraduate courses** a minimum of 100 credits must be achieved at level 4 before progressing to level 5; a minimum of 120 credits at level 4 and 100 credits at level 5 must be achieved before progressing to level 6. Incomplete credits from level 4 may not be carried into level 6. If you have more than 20 outstanding credits the Progression and Finalist Board may deny you the opportunity to resit and retake modules. This means you will be withdrawn from the course with the highest award you are eligible to receive.
  - Postgraduate courses** (except where professional accreditation does not permit) do not have a progression point. However, to progress to the dissertation or capstone module the prerequisite module must be successfully completed (where such a prerequisite module exists)
  - A maximum of 80 credits can be studied in a term. Resits do not count to the credit load for a term but retaking a module does count.
- 9.3. A Progression and Finalist Board may withdraw you for academic failure. This includes if you:
- Fail a retake.
  - Have not made any academic progress over an academic year. This usually means that you have failed to pass more than one module in an academic year.
- 9.4. If you can meet any of the available grounds in the [Academic Regulations: Academic Appeals](#) section, you may be able to appeal the decision to withdraw you for academic failure.
- 9.5. If withdrawn for academic failure, you cannot reapply to recommence the same course you were withdrawn from. However, you may apply for a new course after a period of 12 months following the withdrawal date. The application will be considered in line with the Admissions Policy and process.
10. **Reasonable Adjustments and Alternative Assessment**
- 10.1. The Student Wellbeing & Disability team will confirm arrangements for students with a disability or specific learning requirement requiring reasonable adjustments.
- 10.2. There may be occasions when, as a reasonable adjustment for a disability, an alternative method of assessment is required. The Student Wellbeing & Disability team will liaise with the Associate Provost: Learning and Teaching (who will work in

conjunction with the relevant Director of Programme) and the Quality team to confirm the assessment, whilst ensuring that the relevant learning outcomes are achieved.

- 10.3. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need (examples of 'behaviour' might include a significant change in or lack of engagement with the course or non-submission of work). Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement (SSA).

## **11. Marking and Moderation**

- 11.1. All modules must be assessed in accordance with the module's published assessment methods, intended learning outcomes, and marking criteria.
- 11.2. Unless marking on a pass/fail basis, no artificial measures are applied to numerical marks awarded. We therefore use merit-based marking across the full range of marks (0-100%): we do not mark on a curve or exclude use of 'hanging 9s' (that is marks ending in '9', e.g., 09%, 19%, 29%, 39%, 49%, etc.).
- 11.3. If you are placed on a financial 'hold' you are not eligible to:
- Have work marked where the work was submitted during the period of hold.
  - Have work marked where the work is due for marking during the period of hold.
  - Have marks released during the period of hold.
- 11.4. If you are on a financial hold, you must not undermine the hold by submitting work for marking by email. In relation to submitted work, if you:
- Submit in time to Blackboard before being placed on financial hold: Your work will be marked once it becomes available (after the hold is removed). The mark should be submitted to Registry using a Module Amendment Form for an uncapped mark.
  - Submit up to three days late to Blackboard after the hold is removed (first attempt only. See paragraph 7.10, above): As the submission is past the deadline, it will be treated as a late submission. The mark should be submitted to Registry using a Module Amendment Form for a capped mark.
  - Submit more than three days late to Blackboard after the hold is removed: It will be treated as a non-submission requiring a resit. However:
    - If you missed any resit deadline due to a financial hold: you will have failed the resit and must retake the module(s) in the following term after clearing your debt.
    - If you missed any retake deadline due to a financial hold, you have failed the retake module(s) and will be withdrawn by the next Progression and Finalist Board.

- 11.5. The maximum period for a financial hold is 12 months: this means that if you do not clear your outstanding debt (or enter into a payment plan) within 12 months of being placed on a financial hold you will be withdrawn, and any applicable exit award will be confirmed (excluding any assessments due during the financial hold, as above). Once a financial 'hold' has been removed:
- Work submitted during the period of hold can be marked (where this has been retained).
  - Work due to be marked during the period of hold can be marked (where this has been retained).
  - Marks due for release during the period of hold can be released.
- 11.6. We aim to provide your grade and feedback no more than three working weeks following the submission deadline.
- 11.7. The role of the **first marker** includes:
- Providing a numerical or pass/fail grade and a rationale for how the grade was reached.
  - Writing substantive comments as part of the feedback. 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.
  - Entering student details on the relevant moderation form.
  - Ensuring accurate marks have been entered into the SITs system.
- 11.8. Second marking is where two markers undertake independent marking of assessment work, usually concurrently. This results in two sets of feedback comments and two provisional marks. First and second markers meet to confirm final comments and an agreed mark to be entered to evision. All dissertations or equivalent within the course will be second marked independently prior to the first and second marker meeting. Where the first and second marker cannot reach an agreement, a third marker will be selected by the Course Leader. In the event of a disagreement, the Director of Programme will act as final arbiter and may choose to seek the opinion of the External Examiner.
- 11.9. As marking is normally undertaken by the same marker/marketing team as at the first (moderated) attempt, resit work does not require moderation.
- 11.10. The role of the **internal moderator** is to:
- Review a sample of assessments to ensure consistency of marking standards, fairness, and equity of marks/grades. The sample size is noted below. The moderator should see the grade and comments made by the first marker.
  - Update the moderation form to indicate which assessment work has been moderated and:
    - The marking is consistent with the marking criteria or scheme, particularly where there are multiple markers for an assessment.
    - The resulting total mark is appropriate for the level.
    - All the marks for the assessment are appropriate in their distribution and representative of the full classification range.
    - Any anomalies across all the marks and what reasons are behind them.
    - The work meets the necessary objectives and learning descriptors.

- vi. The feedback is constructive and comprehensive for the student to know what was well done and what was poorly done.

- 11.11. The internal moderator should be a member of staff who is able to use their relevant and related subject and/or discipline knowledge to exercise an academic judgment on the items listed in the paragraph above. Identification of moderators will normally require involvement from the module leader, course leader, and Director of Programme to take account of academic expertise, and workload allocation.
- 11.12. The expectation is that internal moderation will result in an agreed mark. Where the internal moderator agrees with the first marker, the moderation form should be updated by the internal moderator to indicate this agreement (there is no requirement for the internal moderator to enter a mark). Moderation is complete.
- 11.13. If, due to unavailability of first marker or moderator, it has not been possible to complete moderation, the first marker will refer the student work, relevant assessment information, moderation form and any other relevant information to the Course Leader. The Course Leader will identify a second marker who will mark the sampled work without the first marker or internal moderator's comments or proposed marks. The outcomes of such unseen second marking of the sample will be the agreed mark and recorded on the moderation form as such. Moderation is complete.
- 11.14. Internal moderators do not provide additional feedback to students.
- 11.15. Grades and feedback should only be disclosed to the student when moderation is complete, and all grades have been agreed.
- 11.16. Minimum sample sizes for moderation are determined as follows:
  - a. At Foundation level and level 4, all work for an assessment component worth at least 20% of the TMM that fails following first marking will be internally moderated.
  - b. At Levels 5, 6, and 7: 10% of all cohort work will be internally moderated. The sample normally includes the highest and lowest marks, and a range across all other bands. Where there are fewer than ten pieces of assessment work, all will be internally moderated.

## **12. External Moderation**

- 12.1. In consultation with Registry, Module Leaders for all level 5, 6 and 7 modules are required to construct a sample of internally moderated work, to be externally moderated by the relevant External Examiner(s). The sample is normally the same as the internal moderation sample.
- 12.2. External Examiners have the right to view all assessments in a module or course for which they are responsible. Although External Examiners may not change individual marks within a sample, they may identify any error and recommend appropriate action.

## **13. Assessment Boards**

- 13.1. All assessment boards are responsible for making judgments on student performance within approved regulations.

- 13.2. School Boards ratify and confirm marks for each module, and the Progression and Finalist Boards receive marks from the School Boards and determine progression (pass, resit, retake) and when necessary, the award.
- 13.3. Where a School Board confirms a deferral in accordance with the [Exceptional Circumstances](#) Regulations, the subsequent mark achieved will not be subject to a capped mark unless submitted late after the deferral submission deadline.
- 13.4. The Progression and Finalist Board will consider each student's overall performance at the completion of modules. The Board will receive marks awarded and make decisions regarding progression and awards. Where eligible for an award, the Board will determine the award and, as relevant, the classification, according to the regulations for the award.

#### **14. Study Abroad**

- 14.1. Study Abroad is available for undergraduate students as detailed in the course specification along with any minimum language level and any other requirements.
- 14.2. Any formal period of study abroad must be credit-bearing and contribute to the award of the course, including how learning outcomes of the course are met. Students may complete modules at the partner institution equivalent to 60 CATS credits. Each partner module studied is the equivalent of a single assessment component of a Regent's University London module.
- 14.3. Any marks from a period of study abroad may be reached solely or in combination by assessment set by the University or by the conversion of marks that have been gained at the partner institution. The weighting of marks and conversion should be available to students. A passmark is required for each partner module subject to the relevant grade conversion formula for the partner country.
- 14.4. The Study Period Abroad module is marked on a pass/fail basis. This means that once it is confirmed that you have achieved a pass in all the partner modules, the Study Period Abroad module will be recorded as a Pass. Although you must achieve a Pass mark for the Study Period Abroad module (where taken), it will not contribute to the calculation of your award classification.
- 14.5. On the return from a Study Abroad period you must meet our progression regulations.
- 14.6. If you fail a module whilst on an outgoing Study Abroad period such that you do not achieve the aggregate pass mark, the following will apply according to the volume of credit achieved:
  - a. You will be required to complete an alternative assessment equivalent to the credit value of the module failed at the partner institution but on a pass / fail basis (where a partner module is equivalent to an assessment component as outlined above).
  - OR
  - b. You will be required to complete a full 60 CATS equivalent credit load at Regent's University London in the next academic year.

## **15. Course Completion and Awards**

- 15.1. To complete a course successfully, you must achieve the learning outcomes set out in the validated Course Specification. The course specification will detail any other requirement which needs to be completed for an award to be granted, for example work placement. You may only receive one award in respect of any course of study.
- 15.2. The Progression and Finalist Board will confirm an award upon your completion of the course or review the eligibility of an exit or interim award following your withdrawal from the course.
- 15.3. If you accept an exit or interim award, you may not return to the original course of study nor apply to transfer those credits to another Regent's University London course unless you qualify for [Readmission](#).
- 15.4. For any award, credit at a higher level can count in place of a credit at a lower level but cannot be counted again towards a subsequently taken higher award.
- 15.5. If you have completed a course and are eligible to receive an award you may not submit additional work for assessment for the purpose of improving an award classification.
- 15.6. Credits gained for a module may be counted towards only one named degree award.
- 15.7. Variation to the University framework for degree classification must only be under extraordinary circumstances (such as global pandemic) to meet professional, statutory and/or regulatory body requirements as specified in the course specification.
- 15.8. Award certificates are issued on or shortly following our graduation ceremonies in July each year. Awards and transcripts are issued in the legal name/public record name (see below) as held on the University's Student Record System (SITs).
- 15.9. Award certificates include in English the following information as a minimum:
  - a. Regent's University London logo.
  - b. Award recipient name (taken from our Student Record system).
  - c. The date the award was confirmed.
  - d. The award being admitted to (e.g. MSc Digital Marketing and Analytics).
  - e. Any award classification (e.g. first, Merit etc.).Where the language of tuition and assessment was not English, the above information is additionally presented in the relevant language of instruction.
- 15.10. Requests for change of name on an award and/or transcript will be declined unless the request is:
  - a. To change your legal name to reflect a change in gender and supported by accompanying evidence of your previous and current legal names. We will also discuss with you if you would like us to remove your old name and gender from our records.OR
  - b. Supported by evidence of a confirmed change to the public record (a UK 'enrolled deed poll' or overseas equivalent).

- 15.11. To evidence and confirm your study with us, you may request any of the following documents: these documents are not in themselves awards, although they may accompany awards. Equivalent documents will be available from the relevant institution for collaborative provision.
- Record of attendance.
  - Record of credit.
  - Transcript of modules taken and results of any assessments.
- 15.12. Transcripts include, at minimum, the following information:
- Student name
  - Award title (including route or pathway if applicable)
  - Modules completed
  - Module marks
  - Module credits
  - Language of instruction
- 15.13. Completion of an integrated Foundation level does not result in the conferment of an award. However, completed credit is recorded on a transcript.
- 15.14. We are only able to issue certificate and/or transcript reprints (whether digital or hard copy) where we have our own verified record of your achievement. Requests for transcripts in relation to courses and awards completed before 2006 cannot be accommodated. Requests for reprints (whether digital or hard copy) of certificates or transcripts will usually involve payment of a fee and (as relevant) postage.
- 15.15. Award criteria are as follows:
- A **Certificate of Higher Education** requires successful completion of at least 120 credits at Level 4 or higher and completion of any other requirement for Level 4 as specified within the course specification, for example work placement. A Certificate of Higher Education is not classified.
  - A **Diploma of Higher Education** requires successful completion of at least 240 credits including 120 at Level 5 or higher and completion of any other requirements for Levels 4 and 5 as specified within the course specification, for example work placement. Where Level 6 credits have been counted towards a Diploma of Higher Education, they may not also be counted separately towards a subsequently taken higher award. A Diploma of Higher Education is not classified.
  - A **Non-Honours Degree (Ordinary Degree)** requires successful completion of at least 300 credits overall, including at least 120 credits at Level 4 and 120 credits at Level 5 and a minimum of 60 credits at Level 6 and completion of all other requirements as specified within the course specification, for example work placement. The Non-Honours award is an unclassified degree.
  - An **Honours Degree** requires successful completion of at least 360 credits overall, including at least 120 credits at Level 5 and 120 credits at Level 6 and completion of all other requirements as specified within the course specification, for example work placement. The Honours Degree is subject to classification as set out below.
  - A **Postgraduate Certificate** requires successful completion of at least 60 Level 7 credits with at least 50% in each module defined in the schedule of assessment. A Postgraduate Certificate is not subject to classification other than pass/fail.

- f. A **Postgraduate Diploma** requires successful completion of at least 120 Level 7 credits with at least 50% in each module defined in the schedule of assessment. A Postgraduate Diploma is not subject to classification other than pass/fail.
- g. A **Master's Degree** requires successful completion of at least 180 Level 7 credits with at least 50% in each module defined in the schedule of assessment and completion of all other requirements of the award as specified in the course specification. The Master's Degree is subject to classification as set out below.

15.16. At any level of study (L3 to L7), you will be eligible for consideration for a Vice-Chancellor's Commendation. This Commendation is recognition of your performance across a level of study and does not carry additional credit, nor affect the final classification of your qualification. To be eligible for a Vice-Chancellor's Commendation in any level you must achieve a minimum of 70% before any borderline uplift for award classification is applied:

- a. across 120 credits in that level (levels 3-6);  
or
- b. across 180 credits at Level 7.

15.17. Replacement certificates and/or transcripts may be requested (subject to current charge as notified on our website) except in the following circumstances:

- a. Where the award was conferred before 2013 and we do not have a hard copy record of your module and/or award results.  
or
- b. Where the award was made by a different institution that merged with either Regent's College London or Regent's University London and we do not have a record of your module and/or award results.

## 16. Classification Calculation and Weighting

16.1. The following awards are not awarded with a classification:

- a. Certificate of Higher Education
- b. Diploma of Higher Education
- c. Ordinary degree
- d. Postgraduate Certificate of Higher Education
- e. Postgraduate Diploma of Higher Education
- f. PhD
- g. Aegrotat (at any level)

16.2. In determining the classification of an Honours degree award, only Level 5 and Level 6 modules count towards the final degree classification. The method for determining is based on a calculation of the TMM results, weighted as follows:

- a. Level 5: 30% towards final classification
- b. Level 6: 70% towards final classification

16.3. Award classifications are calculated as follows:

- a. For **undergraduate courses**, all modules are split into 10 credit modules, therefore a 30-credit module is split into three 10 credit modules and the mark will be counted three times. A 20-credit module is split into two 10 credit modules and the mark will be counted twice. 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.

- b. For direct entry into Level 6 the Regent's award will be calculated using only the marks for our Level 6 modules.
- c. Where a course (whether undergraduate or postgraduate) contains a Study Abroad period, all grades received 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 be included in the calculation of the degree classification, as required.
- d. For **postgraduate awards** all modules are split into 10 credit modules, therefore a 30-credit module is split into three 10 credit modules and the mark will be counted three times. A 20-credit module is split into two 10 credit modules and the mark will be counted twice. For courses that include modules graded on a pass/fail basis, those modules are not included in the final classification. No more than 40 credits at Level 7 in a single Masters' course may be graded as pass/fail. The average of all the 10 credit modules is calculated to give the final classification of the degree. Where a student has RPL credits from a course or modules not validated by Regent's University London, only the credits are imported onto the course. The final classification is based only on marks achieved at Regent's University London.

16.4. Considering the above, undergraduate degree classifications, where permitted, are as follows based on overall credit weightings:

- a. 70 - 100%: First Class
- b. 69.5% - 69.9% will be rounded up to 70%.
- c. 60 - 69.4%: Upper Second Class
- d. 59.5 - 59.9% will be rounded up to 60%.
- e. 50 - 59.4%: Lower Second Class.
- f. 49.5 - 49.9% will be rounded up to 50%.
- g. 40 - 49.4%: Third Class.
- h. 39.5 - 39.9% will be rounded up to 40%.
- i. 0 - 39.4%: Fail.

16.5. Considering the above, postgraduate degree classifications, where permitted, are as follows based on overall credit weightings:

- a. 70 - 100%: Distinction.
- b. 69.5% - 69.9% will be rounded up to 70%.
- c. 60 - 69.4%: Merit.
- d. 59.5 - 59.9% will be rounded up to 60%.
- e. 50 - 59.4%: Pass.
- f. 49.5 - 49.9% will be rounded up to 50%.
- g. 0 - 49.4%: Fail.

## 17. Student Death and Aegrotat awards

17.1. The University may confer an aegrotat award on any student where there is compelling reason in accordance with this Regulation. Aegrotat awards are final and 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.
- d. Postgraduate Certificate.
- e. Postgraduate Diploma.
- f. Master's Degree.

17.2. An aegrotat award is not classified and may be conferred where a Progression and Finalist Board decides there is sufficient evidence of a student's performance to award a degree with pass or honours classification as the student would have achieved the required standards but for their death or certified life-limiting illness or accident or other valid reason. Aegrotat awards can be:

- a. Living.
- b. Posthumous.

17.3. In the case of Living aegrotat awards:

- a. Students who indicate an intention to withdraw from their course as a result of certified evidence of a life-limiting illness or accident will be considered for a living aegrotat award in accordance with the following. Academic credit volume is normally rounded up to the next whole level of the course being studied. Once conferred, a living aegrotat award cannot be rescinded, changed, or used as evidence for Recognition of Prior Learning (RPL).
- b. In relation to both submitted work and marked work yet to be considered by a School Board:
  - i. Individual assessment work will be marked based on its academic merit, regardless of whether a resit or retake attempt. The uncapped mark will be considered as for an aegrotat award (below).
  - ii. Where the assessment work is groupwork:
    - 17.3.b.ii.1. if the student had been expected to be responsible for submitting work as a single submission on behalf of the group, a deferral will be put in place;
    - 17.3.b.ii.2. if the student had been expected to make a substantive or equal contribution to the work of a group (e.g. take part in a group presentation or production), a deferral will be put in place.
  - iii. Assessment work that includes suspected academic misconduct (not yet subject to any process to admit or determine an outcome) will be marked on its academic merit without consideration of any suspected academic misconduct.
  - iv. Marked assessment work confirmed by a School Board will be considered by the next available Progression and Finalist Board. Communication of confirmed marks post School Board will not be sent.

17.4. In the case of Posthumous aegrotat awards:

- a. The University requires formal notification of the death of any of its students. Formal notification may be made by the student's recorded next of kin or wellbeing contact, or other family representative where their identity has been verified (e.g. passport or other government issued photo ID). We cannot accept social media or other unverified sources as confirmation of the death of a student. Posthumous aegrotat awards are normally conferred at the highest/final academic level of the course being studied.
- b. In relation to both submitted work and marked work yet to be considered by a School Board:

- i. Individual assessment work will be marked based on its academic merit, regardless of whether a resit or retake attempt. The uncapped mark will be considered as for an aegrotat award (below).
- ii. Where the assessment work is groupwork:
  - 17.4.b.ii.1. if the deceased student had been expected to be responsible for submitting work as a single submission on behalf of the group, a deferral will be put in place;
  - 17.4.b.ii.2. if the deceased student had been expected to make a substantive or equal contribution to the work of a group (e.g. take part in a group presentation or production), a deferral will be put in place.
- iii. Assessment work that includes suspected academic misconduct (not yet subject to any process to admit or determine an outcome) will be marked on its academic merit without consideration of any suspected academic misconduct.
- iv. Marked assessment work confirmed by a School Board will be considered by the next available Progression and Finalist Board. Communication of confirmed marks post School Board will not be sent.
- c. A posthumous award will be sent to the named next of kin on record.

## **18. Rescinding credit**

- 18.1. The Vice-Chancellor or their nominee may rescind any University award in accordance with the Academic Policy on Rescinding Credit.
- 18.2. Where students have incorrectly progressed and/or 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.

## 19. Schedule A

The applicability of these Regulations (set out above) under the University's Collaborative Provision arrangements is detailed below.

Where the Regent's University London Regulations apply, collaborative partners may use different terminology, e.g. 'programmes' and 'units' instead of 'courses' and 'modules'.

**Applicable to all partners (Cours Florent, Domus Academy, Istituto Marangoni London, Istituto Marangoni Paris, Liverpool Media Academy, Macromedia, Nuova Accademia di Belle Arti (NABA) London):**

The Regulations of Regent's University London will apply, with the following variations:

- 19.1. Where marks are not able to be entered directly to evision, alternative arrangements will be made for marks transfers between the collaborative partner and the University before entry into evision.
- 19.2. For collaborative partners, the process for the issuance of award certificates differs. Following the Progression and Finalist Board, certificates will be posted to the partner institution for distribution to students.

### Cours Florent

19.3. The Regent's University London regulations apply, with the following variations. The following paragraphs are replaced by:

- a. 2.1 – Entry Requirements for Cours Florent's courses are set out in its Admissions policy.
- b. 2.10 – Attendance requirements for students at Cours Florent are set out in its Internal Regulations.

### DOMUS Academy

19.4. Students will follow the registration process set out by Domus Academy.

Individual assessment components will be marked in the first instance according to the UK marking scale of 0-100 (aside from pass/fail modules, where assessments will be considered against the UK pass mark of 50/100). Where there is more than one assessment component (and the module is not marked on a pass/fail basis), the total module mark (TMM) for the UK grade will be the weighted average of the marks received for the individual assessment components for the module, rounded to the nearest whole number, per the provisions noted above. Where a module is part of the First-Level Master, awarded by Nuova Accademia di Belle Arti – NABA, Domus Academy will convert the Regent's TMM to the Italian grade, with the exception of the 'Industry Placement' module, where no Italian grade is given, since the module is marked on a pass/fail basis under the Italian award. The following mark conversion will be used:

| UK mark  | Italian mark      |
|----------|-------------------|
| 90 – 100 | 30L               |
| 80 – 89  | 30                |
| 70 – 79  | 28 – 29           |
| 60 – 69  | 26 – 27           |
| 56 – 59  | 22 – 23 – 24 – 25 |
| 50 – 55  | 18 – 19 - 20 – 21 |
| 36 – 49  | 13 – 17           |
| 21 – 35  | 8 – 12            |
| 0 – 20   | 0 – 7             |

19.5. This is a unique conversion table for Domus Academy students who are studying on a Regent's University London master's course. This has been benchmarked against, for example, similar arrangements between UK universities and Italian partner institutions.

19.6. In the UK, the minimum passing mark on a master's course is 50% or 50/100. This corresponds to 18/30 in the Italian system. All dual degree students at Domus Academy must have a passing mark on each module/unit in order to receive credit for each module/unit.

#### **Istituto Marangoni (London)**

19.7. The Regent's University London regulations apply, with the following variations. The following paragraphs are replaced by:

References to 'School Board' are replaced by 'External Subject Boards'.

- a. 2.1 – Istituto Marangoni (London) has its own Student Recruitment and Admissions Policy detailing the applicable admissions criteria.
- b. 2.10 – Istituto Marangoni (London) has its own Attendance Policy which applies.
- c. 3.3 – Istituto Marangoni (London) will be responsible for RPL decisions in respect of applications for entry to Istituto Marangoni (London) courses. Istituto Marangoni (London)'s RPL Policy, as set out in its Admissions Policy, will apply.
- d. 8.1.d – the maximum credit that can be compensated by a Progression and Finalist Board of 20 credits is set aside and replaced by a maximum of 30 credits for Istituto Marangoni (London) courses. This is to prevent disadvantage to Istituto Marangoni (London) students in recognition of Istituto Marangoni (London) standard module credit size (30 credits or above).
- e. 9.2.d – regarding a progression point at the entry to a dissertation or capstone module for postgraduate courses, this does not apply for Istituto Marangoni (London).

#### **Istituto Marangoni (Paris)**

19.8. This section of the Academic Regulations is replaced by Istituto Marangoni's Undergraduate and Postgraduate Assessment Regulations.

#### **Liverpool Media Academy (LMA)**

19.9. The Regent's University London regulations apply, with the following variations:

19.10. References to 'Blackboard' are replaced by 'Google Classroom'.

19.11. The following refer to paragraphs within this section of the Academic Regulations:

- a. 2.1 Entry requirements: For LMA, Entry Requirements will be displayed on the course webpage, published programmes specification, and Admissions Policy.
- b. 2.5 Registration Process: this clause does not apply to LMA students. Students should refer to LMA's Intermittence, Transfer and Withdrawal Policy.
- c. 2.6 Outstanding debts: this clause is not applicable to LMA students. Students should refer to LMA's Tuition Fee Policy.
- d. 2.10 Attendance: this is replaced by LMA's Attendance Policy.
- e. 5.1 Intellectual Property Rights: this is replaced by Section 11 of LMA's Terms and Conditions.
- f. 7.12 For LMA, resit requirements and deadlines are published as part of the assessment brief. Resits for in-person practical assessments (e.g. technical skills) will normally be facilitated through an alternative method (e.g. self-tape).

- g. 10.1 Arrangements for students with a disability or specific learning requirements requiring reasonable adjustments are set out in LMA's Extenuating Circumstances and Reasonable Adjustments Policy.
- h. 8.1.d The maximum credit that can be compensated by a Progression and Finalist Board of 20 credits is set aside and replaced by a maximum of 30 credits for LMA students in recognition of LMA's standard module credit size (30 credits or above). A maximum of 60 credits can be compensated in total on an Honours Degree and 30 credits on a Masters.
- i. 9.2.c In line with the exception above (8.1.d), the credit requirements are adjusted as follows: a minimum of 90 credits must be achieved at level 4 before progressing to level 5; a minimum of 120 credits at level 4 and 90 credits at level 5 must be achieved before progressing to level 6. Outstanding credits from level 4 may not be carried into level 6. If you have more than 30 outstanding credits the Progression and Finalist Board may deny you the opportunity to resit and retake modules.
- j. 9.2.d LMA postgraduate courses may not include a dissertation or capstone project but do include a progress point at the end of term 2. To progress beyond the progression point, there should be no more than 30 other credits outstanding, in recognition of LMA's standard module credit size (30 credits or above).
- k. 9.2.e Is not applicable to students studying at LMA, in recognition of LMA's module structure.
- l. 9.4 Refer to LMA's Complaints and Appeals Policy for available grounds.
- m. 9.5 LMA will consider at their discretion applications for students previously withdrawn for academic failure, in line with LMA's Admissions process and policy.
- n. 10.2 LMA's Student Support team will liaise with the Head of Department and Director of Registry to confirm the assessment.
- o. 15.3 LMA's Readmissions policy applies.
- p. 15.16 Vice Chancellor's Commendation: this clause does not apply to LMA students.

### **Macromedia**

19.12. The Regent's University London regulations apply, except for paragraphs 2.10 and 2.11, which do not apply to Macromedia students.

### **Nuova Accademia di Belle Arti (NABA) London**

19.13. The Regent's University London regulations apply, with the following variations. The following paragraphs are replaced by:

- a. 2.1 – Entry Requirements to NABA London's courses can be found on NABA London's website.
- b. 2.5 – Students should consult NABA London's Student Recruitment and Admissions Policy for comprehensive information regarding the enrolment and registration process.
- c. 2.6 – Students should refer to NABA London's Fees Policy.
- d. 2.10 – Students studying at NABA London should refer to NABA London Attendance Policy which states that the minimum average level of attendance is 75% at the end of each semester for each module: if your attendance falls below 75% in any semester-time period you will be referred through the NABA London Student Attendance Policy.

- e. 5.1 – This clause does not apply to students studying at NABA London. Students should refer to the NABA London Terms and Conditions for policy regarding Intellectual Property.
- f. 6.4 – Students studying at NABA London should refer to the NABA London Student Academic Misconduct Policy.
- g. 6.5 – Students studying at NABA London should refer to the NABA London Exceptional Circumstances Policy.
- h. 9.4 – Students enrolled at NABA London should refer to the NABA London Appeals Policy for detailed information on the procedures and processes relating to academic and non-academic appeals.
- i. 10.1 – The Academic Registration and Student Support Specialist replaces the Student Wellbeing and Disability team.
- j. 10.2 – Where an alternative method of assessment is required, the Academic Registration and Student Support Specialist will liaise with the relevant Course Leader and Head of School & Director of Education to confirm the assessment, whilst ensuring that the relevant learning outcomes are achieved.
- k. 11.8 – The last line of the existing clause is replaced with ‘In the event of a disagreement, the School Director & Head of Education will act as a final arbiter and may choose to seek the opinion of the External Examiner.’
- l. 11.11 – The last line of the existing clause is replaced with ‘Identification of moderators will normally require involvement from the module leader, course leader, School Director & Head of Education to take account of academic expertise, and workload allocation.’
- m. 12.1 – Regarding external moderation, the School Director & Head of Education replaces Registry.
- n. 13.3 – Deferrals: For students at NABA London, all decisions relating to exceptional circumstances must be made in accordance with the NABA London Exceptional Circumstances Policy.