Royal Agricultural University

Academic Regulations for Taught Programmes

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Version Control

Version number	Purpose/change	Name and job title	Date (DD/MM/YY)
1.0	To create a single document of revised RAU Academic Regulations for Taught Programmes. Changes are: introduction of Fit to Sit, Fit to Submit Policy; referrals limited to 50% of a student's total registered module credits in any semester (applies to new first year undergraduates only from October 2018); introduction of an informal queries process following publication of students' results; updated penalty tariff for Academic Misconduct cases; change to APL and APEL applications such that the prior learning must have taken place in the 5 years prior to admission.	Anne Granger; Academic Registrar	25/09/18
2.0	Incorporating changes approved by Academic Board. Changes are: The minimum credits required to be eligible	Caro Khamkhami; Assistant Registrar-QAE	28/08/20

	for a Master's degree are 180 to include a minimum of 150 at Level 7 (of which at least 60 must be achieved from research focused modules) and a maximum of 30 credits at Level 6; for collaborative partners dominant quality will be considered if a student achieves 70 credits or more at the higher classification; compensation can be applied of the module mark is 35% or higher and applies to all Levels of study.		
3.0	Amendment to the paragraphs 85 and 188 to ensure consistency with regards the amount of prior learning that can be accepted as approved by Academic Board on 03/03/21.	Caro Khamkhami; Assistant Registrar - QAP	19/03/21
4.0	Language used amended to enhance application to programmes delivered in collaboration with other institutions. Maximum period to complete a full time Masters' award extended to 3 years. Exit award on table 103 updated to reflect information in table 85. Paragraph 150 amended following decision to determine classification of all PG degrees in using the same method; weighting directly related to credit tally of the module. Footnote added to Paragraph 153 to allow compensation of one module worth no more than 20 credits for Collaborative Partner programmes. Removed reference to referral fees. Referral opportunity included in paragraph 175b as a reason to permit concurrent study. Paragraph 175d amended to enable students that carry a trail module into Level 6 to remain registered on the Honours pathway.	Caro Khamkhami; Assistant Registrar – QAP	30/07/21

5.0	Inclusion of approved 20/40 credit modules at undergraduate Level for delivery 25/26 onwards.	Dan Shaffer, Director of Academic Services & Academic Registrar	23/07/25
	Clarity and titles for certification of foundation year and other pre-Level 4 credit.		
	Clarification on rules for re-admission and registration.		
	Clarification on rules for trailing credits, including removal of some contradictions and additional criteria.		
	Amendments to evaluation of dominant quality eligibility, to embed considerations for Assessment Boards and provide parity for students at collaborate partners.		
	Amendments to evaluation of compensation to allow consideration of attendance/participation as a factor.		
	Streamlining of credit transfer and APL regs.		
	Removal of the One Year Farming Course as a separately listed award.		
	Removal of some repeated, inconsistent and redundant sections.		
	Minor amendments to phrasing and terminology.		
	Updating of roles and structures, including boards and committees.		

Contents

INTRODUCTION

1.   The Royal Agricultural University (RAU) ensures that its certificated awards and the research and academic writing it carries out will be recognised as being of an academic standard which is at least equal to that of other recognised and comparable higher education institutions regulates by the Office for Students in England.

2.   RAU's ethos commits the University to providing a positive environment for learning and academic achievement which supports and develops students through high quality learning and teaching, together with services that underpin an enhanced student experience.

3.   The Regulations of RAU provide students and staff with an authoritative record of the requirements, rules and procedures through which the University admits, educates and assesses students, and enforces the standards for awarding qualifications.

4.   The University's qualifications align with the Framework for Higher Education Qualifications (FHEQ) and recognise and adhere to the expectations of the Office for Students (OfS) and the Quality Assurance Agency (QAA) Revised Quality Code for Higher Education in terms of academic quality and standards.

SCOPE OF THE REGULATIONS

5.   The Regulations are agreed by the University's Academic Board. They are developed and revised through consultation with students and staff. The Regulations form a central element for providing confidence for RAU Governing Council, students, employers and the general public in the quality assurance of the academic standards and the integrity of awards at RAU.

6.   The University recognises that freedom of speech is a fundamental right of students, staff, external speakers and others authorised to engage in academic activity at RAU. No part of these Regulations are intended to restrict freedom of speech within, or otherwise limit the right to hold opinions and to receive and impart information and ideas so long as they do not break the law. A separate Freedom of Speech Policy details how these rights are applied at RAU.

7.   No resources of the University are denied to any individual or group of people on the grounds of their beliefs or views or expressions of such, except where there are clear risks to either health or safety, or where there is a clear intent to express those beliefs or views in such a way as to incite an audience to violence or to a breach of the peace.

8.   Regulations are expanded and applied through a range of policies and procedures. Regulations shall apply in their entirety to all provision leading to credit or

qualification of the University irrespective of the site of delivery or if the delivery is through one of the University's collaborative partners. A collaborative programme is one that leads to an award, or to specified credit awarded by RAU that is delivered and/or supported and/or assessed through an arrangement with a partner organisation or individual. Further details on such arrangements are available in the separate Code of Practice on Collaborative Provision.

9.   The Regulations apply to all students studying at RAU and to students studying for an award/credit conferred by RAU at a collaborative partner.

10.   The University requires all students to comply with these Regulations as a condition of admittance to the University.

11.   The Regulations in force at the time of a student's annual registration shall be those for that academic year, unless specified otherwise within the Regulations. When a student registers part way through an academic year, the student shall sign up for the Regulations for that academic year. When a student resumes study after an interruption, the student shall sign up for the Regulations in force at the time of resumption.

12.   Students studying for postgraduate research degrees are registered with RAU and their awarding University, as stated on their letter of admission. That awarding University's academic regulations take primacy, although research students are required to meet RAU standards for student non-academic conduct where these are more demanding.

13.   These Regulations and all related policies are available on the RAU website at www.rau.ac.uk/student-life/new-students-guide/student-handbook-and-policies/handbook.

Suspension of, and exceptions to, the regulations

14.   In rare and specific circumstances, a Regulation may be suspended or amended for a programme of study. Where this is necessary this will form part of the programme approval, and shall be stipulated within the validation documentation for confirmation by Academic Board. Any such suspension of Regulations will be reviewed and reconfirmed as part of the revalidation processes.

15.   Specific exceptions to Regulations may be approved where, for good reason and without detriment to academic standards, one or more Regulation shall not apply to an individual student or programme or to a specified group of students or programmes. Exceptions to the Regulations may only be approved through processes approved by Academic Board.

16.   The University reserves the right to, within reason, amend or withdraw regulations and policies, and to introduce new regulations and policies. When this happens, the University will use its best endeavours to avoid detriment to students affected by the change.

STUDENTS AT THE CENTRE OF RAU DECISION MAKING ON THE QUALITY OF PROVISION

17. The University is committed to involving students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

18. Student representatives sit on the Governing Council, Academic Board and Academic Quality and Standards Committee of RAU in addition to other University committees and working groups, and in doing so contribute to RAU decision-making at the highest Level.

19. Student representatives at Programme Committees ensure dialogue relating to the academic development, delivery and performance of a specific programme between the Programme Leader and students on that programme.

20. A separate Student Voice Policy details the full framework for capturing and acting upon students' views of their experience and their involvement in the governance and decision-making process.

ADMISSION, ENROLMENT, CONTRACTUAL OBLIGATIONS AND ATTENDANCE

Admissions criteria

21. Students are offered admission to the University based upon satisfying the general entry requirements of the University and any specific requirements for their chosen programme. A separate Admissions Policy details these requirements.

22. The following information should be read in conjunction with the University's Admissions Policy, the University and UCAS web pages and the relevant University Prospectus.

23. RAU agrees the entry requirements for RAU awards at our collaborative partners and admission is managed according to terms within each partnership agreement.

24. RAU supervises research degrees awarded by the University of Gloucestershire, which has delegated authority for admission to RAU.

Entry requirements
25. The entry requirements for each programme of study are defined on RAU's, or partner organisations' website for the relevant year of entry. The Academic Registrar is responsible for the admission of students and may delegate individual decision-making on applications to authorised staff at RAU or partner.

26. An applicant may be permitted to enter a programme of study without meeting specific entry requirements if, in the academic judgement of the University, they

have demonstrated equivalent formal or experiential learning and have the potential to successfully complete the programme.

27. The medium of teaching for all RAU awards is English. Applicants for whom English is not their first language must provide evidence of English language competence according to the programme they are applying for. The standard English language requirements are defined in (a)-(d) below. Individual programmes may set higher requirements, based on academic demands of that programme, but may not fall below the standard unless specifically validated to do so due to embedded English language provision.

   (a) Undergraduate programmes: Academic IELTS minimum overall 6.0 with no element below 5.5 (or equivalent).
   (b) Graduate taught programmes: Academic IELTS min overall 6.0 with no element below 6.0 (or equivalent).
   (c) Postgraduate taught programmes: Academic IELTS minimum overall 6.5 with no element below 5 .5 (or equivalent).
   (d) Postgraduate research programmes: Academic IELTS minimum overall 6.5 with no less than 6.0 in writing and no less than 5.5 in any other component (or equivalent).

Equivalencies must be approved in advance and are published on the RAU website.

Disclosure of information

28. Individuals may not be admitted to any module or programme where they have professional involvement in its assessment, internally or externally, or hold similar undue influence and advantage over outcomes. Applicants are responsible for declaring such conflicts of interest before commencing studies and/or as soon as a professional conflict arises after commencement. The Academic Registrar is responsible for adjudicating over such conflicts of interests. If an individual cannot be excluded from the professional duties causing conflict they will be required to withdraw or transfer to a different programme.

29. Applicants are required to disclose all information requested by the University at application, prior to registration, or whilst as a registered student. If any of the information provided is incomplete or incorrect, the University reserves the right to take any appropriate action which may include cancellation of an offer and/or the withdrawal of enrolment.

30. Procedures for applicant complaints and appeals are provided in the separate Admissions Policy, or can be explained by contacting the Admissions team.

Re-Admission following Termination of Registration or Exclusion

31. A student whose registration has been terminated by the University, due to academic, financial or conduct reasons, may apply for re-admission, but the reasons for prior non-completion will be taken into consideration.

32. The Academic Registrar, or nominee, shall determine if the re-application may be cleared for consideration by the Programme Leader. In all situations, evidence will be required that suitable steps have been taken to rectify the reasons for prior non-completion, but

both fairness and risk to the wider RAU community may also be taken into account.

33.   Students readmitted after termination by the University will normally be required to repeat the entire academic Level of Study / year, but will be permitted to retake the modules for uncapped marks in the first instance, unless a Disciplinary Panel set different terms. Credit from successfully completed previous Levels of Study will be recognised in accordance with the Accreditation of Prior Learning regulations below.

Registration and Enrolment

34.   Each academic learner is required to register as a student of the University and enrol for each academic year on their programme of study and, in doing so, comply with all conditions for registration before they shall be permitted to undertake or continue the programme. Students who fail to enrol within four weeks of the relevant programme's scheduled start date will have their studies terminated.

35.   The Academic Registrar is responsible for the enrolment of students and may delegate individual processes and duties to authorised staff at RAU or partner. Proof of identity is required before any individual's enrolment can be completed, which will be used for all formal records and awards. Authorised proof of any changes (e.g. change of name) will be required for consideration of altering student identification on formal records.

36.   A student remains registered until the University reviews their request to withdraw by completing the withdrawal form, or their enrolment is terminated by the University, or they successfully complete their studies.

STUDENTS OBLIGATIONS

37.   Students are required to comply with the rules, regulations and policies of RAU, alongside national laws and any relevant collaborative partner rules and regulations.

38.   Students are required to keep up-to-date with programme information, by regular reference to programme and module pages on the VLE, and ensuring that they are registered for a viable diet of modules. Students are responsible for managing their RAU email accounts effectively, responding promptly to communications from the University, providing accurate information upon request and keeping such information up to date.

39.   Students are required to pay any monies owed to the University promptly. Students who are in debt to the University may have access restricted, be suspended, or have their registration withdrawn. Restrictions applied in the specific case of tuition fee debt may result in the student missing the relevant Assessment Board for progression or award. RAU reserves the right to decline to provide any references requested on the student's behalf.

40.   The University expects students to behave in a manner deemed by the University to be

responsible both on and off campus, and to ensure that their actions do not have an adverse impact on RAU's reputation.

Student Attendance and Workload Requirements

41. The University takes the view that students are partners with the University in their learning.

42. Students are responsible for organising their time and commitments to ensure they are able to attend teaching, participate fully in course activities, and complete any assessment and examination as scheduled. Students are responsible for familiarising themselves with the attendance requirements for their programme. These are set out in their Programme Specification. The University expects attendance at all timetabled activities because there is ample evidence to show that frequent attendance increases the probability of a good outcome for students and provides an effective route for formative feedback. RAU is required to notify external agencies, in relation to student regulation, funding and visas, of any relevant students deemed to no longer be attending their programme, and may apply academic penalties, suspend or withdraw students considered no longer fulfilling attendance or workload requirements.

43. The standard full-time academic workload for any credit-bearing programme comprises modules that total a minimum of 120 credits in each academic year, representing a minimum of 1,200 hours of study. Students registering for fewer than 75% of a programme's full-time credits in any academic year will considered as studying part-time.

44. Students are required to attend the University/approved location of delivery for each semester in full. Students may also be required, and should plan, to be available for any resit assessment or academic review, including misconduct investigation, that may be necessary outside of semester dates. Some programmes have additional attendance requirements, such as study visits, and may have differing semester start and end dates, as provided on the relevant VLE. Failure to attend scheduled academic activities during either semester, or failure to attend academic review/resit, cannot be taken as grounds for extension, deferral, reconsideration or compensation, except in exceptional extenuating circumstances outside of the student's control. Where necessary, for regulatory or student funding purposes, students whose regular attendance cannot be confirmed may be withdrawn from the programme.

45. Full-time study is not compatible with full-time work. However, the University recognises that many students may wish to combine their studies with part-time work, including voluntary work or service. Work commitments will not normally be accepted as a reason for a student failing to meet their academic commitments.

46. Where a student's personal circumstances change as a result of life events, then the University will consider any reasonable adjustments to their study, including moving from full–time to part-time study, or taking a temporary interruption in studies at any point in their programme.

47. Where a student is a member of the reserve forces and is called upon to join active service, then procedures for interruption of study will be applied.

48. International students registering for study on RAU programmes must ensure they have the relevant visa to study at the approved location of delivery. It is the student's responsibility to comply with all visa requirements. Failure to comply with visa requirements will result in cancellation of the student's registration.

Appeals and Complaints

49. Where a student considers a decision of the University to be unfair or perverse, then the University has an appeals process through which a student can seek to have a decision looked at again. The separate Academic Misconduct Policy and Student Disciplinary Policy detail these requirements.

50. The University does not accept appeals against academic judgements. The University is able to provide feedback that can help a student understand the factors applied in reaching an academic judgement to improve their performance.

56. The act of making an appeal or raising a complaint will not lead to prejudice or discrimination towards the student raising it. However, complaints found to be vexatious or malicious may be considered to contravene the University's required standards of behaviour.

57. The University seeks to minimise student complaints by ensuring that students have opportunities to participate in formal decision-making processes at all Levels and by encouraging regular feedback through the student representative system.

58. Students may raise a complaint if they are dissatisfied with an aspect of their course, the operation of the University, or other factors where a student considers that the University has failed to meet the standards that may be reasonably expected. When making a complaint, the student is expected to indicate what resolution they are seeking. The Student Complaints Procedure details the steps and requirements; it is expected students should seek informal resolution to concerns where possible.

59. Should a student remain dissatisfied after formal Completion of Procedures by the University, they may choose to refer the matter to the Office of the Independent Adjudicator for Higher Education if it is eligible under its procedures. This must be done within twelve months of the date from the issued Completion of Procedures letter. Information on this process can be found at www.oiahe.org.uk/students/how-to-complain-to-us/.

Guidance and progress

Induction
60. All new undergraduate and postgraduate students are expected to participate in an induction programme which will combine institutional and programme specific information and activities, and familiarise themselves with relevant regulations and policies available online.

61. Returning students will be expected to participate in a reorientation programme which will remind them of their obligations and the expectations placed on them as students of the University. Students should check relevant regulations and policies available online for any changes since the previous academic year.

Academic Support Tutors
62. All students will be allocated a personal Academic Support Tutor at the institute of attendance. Academic Support Tutors should arrange meetings with their tutees to review their progress.

63. The role of the Academic Support Tutor is:
   (a) to help students to become fully engaged in the life of the University, both academically and socially
   (b) to provide an informal means of communication between the student and other academic and student support staff
   (c) to remind students of, and if appropriate refer students to, the support services and careers advice available at the University.

Student support and information
64. The University and/or the collaborative partner provides a secure setting in which students are given support to enable them to address and work through issues or concerns that are impeding their ability to achieve their full potential during their studies. The University will only deal directly with students.

65. Information and support is available to all students either on a drop in basis or by booking a private appointment with Student Services. In some cases, such as when an Academic Support Tutor is concerned a student is struggling to fully engage with their studies, a member of staff may refer a student to Student Services. Students are required to attend such meetings. Referrals to external agencies may be arranged where appropriate.

66. Student Services may raise matters with Academic Support Tutors or other members of staff in cases where it is deemed necessary to support the student's study. Issues may be discussed with external parties with the student's consent, or without explicit consent only where there are legal or safeguarding requirements to do so.

67. The University's Careers Service, or that of a Collaborative Partner, seeks to meet the needs of individual students by assisting them in making informed decisions about their future career.

AWARDS OF THE UNIVERSITY

Qualifications

68. Qualifications of the University must be approved by Academic Board before a programme of study leading to the qualification may be approved.

69. Qualifications may only be awarded to students who have followed and successfully completed a programme of study as approved by the University.

70. RAU is ultimately responsible for the academic standards and quality of all awards granted in its name. Regulations apply in full to collaborative partners. Policies and procedures follow those for internal RAU awards. Arrangements for assuring academic quality and standards for collaborative partners are as rigorous, secure and open to scrutiny as those for programmes provided wholly by RAU.

71. The qualifications of the University and their Level within The Framework for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies are set out below.

72. The integrity of the awards is assured through the appointment of External Examiners for each programme. The criteria for the appointment of External Examiners and their responsibilities are detailed in separate guidance and the Code of Conduct for External Examiners.

73. In order to be eligible for a higher education award from the University a student must have satisfied the requirements specified in the relevant Programme Specification and achieved the necessary credits within the maximum period of registration as detailed below. This ensures the currency of the award.

74. The maximum period of registration includes any interruption to study or any repeated study periods as a result of personal circumstances or academic performance. These may differ from the funding periods as operated by the UK's Student Loan Company or similar funding body in the country of delivery.

75. For degrees which include an industry placement year, the maximum period of registration is extended by a period equivalent to the placement year.

76. The following awards from the Royal Agricultural University have been approved for certification:

Academic Award	Post nominal	Minimum Credits Required	Maximum Credits for APL	Standard duration Full–time students	Maximum Time Limits	
					Full-time students	Part-time students

Foundation Award	FA	120 at Foundation Level	0	1 year	2 years	4 years
Certificate of Higher Education	Cert HE	120 at Level 4 or above	80 at Level 4	1 year	2 years	4 years
Diploma of Higher Education	Dip HE	240 to include a minimum of 120 at Level 5 or above	160, of which no more than 60 at Level 5	2 years	4 years	6 years
Foundation Degree Science Foundation Degree Arts	FDSc FDA	240 to include a minimum of 120 at Level 5 and a maximum of 120 at Level 4	160 of which no more than 60 at Level 5	2 years	4 years	6 years
Bachelor of Science with foundation year Bachelor of Arts with foundation year	BSc BA	300 to include a minimum of 60 at Level 6 and a maximum of 120 at Level 4	200 at Level 4 or 5 of which no more than 120 at Level 4	4 years	6 years	8 years
Bachelor of Science with foundation year with Honours Bachelor of Arts with foundation year with Honours	BSc (Hons) BA (Hons)	360 to include a minimum of 120 at Level 6 and a maximum of 120 at Level 4	240 at Level 4 or 5 of which no more than 120 at Level 4	4 years	6 years	8years
Bachelor of Science Bachelor of Arts	BSc BA	300 to include a minimum of 60 at Level 6 and a maximum of 120 at Level 4	200 at Level 4 or 5 of which no more than 120 at Level 4	3 years	5 years	7 years
Bachelor of Science with Honours Bachelor of Arts with Honours	BSc (Hons) BA (Hons)	360 to include a minimum of 120 at Level 6 and a maximum of 120 at Level 4	240 at Level 4 or 5 of which no more than 120 at Level 4	3 years	5 years	7 years

Bachelor of Science with placement year Bachelor of Arts with placement year	BSc BA	300 to include a minimum of 60 at Level 6 and a maximum of 120 at Level 4	200 at Level 4 or 5 of which no more than 120	4 years	6 years	8 years
Bachelor of Science with placement year with Honours Bachelor of Arts with placement year with Honours	BSc (Hons) BA (Hons)	360 to include a minimum of 120 at Level 6 and a maximum of 120 at Level 4	240 at Level 4 or 5 of which no more than 120 at Level 4	4 years	6 years	8years
Bachelor of Science – Top up Bachelor of Arts – Top up	BSc BA	minimum of 60 at Level 6	N/A	1 Year	2 years	4 years
Bachelor of Science with Honours – Top up Bachelor of Arts with Honours – Top up	BSc BA	120 at Level 6	N/A	1 Year	2 years	4 years
Graduate Certificate	Grad Cert	60 to include a minimum of 45 at Level 6	40 of which no more than 30 at Level 6	1 year	1 year	2 years
Graduate Diploma	Grad Dip	120 to include a minimum of 75 at Level 6	80 of which not more than 30 at Level 6	1 year	2 years	4 years
Postgraduate Certificate	PgCert	60 at Level 7	40	1 year	1 year	2 years

Postgraduate Diploma	PgDip	120 to include a minimum of 90 at Level 7 and a maximum of 30 at Level 6	80 of which no more than 15 at Level 6	1 year	2 years	4 years
Master of Science Master of Arts	MSc MA	180 to include a minimum of 150 credits at Level 7 (of which at least 60 must be achieved from research focused modules: either a Masters dissertation or agreed equivalent research- based project or a combination of a research methods module and a Masters dissertation or agreed equivalent research-based project) and a maximum of 30 credits at Level 6	120 of which no more than 15 at Level 6	1 years	3 years	6 years
Master of Science with optional placement module	MSc	240 to include a minimum of 150 credits at Level 7 (of which at least	120 of which no more than 15 at Level	2 years	4 years	7 years

Master of Arts with optional placement module	MA	60 must be achieved from research focused modules: either a Masters dissertation or agreed equivalent research- based project or a combination of a research methods module and a Masters dissertation or agreed equivalent research-based project) and a maximum of 30 credits at Level 6	6			
Master of Business Administration	MBA	180 to include a minimum of 150 credits at Level 7 (of which at least 60 must be achieved from research focused modules: either a Masters dissertation or agreed equivalent research- based project or a combination of a research methods module and a Masters dissertation or agreed equivalent research-based project) and a maximum of 30 credits at Level 6	120 of which no more than 15 at Level 6	1 Year	3 Years	6 Years
Honorary Fellowships		Determined by Academic Board				

Membership of Royal Agricultural University	MRAU	Determined by Academic Board in recognition of individual service to the University				
Diploma in Food Quality and Safety & International Food Business Management	Dip FQS	The Diploma consists of at least eight modules delivered by RAU at Shandong Agricultural University, China. There are no RAU credits at Level 4 or higher attached to any of these modules.	0		4yrs	N/A
Diploma in Land Resource Management and International Real Estate Business Management	Dip RE	The Diploma consists of at least eight modules delivered by RAU at Shandong Agricultural University, China. There are no RAU credits at Level 4 or higher attached to any of these modules.	0		4yrs	N/A

Interruption of Study

77. A student, who is unable to continue their studies because of exceptional circumstances, may apply for an interruption in their programme of study, provided that they shall be able to resume study and complete their intended award within the maximum period of registration. Responsibility for considering grounds for interruption of study lies with the Academic Registrar, who may delegate decision-making to authorised staff.

78. The period of any approved interruption shall normally be up to one year, subject to any Professional, Statutory and Regulatory Body (PSRB) or visa restrictions.

79. At the time a student interrupts study, the student's registration on the programme shall

change and they may not have the same entitlements as fully registered students until they recommence their studies.

80. Students who wish to interrupt study but do not have exceptional circumstances may apply to do so, but any incomplete modules which need to be repeated may normally be capped at the minimum pass mark.

81. Students who wish to interrupt their study must complete and submit the appropriate request form, together with any supporting evidence of their circumstances, to Registry.

82. Students retain their RAU email accounts, however, access to other IT and Library services is normally suspended while students interrupt their studies. The University, at its discretion, may offer a student intercalating status where such students maintain access to a wider range of University facilities and services.

83. Where the reasons for interrupting study relate to medical or health issues, the University may require specific evidence to demonstrate that the issues have been addressed before permitting the student to resume their studies. Any other requirements/conditions prior to returning to study shall normally be detailed at the point of interruption.

84. Students who wish to resume their studies after an interruption shall re-enrol on the programme, in accordance with University procedures, before they are permitted to continue their studies.

85. Students who take an agreed interruption with the intention of returning and subsequently find they are unable to return to complete their studies within the period of registration, shall write to Registry to confirm their inability to return and, where appropriate, may request consideration for the highest terminal exit qualification. This request shall be made before the start of the final year of the period of registration.

86. Students who fail to contact the University to either arrange their return to study or discuss other options to retain their registration, or otherwise fail to complete registration within 28 days from their expected return date shall be deemed to have withdrawn and their registration shall normally be terminated with effect from their expected return date.

Aegrotat and Posthumous Awards

87. The University's Award Assessment Board may approve the conferment of an Aegrotat award to a student who has completed the whole or a substantial part of a programme of study but is prevented by illness, death or other valid cause from completing part of an assessment required for award within the maximum time permitted to satisfy the examiners in accordance with the relevant regulations. The award shall not normally be given a classification of any kind, except in the case of posthumous awards.

Combined Subjects

88.	The module requirements of an honours degree programme with combined subjects specified in the programme title shall follow the conventions below:

	Combined Subjects equal weighting A And B*			Combined Subjects A (major) With B (minor)*	
	Subject A	Subject B		Subject A	Subject B
Level 4	120 credits			120 credits	
Level 5	60 credits	60 credits		90 credits	30 credits
Level 6	60 credits	60 credits		90 credits	30 credits
*Award titles must use title case 'And' or 'With' to signify subject combinations. The use of lower case 'and or &' or 'with' in award titles is used solely as a descriptive term and is not a recognition of combined subjects.					

89.	Programme combinations must be validated and approved by Academic Board, ensuring appropriate spread of learning outcomes and identification of career opportunities, for any combined award to be granted.

Exit awards

90.	A programme may incorporate one or more intermediate progression points that leads to an exit qualification.

91.	An exit qualification will only be awarded where a student's study for their registered qualification has been unsuccessfully completed or terminated. Where a student has not achieved the required credits for the registered award, the University Examinations Committee may consider conferment of an exit award as listed below.

Registered Qualification	Exit Award	Credit Requirement	Level Requirement
Diploma of Higher Education	Certificate of Higher Education	120	at Level 4 or above
Foundation Degree	Certificate of Higher Education	120	at Level 4 or above
Graduate Diploma	Graduate Certificate	60	at Level 4 or above, with a minimum of 45 credits at Level 6.

Bachelor Degree	Diploma of Higher Education	240	at Level 4 or above of which a minimum of 120 credits are at Level 5 or above
	Certificate of Higher Education	120	at Level 4 or above
Honours Bachelor Degree	Ordinary Degree	300	at Level 4 or above of which a minimum of 120 credits must be at Level 5 or above plus a minimum of 60 credits at Level 6
	Diploma of Higher Education	240	at Level 4 or above of which a minimum of 120 credits must be at Level 5 or above
	Certificate of Higher Education	120	at Level 4 or above
Top-up Honours degree	Ordinary Degree	60	at Level 6
Postgraduate Diploma	Postgraduate Certificate	60	at Level 7
Taught Master Degree	Postgraduate Certificate	60	at Level 7
	Postgraduate Diploma	120	maximum 30 credits at Level 6 and minimum 90 at Level 7

92.   An Award Assessment Board may choose, where there are extenuating circumstances beyond the student's control resulting in premature exit, to award a classification to an exit award if it exists as a separate lower or equivalent qualification and they otherwise meet the requirements within these Regulations for that qualification.

Free standing, embedded and short awards

93.   Free-standing awards are self-contained, and while the credits gained on them might allow admission to, or be counted as part of, a higher or other award, they are not themselves an integral part of any other award. No more than 45 credits may be awarded to a student

studying for a free-standing award, after which a student shall be required to register either for a part-time or full-time award. The Regulations apply in full to students admitted to a free-standing award.

94. Embedded awards are those which are integral to a higher award and whose completion allows progression to the next stage of the award hierarchy. Examples would be a Certificate or a Diploma of Higher Education or a Postgraduate Certificate or a Postgraduate Diploma. Students may leave the course once they have completed any award within the award hierarchy, and be considered for the award relating to the Level they have reached.

95. Attendance at other courses, including short courses for continuing professional development, do not earn an academic award bearing higher education credits. Students completing such courses may be granted a certificate of attendance or any other certificate as approved by a Professional, Statutory and Regulatory Body (PSRB) under its accrediting authority.

DESIGN AND MANAGEMENT OF PROGRAMMES

96. All programmes have a modular structure, which normally consists of core or mandatory modules and may include some elective modules.

97. A programme is defined as an integrated mix of modules, which together combine to produce an overall set of specified learning outcomes leading to a prescribed academic award. Modules may not span academic years unless agreed as necessary at Programme Validation.

98. Programmes or pathways are determined by at least one unique programme outcome and a minimum of 25% difference from other University provision in the taught modules, whether core or elective, in years that count towards the final award (except where PSRB requirements demand otherwise).

99. Programmes Leaders must ensure that programmes are designed to be accessible such that only minimal reasonable adjustments need to be made for individuals. Learning outcomes and assessment methods need to be inclusive.

100. Before students are enrolled on a programme of study, the programme must be validated by the Academic Quality and Standards Committee, on behalf of Academic Board, following the completion of the process for the design, internal and external scrutiny of the programme structure.

101. Validations will be approved for a defined number of years, normally no less than the standard duration for the next intended cohort of full-time students to complete the academic award. If the need arises to make changes to a programme during the

validation period, a proposal must be communicated in the first instance to the Head of Quality, who will advise on the need for formal submission and approval by Academic Quality and Standards Committee and on any consultation with current students and/or applicants.

102. The title of a programme should be accurate and consistent with the programme content. It must conform to the parameters of the Framework for Higher Education Qualifications and accurately describe the Level of knowledge and skills to be expected from a person holding such a qualification.

103. If a programme or subject includes a professional, vocational or practical placement or fieldwork that carries a credit rating, the number of credits required for an award shall normally be increased if the placement or fieldwork increases the length of the programme. If the placement or fieldwork does not carry a credit rating, it cannot be required as a pre-requisite or other requirement for students to progress or graduate. The placement or fieldwork may however be required to be passed to satisfy the requirements of a Professional or Statutory Regulatory Body (PSRB).

Programme Leader

104. The Dean responsible for a particular subject area will appoint a Programme Leader for each programme of study.

105. All Programme Leaders are required to produce an annual report for submission to the Academic Quality and Standards Committee (AQSC) on an agreed template. The report must be submitted by a date specified by AQSC each year unless alternative arrangements have been formally agreed by AQSC.

The Modular structure

106. All academic programmes comprise a related group of modules, each with its own learning outcomes and assessment methods, and the award of credit, which together lead to a full academic award. Students may select modules in accordance with University procedures.

107. Modules are designed to meet the academic needs of learners at five Levels of student ability, these being:
Integrated foundation year or foundation award
Level 4 First year undergraduate Foundation Certificate or Certificate Level
Level 5 Second year undergraduate, Diploma or Foundation Degree Level
Level 6 Third year undergraduate/Honours Level
Level 7 Masters Level

108. The size of a module shall be measured in credits, where 1 credit is equivalent to 10 hours of notional learning time. A module shall normally be assigned one of the following credit values: 15; 20; 30; 40; 45; 60. Proposals for use of different module credit values would require approval from Academic Quality and Standards Committee prior to commencement of any Module design.

109. A programme may include modules for which a pass/fail grade is given. Any pass/fail

assessment element must carry a credit value and weighting, except where such modules are included solely to meet the requirements of a Professional, Statutory and Regulatory Body. Undergraduate programmes may not contain pass/fail assessment elements in more than 40 credits at Level 4, 40 credits at Level 5 and 20 credits at Level 6. Postgraduate programmes may not contain pass/fail assessment elements in more than 15 credits at Level 7.

110. All first-sitting teaching, revision and assessment shall take place during the designated semester periods, unless otherwise specified in the Programme Specification. Teaching, revision and assessment shall be delivered according to the Academic Calendar of the approved location of delivery. Reassessment, for referral, deferral or academic review, may take place outside of the designated semester.

111. If the need arises to make changes to a module during the validation period, a proposal must be communicated in the first instance to the Head of Quality, who will advise on the need for formal submission and approval by Academic Quality and Standards Committee and on any consultation with current students and/or applicants.

Module Leaders

112. Each module has a specified member of academic staff identified as the Module Leader who is responsible for the design, delivery and assessment of the Module.

113. The Module Leader for any module requiring dissertation or research project is responsible for ensuring student proposals are only agreed where the University is able to provide the supervision and resources necessary for successful completion, and where relevant ethical concerns have been considered and addressed.

Placement and Work-based Learning (WBL)

114. The University is a member of the Association for Sandwich, Education and Training (ASET). All the University placement and WBL activities should be designed in line with ASET good practice guidance.

115. Programmes may offer contingency/alternative arrangements under exceptional circumstances for students unable to undertake the placement or work-based learning activities normally required as part of a programme. All such changes are subject to approval by Academic Quality Standards Committee (AQSC) including for compliance with PSRB requirements before the student commences alternative arrangements.

PROGRESSION, ASSESSMENT AND EXAMINATION REGULATIONS

Award of Credit, Progression and Qualifications

116. Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified

learning outcome. An assessment may assess more than one learning outcome.

117. The assessment of students is based on their academic achievements in individual modules as prescribed in the Programme Specification. Rules for progression are also set out in the Programme Specification. Students are expected to complete all assessments.

118. Following an assessment, marks and credits are awarded through a nested system of Assessment Boards, including Module, Progression, Resit and Award Boards. All marks are provisional until formally approved by the relevant Board, and the Chair of each Board reserves the right to alter provisional marks based on that Board's deliberations where there are reasonable grounds within the Regulations to do so.

119. A student who has passed a module by achievement of a module mark of at least 40% shall be awarded the credits for that module, except where there are reasonable grounds for an Assessment Board, Academic Misconduct Panel, or Disciplinary Panel not to award credit. Modules with additional requirements for accreditation from a Professional, Statutory or Regulatory Body (PSRB), may have specific criteria for credits to count towards PSRB recognition.

120. At the end of each Level, normally equivalent to a full-time year of study, a student will be given a Level mark and result, derived from the module marks at that Level/stage of the programme, which represents a summary of the student's performance at that Level/stage.

121. The Level mark shall be calculated, with rounding, to two decimal places forming the weighted average of the module marks for all the marked modules at that Level of the programme. That is:

Level mark = sum of (module mark x credit) / (credits at the Level)

Foundation Degrees

122. Candidates for the award of a Foundation Degree who have achieved the required credits as specified above and whose final completion score is 40% or greater will be awarded a Foundation Degree. The final completion score will normally comprise the results of Level 4 weighted at 30% plus the results of Level 5 weighted at 70%. The normal basis for awards will be based on the final completion score, graded as follows:

Distinction	70% or above
Merit	60 - 69%
Pass	40 - 59%
Fail	below 40%

Dominant quality

In exercising its powers to award a Foundation Degree, an Award Assessment Board may raise the classification of the award based on the average marks, as set above where the dominant quality of the full array of module marks is in a higher class. Dominant quality in this case is defined as:

- a minimum of 70 credits of the final Level assessment is in a higher class
- all final Level assessments have been passed in the first or second sitting
- the final completion score is no more than 2% below the higher grade
- no score for any module counting towards the final completion score is more than two classes lower than the dominant class
- no score for any module counting towards the final completion score was capped due to academic misconduct.

Ordinary Degrees

123. Candidates for the award of an Ordinary Degree who have achieved the required credits as specified above and whose final completion score is 40% or above will be awarded a degree. The final assessment will normally comprise the results of Level 5 studies weighted at 30% plus Level 6 studies weighted at 70%. Candidates with a final completion score of 65% or above on an ordinary degree programme may be awarded a degree with commendation.

Honours Degrees

124. Candidates for the award of a BSc or BA Honours Degree who have achieved the required credits as specified above and whose final completion score is 40% or above will be awarded an honours degree. The final completion score will normally comprise the results of Level 5 and Level 6 studies weighted at 30% for Level 5 and 70% for Level 6. Where a Level 5 Placement Year is credit-bearing, weighting will be provided in the Programme Specification, but will normally be 30% divided evenly across all Level 5 credits. Where Level 5 results are not available, for example on a one-year BSc or BA Honours Top-up programme, then the award will be based only on the performance at Level 6. The normal basis for awards will be based on the final completion score, graded as follows:

First Class Honours	70% or above
Second Class Honours upper division	60% to 69%
Second Class Honours lower division	50% to 59%
Third Class Honours	40% to 49%
Fail	0% to 39%

Dominant quality

In exercising its powers to award an Honours Degree an Award Assessment Board may

raise the classification of the award based on the average marks, as set above where the dominant quality of the full array of module marks is in a higher class. Dominant quality in this case is defined as:

- a minimum of 70 credits of the final Level assessment, including dissertation, is in the dominant class
- all final Level assessments have been passed in the first or second sitting
- the final completion score is no more than 2% below the higher grade
- no score for any module counting towards the final completion score is more than two classes lower than the dominant class
- no score for any module counting towards the final completion score was capped due to academic misconduct.

Graduate Certificate

125. Candidates for the award of Graduate Certificate who have achieved the required credits as specified above and whose final completion score is 40% or above will be awarded a Certificate. Candidates with a final completion score of 65% or above on a Graduate Certificate programme may be awarded a certificate with commendation.

Graduate Diploma

126. Candidates for the award of Graduate Diploma who have achieved the required credits as specified above and whose final completion score is 40% or above will be awarded a Diploma. The normal basis for awards will be based on the final completion score, graded as follows:

Distinction	70% or above
Merit	60 - 69%
Pass	40 - 59%
Fail	0 - 39%

Dominant Quality

In exercising its powers to award a Graduate Diploma, an Award Assessment Board may raise the classification of the award based on the average marks, as set above where the dominant quality of the full array of module marks is in a higher class. Dominant quality in this case is defined as:

- a minimum of 70 credits of the final Level assessment is in the dominant class
- all final Level assessments have been passed in the first or second sitting
- the final completion score is no more than 2% below the higher grade
- no score for any module counting towards the final completion score is more than two classes lower than the dominant class
- no score for any module counting towards the final completion score was capped due to academic misconduct.

Postgraduate Certificates

127. Candidates for the award of a Postgraduate Certificate who have achieved the required credits as specified above and whose final completion score is 40% or above will be

awarded a Postgraduate Certificate. The awards are based on the final completion score, graded as follows:

Distinction	70% or above
Merit	60 - 69%
Pass	40 - 59%
Fail	0 - 39%

Dominant Quality

In exercising its powers to award a Postgraduate Certificate, an Award Assessment Board may raise the classification of the award based on the average marks, as set above where the dominant quality of the full array of module marks is in a higher class. Dominant quality in this case is defined as:

- a minimum of 45 credits of the final Level assessment is in the dominant class
- all final Level assessments have been passed in the first or second sitting
- the final completion score is no more than 2% below the higher grade
- no score for any module counting towards the final completion score is more than two classes lower than the dominant class
- no score for any module counting towards the final completion score was capped due to academic misconduct.

Postgraduate Diplomas

128. Candidates for the award of a Postgraduate Diploma who have achieved the required credits as specified above and whose final completion score is 40% or above will be awarded a Postgraduate Diploma. The awards are based on the final completion score, graded as follows:

Distinction	70% or above
Merit	60 - 69%
Pass	40 - 59%
Fail	0 - 39%

Dominant Quality

In exercising its powers to award a Postgraduate Certificate, an Award Assessment Board may raise the classification of the award based on the average marks, as set above where the dominant quality of the full array of module marks is in a higher class. Dominant quality in this case is defined as:

- a minimum of 90 credits of the final Level assessment is in the dominant class
- all final Level assessments have been passed in the first or second sitting
- the final completion score is no more than 2% below the higher grade
- no score for any module counting towards the final completion score is more than two classes lower than the dominant class
- no score for any module counting towards the final completion score was capped due to academic misconduct.

Postgraduate Degrees

129. Candidates for the award of a MA, MBA or MSc who have achieved the required credits as specified above and whose final completion score is 40% or above will be awarded a Masters Degree. The awards are based on the final completion score, graded as follows:

Distinction	70% or above
Merit	60 - 69%
Pass	40 - 59%
Fail	0 - 39%

Dominant Quality

In exercising its powers to award a Postgraduate Certificate, an Award Assessment Board may raise the classification of the award based on the average marks, as set above where the dominant quality of the full array of module marks is in a higher class. Dominant quality in this case is defined as:

- a minimum of 100 credits of the final Level assessment, including dissertation, is in the dominant class
- all final Level assessments have been passed in the first or second sitting
- the final completion score is no more than 2% below the higher grade
- no score for any module counting towards the final completion score is more than two classes lower than the dominant class
- no score for any module counting towards the final completion score was capped due to academic misconduct.

Compensation

130. Compensation refers to the mechanism by which a student who fails a module is nevertheless awarded credit for that module by the Assessment Board on the grounds that the failure is marginal and offset by alternative evidence of meeting the module outcomes and better performance elsewhere in their programme of study.

131. A Resit, Progression and/or Award Assessment Board will have the power to recommend award of a pass in one module worth no more than 20 credits where the student has failed to achieve the pass score identified above if all of the following conditions are met:

- the student's mark for the module is 35% or above in a referred or deferred sitting
- the referral, or the referred mark, was not as a consequence of academic misconduct
- all assessments in modules at that Level of the programme worth at least 120 credits have been undertaken
- the student's overall average mark for the year is 40% or greater
- the failed module is not designated as ineligible for compensation in the programme specification (e.g. if a pre-requisite for the next Level of study)
- the student has otherwise demonstrated good engagement and learning

in the module, such as through high attendance and participation in academic sessions.

132. Where the Assessment Board decides it is merited, a compensated pass will be recorded. The student will be awarded the credits for the module and will be allowed to progress to the next Level as if a pass score had originally been achieved in the module concerned. However, the mark given will remain on the student's record for calculation of any award and transcript of results. Students may, if eligible, request to trail a module to obtain a higher mark, rather than accept the offer of a compensated pass.

133. Students may not be granted compensation for a module failed in an exceptional third sitting or which has been trailed concurrent with the next academic year, except where there are approved extenuating circumstances that do not conflict with any Professional, Statutory and Regulatory Body (PSRB) requirements.

Progression

134. Progression from one Level of study to either the next higher Level or to final award will depend on meeting the requirements set out in the Programme Specification. Progression will normally require the satisfactory completion of all modules studied, resulting in the achievement of 120 credits at each academic Level.

135. A student registered on a Foundation Degree programme is required to complete their award, at the Level required, prior to admission to a BSc or BA top-up award.

Referral

136. Students who do not pass a module will be offered the opportunity for referral for a second attempt in all failed elements of the module assessment, so long as no more than 50% of the student's total registered module credits in any academic year are below a pass in first sitting, excluding any credits legitimately scheduled for assessment after the time of the Progression and/or Award Board (e.g. placement module; dissertation; deferred assessment).

137. In exceptional circumstances, and with good cause, the Chair of the Progression and/or Award Assessment Board may permit a student a third attempt at an assessment.

138. Referred assessments must normally be completed before the commencement of the next academic year, except in the case of credits legitimately scheduled for assessment after the time of the Progression and/or Award Board, which must be completed within the next academic year by the deadline set by the Module Leader. Where such referrals do not meet the provisions for concurrent study, students must complete all referrals before progressing to the next Level of study or receiving certification/award.

139. In situations where the Progression and/or Award Assessment Board is satisfied that more fundamental deficiencies exist within a failed dissertation or agreed equivalent research-based project, it may require the student to re-register for a different topic for the following academic year.

140. Candidates must ensure that they are available to attend the approved location of assessment on those days should they be notified of the requirement to re-sit one or more assessments. The detailed timetable for re-sit assessments is posted online as soon as possible after results have been ratified, and may fall outside of semester dates. Failure to attend a resit opportunity or submit by the deadline given, without approved exceptional circumstances, will result in a mark of 0 being recorded for the referred assessment.

141. When students successfully complete referred elements of assessment the maximum module score which can be awarded following referral of any element of module assessment will be the pass score. The Assessment Board will be presented with the actual marks achieved in any referred element, together with the revised module score determined by applying the appropriate weighting as specified in the module reference sheet.

142. The Progression and/or Award Assessment Board may recommend a referred mark be amended to deferral (referred without prejudice) where circumstances warrant it. In such circumstances the resit score will not be limited to the minimum pass mark.

143. When students do not pass a referred module, and they are not eligible for compensation, they will be deemed to have failed the module.

Concurrent Study / trailing credits

144. Concurrent study is defined as allowing a student to register on more than one Level of study at the same time, trailing module credit not successfully completed. This allows a student to retake a failed module at the same time as progressing to the next Level of that course. The possibility of trailing credit is offered as an alternative to repeat study.

145. Any module component from the lower Level that is being assessed concurrently must be passed before the student may progress to the next Level at the end of the academic year. If a trailed module is subsequently failed, the student will be required to withdraw, and may not continue study at the higher Level until the full complement of credits at the lower Level is achieved.

146. Where trailing credit is not possible, a student will not be able to progress to the next Level of study and will be offered the opportunity to apply for repeat study.

147. Concurrent study is at the discretion of the Progression Assessment Board, and may be

permitted only when the following conditions have been met:

- the module to be trailed was not successfully completed in the year originally registered for, or is still pending a result for legitimate reasons
- the module to be trailed is no larger than 20 credits
- all other modules scheduled for completion in that academic year have been passed
- the module to be trailed is no more than one Level lower than the Level studied concurrently in the next academic year

148. Any module/assessment permitted to trail following referral will remain capped at the pass mark; deferral trails will remain uncapped.

149. Part-time students may be able to gain exception to the regulations for progression and trailing detailed above. A part-time student may, with the agreement of the Academic Registrar in consultation with the Programme Leader, study the programme in an order suitable to their circumstances, with the exception of prerequisites, so long as the combined volume and/or credit value does not constitute full-time study.

150. Where concurrent study has been validated and approved as an inherent or necessary feature of a programme, a student shall be permitted to progress to the next Level of the programme whilst some agreed credits at the previous Level remain pending. A student who has started to study at the higher Level may continue to study at that higher Level pending outcome of the Progression Assessment Board for those agreed credits. Should the Board determine credits have been failed and there is no opportunity to resit, the student will be required to withdraw, but may be accredited with any completed modules from the higher Level.

151. Where a student has an approved deferral request relating to the reassessment period, a Progression and/or Award Assessment Board shall determine whether the student may exceptionally progress to the next Level of the programme and study concurrently in order to obtain the outstanding credits from the lower Level.

152. Concurrent study cannot be permitted when the module is a pre-requisite. Students will be required to register for, and successfully complete, a pre-requisite module in the following academic year before progressing onto the next Level of study.

Failure

153. Students who fail to progress after completing such referred assessments as the Progression and/or Award Assessment Board has allowed will be permitted to reapply to the University and seek either:
   (a) formal re-registration on the original programme;
       or
   (b) seek formal registration on a new programme of study.

154. In all cases, any offer of a place will be subject to the admissions procedures and requirements of the University in force at the time of re-application. All applicants who have previously failed to successfully complete a Level of study will be required to demonstrate genuine reflection and identify, or work with academic and support staff on, methods to overcome previous issues in their approach to new studies.

155. Entry onto the same Level as a previously failed one must be taken in its entirety for the relevant programme and may be capped or uncapped, as agreed under any terms of re-admission.

156. A student may successfully gain an award of the University and fail to pass those elements of a programme to a Level necessary to satisfy the registration requirements set by a Professional Statutory Regulatory Body. Details on the exit award or alternative arrangements in place will be available within relevant Programme Specifications.

Credit transfer and Accreditation of Prior Learning

157. All credits awarded will be added to a student's personal study record. These may be transferred between comparable programmes, both at the University or other Higher Education providers, subject to relevant Accreditation of Prior Learning (APL) procedures. Credits cannot be double-counted towards award: students cannot use credits already certificated for an award towards another award of equal or lesser value/Level. Credit cannot be transferred towards the credits required for a RAU dissertation or personal research project.

158. The Accreditation of Prior Learning (APL), including Accreditation of Prior certificated Learning (APcL) and Accreditation of Prior experiential Learning (APeL), enables the University to award credit in respect of one or more modules at any academic Level, providing the candidate can demonstrate achievement of the relevant learning outcomes.

159. APcL credits are awarded on the basis of a portfolio of evidence provided by the candidate, based on previous academic studies in a directly relevant subject area. The portfolio will normally contain a transcript of the subjects previously studied, a description of the content and Level of the programme of study undertaken and a certificate confirming the date of successful completion of modules/programme. Credit would not normally be awarded where such certificated learning is more than five years prior to registration on a RAU programme.

160. APeL credits are awarded on the basis of a portfolio of evidence provided by the candidate, demonstrating the achievement of specific learning outcomes through experience and practice. The portfolio will normally contain an account of the student's experience and a personal reflective analysis of how this experience demonstrates the successful

achievement of specific module learning outcomes. Credit would not normally be awarded where such experiential learning took place more than five years prior to registration on a RAU programme and where no evidence is produced to indicate maintenance or currency of knowledge.

161. The process for applying for APL is detailed in the separate Admissions Policy.

162. APL credits do not carry a numeric mark. In such cases the student's average score for the year will be based on the average of any remaining modules.

163. The maximum credit which can be accepted from APL is specified in the table in paragraph 76 for each academic award of the University. Within this total no more than 50% can be awarded for APeL. APL credit cannot be awarded towards the credits required for a RAU dissertation or personal research project.

164. The costs associated with the award of credit through APL will be borne by the student and will normally not result in any reduction in fees payable by the student for the module(s) for which credit is sought. Where fees are the same, the student may choose to undertake the relevant modules rather than claim APL; such modules would then carry a numeric mark towards the final award.

Compatibility between credit systems

165. All RAU higher education credits for awards are mapped against the Framework of Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ). No higher education credits are awarded below Level 4.

RAU Credit Level	FHEQ Level
8	Doctoral degree
7	Master's degree Postgraduate certificate and diploma
6	Graduate certificate and diploma Bachelor's degree
5	Foundation degree Diploma of Higher Education
4	Foundation certificate Certificate of Higher Education

European Credit Transfer and Accumulation System (ECTS)

166. The European Credit Transfer and Accumulation System (ECTS) is a student-centred system based on the student workload required to achieve the learning outcomes and

competences of a programme of study and to facilitate the transfer of credit across HE providers within Europe.

167. RAU currently does not award ECTS credits, but may consider formal transfer arrangements between RAU and another higher education institution, or internal transfer for individuals, based on the following broad comparisons (subject to academic content):

RAU Credit Level	FHEQ Level	ECTS credits
8	Doctoral degree	n/a
7	Master's degree Postgraduate certificate and diploma	90-120 'second cycle' credits
6	Graduate certificate and diploma Bachelor's degree	180 'first cycle' credits
5	Foundation degree Diploma of Higher Education	120 'first cycle' credits
4	Foundation certificate Certificate of Higher Education	60 'first cycle' credits

Grading System

168. An internal grading system may be used to enable the transfer of marks across various institutions, based on a normal distribution of pass marks within a module group. The grading system applied would be calculated accordingly:

A	highest 10% pass marks
B	next 25% pass marks
C	next 30% pass marks
D	next 25% pass marks
E	next 10% pass marks
F	fail / not passed

169. The grading system assumes a similar profile could be calculated at all institutions and enables other institutions to consider marks in relation to the profile of its own students.

Alternative compatibility evaluation

170. Where none of the above measures are sufficient for evaluating compatibility, RAU will seek informed external guidance, including utilising the services UK ENIC, the designated UK National Information Centre for recognition and comparison of global qualifications and skills.

Internal Transfers

171. A student who is registered on a programme may be permitted to transfer to another programme.

172. For transfers taking place during the academic year, the student will need to satisfy the Programme Leaders for the programmes they are transferring from and to, as well as the Academic Registrar that they have met the required learning outcomes, academic credit and pathway requirements for any learning missed and can complete any remaining requirements for the rest of the academic year. If additional credit is required that cannot be fulfilled within the academic year, including for any pre-requisite or programme-specific learning, students will have to satisfy outstanding requirements before progressing. Any transfer of credit shall be agreed at the time of transfer, but may still be subject to Assessment Board judgement.

173. A student may be permitted to transfer between modules on a programme up to the end of the second week of teaching of whichever module commenced earliest. Exceptionally, the transfer of a student from one module to another may be authorised on academic grounds up to the end of the fourth week of teaching by the Programme Leader responsible for the module to which the student is transferring.

174. A student may be permitted to transfer between full-time and part-time modes of study up to the end of the second week of teaching of their first semester. After this date, students may be permitted to transfer from full-time to part-time only, solely on grounds of extenuating circumstances. Transfer between part-time and full-time study may be permitted following completion of a Level of study.

175. Where a single diet of modules leads to more than one award and students are permitted to choose which award title they wish to receive, they must ensure that they have formally registered their chosen award title with Registry by the deadline set on registering for their final year of study. After this date, no change will be permitted unless it transpires that the student's module diet does not meet the programme's requirements.

ASSESSMENT MANAGEMENT

Students' responsibilities for their assessments

176. All students have a responsibility to manage their learning during their registration at the University, and are required to complete and submit or sit for a wide range of assessments. Assessment methods for a programme of study are only those approved within the Programme Specification. Students are expected to submit assessments or examinations taken to stated deadlines.

177. In undertaking an assessment, the student is self-declaring themselves well enough to do so. It is the student's responsibility to ensure Registry is informed in advance about any

exceptional circumstances, such as illness or other valid circumstances outside the student's control, which might prevent undertaking an assessment or is impacting on the ability to prepare for the assessment.

178. Students who are prevented from completing assignments by the due date by reason of illness or accident or exceptional events outside of their control must submit a request to Registry for an extension of up to two weeks or deferral to the next assessment period, together with appropriate supporting evidence. Some assessments, such as in-person tests and examinations, 'unseen' questions and time-critical practicals, may not be eligible for extension, although individual additional time may be pre-approved as part of a Reasonable Adjustment Plan.

179. An assignment which is submitted late without an agreed extension will incur a mark penalty. The maximum mark awarded for first-sitting submissions received up to two weeks late without an agreed extension will be the pass mark. Submissions received after this date cannot be assessed and will receive a zero mark. Resit submissions and other assessments already capped at the pass mark cannot be assessed if submitted late without an agreed extension.

Submission of coursework
180. All students should be aware that, in order to protect the integrity of RAU awards, all written coursework assignments must be submitted via an external plagiarism detection site, Turnitin, from which originality reports will be generated. Turnitin retains all submitted work for future cross-checking against other submissions, either at RAU or at any other university or college subscribing to it.

181. Exceptions to submission through Turnitin must be approved on the Programme Specification document through Academic Quality and Standards Committee. Where exceptions are approved, those assessments will be submitted by the deadline as stated in the coursework brief and a receipt must be obtained. It is the student's responsibility to ensure that the correct version of their coursework is submitted for assessment.

182. The onus is on the student to ensure that their submission contains all the material to be assessed, in an appropriate format and the correct version. Students will not be permitted to resubmit after the submission date if it subsequently transpires that incomplete or incorrect work has been submitted. The version submitted as at the deadline will be treated as the final version.

183. It is always the student's responsibility to retain at least one electronic copy of all coursework which must be available for immediate resubmission if required.

184. Further academic review of submitted work, including *viva voca*, is a normal part of the assessment process. Students should be prepared, if requested, to discuss their submission and clarify any queries concerning content, source materials, concepts and

comprehension.

Academic Misconduct

185. The University has clear guidance, rules and regulations in respect of academic misconduct, which is defined as the abuse of accepted academic conventions and covers plagiarism, collusion and cheating in assessments or examinations. Full details are provided in the separate Academic Misconduct Policy.

186. Students are required to certify that work submitted for assessment is their own work, and where a student relies on the work of other people, services or systems to advance an argument or to substantiate/illustrate a fact, that they give appropriate credit through the correct use of referencing standards.

Assessment of students with additional needs

187. Students with disabilities or specific learning needs registered with Student Services, will be permitted such assistance with assessments as required. Individual requirements will be recorded within their Reasonable Adjustment Plan and on the University's student record system.

Alternative assessment

188. An alternative form of assessment may be required in cases where a reasonable adjustment to an existing assessment is not possible or appropriate. It may also apply in cases of a temporary health issue or injury where an extension or deferral to an existing assessment would severely impact on the student's opportunity to progress or complete. Alternative forms of assessment might include an oral examination instead of a written examination, or written coursework instead of a written examination.

189. An alternative assessment can only be considered if it still enables achievement of the original assessment's required learning outcomes, academic standards, any competency standards and any Professional, Statutory or Regulatory Body (PSRB) where applicable. Whilst the assessment method is likely to be different, the alternative assessment must mirror the original assessment in terms of coverage as closely as possible.

190. In cases where alternative assessment has not already been agreed as part of a Reasonable Adjustment Plan, a student must submit a request to Registry and provide appropriate documentary evidence from a suitably qualified professional that makes clear why the usual form of assessment puts the student at a disadvantage and/or clarifies why an alternative specified format is necessary. The final decision on whether or not an alternative assessment can be granted rests with the Academic Registrar, in consultation with the Programme Leader and relevant Module Leader.

191. On consent from the Academic Registrar, an alternative assessment can be delivered outwith the normal requirements for, and approval of, non-material changes to Programme and Module Specifications.

The language of assessment

192. The normal language of delivery and assessment for RAU validated programmes is English.

193. The University recognises its responsibilities to students for whom English is not their primary language in ensuring that they are treated with equity and not unfairly disadvantaged in assessment through the use of their second language. Module Leaders will consider the phrasing of assessment tasks and questions, and ensure that these are as clear and unambiguous as possible to the standard of English language comprehension set for entry to the programme.

Alternative examination centres

194. Students normally take their examinations at the approved location of delivery. They may be permitted, exceptionally, to take examinations at an alternative examination centre, provided the University is confident that appropriate conditions exist in that centre. No student has the automatic right to take examinations at an alternative examination centre, and each case is considered individually.

195. Students must apply to Registry to take their examinations at an alternative examination centre, and provide reasons with acceptable evidence for their request.

196. Examinations may only be held at an existing collaborative partner institution of the University where appropriate conditions for examinations have been established or at a British Council office or comparable location approved as an examination centre by Registry.

197. Registry, in consultation with the Module Leader, must confirm that the format of the examination is suitable for assessment at the approved examination centre.

Module assessment

198. The assessment for each module must be completed. The assessment methods are defined through validation and approved by the Academic Quality and Standards Committee (AQSC), but may be amended through a formal process for material or non-material changes overseen by AQSC.

199. An assignment must not be assessed as part of a module if the assignment has already been assessed and credit awarded as part of another module.

200. It is the duty of every student to be aware of examination timetables, which are published by Registry or the relevant examinations office via the examination section of the VLE. All coursework assessment dates must be published at the beginning of the semester. Examination timetables may be subject to change at short notice and the University reserves the right to do so. Students are required to check their RAU email

accounts to ensure they do not miss any communication from the University regarding assessment.

201. Oral, practical, in-class tests and other in-person assignments considered separate to examinations are categorised as 'coursework' assessments for the purposes of management, timetabling and submission dates.

202. Written and oral assessments and practical examinations may contribute to the overall results of a module. Students must acquaint themselves with the arrangements for these and comply with them. Failure to do so may lead to failure in the module.

203. Students are required to retain copies of all coursework submissions for re-submission if required.

Preparation and Scrutiny of Coursework Assessments

204. Module Leaders are responsible for the production of all module assessments.

205. Coursework assessment briefing documents are required to contain clear guidance to students on the exact requirements for the assessment, including anticipated word length, submission details, marking guidance and weighting of the assignments in relation to the full module assessment. Such briefing materials should also state the provisional deadline period for marking. However, students must refer to details on the VLE for official deadline dates, and announcements during in-person sessions for any necessary changes.

206. Module Leaders are responsible for ensuring copies of all coursework briefing documents are provided to the relevant Programme Leaders prior to distribution and for liaising with Programme Leaders on submission dates to enable appropriate scheduling of work across a programme of study and publication of coursework assessment dates at the beginning of each semester.

207. Module Leaders are responsible for ensuring the correct module records are maintained on the University's systems and for inputting results in an accurate and timely manner.

208. Programme Leaders are responsible for ensuring that External Examiners are provided with copies of all coursework briefs at the end of each academic year to enable appropriate comments to be made in their end of year annual reports. External Examiners must have access to all coursework, whether in hard or electronic copy.

Preparation and Scrutiny of Examinations

209. The Registry, or relevant designated examinations office, co-ordinates the preparation and scrutiny of examination papers. The Academic Registrar, or collaborative partner equivalent, is responsible for determining the deadlines for each examination period, and for the timing of the preparation and scrutiny process for the academic year. The Registry, or relevant designated examinations office, will finalise and print agreed papers. All matters concerning the preparation of examinations should be secure.

210. Timetables for each examination period will be published on the relevant VLE.

211. Module Leaders are required to compile and submit completed examination paper sets.

212. External Examiners are required, prior to examinations, to scrutinise examination papers, making comments on the papers' appropriateness for the subject area and Level of academic challenge.

213. Further detail on examination scrutiny is provide in a separate Code of Conduct for Examinations.

Marking and Grading

214. Module Leaders are responsible for ensuring the fairness and appropriateness of the assessment tasks and the assessment outcomes. In fulfilling their responsibilities, tutors must ensure that:
    (a) assessment tasks are set in clear and unambiguous terms, appropriate to the Level of study
    (b) the criteria against which each task is to be assessed are agreed in advance and made known to the students
    (c) academic judgements of performance are made in the light of the agreed criteria
    (d) any arrangements and standards for peer assessment by students is fair and consistent.

215. Module Leaders should establish deadlines for all pieces of credit-based assessment in advance of each semester, and make these known to all students at the start of each module.

216. Module Leaders should likewise clearly distinguish between assessments which contribute to the overall module grade, and those which are formative only.

217. Further detail on marking and grading is provided in the separate Code of Practice on Assessment.

Requirements for moderation

218. Module Leaders are responsible for ensuring that moderation takes place at the module Level, and is reported to the Assessment Board.

219. All examinations and the highest weighted coursework assessment, or one of any equally weighted coursework assessments, for each module must be subject to moderation.

220. When setting an assessed piece of work on any taught programme, the Module Leader must ensure that marking guidance for coursework, or outline answers for examinations, has been prepared for the internal moderator and External Examiner(s). This guidance should make reference to the appropriate University marking criteria for the relevant academic Level and the specific assessment criteria as detailed within the assessment brief.

221. It is important for effective moderation that the reasons for awarding a particular grade are made explicit in the feedback on a piece of coursework or examination script.

Moderation procedures

222. Module Leaders are responsible for identifying an appropriate sample of marked assignments for moderation: 10% of each examination and the highest weighted coursework assessment (or the first occurring of any equally weighted coursework assessments) for each module, subject to a minimum of five assessments, which should span the full range of marks awarded and include, where applicable, examples of borderline grade assessments, first class and fail submissions. The work sampled and the marks awarded should be recorded on an internal moderation form that should accompany the sample to the moderator.

223. The moderator should review the work with the sight of the marker's comments and mark, but should focus on establishing the appropriate grade/class of each assessment rather than being excessively concerned with a precise numerical score. Evidence of moderation should be clearly indicated on the relevant assessment feedback form.

224. Where the moderator identifies a consistent difference (over or under) across the moderated sample, they should first request an additional sample. Should the second sample also indicate the same consistent difference, then an agreed adjustment to the initial marks should be applied uniformly to all assessments, not merely to the sample. Where internal moderation indicates a mark difference greater than one grade/class, it may be appropriate to engage a second moderator.

225. Where the moderator identifies an inconsistent difference across the moderated sample, then they should request a full reassessment, by the examiner, of all the assignments

prior to a subsequent moderation of a different similarly composed sample.

226. External Examiners are provided with all coursework briefing materials so that they can comment retrospectively on the assessment briefs in their annual reports. Furthermore, Deans are required to establish peer review systems for the internal scrutiny of assessment briefs with peer reviewers not necessarily having to be someone in the same subject expertise. Assessment briefs are not required to be subject to prior scrutiny by the External Examiner, but may be so at the Module Leader's discretion.

Procedures for Double Marking

227. Where a single piece of assessment contributes more than 50% towards achievement in a module of 30 credits or more and is marked by one individual, such as a dissertation, the work should be double marked. The second marker should assess the work independently without sight of the mark or feedback from the first marker. The two examiners will then agree an appropriate final mark for submission to the Module Assessment Board.

228. Where first and second markers cannot agree a final mark, a third marker will be employed on the same basis as the second marker and with both the first and second marker they shall determine a final mark to be presented to the Assessment Board through discussion. It is the responsibility of the University to ensure all cases of disagreement on marks are resolved internally prior to the submission of sample assessments to an External Examiner. However, in particularly difficult cases it is appropriate to involve the External Examiner as an adjudicator. This should be conducted in advance of any Module Assessment Board such that a final mark is always presented.

229. Deans and Programme Leaders may also decide to use unsighted second marking as part of their own moderating process for the staff development of members of their team who are less experienced assessors and/or for the first run through of any new or innovative form of assessment.

Presentations

230. Presentations require two markers: the member of academic staff setting the assessment and one other appropriate member of staff. Non-members of staff, such as use of industry experts or PSRB, may be used where justified within programme specifications or as a material change approved by Academic Quality and Standards Committee (AQSC).

Recording marks on Quercus

231. Normally, marks must be entered on Quercus prior to returning work to students.

232. In preparation for the Module Assessment Board, Quercus will be 'locked' following advance notice, so that marks can no longer be entered/altered by academic staff.

233. Programme Leaders are responsible for ensuring all marks are present on Quercus, or

that the reason for any absent marks is recorded.

External Examiners
234. Following internal moderation and double marking if appropriate, the moderated sample of all assessed work will be made available for the External Examiner. All other work contributing to the final assessment should also be available for External Examiners to review should they so wish.

Anonymous and non-anonymous assessment
235. Wherever possible, all assessments and examinations are to be marked anonymously.

236. Coursework assessments which can be marked anonymously, e.g. essays, must be so marked where they contribute towards a final award. Markers may only remove anonymity after marks and feedback have been published, except in exceptional circumstances, such as when absolutely necessary for investigation of suspected academic misconduct.

237. Some forms of coursework cannot be anonymously assessed because the nature or content necessarily identifies the individual student, e.g. presentations. In such circumstances, additional precautions in the best interests of both students and assessors should be applied, e.g. team marking. Module Leaders must ensure demonstrable equity amongst students marked non- anonymously by adhering to the following protocols:
   (a)   ensuring that "live" activities are viewed by more than one assessor
   (b)   where possible, individualising a specified element within any group work assessment so that each group member's contribution to the final outcome is assessed
   (c)   reassuring students about the confidentiality of comments within learning logs or journals
   (d)   keeping a written record of their deliberations for presentations, projects, and other "live" activities, in accordance with the defined assessment criteria
   (e)   informing students about work that is to be visually or aurally recorded for the purposes of double, second or external assessment
   (f)   keeping all records relating to non-anonymised assessments secure until the time limit for any internal and external appeal has passed.

Notification of results

238. The Registry, or relevant examination office, is responsible for publishing the confirmed results for all students enrolled on RAU programmes. Module grades will be retained electronically and students will have access to their own grades achieved in all stages of their course.

239. Marks are released throughout the academic year. All marks are provisional until confirmed by the relevant Assessment Board.

240. Individual transcripts detailing the marks for each module, final average and award will be sent to the permanent home or alternative correspondence address provided by students to the Registry, or via the relevant Collaborative Partner institutions for distribution.

241. Progression within a programme and the conferment of a final award are subject to the satisfactory status of the student's financial account at the University. Students who have a tuition fee debt to the University may be subject to restricted access to continued academic services, including assessment, progression and award judgement, until such time as outstanding debt has been cleared. Where an Assessment Board is unable to make a judgement on individual progression or award by the end of the academic year, a student will be withdrawn and cannot re-register until outstanding debts have been cleared.

242. Students who are referred for a further attempt and are required to resit an assessment will be permitted to do so at the next available opportunity.

243. Students sitting during a resit period as if for the first time (i.e. deferred) who are unsuccessful and eligible for referral will be offered a further resit assessment at the next available opportunity. If the reasons for deferral are still prevalent, or if there is otherwise insufficient time before the start of the new academic year, the normal rules for progression apply.

Appeals against Assessment Board decisions

244. A candidate for any RAU award who believes that they have been incorrectly failed or been awarded an incorrect class of degree or other award may request further information from RAU Registry.

245. Any student who continues to believe they have grounds for appeal against the decision of a Progression and/or Award Assessment Board, must submit their appeal request, using the Academic Appeals Form available online, within ten working days of publication of the final ratified results. An appeal may be made only on one or more of the following grounds:
    (a) That there were irregularities in the conduct of the assessment or the Assessment Board, including administrative error, which could raise reasonable doubt that the Assessment Board would have reached the same outcome without these irregularities
    (b) that there were circumstances that had affected the student's performance which could not, for valid reason, be provided before the Assessment Board took place
    (c) that one or more of the assessors was prejudiced against the student, or unreasonably biased in their judgement.

246. Dissatisfaction with the academic judgement of an Assessment Board in assessing the merits of an individual piece of work, or in reaching any decision in respect of an assessment, progression or award based on the scores, grades and other information relating to a student's performance cannot in itself constitute grounds for appeal.

247. Where an appeal is made, the Academic Registrar, or nominee, will ascertain whether the alleged grounds satisfy the Regulations. If they determine that it does not satisfy those grounds, the appeal request will be dismissed. If the Academic Registrar concludes the appeal is properly founded and the evidence is compelling, they may make a ruling in the student's favour, in the spirit of seeking swift and decisive resolution to the concerns. If the Academic Registrar concludes there is reasonable doubt, they will convene an Academic Appeals Committee to consider the appeal.

248. The Academic Appeals Committee shall meet within ten working days following the last date for receipt of written appeal requests to consider the evidence. They may require additional testimony from the appellant in person, who will be permitted to be accompanied by a supporter. Any supporter in attendance cannot speak on behalf of, or otherwise represent, the student, except where this is permissible in relation to the Equality Act. The Academic Appeals Committee may invite other persons to provide verbal or written information relevant to the appeal.

249. If the Committee finds the appeal is well founded it shall either:
    (a) determine the case there and then
    (b) refer the case back to the relevant Assessment Board for reconsideration with or without a recommendation.

250. In either case, if the appeal decision results in a change to an award or change to the granting of an award, the Chair of the relevant Assessment Committee shall have the power to approve the award on behalf of the University.

251. Minutes of meetings of an Academic Appeals Committee and any documents or other evidence submitted to it shall be confidential and members of the Committee shall respect the confidentiality of both papers and oral statements in the interests of both the appellant and the University.

Awards

252. Progression and Award Assessment Boards have the authority, vested by Academic Board, to confirm results, progression and award decisions for publication. They also, where specifically convened as Award Assessment Boards, have the authority to confer academic awards within the scope of the approved academic regulations for a programme. Award Assessment Boards are also responsible for ensuring fairness in all decisions taken by the various subsidiary Assessment Boards and have the power to

overturn such decisions it deems to be unfair.

Revocation of an award

253. Following an investigation, and provided the individual concerned had been given the opportunity to respond to any allegations, the Chair of an Award Assessment Board or Academic Registrar may recommend to Academic Board the revocation of a RAU award to an individual.

254. Membership and purpose of RAU Progression and Award Assessment Boards, including Resit Boards with authority to confirm progression and award:

Membership	Chair: RAU Pro-Vice Chancellor, Dean, Academic Registrar, Head of Registry, Head of Quality, or senior nominee with no conflict of interest Programme Leaders Module Leaders Duly appointed External Examiners Academic Registrar or nominee Collaborative partner link tutor where relevant
In attendance	Additional Registry staff as required in support of conveying student records and results Additional Academic Quality staff as required for assurance and student casework purposes Additional academic staff responsible for student assessment within the relevant programmes and modules Additional collaborative partner staff responsible for relevant students' assessment
Secretary	A member of Registry or nominee
Quorum	50% of Programme Leaders and Module Leaders for the relevant student assessment. At least one External Examiner Academic Registrar or nominee
Number of meetings	Normally a minimum of one meeting per academic year for specific cohorts
Reporting to	Academic Board
Key purpose and role	The function of a Progression and/or Award Assessment Board is to consider the results of all examinations and assessments and confirm progression and awards on behalf of, and subject to, Academic Board.

Terms of Reference	To:
	• confirm academic duties, standards and regulatory requirements for RAU assessment, progression and awards have been fulfilled, including
	    ○ marking
	    ○ moderation
	    ○ review of borderline marks
	    ○ accuracy of reported marks
	    ○ student academic conduct in assessments
	    ○ External Examiner access
	• confirm candidates' grades for a module, year and Level of study
	• consider results trends, outliers and risks to student performance
	• determine where a referral or other resit opportunity may be offered to individual candidates
	• determine dominant quality for appropriate students
	• confirm progression, final awards and or appropriate courses of action
	• confer individual awards
	• recommend an individual award be revoked
	• consider reports from the External Examiner and recommend appropriate actions
	• recommend Academic Quality consideration of late material/non-material changes after the RAU deadline based on end-of-year results

Criteria for Chair's action	Chair's action may only be taken in situations where an Assessment Board has given clear prior approval for the action and this is clearly recorded in the minutes and includes the extent of the powers devolved to the Chair, or where a technical error has led to an incorrect result for an individual and delaying correction would be significantly detrimental to that individual.
	Where new information is provided, after the Assessment Board meeting, in respect of any candidate, it must be supported by the Chair and must be presented through the Academic Registrar, in order for a clear audit trail to be maintained.
	Where the Chair is required to overturn a previous decision that materially affects a candidate's progression opportunities or final award classification, the Chair must consult with the Academic Registrar on the appropriateness of the new decision in relation to the published regulations. In cases where the final outcome is not clearly defined within the regulations, the Chair should also seek the views of the External Examiner.
	Where the Chair does take action to confirm or overturn a decision, this must be clearly articulated, in writing, to the next available Progression and/or Award Assessment Board, clearly stating: the original decision; the new information provided to the Chair; the new decision.
	In situations where the Chair is unable to reach a consensus in respect of a change to a final award then the final decision will be suspended pending the next available Progression and/or Award Assessment Board, which may include convening an extraordinary Board, in order to reach a final decision.

Student membership of Assessment Boards
255. Students will not normally be permitted to be members of, or attend, Assessment Boards. However, if a member of staff, or other individual qualified and authorised to be an examiner for an award, is also registered as a student in an area of study where there is no conflict of interest, that will not in itself disqualify that person from carrying out normal assessment commitments.