



Royal
Agricultural
University

Academic Regulations for Taught Programmes

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| 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 |
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INTRODUCTION

1. The Royal Agricultural University (RAU) ensures that the Certificates, Diplomas, Undergraduate Degrees and taught Masters Degrees that it 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 any other recognised and comparable higher education institution in the United Kingdom.
2. The 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 the RAU provide students and staff with an authoritative record of the requirements, rules and procedures through which the University admits, teaches, and examines students and awards 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 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 the 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 and staff. Nothing shall restrict the freedom of academic staff or students within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions without placing themselves in jeopardy or losing any privileges they may have at the University.
7. No premises of the University are denied to any individual or group of people on the grounds of his or her or 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 such beliefs or views in such a way as to incite an audience to violence or to a breach of the peace.
8. Regulations apply to all taught provision at the University. Regulations are expanded and applied through a range of policies and procedures. Regulations shall apply in their entirety to all taught 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 towards an award, of the University that is delivered and/or supported and/or assessed through an arrangement with a partner organisation or individual.

9. The Regulations apply to all students studying at the RAU and to students studying for an RAU award following a franchised programme, students studying on-line or studying for a RAU award validated at a Collaborative Partner. The University maintains a public register of all its collaborative provision that is published on the University's website, where the University Policy for Collaborative Provision is also available.
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 the RAU and their awarding University, as stated on their letter of admission. Research students should meet the RAU standards for student non-academic conduct where these are more demanding.

Suspension of, and exceptions to the Regulations

13. 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 included within the validation documentation. Any such suspension of Regulations will be reviewed and reconfirmed as part of the revalidation processes.
14. Specific exceptions to Regulations may be approved to indicate 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.
15. The University reserves the right to, within reason, amend or withdraw University 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

16. The University is committed to involving students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
17. Student representatives sit on the Governing Council, Academic Board and Academic Quality and Standards Committee of the RAU in addition to other University committees and working groups, and in doing so contribute to University decision-making at the highest level.
18. Students are represented on the Governing Council through two officers of the Student Union, one of whom is normally the Chair of the Students Union. Representation on Academic Board is by two officers of the Student Union.
19. Each programme elects at least one representative from each year group to represent student views at Programme Committee meetings which normally occur in each semester. These meetings enable issues relating to the academic programme to be raised with staff. Students may also raise an issue with the Programme Manager between meetings.

ADMISSION, ENROLMENT, CONTRACTUAL OBLIGATIONS AND ATTENDANCE

Admissions criteria

21. Students are admitted to the University who meet the general entry requirements of the University and the specific requirements for their chosen programme. The recruitment and admission of students to the University is informed by the *Admissions Policy*.
22. The entry requirements for each programme of study are defined in the University's, or partner organisations', prospectus or web page for the relevant year of entry. The decision to admit a student is the responsibility of the Academic Registrar.
23. 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.
24. The RAU agrees the entry requirements for RAU awards at our collaborative partners and these are published by the local partner on their own websites.
25. The University admits students for research degrees awarded by the University of Gloucestershire, who meet the requirements set by University of Gloucestershire.

General Entry requirements

26. Applicants should ensure they meet, or are working towards, the appropriate entry requirements for their chosen course. Entry requirements for all programmes are recorded on each individual course page on the University's, or collaborative partner's website. The programme page may also list any specific entry requirements, such as passes in particular subjects or specific grades, which may be a condition of entry. Some programmes require a specific subject at A-level (or equivalent) and it may not be possible to consider applicants without this prior study. The entry requirements for each programme of study are defined in the University Prospectus (or equivalent local partner alternative) for the relevant year of entry.
27. Typically, all standard undergraduate applicants are expected to have a minimum of 5 GCSEs including English and Mathematics (or Mathematics Numeracy for Welsh applicants) at grade C/4 or above or equivalent qualifications.
28. Applicants for an extended undergraduate degree programme that includes an integrated foundation year, need to demonstrate their capability to successfully meet the demands of the programme.
29. The University welcomes interest from applicants who may not have the standard entry requirements. A wide range of qualifications and experience are accepted in order to join University degree programmes. The University always considers evidence of personal, professional (APL) and educational experience, (APEL), which show an ability to meet the demands of their intended programme of study.

30. An applicant may be permitted to enter a programme of study with credit awarded for specified modules through recognition of prior learning or prior experience.
31. Continuing Education students, who are seeking to register for a programme, may apply to transfer credit from modules successfully completed at the University. Each application shall be considered on its own merit and shall be approved at the University's discretion. Students may normally only transfer credit to a programme for modules completed within a period of five years preceding the intended date of transfer. Credit shall normally only be transferred for modules which are validated for the programme being entered.
32. Students studying part-time must satisfy the University that they can combine work or other outside commitments with study, to meet the academic requirements of their programme.

International applicants

33. The University welcomes enquiries from international applicants. Applicants may need to meet country-specific and English language requirements to be eligible for study.

English language minimum requirements

34. International students for whom English is not their first language must provide evidence of English language competence according to the programme they are applying for.
 - (a) Undergraduate programmes: IELTS minimum overall 6.0 with no element below 5.5 (or equivalent).
 - (b) Graduate Taught programmes IELTS min overall 6.0 with no element below 6.0 (or equivalent)
 - (c) Postgraduate taught programmes: IELTS minimum overall 6.5 with no element below 5.5 (or equivalent).
 - (d) Postgraduate Research Programmes: 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), except where the awarding body has higher requirements.
35. Where International students are attending RAU non- award bearing programmes, English language requirements are set within the programme specification, and if they are delivered in the UK, students must comply with any visa requirements for the duration of their programme. Where programmes are delivered outside the UK, students must meet any visa, identity or residency requirements of the host nation.

Disclosure of information

36. Members of staff of the University or its partners may not normally be admitted to any module or programme where they are involved in its assessment or where it is assessed by any examination board of which they are a member.
37. 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 or the withdrawal of enrolment.

38. If an applicant wishes to complain about the way in which their application has been handled or the process followed, the Admissions Office will provide details of the complaints procedure.

Re-Admission following Termination of Registration or Exclusion

39. A student whose registration has been terminated by the University, where their application for repeat study has been rejected or disallowed or where the student has been excluded or expelled in accordance with the *Disciplinary Procedures for Students*, may apply for re-admission.
40. The responsibility for making the decision whether to readmit the student shall normally be taken by the Academic Registrar who shall determine if the student's application may be passed for consideration. The application may be rejected outright where the student's termination was consequent to a custodial sentence.
41. Where a student's registration has been terminated on academic grounds and the student wishes to return to the same programme, this will not normally be possible. Reasons for re-admitting might be that the applicant has been able to show that any circumstances that contributed to the termination of registration have been overcome.
42. Students whose registration has been terminated will not normally be readmitted until at least 24 months have elapsed and at an appropriate point of the academic calendar.
43. If readmitted, previous credit may be recognised and accredited in accordance with the recognition of prior learning.

Registration and Enrolment

44. Students are 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 by the end of week four of Semester 1 will have their studies terminated.
45. The enrolment process is the responsibility of the Academic Registrar, who will require students to provide proof of identity at the time of first registration.
46. A student remains registered until they notify the University of their intention to withdraw by completing the withdrawal form, or their enrolment is ended by the University.

Student Attendance and Workload Requirements

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

48. 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.
49. The standard academic workload is 60 credit units in each semester, representing 600 hours of study. Part-time study is normally for half the standard credits in each semester.
50. Students are required to attend the University for each semester in full. Additionally students should plan to be available for any resit examination that may be required. Some programmes have additional attendance requirements, such as study visits, and may have differing semester start and end dates. Some timetabled activities are compulsory because they represent part of the assessment of the programme; this is indicated in the Module Handbook.
51. 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. Work commitments will not normally be accepted as a reason for a student not being able to meet their academic commitments.
52. Where a student's personal circumstances change as a result of life events, such as maternity, paternity or adoption, then the University will consider a request to change from full-time to part-time study at any point in their programme.
53. 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.
54. International students with a visa permitting University study must comply with the visa's monitoring and attendance requirements. Visas commonly place additional work restrictions that may limit the ability of international students and their dependants to work. 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.

STUDENTS OBLIGATIONS

56. Students are required to comply with the rules, regulations and policies of the RAU, in addition to local rules and regulations if studying at a partner organisation.
57. Students studying at RAU are required to sign an individual learning agreement as part of the enrolment process. Students are required to keep up-to-date with programme information, by regular reference to programme and module pages on Gateway, ensuring that they are registered for a viable diet of modules, and manage their email accounts effectively, respond promptly to communications from the University, provide accurate information upon request and keep such information up to date.
58. Students are required to pay any monies owed to the University promptly. Students who are in debt to the University may be suspended, or have their registration withdrawn. In the specific case of tuition fee debt, the University may withhold a student's certificate and decline to provide any references requested on the students behalf.
59. 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 the RAU's reputation.

Appeals and Complaints

60. Where a student considers a decision of the University to be unfair or perverse, then the University has an appeals process in both the [Student Discipline Policy and Procedure](#) and the [Academic Misconduct Procedure](#), through which a student can seek to have a decision looked at again.
61. 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.
62. A student will not be discriminated against as a result of making an appeal or raising a complaint.
63. 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.
64. 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.
65. The University's [Complaints Procedure](#) has three stages: an informal stage, a first formal stage and second formal stage. Complaints found to be vexatious or malicious may be considered to contravene the University's required standards of

behaviour.

66. After the second formal stage the University will issue a Completion of Procedures letter. Should a student remain dissatisfied with the University's response, they should 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 <http://oiahe.org.uk/making-a-complaint-to-the-oia/how-to-make-a-complaint.aspx>

Guidance and progress

Induction

67. All new undergraduate and postgraduate students are expected to participate in an induction programme which will combine institutional and programme specific information and activities.
68. Returning students will be expected to participate in a reorientation programme which will remind them of their obligations, the expectations placed on them as students of the University and inform them of any change to the Regulations.

Personal Tutors

69. All students will be allocated a Personal Tutor. Personal Tutors should arrange meetings with their tutees to review their progress. Appropriate records of meetings should be made on the student's record.
70. The role of the Personal 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

71. The University 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.
72. Information and support is available to all students either on a drop in basis or by booking a private appointment with: the University's Disability Officer, the Student Support Services Manager; Student Counsellor; Health and Wellbeing Officer or by referral via Personal Tutors. Referrals to external agencies may be arranged where appropriate.

73. With a student's consent, the Student Support Services Manager can raise matters with Personal Tutors or other members of staff and issues can also be discussed with parents or other parties.
74. Where there is cause for concern for a student's own health and safety or a risk to the health and safety of others then the University will respond without explicit consent.
75. The Student Support Services will work with Personal Tutors, academic and other staff to identify students who are at risk of failure or non-completion. Such students will be encouraged to take up opportunities to identify and address factors affecting their progress and to take up opportunities for support.
76. The University's Careers Service seeks to meet the needs of individual students by assisting them in making informed decisions about their future career.

AWARDS OF THE UNIVERSITY

Qualifications

77. Qualifications of the University shall be approved by Academic Board before a programme of study leading to the qualification may be approved.
78. Qualifications may only be awarded to students who have followed and successfully completed a taught programme of study as approved by the University.
79. The 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 quality and standards for Collaborative Partners are as rigorous, secure and open to scrutiny as those for programmes provided wholly by the RAU.
80. 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.
81. The integrity of the awards is assured through the appointment of External Examiners for each programme and for the University. The criteria for the appointment of External Examiners and their responsibilities as set out below should be read in conjunction with the University's policy, procedures and guidelines for External Examiners.
82. In order to be eligible for the award of a certificate, diploma or degree 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.
83. 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.
84. Catalyst degrees are awards of the University that match the credit requirements of their standard equivalent award and are designed to match the pace of study that best suits the student. A catalyst degree may be compressed into a shorter time period or offered over an extended period, as described in the Programme Specification.
85. For degrees which include an industry placement year, the maximum period of registration is extended by a period equivalent to the placement year.

| Awards of the Royal Agricultural University | | | | | | |
|---|--------------|--------------------------|---------------------------------|--------------------------------------|---------------------|--------------------|
| Academic Award | Post nominal | Minimum Credits Required | Maximum Credits for APL or APEL | Standard duration Full-time students | Maximum Time Limits | |
| | | | | | Full-time students | Part-time students |
| | | | | | | |

| | | | | | | |
|---|-----------------|--|--|---------|---------|---------|
| Certificate of Higher Education | Cert HE | 120 at level 4 or above | 60 | 1 year | 2 years | 4 years |
| Diploma of Higher Education | Dip HE | 240 to include a minimum of 120 at level 5 or above | 120, of which 60 at level 5 | 2 years | 4 years | 6 years |
| Foundation Degree Science with foundation year | FdSc FdA | 360 to include a minimum of 120 at level 5 and a maximum of 120 at level 4 | 30 of which no more than 15 at level 5 | 3 years | 5 years | 6 years |
| Foundation Degree Arts | | | | | | |
| Foundation Degree Science | FdSc | 240 to include a minimum of 120 at level 5 and a maximum of 120 at level 4 | 120 of which no more than 60 at level 5 | 2 years | 4 years | 6 years |
| Foundation Degree Arts | FdA | | | | | |
| Bachelor of Science with foundation year | BSc | 420 to include a minimum of 60 at level 6 and a maximum of 120 at level 4 | 150 of which no more than 60 at level 4 or 5 and a max 30 at level 6 | 4 years | 6 years | 8 years |
| Bachelor of Arts with foundation year | BA | | | | | |
| Bachelor of Science with foundation year with Honours | BSc | 420 to include a minimum of 60 at level 6 and a maximum of 120 at level 4 | 60 of which no more than 15 at level 4 or 5 and a max 30 at level 6 | 3 years | 5 years | 7 years |
| Bachelor of Arts with foundation year with Honours | BA | | | | | |
| Bachelor of Science | BSc | 300 to include a minimum of 60 at level 6 and a maximum of 120 at level 4 | 150 of which no more than 60 at level 4 or 5 and a max 30 at level 6 | 3 years | 5 years | 7 years |
| Bachelor of Arts | BA | | | | | |
| Bachelor of Science with Honours | BSc/ BA Honours | 360 to include a minimum of 120 at level 6 and a maximum of 120 at level 4 | 150 of which no more than 60 at level 4 or 5 and a max 30 at level 6 | 3 years | 6 years | 8 years |
| Bachelor of Arts with Honours | | | | | | |

| | | | | | | |
|-------------------------------------|-----------|--|----|-----------|-----------|-----------|
| Graduate Certificate | Grad Cert | 60 to include a minimum of 45 at level 6 | 30 | 1 year | 1 year | 2 years |
| Graduate Diploma | Grad Dip | 120 to include a minimum of 75 at level 6 | 60 | 1 year | 2 years | 4 years |
| Postgraduate Certificate | PgCert | 60 at level 7 | 30 | 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 | 60 | 1 year | 2 years | 4 years |
| Master of Science Master of Arts | MSc MA | 180 to include a minimum of 150 at level 7 (of which 60 must be achieved from a Masters dissertation or agreed equivalent research-based project) and a maximum of 30 at level 6 | 60 | 1 years | 2 years | 6 years |
| Master of Business Administration | MBA | 180 to include a minimum of 150 at level 7 (of which 60 must be achieved from a Masters dissertation or agreed equivalent research-based project) and a maximum of 30 at level 6 | 60 | 15 months | 30 months | 72 months |
| Honorary Fellowships | | Determined by Honorary Fellowships Committee | | | | |

Interruption of Study

86. 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.

87. The period of any approved interruption shall normally be up to one year and exceptionally up to two years, subject to any Professional, Statutory and Regulatory Body (PSRB), or visa restrictions. Students on a Tier 4 visa must leave the UK and apply to obtain a new visa to continue after the period of interruption.
88. 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. For UK students the fee payable for years of study and any repeat study will on the same basis as applied by the UK's Student Loan Company.
89. 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.
90. If a further break in study is requested or the initial request is for more than one year, the approval of the Academic Registrar or Chair of Academic Quality and Standards Committee is required.
91. Students who wish to interrupt their study shall complete and submit the appropriate request form, together with any supporting evidence of their circumstances to the Registry.
92. 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.
93. Shortly before students are due to return to their studies, Registry staff shall contact them to confirm the date of return and any details relating to their studies that need to be confirmed, e.g. elective module choices.
94. 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. Such evidence shall normally be detailed at the point of interruption. (Refer to the Fitness to Study and Reasonable Adjustment Plans and Procedures for further details.)
95. 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. When students resume study they shall sign up for the Regulations and the programme, subject and module specifications in force at the time of resumption. In view of the pace of educational change, students who interrupt study may be required to provide proof of appropriate study and professional re-orientation prior to resuming the programme.
96. 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.

97. Students who fail to contact the University to either arrange their return to study or discuss other options to retain their registration no later than 20 working days from their expected return date shall be deemed to have unofficially withdrawn and their registration shall normally be terminated with effect from their expected return date.

Membership of Royal Agricultural University

98. Membership of Royal Agricultural University maybe conferred on individuals in recognition of their service to the University. The University may confer the post nominal MRAU on students who gain an award of the University.

Aegrotat and Posthumous Awards

99. The University’s Examination 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 exam or assessment (leading directly to a degree, diploma or certificate) to satisfy the examiners in accordance with the relevant programme of study regulations. The award shall not normally be given a classification of any kind, except in the case of posthumous awards.

Combined Subjects

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

| | Combined Subjects A And B* | | | Combined Subjects A With B | |
|---|----------------------------|------------|---------|----------------------------|------------|
| | Subject A | Subject B | | Subject A | Subject B |
| Level 4 | 120 credits | | Level 4 | 120 credits | |
| Level 5 | 60 credits | 60 credits | Level 5 | 90 credits | 30 credits |
| Level 6 | 60 credits | 60 credits | Level 6 | 90 credits | 30 credits |
| *Note 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 | | | | | |

101. The award will be conferred 'in Combined Studies' if the spread of credits achieved by the student does not fit into any of the categories above except where the student has achieved at least 80 credits in a single subject at Level 6, in which case the award will be conferred in 'Combined Studies (major in that subject)'.

Exit awards

102. A programme may incorporate one or more intermediate progression points that lead to an exit qualification.
103. 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. |
| Ordinary 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 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 |
| Taught Master's Programme | Postgraduate Certificate | 60 | at level 7 |
| | Postgraduate Diploma | 60 and 90 | 30 credits at level 6 and 90 at level 7 |

Free standing, embedded and short awards

104. 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 maximum credit allowed for free standing awards is 45. The Regulations apply in full to students admitted to a free-standing award.

105. 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 receive the award relating to the level they have reached.
106. Attendance at other courses, including short courses for continuing professional development, do not earn an academic award. 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).

DESIGN AND MANAGEMENT OF PROGRAMMES

107. All programmes have a modular structure, which normally consists of core or mandatory modules and may include some elective modules.
108. 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.
109. 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).
110. Programmes Managers must ensure that programmes are designed to be accessible such that only minimal adjustments need to be made for individuals. Learning outcomes and assessment methods need to be inclusive.
111. 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.
112. 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.
113. If a programme or subject includes a professional, vocational or practical placement or fieldwork, the placement or fieldwork should normally carry a credit rating. If the placement or fieldwork 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, the programme regulations should not stipulate that the placement must be passed in order 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 Manager

114. The Head of School responsible for a particular programme will appoint a Manager for each programme of study.

Programme Committee

115. A Programme Committee, comprising the Programme Manager, relevant teaching staff and elected student representatives from each cohort year have responsibility for monitoring delivery of the programme of study during the academic year.
116. Programme Committees normally meet at least once in each Semester. The records of Programme Committee meetings are published on the programme pages of Gateway.

Annual Programme Review

117. All Programme Managers 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 to the Academic Registrar by a date specified by AQSC each year unless alternative arrangements have been formally agreed by AQSC.

Student Feedback

118. Students' views on programmes of study and the University are sought through the annual online National Student Survey (NSS) (final year foundation degree and honours degree students), Postgraduate Taught Student Experience Survey (PTES), and Postgraduate Research Student Experience Survey (PRES), and through the in-house Student Satisfaction Survey (SSS) (first and second year and postgraduate students).

Changes to Programme Provision

119. 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 Academic Registrar who will advise on the need for formal submission and approval by AQSC and on any consultation with current students, and any communication required to students and applicants.

The Modular structure

120. 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 shall select modules in accordance with University procedures.
121. Modules are designed to meet the academic needs of learners at five levels of student ability, these being:

Level 3 Integrated foundation year
Level 4 First year undergraduate Foundation or Certificate level
Level 5 Second year undergraduate, Diploma or Foundation Degree level
Level 6 Third year undergraduate/Honours level
Level 7 Masters level

122. 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 credits
30 credits
60 credits

Proposals for use of another Module credit rating would require approval from Academic Quality and Standards Committee prior to commencement of any Module design.

123. Outline details of each module content and assessment are contained within a Module Reference Sheet with more detailed information contained within a Module Handbook/ Gateway Baseline.

124. 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.

125. The maximum overall credit value of modules for a Foundation Degree programme with a pass/fail grade are normally:
30 credits at level 4,
30 credits at level 5

126. The maximum overall credit value of modules for an Honours Degree programme with a pass/fail grade are normally:
30 credits at level 4,
30 credits at level 5 and
15 credits at level 6;

127. Approved module reference sheets are published on the University's website, and on Gateway. They provide details of teaching contact, subject content, learning outcomes and the assessment activities for each module. Module reference sheets and the Gateway Baseline highlight key texts which will provide much of the background supporting information for the individual student's learning activities for the module. Each module has an online resource list where lecture notes and additional relevant material in support of learning can be obtained.

128. All 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 which is organised around two semesters of equal length. All examinations shall take place at the designated times. Reassessment may take place outside of the designated semester in a resit examination period.

Module management

Module Leaders

129. 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.

Module Gateway pages

130. A Module's Gateway pages, provide a detailed description of the module activity for the year.

Module Changes and Approval

131. All proposals for major changes to a module must be communicated in the first instance to the Academic Registrar who will advise on the need for formal submission and approval by the Academic Quality and Standards Committee and on any consultation with current students, and any communication required to students and applicants.
132. A student's dissertation topic or research project proposal may only be approved where the university is able to provide the supervision and resources necessary for successful completion.

Placement and Work-based Learning (WBL)

133. 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.
134. The location (i.e. UK and/or overseas) and nature of placements and WBL activities will be as stipulated within the Programme Specification and Module Reference Sheet and/or Module Handbook.
135. The University or Collaborative Partners must aspire to visit as many students on placement as possible. However, where visits are deemed not practicable, contact should be made by other means (e.g. Skype, email, telephone, or through a partner institution) as often as deemed appropriate by the placement supervisor to ensure that appropriate monitoring takes place given the particular nature of the placement.
136. 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

137. 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.
138. 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.
139. Following an assessment, marks and credits are awarded through a nested system of Module Assessment Boards, Programme Boards and the University Examinations Committee.
140. 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.
141. 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.
142. 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

143. Candidates for the award of a Foundation Degree who have achieved the required credits as specified above and whose average score in the final assessment is 40% or greater will be awarded a Foundation Degree. The final assessment 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 the overall average score in the final assessment, 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 Examination 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 75 credits of the final year assessment. Dominance will automatically be considered where the final weighted average mark is no more than 2% below the higher grade. Average marks of more than 2% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the award classification if no score for a full

module, or no two scores for half modules, is more than two classes lower than the dominant class.

Ordinary Degrees

144. Candidates for the award of an Ordinary Degree who have achieved the required credits as specified above and whose average score in the final assessment 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 an average score in the final assessment of 65% or above on an ordinary degree programme may be awarded a degree with commendation.

Honours Degrees

145. Candidates for the award of a BSc or BA Honours Degree who have achieved the required credits as specified above and whose average score in the final assessment is 40% or above will be awarded an honours degree. The final assessment will normally comprise the results of level 5 and level 6 studies weighted at 30% for level 5 and 70% for level 6.

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 the overall average score in the final assessment, 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 a degree with Honours an Examination Board may raise the classification of the degree based on the average marks, as set out above, where the dominant quality of the full array of module marks is in a higher class. Dominant quality is defined as a minimum of 75 credits of the final year assessment. Dominance will automatically be considered where the final weighted average mark is no more than 2% below the higher grade. Average marks of more than 2% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

Graduate awards

Graduate Certificate

146. Candidates for the award of graduate certificate who have achieved the required credits as specified above and whose average score in the final assessment is 40% or above will be awarded a certificate. Candidates with an average score in the final assessment of 65% or above on a graduate certificate programme may be awarded a certificate with commendation.

Graduate Diploma

147. Candidates for the award of graduate diploma who have achieved the required credits as specified above and whose average score in the final assessment is 40% or above will be awarded a diploma. The awards are based on overall average scores in the final assessment, as follows:

Distinction average of 70%
Merit average of 60 - 69%
Pass average of 40 - 59%
Fail average mark of 0 - 39%

148. In exercising its powers to award a Graduate Diploma, an Examination Board may raise the classification of the diploma based on the average marks, as set out above, where the dominant quality of the full array of module marks is in a higher class. Dominant quality is defined as a minimum of 75 credits of the final year assessment. Dominance will automatically be considered where the final weighted average mark is no more than 2% below the higher grade. Average marks of more than 2% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

Postgraduate awards

Postgraduate Certificates

149. Candidates for the award of a Postgraduate Certificate who have achieved the required credits as specified above and whose average score in the final assessment is 40% or above will be awarded a Postgraduate Certificate. The awards are based on overall average scores in the final assessment, as follows:

Distinction average of 70%
Merit average of 60 - 69%
Pass average of 40 - 59%
Fail average mark of 0 - 39%

In exercising its powers to award a Postgraduate Certificate, an Examination Board may raise the classification of the certificate based on the average marks, as set out above, where the dominant quality of the full array of module marks is in a higher class. Dominant quality is defined as a minimum of 45 credits of the final assessment. Dominance will automatically be considered where the final weighted average mark is no more than 2% below the higher grade. Average marks of more than 2% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

Postgraduate Diplomas

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

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

151. In exercising its powers to award a Postgraduate Diploma, an Examination Board may raise the classification of the diploma based on the average marks, as set out above, where the dominant quality of the full array of module marks is in a higher class. Dominant quality is defined as a minimum of 90 credits of the final assessments. Dominance will automatically be considered where the final weighted average mark is no more than 2% below the higher grade. Average marks of more than 2% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

Postgraduate Degrees

152. Candidates for the award of a MA, MBA and MSc who have achieved the required credits as specified above and whose average score in the final assessment is 40% or above will be awarded a Masters Degree. The awards of MA, MBA and MSc will be based on a weighted average of the results of all modules contributing to both the taught and research phases of the Master's award. Such weighting for final classification will be directly related to module credits using the following criteria: for Master's programmes not professionally accredited, the research element will be double-weighted prior to calculating the overall final average based on the relative credit value of each module. For Master's programmes receiving professional accreditation from the Royal Institute of Chartered Surveyors (RICS), the final award will be determined by a straight average based on relative credit value of all elements without applying any additional weighting.

All Master's awards will be classified as Fail, Pass, Merit or Distinction according to the following criteria:

- Distinction Weighted average of 70%
- Merit Weighted average of 60 - 69%
- Pass Weighted average of 40 - 59%
- Fail Weighted average mark of 0 - 39%

Dominant Quality

In exercising its powers to award a Master's degree with merit or distinction, an Examination Board may raise the classification of the degree based on the average marks, as set out above where the dominant quality of the full array of module marks is in a higher class. Dominant quality in this instance is defined as a minimum of 100 credits, to include the 60 credit research element, of a 180 credit Master's programme. Dominance will automatically be considered where the final weighted average mark is no more than 2% below the higher grade. Average marks of more than 2% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

One Year Farming Course

153. Candidates for the One Year Farming Course who have successfully completed 120 credits and whose average score in the final assessment is 40% or greater will be awarded a Royal Agricultural University Certificate. The normal basis for award classifications for the One Year Farming Course will be:

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

Dominant quality

In exercising its powers to award a RAU Certificate to students successfully completing the One Year Farming Course, an Examination Board may raise the classification of the award based on the average marks, as set out above where the dominant quality of the full array of module marks from the summative assessed modules (i.e. excluding the Pass/Fail assessed skills module) is in a higher class. Dominance in this instance is defined as a minimum of 75 credits of the final assessment. Dominance will automatically be considered where the final weighted average mark is no more than 2% below the higher grade. Average marks of more than 2% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the award classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

Compensation

154. Compensation refers to the mechanism by which a student who fails a module is nevertheless awarded credit for that module by the Programme Board on the grounds that the failure is marginal and offset by good performance elsewhere in their programme of study.
155. A Programme Board will have the power to recommend award of a pass in one module worth no more than 15 credits at undergraduate level at either level 4 or level 5 where the student has failed to achieve the pass score identified above
- (a) Providing modules at that level of the programme worth at least 120 credits have been undertaken;
 - (b) and providing that no element within the module score is below 35%
 - (c) and the student's overall average mark for the year is 50% or greater
 - (d) and where the failed module(s) are not designated as ineligible for compensation in the programme specification.
156. In such cases, a compensated pass will be recorded; the student will be awarded the credits for the modules and will be allowed to progress to the next level as if a pass score had originally been achieved in the module concerned.
157. Where a student has failed an assessment as a consequence of academic misconduct, no compensation shall be given for that module.
158. Modules undertaken as part of the final 60 credit stage of a Taught Master's Programme (the project stage) shall not be eligible for compensation.

Progression

159. Progression from one level of study to either the next higher level or to the award of a certificate, diploma or degree, 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.

160. 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

161. 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, providing the criteria below are met and any required fee paid.
162. In exceptional circumstances, and with good cause, the Chair of the University Examinations Committee may permit a student a third attempt at an assessment.
163. For undergraduate programmes, including Foundation Degrees, referral will be limited to 50% of the student's total registered module credits in any semester or academic year, which will be over and above any referred credits relating to a work-based learning or placement module.
164. For postgraduate programmes, the maximum referral will be 50% of the student's total registered module credits of the taught programme in any academic year, with the Master's dissertation or agreed equivalent research-based project being considered independently of the taught module requirements.
165. For students studying on a part-time basis, the maximum referral will be restricted to 50% of registered module credits or a maximum of 30 module credits, whichever is the greater, subject to a maximum of 60 credits in any one level.
166. Referred examinations or coursework must normally be completed before the commencement of the next academic year except in the case of one year postgraduate or Master's programmes where the referred assessment must be completed before the end of the following academic year. Where agreement is given exceptionally for students to trail modules they must successfully complete them within the next academic year as required under provisions for concurrent study.
167. Candidates must ensure that they are available to attend the University on those days should they be notified of the requirement to re-sit one or more assessments. The detailed timetable for re-sit examinations is posted online as soon as possible after results have been ratified.
168. The maximum module score which can be awarded following referral of any element of module assessment will be the pass score. The Programme 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.
169. The Programme Board will recommend a candidate, or candidates, to be referred without prejudice where circumstances warrant it. In such circumstances the referred module score will not be limited to the minimum pass mark.

170. Resubmitted undergraduate dissertations or agreed equivalent research-based projects will normally be required within 60 calendar days from confirmation of the initial failure. Resubmitted postgraduate dissertations or agreed equivalent research-based projects will normally be required within a period of 60 calendar days from confirmation of the initial failure. However, a Programme Board may recommend a different time period, up to a maximum of six months, providing reasonable justification is provided by the student's supervisor to the Examination Board. In all cases, the relevant referral fee will be charged.
171. In situations where the Programme Board is satisfied that more fundamental deficiencies exist within a failed dissertation or agreed equivalent research-based project, such that it could not be completed within the timescales detailed above, it may require the student to re-register for a different topic, to be completed within a period not exceeding 12 months. In all cases, the relevant re-registration fee will be charged.

Concurrent Study / trailing credits

172. Concurrent study is defined as allowing a student to register on more than one level of study at the same time, trailing a credit. 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.
173. Trailing a credit provides the opportunity to a student to complete their previous level of study while remaining on their course to complete their intended award as planned. If a student decides to undertake reassessment by repeat (or replace) instead of trailing, they would only undertake the module that they have failed and would not progress to the next level at the same time.
174. Any module component from the lower level that is being assessed concurrently must be passed or compensated 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.
175. Where trailing a 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 enrol for repeat study.
176. Concurrent study is at the discretion of the Programme Board, and may be permitted only when the following conditions have been met:
- (a) the modules studied concurrently are at two adjacent levels; and
 - (b) either a student has made an appeal against a decision of the Programme Board of Examiners or an Academic Misconduct Panel or the Disciplinary Panel and has been provisionally allowed to proceed to the next level pending the outcome of the appeal; or a student has an approved deferral that has prevented them from being assessed at the normal time.

And

(c) EITHER Concurrent study at level 4 and level 5

A student may be permitted to trail a maximum of one module up to a maximum of 20 credits, whichever is the greater, from level 4 to level 5 if their average score for the complete diet of level 4 modules is 40% or greater. Such a trail opportunity will be over and above a student's performance in the work based learning module of a Foundation Degree, which may be referred until the end of level 5, and which must then be satisfactorily completed prior to the confirmation of any award.

(d) OR Concurrent study at level 5 and level 6

A student may be permitted to trail a maximum of one module up to a maximum of 20 credits, whichever is the greater, from level 5 to level 6 if their average score for the complete diet of level 5 modules is 40% or greater. In such a situation, a student will be registered on an Ordinary BSc or BA pathway only, with registration for the dissertation or agreed equivalent research-based project and therefore Honours, shall be deferred until the subsequent year. Such a trail opportunity will be over and above a student's performance in any sandwich placement module, which may be referred until the end of level 6 and which must then be completed prior to the confirmation of any award.

177. 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 their Programme Manager and the Academic Registrar, study the programme in an order suitable to their circumstances, with the exception of prerequisites.
178. Where concurrent study has been approved as an inherent or necessary feature of a programme, a student shall be permitted to progress to the next level of the programme without having accumulated all the credits at the previous level. A student who has started to study at the higher level may continue to study at the higher level provided the Programme Board awards all the required credits from the lower level.
179. Where a student has an approved deferral request relating to the reassessment period, a Programme 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.
180. Concurrent study may be permitted when the modules covered by the deferral are not pre-requisites for modules at the next level. Where the deferred module is a pre-requisite students will be required to re-enroll for the module, and submit themselves for re-assessment in all elements of the failed module at the next assessment opportunity.

Failure

181. Students who fail to progress after completing such referred assessments as the Programme Board has allowed will be permitted to reapply to the University and either:
- (a) seek formal re-registration, once in the two years following failure, on the original programme;
 - or
 - (b) seek formal registration on a new programme of study for which the student has the necessary entry qualifications.
182. 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.
183. 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. Students should consult the Programme Specification for guidance about what to do in this situation.

Credit transfer

184. 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 normal Accreditation of Prior Learning (APL) procedures. Once awarded, credits will remain on the student's record until his or her registration at the University is completed. Credit cannot be awarded towards the credits required for a University dissertation or personal research project.

Recognition of Prior Learning

APEL and APL

185. The Accreditation of Prior Learning (APL) and the Accreditation of Prior Experiential Learning (APEL) enable 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.
186. APL credits are awarded on the basis of a portfolio of evidence provided by the candidate, based on previous 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 University programme.
187. 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 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 the programme and where no evidence is produced to indicate maintenance or currency of knowledge.

188. The process for the award of credit by APL or APEL requires the completion of a Special Application Procedure Form (SAP) and an APL Application Form from the Registry and confirmation from the relevant Module Leader and Programme Manager that the evidence submitted supports the claim for the achievement of the module outcomes at the appropriate level and the award of credit. In all cases, Registry staff will ensure appropriate credits are awarded in recognition of the claims made.

189. APL and APEL 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.

190. The maximum credit which can be accepted from prior learning, whether APL or APEL credits or both, will normally be two thirds of the total credits required for the academic award of the University. Within this total no more than 50% can be awarded for APEL. Credit cannot be awarded through either APL or APEL towards the credits required for a University dissertation or personal research project.

191. The costs associated with the award of credit through APL or APEL will be borne by the student and will normally be equivalent to the fees payable by the student for the module(s) for which credit is sought. Where significant credit is claimed, the fees charged may be reduced at the discretion of the University.

Compatibility between credit systems

192.

| Credit Levels | Qualification Levels | | | |
|---------------|---|------------------------------------|------------|---------------------------|
| | Framework of Higher Education Qualifications FHEQ | Qualification Credit Framework QCF | | |
| | | NVQ | Vocational | General Qualifications |
| 8 | Doctoral | | | |
| 7 | Masters | 5 | 7 | |
| 6 | Honours | | 6 | |
| 5 | Diploma | 4 | 5 | |
| 4 | Certificate | | 4 | |
| 3 | | 3 | 3 | GCSE AS and A Level |
| 2 | | 2 | 2 | GCSE (Grades A* 4 to C 9) |
| 1 | | 1 | 1 | GCSE (Grades 3D to G1) |
| Entry | | | | Entry |

European Credit Transfer System (ECTS)

193. European Credit Transfer 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.

194. The University currently does not award ECTS credits, however it is aware of the requirements for ECTS credit transfer and could establish a dual system if

required, to satisfy transfer of credit from any EU partner institution. The proposed equivalent ECTS credits are;

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| ECTS Credits | |
| One full year of study | 60 credits |
| Six months of study (a semester) | 30 credits |

195. Credit is awarded on the same basis as the UK Credit Accumulation and Transfer System (CATS), representing the demonstrated achievement of specified module outcomes.

Grading System

196. A grading system is 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 is:

| | |
|----|------------------------------------|
| A | best 10% |
| B | next 25% |
| C | next 30% |
| D | next 25% |
| E | next 10% |
| FX | some more to do to pass |
| F | considerable work required to pass |

197. The grading system assumes a similar profile would be achieved at all institutions and enables a receiving institution to award marks in relation to the profile of its own students.

Rest of the World

198. There is no unified credit system in the USA; credit equivalence should be checked on an individual basis.

199. The equivalence for other international awards will be informed by UK NARIC (the designated UK national agency for the recognition and comparison of international qualifications and skills).

Internal Transfers

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

201. For transfers taking place during the academic year, the student and their Programme Managers must satisfy the Academic Registrar that the student is able to meet the required learning outcomes, academic credit and pathway requirements or must confirm any additional period of study required to ensure the student is able to meet progression requirements. Any transfer of credit shall be agreed at the time of transfer, and the student shall be required to sign an acceptance of the credit agreement.

202. A student may be permitted to transfer between modules on a programme up to the end of the second week of teaching of either module. 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 Manager responsible for the module to which the student is transferring.
203. 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.
204. 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 no later than Friday of week 15 of their second semester in 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

205. 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.
206. The University operates a '[Fit to Sit, Fit to Submit Policy](#)' which means that in undertaking an assessment then the student is declaring themselves well enough to do so. It is the student's responsibility to ensure Registry is informed of 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.
207. Students who are prevented from completing coursework 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 for ten working days or deferral to the next assessment period, together with appropriate supporting evidence.
208. Work which is submitted late, without an agreed extension, will incur a mark penalty. The maximum mark awarded for submissions received up to one week late will be the pass mark. Submissions received after this date will receive a zero mark.

Submission of coursework

209. All students should be aware that, in order to protect the integrity of awards made by the University, and those awarded at other higher education institutions, 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 the RAU or at any other university or college subscribing to it.
210. 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.
211. 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.
212. 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.

Academic Misconduct

213. 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. Further details can be found in the relevant [procedure](#).

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

Assessment of dyslexic students or students with additional needs

215. Students with documented disabilities (including dyslexia) or specific learning needs and who have registered with the University's Disability Officer, 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 (Quercus) by the University's Disability Officer.

Criteria for providing alternative assessment

216. An alternative form of assessment may be required in order to minimise the impact of a disability, or dyslexia, or temporary health issue such as a broken arm, upon assessment performance. An alternative assessment differs from a 'reasonable adjustment' for an existing assessment such as extra time in an examination. Alternative forms of assessment might include an oral examination instead of a written examination or written coursework instead of a written examination.

217. Students must 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.

218. In relation to disability, the student's disability must fit the legal definition of 'disabled' and he or she must be registered with the University's Disability Officer.

219. The alternative assessment must enable achievement of the original assessment's required learning outcomes, academic standards, any competency standards and any professional statutory or regulatory body (PSRB). 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.

Procedure for applying for an alternative assessment

220. Students must apply for a reasonable adjustment plan with appropriate documentary evidence to the University Disability Officer in sufficient time for a suitable alternative assessment to be provided at the same time as the original assessment. A reasonable adjustment plan should include provision for what to do if a student's disability may temporarily have an impact affecting their ability to study or undertake an assessment.

221. The Programme Manager is responsible with Module Leaders for the development of an alternative form of assessment that satisfies the required learning outcomes, academic standards and any competency standards. Suitable quality control measures must be agreed in advance, for example, videoing an oral presentation, audio recording of an oral exam and/or the presence of an additional member of staff and be made available to External Examiners

The language of assessment

222. The normal language of delivery and assessment for University validated programmes is English.

223. The University recognises its responsibilities to its international students in ensuring that they are treated with equity and not disadvantaged in assessment through the use of their second language. Internal examiners must consider the intended audience when phrasing assessment tasks and questions, and ensure that these are as clear and unambiguous as possible.

Alternative examination centres

224. Students normally take their examinations at the University or collaborative partner. 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.

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

226. 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.

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

Assessment management

Module assessment

228. The assessment for each module must be completed. The assessment methods are defined through validation but may be amended through a formal approval process.

229. 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.

230. It is the duty of every student to be aware of examination timetables, which are published by Registry via the examination section of Gateway. 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 University email accounts to ensure they do not miss any communication from the University regarding assessment.

231. Oral, practical and in-class tests are separate to examinations and categorised as 'coursework' assessments and, therefore, as with all coursework assessments, the relevant Module Leader (rather than Registry) is responsible for the details and delivery of these. The arrangements and delivery of these coursework assessments is to the equivalent standards for unseen examinations.
232. 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.
233. Students are required to retain copies of all coursework submissions for re-submission if required.

Preparation and Scrutiny of Coursework Assessments

234. Module Leaders are responsible for the production of all module assessments and for responding to comments and suggestions from External Examiners.
235. Coursework assessments 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 anticipated return date for marked coursework to the students. A template for assessment briefs is available from the Template Centre on the RAU website.
236. Module Leaders are responsible for ensuring copies of all coursework briefing documents are provided to the relevant Programme Managers prior to distribution and for liaising with Programme Managers on submission dates to enable appropriate scheduling of work across a programme of study.
237. Module Leaders are responsible for ensuring the correct module records are maintained on the University's student record system (Quercus) and for inputting results in an accurate and timely manner.
238. Programme Managers 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 Examination Papers

239. The Registry co-ordinates the preparation and scrutiny examination papers. The Academic Registrar 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 will finalise and print agreed papers. All matters concerning the preparation of examinations should be secure and electronic files password protected.

240. Timetables for each examination period will be published via the Examination section of Gateway approximately two months prior to the start of that examination period. A schedule of Examination Timetable delivery and confirmation of the year's examination period is produced by Registry and emailed to all students at the start of the academic year. Students will be informed via their RAU email when each timetable has been published and is ready to view.

241. Module Leaders are required to compile and submit completed examination paper sets. These must include a minimum of four documents:

- (a) 1 x full main examination paper;
- (b) 1 x main paper answers;
- (c) 1 x resit examination paper; and
- (d) 1 x resit answers

These should be compiled using the latest Examination Paper Template (provided by Registry) at, or shortly after, the start of the semester.

242. If the examination requires an additional document such as a Journal Extract, Multiple Choice Answer Sheet or Review Article, a copy must also be submitted with the paper.

243. 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.

244. The Registry emails each relevant Module Leader, attaching a copy of the main examination paper and the resit examination paper, for final approval and confirmation of the papers for printing.

Marking and Grading

Tutors' responsibility in assessment

245. The University arrangements for grading students' work and agreeing their progression places principal responsibility on the individual academic tutor/ team of tutors for each module 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;
- (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, and are clear and unequivocal.

(d) arrangements and standards for peer assessment by students is fair and consistent

246. Tutors should establish deadlines for all pieces of assessment that contribute to a programme in advance, and make these known to all students at the start of each module.
247. Tutors should likewise clearly distinguish between assessments which contribute to the overall module grade, and those which are formative only.
248. Tutors must ensure that their practices conform to the QAA Quality Code, B6: Assessment of Students and Accreditation of Prior Learning.

Grading performance and awarding credit

249. Coursework and project briefing materials should indicate how the assessors will award marks. This may take the form of a breakdown of marks for individual sections or for 'hallmarks of quality' such as presentation, standard of report writing, originality etc. Students are entitled to an explanation of the assessment process. Briefing materials should also state that at least 10% of all examinations and 10% of the first highest weighted assessments, including all borderline grade submissions, will be moderated internally to confirm the appropriateness of marking standards. The date of return of marked assignments should also be indicated on the briefing materials. External Examiners are entitled to scrutinise any or all of the assessed coursework and projects of candidates for whom they have responsibility.
250. Module assessment may include marks from coursework or projects and/or examinations. The module scores for all candidates will be presented to the Programme Board as the nearest whole number. The pass score for a module at any level, whether undergraduate or taught postgraduate, will be 40% and the final module score is calculated as an average of the scores achieved in each element after applying such weightings as may be specified in the relevant module reference sheet.

Marking protocols

251. Marking and grading criteria can be viewed in [Marking Criteria](#)

Requirements for moderation

252. Module Leaders are responsible for ensuring that moderation takes place at the module level, and reporting on moderation outcomes to the Programme Board, who in turn report to the University Examinations Committee.
253. All examinations and the highest weighted coursework assessment, or one of any equally weighted coursework assessments, for each module must be subject to moderation.
254. When setting an assessed piece of work on any taught undergraduate or postgraduate degree 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 generic University marking criteria for the relevant academic level and the specific assessment criteria as detailed within the assessment brief.

255. 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

256. 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.
257. The moderator, who may be from outside the subject discipline, 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.
258. Where the moderator identifies a consistent difference (over or under) across the moderated sample, he or she 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.
259. Where the moderator identifies an inconsistent difference across the moderated sample, then he or she should request a full reassessment, by the examiner, of all the assignments prior to a subsequent moderation of a different similarly composed sample.
260. External Examiners are provided with all coursework briefing materials at the end of each academic year so that they can comment retrospectively on the assessment briefs in their annual reports. Furthermore, Heads of School are required to establish peer review systems for the internal scrutiny of assessment briefs with peer reviewers not necessarily having to be someone with similar subject expertise. It is not a University requirement for assessment briefs to be subject to prior scrutiny by the External Examiner.

Procedures for Double Marking

261. Where a single piece of assessment is presented for the achievement of 30 credits or more and marked by one individual, such as an undergraduate or postgraduate 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 examination board.

262. 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 Programme 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 examination board such that a final mark is always presented.

263. Programme Teams 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.

Team marking

264. Team marked work i.e. work marked by more than one person does not need to be moderated. Presentations require two markers: the member of academic staff setting the assessment and one other appropriate member of academic staff.

Recording marks on Quercus

265. Normally course work marks must be entered on Quercus prior to returning work to students.

266. In preparation for the examination boards modules in Quercus will be 'locked' following advance notice, so that marks can no longer be entered by academic staff.

267. Programme managers are responsible for ensuring all marks are present on Quercus and the reason for any absent marks is recorded.

External Examiners

268. 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

269. Wherever possible, all assessments and examinations are to be marked anonymously.

270. Coursework assessments which can be marked anonymously (for example, essays) must be so marked where they contribute towards a final award. In these cases, students supply their enrolment number only and the grades are processed by an independent person. Once initial feedback has been given, it is the student's responsibility to approach the lecturer for further advice or support. Some forms of

coursework cannot be anonymously assessed because the nature or content necessarily identifies the individual student.

271. Examiners 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, who are all qualified academic staff of the University
 - (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 previously 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 appeal has passed.

Notification of results

272. The Registry is responsible for publishing the results for all students enrolled on University programmes. Module grades will be retained electronically and students will have access to their own grades achieved in all stages of their course.
273. Marks are released for assessments throughout the academic year. All marks are provisional until confirmed by the University Examination Committee.
274. Examination and assessment results are published electronically via a password protected website as soon as possible after ratification by the University Examinations Committee. Results will not be given over the telephone.
275. 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.
276. Students are reminded that progression within a programme or 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 will receive, (within 40 days of ratification by the University Examinations Committee), only an unsigned list of module marks with no indication of final average or award classification.
277. Students who are referred for a further attempt and are required to re-sit an examination will be permitted to do so at the next available opportunity.

278. Students sitting during a re-sit period as if for the first time (i.e. who have exceptional circumstances for missing an earlier assessment) and who are unsuccessful will be offered a resit examination at the next available opportunity. This will normally be during the following academic year.

Appeals against Examination Board decisions

279. A candidate for any University award who believes that he or she has been incorrectly failed or has been awarded an incorrect class of degree or other award may initially request further information from Registry.

280. Any student who continues to believe they have grounds for appeal against the decision of a Programme Board, must submit their appeal in writing to be received by the Academic Registrar 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 had been irregularities in the conduct of the examination or other form of assessment or of the Examination Board itself, including administrative error, of such a nature as to raise reasonable doubt that a properly conducted or informed Examination Board would have reached the same conclusion;
- (b) that there were circumstances that had affected the candidate's performance which could not, for valid reasons, be divulged before a decision had been reached;
- (c) that one or more of the examiners was prejudiced against the candidate or unreasonably biased in his, her or their judgement(s).

281. Dissatisfaction with the academic judgement of a Programme 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 candidate's performance cannot in itself constitute grounds for appeal.

282. Where an appeal is made, the Academic Registrar shall consult the Chair of the Academic Quality and Standards Committee (AQSC) and they will together ascertain whether the alleged grounds satisfy the Regulations. If they jointly determine that the appeal does not satisfy those grounds the appeal will be dismissed. If they jointly consider that the appeal is properly founded the Chair of AQSC will convene an Examination and Assessment Appeals Committee which will consider the appeal.

283. The Examination and Assessment Appeals Committee shall meet within ten working days following the last date for receipt of written appeal requests to hear the appellant in person, with or without a supporter, and/or consider any representation made by the appellant. Any supporter in attendance is not entitled to speak on behalf of the student, except where this is permissible in relation to the Equality Act, but may counsel the student during the interview. The Appeals

Committee may invite other persons to provide verbal or written information relevant to the appeal.

284. 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 Programme Board for reconsideration with or without a recommendation.
285. 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 University Examination Committee shall have the power to approve the award on behalf of the University.
286. Minutes of meetings of an Examination and Assessment 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.

Student Progress and Review Board, Programme Boards and University Examination Committee

287. A Student Progress and Review Board chaired by the Academic Registrar, or RAU approved equivalent at a collaborative partner, considers all assessment results from Semester 1, and recommends appropriate actions to optimise a student's progress.
288. Programme Boards will consider all results for a programme for the academic year and recommend the awarding of marks. The decisions of each Programme Board are interim results only and are not finalised until formally ratified by the main University Examinations Committee. Marks are released for assessments throughout the academic year. All marks are provisional until confirmed by the University Examination Committee.
289. Programme Boards will not discuss a student's individual circumstance during the meeting. An Exceptional Circumstance Panel according with the guidance contained within the policy for Extensions in Extenuating Circumstances will consider any such information prior to a Programme Board. The Academic Registrar will report only whether the Programme Board should consider permitting special consideration in respect of particular Module assessments.
290. The University Examinations Committee has the authority, vested by Academic Board, to confirm results, progression and award decisions for publication. It also has the authority to confer awards. The Institutional External Examiner confirms the appropriateness and comparability of the assessment and award standards within the Framework for Higher Education Qualifications (FHEQ). The University Examinations Committee is responsible also for ensuring fairness in all decisions taken by the various Programme Boards and has the power to overturn such decisions it deems to be unfair.

Revocation of an award

291. Following an investigation, and provided the individual concerned had been given the opportunity to respond to any allegations, the Chair of the University

Examinations Committee may recommend to Academic Board, the revocation of an award to an individual by the University.

Membership and purpose of RAU Student Progress Review Boards
292.

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| Membership | The Academic Registrar or nominee - Chair Programme Managers Student Support Services Manager |
| In attendance | Registry staff in support of student records and MIS operations. |
| Secretary | A member of Registry |
| Quorum | 50% of programme managers. |
| Number of meetings | Normally a minimum of one meeting per academic year. |
| Reporting to | Programme Committees. |
| Key purpose and role | The function of a Student Progress Review Board is to consider the results of all examinations and assessments from semester 1 and make recommendations on for interventions to support students whose academic performance gives cause for concern |
| Terms of Reference | To: Review student grades from semester 1 Receive relevant information where student attendance is unsatisfactory Identify those students with the potential to achieve at a higher threshold Identify those students whose performance gives cause for concern Advise personal tutors of the academic progress of their tutees Consider if any students should be referred for further consideration for fitness to study |

Membership and purpose of RAU Programme Boards
293.

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| Membership | Head of the School - Chair Programme Managers Modules Leaders All academic staff responsible for student assessment within the relevant programmes and modules At least one duly appointed External Examiner The Academic Registrar or nominee |
| In attendance | Registry staff in support of student records and MIS operations. |
| Secretary | A member of Registry |
| Quorum | 50% of School staff involved in relevant student assessment. |
| Number of meetings | Normally a minimum of one meeting per semester. |
| Reporting to | University Examinations Committee. |

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| Key purpose and role | The function of a Programme Board is to consider the results of all examinations and assessments and make recommendations on progression and awards for each individual student to the University Examinations Committee. |
| Terms of Reference | To: confirm candidates grades for a module, year and level of study; to relay these grades to the University Examinations Committee to ensure these grades are accurately recorded on the University's record system to determine where a referral maybe offered is to candidate to consider and determine dominant quality for appropriate students to recommend progression, final awards and or appropriate courses of action to consider reports from the external examiner |

Membership of Programme Boards at Collaborative Partners
294.

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| Membership | The RAU Academic Registrar or nominee chair Head of the School Equivalent Programme Managers Modules Leaders All academic staff responsible for student assessment within the relevant programmes and modules RAU link tutor At least one duly appointed External Examiner |
| In attendance | Registry staff in support of student records and MIS operations. |
| Secretary | A member of Registry |
| Quorum | 50% of collaborative staff involved in relevant student assessment AND One RAU Programme Board member. |
| Number of meetings | Normally a minimum of one meeting per semester. |
| Reporting to | University Examinations Committee. |
| Key purpose and role | The function of a Programme Board is to consider the results of all examinations and assessments and make recommendations on progression and awards for each individual student to the University Examinations Committee. |
| Terms of Reference | To: confirm candidates grades for a module, programme and level; to relay these grades to the University Examinations Committee to ensure these grades are accurately recorded on the University's record system to determine where a referral maybe offered to a candidate |

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| | <p>to consider and determine dominant quality for appropriate students</p> <p>to recommend progression, final awards and or appropriate courses of action</p> <p>to consider reports from the external examiner</p> |
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Membership and purpose of the University Examinations Committee (UEC)
294.

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| Membership | <p>Deputy Vice Chancellor (Chair)</p> <p>Heads of School</p> <p>Programme Managers or their representatives</p> <p>Academic Registrar or representative</p> <p>Institutional External Examiner</p> <p>NB: where a Head of School is unable to attend then he or she must make arrangements for a suitable alternative, in consultation with the Chair, to attend in his or her place.</p> |
| In attendance | Registry staff in support of student records |
| Secretary | A member of Registry staff. |
| Quorum | 50% of eligible membership |
| Number of meetings | Normally two times per year in June and September. |
| Reporting to | Academic Board |
| Key purpose and role | <p>To ratify decisions and recommendations of individual Programme Boards prior to publication of individual student results.</p> <p>To confer the awards of the University</p> |
| Terms of Reference | <p>To oversee the assessment of candidates for all University awards.</p> <p>Oversee the work of the each Programme Boards.</p> <p>Receive and ratify the minutes and recommendations of all Programme Boards.</p> <p>Ensure that the Regulations, as approved by Academic Board for:</p> <ul style="list-style-type: none"> the assessment, progression and awards; the organisation and invigilation of examinations; and the conduct of candidates in examinations <p>are properly communicated and observed, and to propose to Academic Board such amendments and deletions as necessary.</p> <p>to confer awards</p> <p>to recommend an award be revoked</p> |
| Criteria for Chair's action | <p>Chair's action may only be taken in situations where the Committee 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;</p> <p>where new information is provided, after the UEC meeting, in respect of any candidate, it must be supported by the</p> |

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| | <p>Head of the relevant School as Chair of the Programme Board and must be presented to the University Examination Committee Chair through the Academic Registrar, in order for a clear audit trail to be maintained.</p> <p>where the University Examinations Committee Chair is required to overturn a previous decision of the University Examinations Committee that materially affects a candidate's progression opportunities or final degree classification, the Chair must consult with the Academic Registrar on the appropriateness of the new award 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 for the award or the University's Institutional External Examiner.</p> <p>where the Chair does take action to confirm or overturn a decision of the UEC, this must be clearly articulated, in writing, to the Committee at the next available opportunity, clearly stating:</p> <ul style="list-style-type: none"> the original decision; the new information provided to the Chair; the new decision. <p>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 an extraordinary UEC meeting attended by an External Examiner, in order to reach a final decision.</p> |
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Student membership of boards of examiners

295. In normal circumstances, students will not be members of boards of examiners or attend examiners' meetings other than as candidates for assessment. If, however, a person who is otherwise qualified to be an examiner for an award (e.g. as a member of staff) is also registered as a student on another programme either in the University or elsewhere, that will not in itself disqualify that person from carrying out normal examining commitments.