

# Section A: Modular Framework for Undergraduate and Taught Postgraduate Programmes

## A1. Modularity

1.1 All of the University's undergraduate and taught postgraduate programmes of study are modular. In other words, they comprise a number of modules which, when successfully completed by the student, lead to a Higher Education award or qualification. Each module and programme is assigned to a Higher Education level of study, in accordance with the Framework for Higher Education Qualifications in Part A of the UK Quality Code. Please refer to Table 1, Awards, Levels and Credits at St Mary's University. Programme and module specifications are the governing documents for individual programmes.

## A2. Module Definition and Types of Module

2.1 Each module is a unit within which students will learn ~~and be assessed on~~ subject content, knowledge and other intended outcomes. Students are assessed against the published learning outcomes of each module. Modules also develop transferable or key skills and, where appropriate, practical skills. All modules should reflect the University's policy on research-informed teaching and learning. **Core modules** are compulsory and must be passed to enable progression, except where the relevant regulations concerning compensation credits may apply. **Option modules** may provide opportunities either within the main subject of the degree, or for inter-disciplinary study within or beyond the Faculty, or for workplace learning. Option modules for workplace learning may be offered at all three undergraduate levels. Some programmes may also have '**core option**' modules, where it is compulsory for students to select from a group of designated modules. All other credit requirements are made up by option modules chosen by students. This structure provides a framework within which students can exercise an element of choice over the direction of their studies, although in some programmes – particularly those in professional disciplines – the curriculum may be more prescriptive.

### **A3. Credits and Learning Hours**

3.1 Each module is assigned a credit value according to the total number of hours of student work (or “learning hours”) which it involves. Learning hours comprise contact with academic staff, plus self-directed study. Each credit represents around 10 hours of student work; thus a 20-credit module represents 200 learning hours. Within this total, contact hours should be stated in module outlines, providing a clear breakdown of how the contact is comprised. The amount of contact time (seminars, practicals, lectures, etc) and self-directed study (research, planning, essay writing, seminar preparation work, etc) will vary between subjects and levels. Successful completion of a module earns the student the designated number of credits at the designated level.

### **A4. Module Size**

4.1 The module sizes which may be used in the University’s undergraduate and taught postgraduate provision are as follows: For St Mary’s Online, the module size differs as outlined in 4.2.

At all levels of study (FHEQ Level 3 to Level 7) modules are 20 credits. The only exceptions to this are (a) the 40 credit Dissertation (Level 6) and (b) Independent Study modules (Level 6 only), which may be at least 40 credits.

20 credit modules are normally delivered within a single semester. 40 credit Dissertation and Independent Study modules are delivered across two consecutive semesters.

Some Teaching Training Courses have specific modules worth 10 and 5 credits.

A minority of 20 credit modules may be designed for delivery across two consecutive semesters (so-called “long thin modules”). However, validation panels will expect to see such proposals supported by a sound pedagogic rationale. This should include consideration of the appropriateness of long thin modules to the subject of study, together with the assessment pattern and load for students, especially on Joint Honours programmes.

*Please refer to the relevant paragraphs in Section C: Regulations for Undergraduate Programmes of Study.*

Double modules of 40 credits may be offered where this is deemed appropriate. 30 credit modules may continue to be offered where there are compelling pedagogical, student experience, quality enhancement or market sustainability reasons. Validation panels will expect to see such proposals supported by a sound pedagogic rationale. This should include consideration of the appropriateness of 30 or 40 credit modules to the subject of study, together with the assessment pattern and load for students.

4.2 St Mary's Online MBA and MSc programmes will adopt 15 credit modules as the standard building block for online programmes. This differs to the standard Level 7 MA/MSc provision outlined above. Double modules of 30 credits may be offered where deemed appropriate. Where programmes include a significant project or dissertation component, modules of 45 and 60 credits may be permitted where deemed appropriate.

Please refer to the relevant paragraphs in Section D: Regulations for Taught Postgraduate Programmes of Study and Section E: Regulations for the Postgraduate Certificate in Education (PGCE) (M) and the Professional Certificate in Education (PGCE)

## **A5. Validated Awards Offered by St Mary's University**

5.1 Table 1 describes the validated programmes of study (sometimes called 'awards') offered by St Mary's University. For each award listed, the following is also provided: the relevant level of study in the Framework for HE Qualifications (FHEQ); the credit requirements for the award; and the total learning hours for the award. The FHEQ qualification level (column 2) indicates the academic standard of the award and its constituent modules. (NB: Postgraduate research degree programmes at Level 7 and 8 are awarded by St Mary's University. There may be some continuing Postgraduate research degree students at Levels 7 and 8 who will be awarded by the University of Surrey or Liverpool Hope University and, with the exception of the Doctor of Education programme, are not typically credit-rated.)

**Table 1 Awards, Levels and Credits at St Mary's University**

AWARD	FHEQ QUALIFICATION LEVEL	CREDIT REQUIREMENTS	TYPICAL LEARNING HOURS
Certificate of Higher Education (CertHE)	4	120 at Level 4	1,200
Diploma of Higher Education (DipHE)	5	240 including at least 120 at FHEQ Level 5 or higher	2,400
Foundation degree (FD, FdA, FdSc)	5	240 including at least 120 at FHEQ Level 5	2,400
Ordinary Bachelor's degree (BA, BSc, BD, BTh, LLB) *	6	300 including at least 60 at FHEQ Level 6 and at least 120 at FHEQ Level 5  <i>NB Students progressing from Foundation Degree programmes require 60 Level 6 credits in order to qualify for the award of Ordinary Bachelor's degree.</i>	3,000
Bachelor's degree with Honours [BA (Hons), BSc (Hons), BD (Hons), BTh (Hons), LLB (Hons)]	6	360 including at least 120 at FHEQ Level 6 and not more than 120 at FHEQ Level 5  <i>NB Students progressing from Foundation Degree programmes require 120 Level 6 credits in order to qualify for the award of Bachelor's degree with Honours.</i>	3,600

**Table 1 Awards, Levels and Credits at St Mary's University**

<b>AWARD</b>	<b>FHEQ QUALIFICATION LEVEL</b>	<b>CREDIT REQUIREMENTS</b>	<b>TYPICAL LEARNING HOURS</b>
Bachelor's degree with Honours with Foundation Year [BA (Hons), BSc (Hons)]	6	480 including at least 120 at FHEQ Level 6	4,800
Graduate Certificate	6	60 at Level 6	600
Graduate diploma	6	120 at Level 6	1,200
Professional Graduate Certificate in Education (PFCE) Primary *	6	120 (of which up to 30 may be at Level 7)	1,200
Professional Graduate Certificate in Education (PFCE) Secondary *	6	135 [of which either (a) 60 must be at Level 6 and 30 must be at Level 7; or (b) 80 must be at Level 6]	1,350
Postgraduate Certificate in Education [PGCE (M)]	7	150 (minimum 60 at Level 7)	1,500
Primary			
Postgraduate Certificate in Education [PGCE (M)] Secondary	7	165 (minimum 60 at Level 7)	1,650
Postgraduate Certificate (PGCert)	7	60 at Level 7	600
Postgraduate diploma (PGDip)	7	120 (minimum 90 at Level 7)	1,200
Master of Arts (MA)	7	180 (minimum 150 at Level 7, of which 40 shall be associated with the Dissertation or equivalent major project as specified in the Programme Specification)**	1,800

**Table 1 Awards, Levels and Credits at St Mary's University**

AWARD	FHEQ QUALIFICATION LEVEL	CREDIT REQUIREMENTS	TYPICAL LEARNING HOURS
Master of Laws [LLM (“Latin Legum Magister”)]	7	180 (minimum 150 at Level 7, of which 40 shall be associated with the Dissertation or equivalent major project as specified in the Programme Specification)	1,800
Master of Science (MSc)	7	180 (minimum 150 at Level 7, of which at least 40 shall be associated with the Dissertation or equivalent major project as specified in the Programme Specification)**	1,800
Master of research (MRes)	7	180 (minimum 150 at Level 7, of which 120 shall be associated with the Supervised Research Project or equivalent major project as specified in the Programme Specification)	1,800
Master of Philosophy (MPhil)	7	Not typically credit-rated	Not typically stated
Doctor of Philosophy (PhD)	8	Not typically credit-rated	Not typically stated
Doctor of Education (EdD)	Part 1 – Level 7, Part 2 – Level 8	Part 1 - 180 credits, Part 2 - 360 credits	Part 1 - 1800, Part 2 - 3600

NB Awards marked with an asterisk \* are exit awards only. Awards marked \*\* are not applicable to St Mary’s Online

The credit requirements listed in the table should be read in conjunction with the relevant paragraphs in Section C: Regulations for Undergraduate Programmes of Study, Section D: Regulations for Taught Postgraduate Programmes of Study, and Section F: Regulations for the Postgraduate Certificate in Education [PGCE (M)] & the Professional Certificate in Education (PGCE).

## A6 Joint and Dual Degrees

6.1 In collaborative provision, the University may also agree to offer Joint Degrees or Dual Degrees:

**Joint Degree:** In this model, two (or more) degree-awarding institutions collaborate in the design, approval and delivery of a programme, including the creation of a single set of academic regulations specific to that programme. The student may study in one or more of the institutions. The student receives one award and one certificate, which carries the crests/logos of all participating universities. The partner institutions must operate quality assurance and enhancement processes which enable them to satisfy themselves that academic standards are equivalent and meet the relevant national expectations.

**Dual Degree:** In this model, two (or more) degree-awarding institutions collaborate in the design, approval and a delivery of a programme, and approval of each partner's academic regulations. The student may study in one or more of the institutions. The student receives typically two awards and two certificates, issued by the individual awarding institutions. The partner institutions must operate quality assurance and enhancement processes which enable them to satisfy themselves that academic standards are equivalent and meet the relevant national expectations.

6.2 Due to the collaborative nature of joint and dual degrees, the procedures for development and approval are determined on a case-by-case basis and agreed with the collaborative partner(s). This includes but may not be limited to the following:

- Partner approval
- Alignment of the partners' curriculum and academic processes to the FHEQ
- Alignment of partners' module and credit frameworks, with the 20 credit module as the standard 'building block' at undergraduate and taught postgraduate levels
- Programme development and validation
- Agreement over joint procedures for the management of academic standards, including:
  - Academic regulations, including those governing assessment
  - Monitoring and periodic review or revalidation
  - Externality

6.3 For further guidance on the development and approval of Joint and Dual Degrees, please contact the Deputy Academic Registrar (Quality and Standards).

#### 6.4 Intensive/Accelerated Degrees

St Mary's University offers some accelerated degree programmes which allow students to graduate with a bachelor's degree within two academic years. Please refer to the Programme Specifications and Programme Handbooks for more details on these courses.

## Section B: General Regulations for Studying at St Mary's University

### 1. Admission

1.1 Students must apply to the University in the prescribed manner for a particular programme of study and fulfil the admission requirements in accordance with the Academic Regulations and Programme Specification.

1.2 Any appeals against Admissions decisions should be made in writing to the Head of Admissions, in accordance with the [Admissions Policy](#).

### 2. Admission with Advanced Standing

2.1 Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows:

- relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions
- relevant certificated prior learning.

2.2 The relevance, status and currency of the prior learning will be considered by the Head of Admissions on the advice of the Course Lead.



2.3 The University will accept applications for accreditation of prior experiential or uncertificated learning for entry to Masters or other professional programmes as determined by the Course Lead on the advice of the Academic Registrar. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study.

### **3. Attendance**

3.1 Students are expected to attend all the University classes and School experiences, and to maintain an attendance level of at least 70%, or that dictated at programme level (whichever is the highest). Students who do not meet the required level of attendance may have their programme terminated. Students should refer to the St Mary's University Attendance and Engagement Policy

Attendance requirements for student visa holders are covered in the [Student Visa Engagement and Monitoring Policy](#).

3.2 For St Mary's Online programmes, attendance monitoring will be replaced with engagement monitoring. Expected levels of engagement will be measured based on completion of specified tasks and activities, which will be dictated at a programme level, in line with the policy on attendance.

**It is important for students to recognise that failure to comply with attendance requirements could result in student funding being withdrawn or a student's right to remain in the UK being curtailed.**

### **4. English Language Requirement**

4.1 An applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English will be expected to reach, before commencing the programme, a suitable minimum level of competence in the English language. It is essential that a student is able to understand and to communicate in both written and spoken English to a sufficient standard to follow the chosen programme profitably. The University lists on its website the [acceptable qualifications/tests](#), which indicate a suitable minimum level of competence.

4.2 An applicant who does not meet the minimum standard through one of the above qualifications or an equivalent will be required to undertake English language instruction before admission.

4.3 The minimum English Language requirements of the UK Visas and Immigration (UKVI) are the absolute minimum criteria for entry to the University, although a higher level of English Language proficiency may be a requirement of a particular subject/level of study and the relevant Programme Specification will provide clear guidance as to the entry requirements in this regard.

## **5. Ethics**

5.1 Students are required to familiarise themselves with the ethical considerations set out in the University Ethics Guidelines. Ethics are of particular importance when undertaking any level of research or activity-based piece of academic work such as a Dissertation or Project, and any queries about this should be referred to the appropriate Module Convenor or Supervisor in the first instance.

## **6. Allowed Modes of Study**

Students may be full-time or part-time, or may with approval mix both modes of study during their programmes. Subject to the agreement of the Academic Registrar, they may also change modes at any time without adverse effect on the grade or credit-value of any completed assessments.

It is important to note that changing from full-time to part-time and vice versa may affect the level of fees and student loan entitlements, in line with Government guidelines on funding.

### **6.1 Full-time Study**

6.1.1 A full-time student is one who is undertaking a designated full-time programme of study within the minimum time available and who registers for at least 100 credits at Levels 4, 5 and 6 in any one academic year.

### **6.2 Part-time Study**

6.2.1 A part-time student is registered on, and studies within the requirements of, an award-bearing programme. They are permitted to study for up to 80 credits per year, although this is normally 60 credits.

6.2.2 An Associate student is registered on one or more individual modules, but does not contract for a complete programme of study leading to an Award of the University. Associate students shall be eligible for credits on successful completion of modules. Associate Students will no longer be admitted from 2024/25 except by permission of the Academic Registrar

6.2.3 An Auditing (attendance-only) student registers for one or more individual modules (at a reduced tuition fee) with no intent to undertake assessment or to complete a programme of study leading to an Award of the University. Auditing students therefore have no automatic entitlement to have written work marked, to receive tutorial supervision, to take examinations, to access University learning resources, or to gain an award. Such students shall not be eligible for credits on completion of modules. Auditing Students will no longer be admitted from 2024/25 except by permission of the Academic Registrar.

### **6.3 Distance Learning, Work-Based Learning and Vocational Programmes**

Some programmes are offered via distance learning, blended learning, day release or other mode. The requirements for study of these programmes are outlined in the Programme Specification.

### **6.4 Study Loads**

The credit requirements for full-time and part-time study loads are outlined in the relevant programme specification.

## **7. Associate and Attendance-only Students Transferring to an Award**

7.1 Associate students may transfer registration to part-time or full-time student status and an award-bearing programme. Modules already completed will be credited towards their programme subject to the timescales for completing awards as per Section C Regulation 4 (Credit Requirements) or Section D Regulation 4

(Duration of Study), and to the Programme Specification applying to the programme of study concerned.

7.2 Auditing students may transfer registration to Associate student status, or to part-time or full-time student status and an award-bearing programme. They may claim credit for Attendance-only modules as part of their programme only if they undertake for assessment for and pass those modules and subject to the timescales for completing awards Section C Regulation 4 or Section D Regulation 4, and to the Programme Specification applying to the programme of study concerned.

## **8. Annual University Registration**

8.1 Upon registration (and subsequent re-registration), every student is deemed to have declared their acceptance of the University Regulations, and all associated University Policies and Procedures, for that academic year.

8.2 It is the responsibility of the individual student to notify the University of any change to their personal contact details (such as home and term time addresses and mobile telephone numbers) as they occur. The university will not be held responsible for any missed communications if personal contact details are not current.

8.3 All full-time and part-time students entering the University at the commencement of the academic year will be required to register for one academic year's programme on initial registration, and thereafter to re-register annually at the beginning of each new academic year until the completion of their programme of study.

8.4 It is the responsibility of the student to ensure that ~~his/her~~ their registration is in accordance with these Regulations and with any specific Programme Specifications that apply, and to highlight any issues to Registry.8.5 A student on a full-time programme of study of the University may not simultaneously attend any other full-time programme of study of this or any other University or Higher Education Institution.

8.6 Students must inform the University using the online student portal of any intention to withdraw from any programme, whether permanently or temporarily, as

soon as is practicable. Student loans will continue to accrue until a withdrawal is made.

8.7 It will be deemed that the registration of students who fail to re-enrol at the beginning of subsequent academic years has lapsed, and notification will be sent to all relevant statutory bodies thereafter (including, but not necessarily limited to, Student Finance England and the UKVI for student visa holders). Students must generally (re)enrol within the designated window of registration as deemed by the University.

## **9. Registration for Awards**

9.1 All full-time and part-time undergraduate students will be admitted to an approved programme of study leading to an award.

9.2 Generally, all students will be registered for the final award designated by their programme. On rare occasions when this is not the case, it will be specified to the student.

9.3 Students who wish to undertake an intermediate award (e.g. a Certificate of Higher Education, a Diploma of Higher Education for undergraduate students or in the case of postgraduate students a Postgraduate Certificate or a Postgraduate Diploma) should specify their intention at registration. Alternatively, they may claim such awards retrospectively, provided they have completed the relevant award and programme requirements and wish to withdraw from the registration for the Degree. There are no intermediate awards for the PGCE.

9.4 Students who have taken an intermediate award and subsequently wish to return to complete the final award will be allowed to continue at the discretion of the Course Lead(s) and the Academic Registrar, and must complete the final award within the timescales outlined in the relevant sections of these Regulations. When the final award is made, the intermediate award will be rescinded and students must return the certificate for the intermediate award before being given that for the final award.

## **10. Length of Registration**

10.1 The permitted length of registration is outlined in the appropriate programme of study regulations within these Academic Regulations, (Section C Regulation 3 for Undergraduate Programmes of Study; Section D Regulation 4 for Taught Postgraduate Programmes of Study; and the Code of Practice for Research Degree Programmes for Postgraduate Research Programmes of Study).

10.2 A student who has not qualified for an award in the period specified in accordance with these Regulations and for whom no extension has been granted, will be ineligible to continue and their programme shall normally be terminated by the relevant University Examination Board. In these circumstances, the student is entitled to the highest-level intermediate award available within the Programme, provided the student has satisfied all of the requirements for that award.

## **11. Module Registration**

11.1 In addition to the annual University registration for an award, all students must register for the appropriate modules to the required level of credit outlined above and in accordance with the Programme Specification. It is the student's responsibility to ensure that their module registration is correct. If there are any issues with incorrect module registrations, these should be discussed with faculty administrators in the first instance.

11.2 In order to be able to undertake a module, students must have fulfilled any prerequisites specified in the Programme Specification.

11.3 No registration for a module will be allowed after the second week of teaching of the module, except where specifically approved by the Academic Registrar on the special recommendation of the relevant Course Lead.

11.4 For St Mary's Online, the registration deadline for modules will be permitted up until the week before the module commences. No registration will be permitted after this deadline unless specifically approved by the Programme Lead and the Head of Online Learning.

11.5 Students withdrawing from modules up until the end of the third week of teaching will have the module removed from their student record.

11.6 After the third week of teaching, a student may withdraw from a module and this may be retained on the record as a withdrawal provided they have not entered for any assessment. After a student has entered for an assessment, any withdrawal from a module will be recorded as failure in that module, unless supporting written evidence of ill health or other Extenuating Circumstances for the withdrawal is submitted in accordance with the [Extenuating Circumstances Policy](#). Approval will be the responsibility of the Academic Registrar on the advice of the relevant Course Lead

11.7 Students enrolled on St Mary's Online courses should refer to the SMU Online Module Drop Policy and SMU Online Withdrawal Policy for specific guidance relating to their modes of study.

## **12. Payment of Tuition and Other Fees**

12.1 Students must pay their tuition and other fees due to the University promptly.

12.2 Students who withdraw from the University will be liable for fees up until formal notification of their withdrawal is received by the Registry, and in accordance with the information on fees liability in the Tuition Fees Regulations.

12.3 Students who are in debt to the University will not be allowed to re-register for the following academic year.

12.4 Students who are in debt to the University may have their programmes terminated.

12.5 The termination will be undertaken by the Academic Registrar on the advice of the Finance Department where a student has made no attempt to pay an outstanding tuition fee debt. Such a termination may be rescinded on payment or a satisfactory agreement to pay the debt.

12.6 No student shall be entitled to an award unless all fees for tuition due to the University have been paid to the satisfaction of the University Finance Director, and the rightful property of the University returned.

12.7 Students who have tuition fee debts outstanding will not be allowed to attend University graduation ceremonies or receive an award certificate.

### **13. Award of Credit**

13.1 A successfully completed module earns a student the approved credits at the designated level and in a defined subject.

13.2 Full-time, part-time and associate students, successfully completing one or more modules shall be eligible for a University transcript listing the module(s) taken, the credits gained and the marks for the module(s).

13.3 Following the end of each academic year, each student will receive an electronic record of all modules taken (including fails and withdrawals), all marks awarded, and where appropriate, any award conferred in that academic year.

13.4 Students may apply for a copy of their official transcript on payment of the appropriate fee.

### **14. Exchange Programmes**

14.1 Students registered for an award at the University may apply to undertake credit at another higher education institution as part of an exchange scheme approved by the Academic Board.

14.2 The amount of credit and the modules to be undertaken will be approved by the Course Lead prior to the student undertaking the exchange.

14.3 Specific marks or grades will not be transferred with the credit. Therefore any credit secured under an exchange scheme will not be included in results used to calculate the classification of an award, unless a method of translating marks from the other institution has been agreed as part of the exchange scheme.



## **15. Other Credit Transfer: Importing Credit from Other Institutions**

15.1 A student registered for an award at the University may apply to undertake modules at another higher education institution.

15.2 Such applications will be considered by the Academic Registrar on the advice of the Course Lead who will consider the relevance of the credit to the student's programme of study.

15.3 The amount of credit which may be imported will be subject to the maximum amounts outlined in these Regulations.

## **16. Progression**

16.1 Students will remain on their programme providing they fulfil the requirements for progression as set out in the programme of study requirements, or are otherwise allowed to continue (for example, as a result of a University Examination Board decision – see Section G12 to G31). This is also dependent on re-registration for each academic year,

## **17. Interruption**

17.1 Where students are ineligible for progression and not permitted to continue their programme of study, they will be classed as interrupted students and will be required to retake the failed modules prior to progressing on their programme. This is allowable for up to 40 credits.

## **18. Programme Termination**

18.1 A student's programme may be terminated by the appropriate University Examination Board where a student has:

1. Failed a core module, no compensation for the failure is allowed, and no further resits or retakes are granted.
2. Has undertaken no assessment for a particular semester, or where there is negligible achievement, or where all right of resit has been exhausted and where no evidence of extenuating circumstances has been presented.

3. Not completed a programme within the timescales permitted in the programme of study regulations.
4. Committed an offence of Academic Misconduct where the procedure states programme termination is the penalty.

Note also that a student registration may be terminated where tuition fees are owed, (see Section B Regulation 12), for low or non-attendance, or under the University's [Student Disciplinary Procedure](#).

## **19. Appeals Against Decisions of the University Examinations Boards or Termination of Programme**

19.1 Students have the right of appeal against the decisions of the University Examinations Board, such as termination of programme and these should be made in accordance with the University's [Academic Appeals Procedure](#).

19.2 Students who have had their programme terminated due to owing a tuition fee debt must follow the guidance within the Tuition Fee Regulations.

19.3 Students whose programme has been terminated under the disciplinary procedures have a right of appeal via the University's [Student Disciplinary Procedure](#).

19.4 Students who have made an appeal against a decision to terminate their programme of study or withdrawal of University facilities will normally have the right to remain on their programme of study until the appeal is decided. This does not include students in debt to the University, or found to be in breach of the law with reference to teaching or working with children or young people. In the latter situation, students will be dealt with under the University's Fitness to Practise Policy.

## **20. Leave of Absence**

20.1 A student may apply for Leave of Absence (i.e. interruption from their studies) due to illness or other personal or extenuating circumstances. Leave of Absence may be granted by the Academic Registrar in consultation with the Course Lead for

a period of up to one year, and may then be extended for a further year upon written application to the Academic Registrar.

20.2 PGCE students must attend an interview with the Course Lead prior to an extension to Leave of Absence being granted.

20.3 Periods of leave longer than two years may only be approved at the discretion of the appropriate University Examination Board on the recommendation of the Academic Registrar.

20.4 When on leave of absence, students may normally be able to defer any assessments outstanding for modules that are incomplete until their return to the University. Such application will be subject to the approval by the Academic Registrar in consultation with the Course Lead, and subject to the availability of such assessments.

20.5 Periods of Leave of Absence count towards a student's registration period for an award. Students should therefore bear in mind maximum periods of registration for their award when entering into a Leave of Absence.

## **21. Lapsed Students**

21.1 It will be deemed that the registration of students who fail to re-enrol at the beginning of subsequent academic years has lapsed.

21.2 Students whose programme registration has lapsed through failure to re-enrol or through expiry of time, or where programmes have been terminated, will be made a lower award in cases where they have accumulated sufficient credit for such an award. This is called an Interim Award.

## **22. Withdrawal**

22.1 A student who wishes to withdraw permanently from the University before the normal completion of the programme shall give notice as soon as is practicable, via the online student portal. Student loans will continue to accrue until this notice is received.

## **23. Re-admission after Withdrawal**

23.1 A student who has withdrawn permanently may be re-admitted to the University.

23.2 If a student is to be re-admitted to the same programme of study they must complete the programme within the timescales set out in the appropriate programme of study requirements from their original start date.

23.3 Where a student wishes to re-apply to a different programme they will be treated as a new entrant although they may apply for credit transfer under Section B Regulation 2.

23.4 Where a student's programme was terminated due to failure to comply with attendance requirements or as a result of academic failure, they may apply for re-admission to a different programme of study through the normal admissions process. The Subject Lead and/or the Course Lead may be asked to make the final decision on the suitability of the candidate, based on the students' existing qualifications and/or interview. This decision is final, and the reasons for the original termination may be considered as part of the decision to readmit or reject the student.

23.5 Accreditation of Prior Learning (APL) may apply to modules/credits previously taken and passed at St Mary's University or elsewhere at the discretion of the Course Lead.

23.6 Applications would not normally be accepted any longer than three years after the date of termination. This does not apply for PGCE programmes where re-entry would normally not be permitted after one year.

23.7 As outlined in the Academic Regulations, Section G, 29.5, students who have been terminated by the University Exam Board following a final finding of Academic Misconduct are not eligible to transfer any credits to another programme of study at the university or be accepted onto another course. Students may however apply for a transcript which may allow them to transfer Accreditation of Prior Learning (APL) to another HE institution.

23.8 Students who have had their studies terminated as a result of the Disciplinary procedure will also not be eligible to transfer any credits to another programme of study at the university or to be accepted onto another course.

## **24. Additional Study Following Return to the University after Periods of Leave or Interruption or Withdrawal**

24.1 Academic Regulations and Programme Specifications are subject to revision on a regular basis. Students who interrupt their period of continuous study, through Leave of Absence or through Interruption, will on returning to the University be expected to conform to the current Academic Regulations and Programme Specification applying at the level to which the student returns. On the advice of the Course Lead, additional study may be required in such cases to ensure that current programme requirements are fulfilled. Students on BA (ITT) and PGCE programmes will be required to undertake any additional periods of study to ensure that they meet the required standards for Qualified Teacher Status in force on their return.

## **25. The Conferment of Awards**

25.1 Degrees are determined and conferred by the appropriate University Examination Board acting on delegated authority of the Academic Board.

25.2 The University will keep a permanent record of all awards made. The names of those who have received awards of the University shall be published by the Academic Registrar in the Graduation Ceremonies Booklet, subject to Data Protection provisions.

25.3 Following the conferment of an award, an award certificate will either be presented at a graduation ceremony or sent to the successful student through the ordinary post to the student's home address as listed in the University records.

25.4 A replacement certificate can be issued by the University only on receipt of a written request and on payment of the appropriate fee.

25.5 At the end of their programme students are entitled to a Diploma Supplement. The Diploma shall record each module for which the student has registered, the level, the credits gained (if any), the mark gained, and the award obtained. Transcripts may be obtained at other times subject to the payment of the appropriate fee.

## **26. Awards Ceremony**

26.1 Students will be invited to attend an awards ceremony for the presentation of their award. Students who are made an exit award and those studying individual or small groups of modules may not be eligible to attend.

26.2 Academic dress, as defined by the University, shall be worn for the presentation.

## **Section C: Regulations for Undergraduate Programmes of Study**

### **1. Undergraduate Awards offered by the University**

1.1 Please refer to the relevant information in Section A, Table 1.

### **2. Admission**

2.1 The University has published its [Admissions Policy](#) on the website under the 'How to Apply' section of each programme level.

### **3. Duration of Study**

3.1 The overall duration of an undergraduate honours degree programme of study from initial registration to completion shall be no less than three years of full-time study, with the exception of Accelerated degree programme where the overall duration from initial registration to completion shall be no less than two years of full-time study.

3.2 The overall duration of an undergraduate Foundation degree programme of study from initial registration to completion shall be no less than two years of full-time study.

3.3 Foundation Degrees shall not exceed 5 consecutive semesters for FHEQ Level 4 and 5 consecutive semesters for FHEQ Level 5.

3.4 BA/BSc Degrees and three year BA (ITT) degrees shall not exceed 4 consecutive semesters for FHEQ Level 4, 5 consecutive semesters for FHEQ Level 5, and 5 consecutive semesters for Year 3 (FHEQ Level 6).

3.5 For the Foundation degree, the overall duration of study shall not exceed 10 consecutive semesters.

3.6 For all Undergraduate Honours Degree Programmes, the overall duration of study shall not exceed 14 consecutive semesters.

3.7 Individual applications for remission of the Regulations concerning duration of study may be approved by the Academic Registrar.

#### **4. Credit Requirements**

4.1 Unless credit exemption is granted, all undergraduate students must complete at least 120 credits worth of modules at each level. Completed modules may include compensation credits subject to the specified limits outlined in Section C Regulation 17.

#### **5. Full-time Study**

5.1 A full-time Foundation and BA/BSc undergraduate student will normally register for 120 credits worth of modules in an academic year. Exceptionally, where a student is trailing credit from previous levels, or by approval of the Academic Registrar on the advice of the Course Lead, they may register for a maximum of 140 credits at Levels 4, 5 and 6 in any one academic year.

5.2 A full-time undergraduate student must register for no less than 40 credits and no more than 100 credits per semester.

#### **6. Part-time Study**

6.1 A part-time student must register for between 40 to 80 credits per academic year, although 60 credits is typical. No part-time student may take more than 80 credits worth of modules in any one academic year, excluding any modules that are resits,

unless this is permitted under the Programme Specification and/or with the approval of the Academic Registrar.

## **7. Distance Learning**

7.1 Students on distance learning programmes are required to register for full or part-time study. Any requirements for the programmes which differ from full-time or part-time modes are outlined in the Programme Specification.

## **8. Requirements for Foundation Degrees**

8.1 The particular requirements for each Foundation Degree or other non-standard programmes are set out in the Programme Specification for the programme.

## **9. Requirements for BA/BSc Single Honours Programmes of Study**

9.1 The particular requirements for each subject are set out in the Programme Specification which may exceed the minimum credit required at each level as set out below.

9.2 At FHEQ Level 4 (Year 1), single honours students must take at least 40 credits in their subject, and 120 credits overall, providing all modules are approved and listed in the programme specification the student is enrolled on. The list of available option modules includes options in the student's subject. It may be possible for students to take 120 credits entirely in the subject.

9.3 At FHEQ Level 5 (Year 2), students on single honours programmes must take at least 80 credits in modules in their chosen subject, and 120 credits overall, providing all modules are approved and listed in the programme specification the student is enrolled on.

9.4 At FHEQ Level 6 (Year 3) single honours students must take at least 100 credits in their subject, and 120 credits overall, including either (a) a 40 credit Dissertation or Independent Study module delivered over two consecutive semesters, or (b) a 20 credit Independent Study module plus an additional 20 credit option module from the list of approved options listed in the programme specification the student is enrolled on. In order to provide feedback and demonstrate that progress is being achieved in



the 40 credit Dissertation or Independent Study module, it is expected that work-in-progress is submitted at the end of Semester 1, and that this contributes to the final module mark. Level 6 credits may also include approved credits associated with workplace learning.

## **10. Requirements for BA/BSc Joint Honours Programmes of Study**

10.1 Joint, Major and Minor Honours degrees may only be achieved by meeting the specific subject credit requirements across all levels, including any core requirements listed in the programme specification the student is enrolled on.

10.2 To be eligible for the award of a joint, major, minor honours degree, a student must have obtained the following minimum and maximum number of credits in each area of study (i.e. Subject/ Programme A and Subject/Programme B) and for each level of study (i.e. Level 4, 5 and 6).

### **Joint Honours/Equal combination (i.e. Subject A and Subject B)**

- **Level 4:** A minimum of 40 credits in both Subject A and Subject B
- **Level 5:** A minimum of 60 credits in both Subject A and Subject B
- **Level 6:** A minimum of 60 credits in both Subject A and Subject B

### **Joint Honours/ Major combination (i.e. Subject A with Subject B)**

- **Level 4:** A minimum of 40 credits in both Subject A and Subject B
- **Level 5:** A minimum of 80 credits in Subject A + a minimum of 40 credits in Subject B
- **Level 6:** A minimum of 80 credits in Subject A\* + a minimum of 40 credits in Subject B

\*To include Dissertation or Independent Study module

### **Joint Honours/ Minor combination (i.e. Subject B with Subject A)**

- **Level 4:** A minimum of 40 credits in both Subject A and Subject B
- **Level 5:** A minimum of 40 credits in Subject A + a minimum of 80 credits in Subject B
- **Level 6:** A minimum of 40 credits in Subject A + a minimum of 80 credits in Subject B\*

\*To include Dissertation or Independent Study module

10.3 At FHEQ Level 6 (Year 3) students on a 20/40 credit programme must take 120 credits overall plus the core requirements of any major or equals route as set out below. This must include either (a) a 40 credit Dissertation or Independent Study in

either subject; or (b) a 40 credit Joint Dissertation or Joint Independent Study where combinations allow this to be an option; or (c) a 20 credit Independent Study module in either subject plus a 20 credit option module from the list of approved options listed in the Programme Specification.

10.4 Students must take sufficient credit at FHEQ Level 5 (Year 2) and FHEQ Level 6 (Year 3) for the routes that they have chosen as follows:

1. **Equals route:** Joint Honours students who are aiming for an award in Subject A **and** Subject B must take at least 60 credits in each subject at FHEQ Level 5 and at least 60 credits in each subject at FHEQ Level 6 including any core requirements.
2. **Major route:** Joint Honours students aiming for an award in Subject A **with** Subject B must take at least 80 credits in Subject A at FHEQ Level 5 and at least 80 credits at FHEQ Level 6.
3. **Minor route:** Joint Honours students aiming for an award in Subject A **with** Subject B must take at least 40 credits in Subject B at FHEQ Level 5. A further 40 credits must be taken in Subject B at either FHEQ Level 5 or FHEQ Level 6 such that they have at least 60 credits in Subject B overall.

10.5 Providing students have fulfilled the core requirements and the overall credit requirements for the programme of study they have chosen, students may take 40 credits at FHEQ Level 5 and FHEQ Level 6 in optional modules from either of their subjects or take modules from other subjects, subject to any prerequisites provided in the Programme Specification.

## **11. Requirements for BA Primary Education Programmes of Study**

11.1 Students on a BA Primary Education programme must take the programme as prescribed in the Programme Specification.

11.2 In addition to their academic studies and periods of school experience, students must also take the National Skills Tests or any other pre-requisite for the award of Qualified Teacher Status that are current at the time of assessment.

## **12. Requirements for BA/BSc Honours with Foundation Year (FHEQ Level 3) Programme of Study**

12.1 Students on a BA/BSc (Hons) Foundation Year programme must take the programme as prescribed in the Programme Specification. All students that wish to progress from Level 3 to Level 4, must pass 120 credits at Level 3. Progression requirements for each route are set out in the relevant programme specification and may vary between programmes.

12.2 Foundation level students are not permitted to repeat or retake failed Level 3 modules in a subsequent academic year. Trailing Level 3 modules into Level 4 is also not permitted.

12.3 Students must attempt and pass 120 credits at Levels 3, 4, 5 & 6 to be eligible for the award

12.4 Students at Foundation Year (Level 3) may be compensated in line with the academic regulations for undergraduate degrees.

### **13. Requirements for the Graduate Certificate and Graduate Diploma**

13.1 Students on a Graduate Certificate programme must take 60 credits at FHEQ Level 6. Students on a Graduate Diploma programme must take 120 credits at FHEQ Level 6. The particular requirements for each Graduate Certificate or Diploma are set out in the Programme Specification.

### **14. Independent Study Module**

14.1 All students on undergraduate honours degrees must undertake an independent study module of at least 20 credits in the final year of their programme. The particular requirements for each programme are outlined in the Programme Specification for the programme.

### **15. Transfer between Undergraduate Programmes of Study**

15.1 A student may request to transfer from one programme of study to another normally at the start of their first academic year. Permission to transfer from one programme to another is subject to the discretion of both Course Leads concerned and the Academic Registrar. A student visa holder's request to transfer from one

programme to another is subject to approval by the Academic Registrar, in consultation with the UKVI Immigration and Compliance Manager.

15.2 Where a student's module registration will not be affected by a change in programme of study (e.g. from single to joint honours during or at the end of FHEQ Level 4, or from Major to Minor or vice versa) this transfer may be approved by the Academic Registrar at any time, with the exception of a student visa holder.

15.3 Where a transfer in programme of study will mean a change to a student's module registration, it may only take effect within the first two weeks of a semester, except where specifically approved by the Academic Registrar on the special recommendation of the relevant course lead. Such later changes may involve a year of part-time study or the repeat of a year's study.

15.4 Any programme change agreed outside the first two weeks of a semester will require a learning agreement to be drawn up by the new programme, which must be signed by both the student and the new Course Lead.

15.5 Changes to a student's programme of study are approved by the Academic Registrar or nominee, who will determine any additional study requirements, on the advice of the Course Lead.

15.6 Where changes to programme of study involve periods of additional study, it is the student's responsibility to ensure that the necessary funding is available.

## **16. Transfer from BA Primary Education to a BA Degree**

16.1 Students who no longer wish to pursue an Primary Education degree, or fail a school experience on a second occasion, may transfer to an appropriate BA Primary Education as a single honours degree, provided that they meet the requirements.

16.2 Students in FHEQ Level 6 who are not eligible for BA Primary Education (with or without QTS) may be awarded a BA in Primary Education on the satisfactory completion of sufficient credit.

## **17. Assessment Criteria for Undergraduate Awards**

17.1 For undergraduate study the overall pass mark shall be 40% at FHEQ Levels 3, 4, 5 and 6.

17.2 Marks or other assessment outcomes will be allocated in accordance with the University's generic grade related assessment criteria which are set out in the University's Assessment Policy. These criteria are typically contextualised by individual programmes according to the nature of the assessment and subject to approval at Validation/Revalidation.

17.3 The generic grade related assessment criteria will typically be augmented by other criteria according to the requirements of the particular module and such criteria must be clear and consistent.

17.4 Assessment according to the above criteria will be undertaken, governed by the Assessment Regulations in Section G and the University's Assessment Policy.

17.5 Grading criteria may also be influenced by the requirements of a Professional Body (PSRB) on accredited programmes.

## **18. The Assessment Criteria for School Experience Modules for BA Primary Education.**

18.1 Assessment according to the above criteria will be undertaken, governed by the Assessment Regulations for School Experience in Section H.

## **19. Progression**

19.1 Students will automatically progress to the next level of study if they have achieved 120 credits at the appropriate level, subject to re-enrolling in the subsequent year.

19.2 For Single Honours students, satisfactory completion of the modules in their chosen Subject will allow them to progress to the next level providing they have acquired sufficient credit overall to progress, (namely a minimum of 100 credits for 20/40 credit programmes), **and** provided they have met any specified core requirements and/or pre-requisites for their programme as outlined in the Programme Specification.

19.3 For Joint Honours students, achieving sufficient credit overall will normally allow them to progress, (namely a minimum of 100 credits for 20/40 credit programmes), **and** provided they have met any specified core requirements and/or pre-requisites for their programme as outlined in the Programme Specification.

19.4 Where a student has not completed satisfactorily all programme requirements, the appropriate University Examinations Board shall have the discretion to allow progression to the next level provided that no more than 20 credits are outstanding from their overall credit requirements, **and** provided they have met any specified core progression requirements for their programme.

19.5 BA Primary Education Students who fail a school experience may proceed to the next level of academic studies, provided they have met any specified core requirements and/or pre-requisites and have passed a minimum of a 100 credits for 20/40 credit programmes. The resit experience is taken at the next appropriate opportunity. Students may resit one period of school experience only during their programme of study, unless acceptable Extenuating Circumstances (in accordance with the [Extenuating Circumstances Policy](#)) have been presented to and accepted by the School Experience Review Board.

## **20. Interruption**

20.1 Where students are not eligible to progress to the next level of their programme their programme of study will be suspended (interrupted) for one academic year. They will be required to retake the failed modules before being allowed to progress to the next level. Students will normally only be permitted to take a period of interruption where they have no more than 40 credits of failure to retrieve. A maximum of 60 credits may be allowed with the agreement of the Academic Registrar. 20.2 Where students have gained less than 60 credits they must retake the modules they have failed and pay the required tuition fees either on a full or part-time basis. They will have the right to attend lectures and seminars. Where students are retaking a module they do not have the right to any additional resits and the marks gained at previous attempts will still count towards the number of attempts.

20.3 Where students are unable to progress but have gained more than 60 credits, they have the choice of becoming an interrupted student for the next academic year.

As an interrupted student they do not pay tuition fees or attend lectures and seminars, but submit the outstanding work at the designated deadlines over the academic year. In retaking a module students do not have the right to any additional resits and previous attempts will still count towards the number of attempts. Students who have gained more than 60 credits may choose to retake the year if they wish, as detailed in 20.2.

## **21. Students who Fail to Complete the Requirement for their Degree in the Minimum Timescales**

21.1 Students in theory will be able to continue their studies on a full or part-time basis until such a time as they have completed their award or are no longer within the timescales in Section C Regulation 3.

## **22. Eligibility for Awards**

22.1 Eligibility for awards depends on attainment of credits as follows, in accordance with the Programme Specifications. 'Attained' credits shall include exempted credits from other institutions or prior learning, credits given for modules passed, compensation credits, School Experience or credits undertaken as part of an approved exchange programme.

- Certificate of Higher Education: 120 credits at FHEQ Level 4
- Diploma of Higher Education: 240 credits, including at least 120 credits at FHEQ Level 5 or higher
- Foundation Degree: 240 credits, including at least 120 credits at FHEQ Level 5
- BA/BSc Ordinary Degree: 300 credits including at least 60 credits at FHEQ Level 6 and at least 120 at FHEQ Level 5
- BA/BSc or 3-year BA (ITT) Honours Degree: 360 credits, including at least 120 credits at FHEQ Level 6 and not more than 120 credits at FHEQ Level 5
- BA/BSc Honours Degree (Foundation Year Programme): 480 Credits, including at least 120 credits at each of FHEQ 4,5 and 6
- Graduate Certificate: 60 credits at FHEQ Level 6
- Graduate Diploma: 120 credits at FHEQ Level 6

22.2 In addition to the above, candidates for BA Primary Education degrees must have passed the National Skills Tests before they will be recommended for an award and also be recommended to the National Centre for Teaching and Leadership

(NCTL) for QTS. A Primary Education student who does not complete the prescribed tests may be offered a BA (Honours) degree in Education Studies, which does not lead to Qualified Teacher Status.

### **23. Determination of BA or BSc Degrees**

23.1 In cases where the majority of credits are from Arts Subjects, the degree of BA will be awarded.

23.2 In cases where the majority of credits are from Science Subjects, the degree of BSc will be awarded.

23.3 Students who complete their programme of study with an equal split of BA/BSc credits will be awarded the appropriate award title (BA or BSc) based on their independent study module choice. For example, a student completing their programme of study with an equal split of BA/BSc credits who completes a science-based module as their independent study would be awarded a BSc by default. The academic regulations specify that students on joint honours programmes take one independent study module at level 6. In exceptional cases of a student being allowed to take independent study modules at level 6 in both programmes, the module with the highest mark will dictate the award should there be an equal split of BA/BSc credits.

### **24. Classification of Undergraduate Awards**

24.1 The Certificate of Higher Education, the Diploma of Higher Education and the BA/BSc Ordinary degree may be awarded with merit and distinction as follows:

- Award with Distinction: 70%
- Award with Merit: 60%
- Award: 40%

For programmes running 20/40 credit modules the best 100 credits will be counted for the Certificate and the best 200 credits will be counted for the Diploma of Higher Education. The best 100 credits at FHEQ Level 5 and all credits at FHEQ Level 6 will be counted for the Ordinary Degree.

#### **24.2 Classification of Foundation Degrees:**



Foundation Degrees may be awarded with merit and distinction as follows:

- Award with Distinction: 70%
- Award with Merit: 60%
- Award: 40%

24.2.1 The following single calculation method will apply across all 120 credits at each level of study.

Overall Mark = 33/100 (FHEQ Level 4 Average Mark) + 67/100 (FHEQ Level 5 Average Mark)

24.2.2 For students enrolling prior to 2021 a different rule will apply

In determining the overall mark for programmes running 20/40 credit modules, the best 100 credits at FHEQ Level 4 (Year 1) and 100 credits at FHEQ Level 5 (Year 2) will be counted for the Foundation Degree.

The weighting of the average mark for each level is as follows:

Overall Mark = 3/10 (FHEQ Level 4 Average Mark) + 7/10 (FHEQ Level 5 Average Mark)

The final degree mark is calculated by applying either of the two methods below, whichever produces a higher score:

a) The overall mark for a Foundation Degree shall be determined by combining the average marks at FHEQ Level 4 and FHEQ Level 5 subject to the formula below:

For programmes running 20/40 credit modules, the average mark at each level shall be a percentage mark composed of the average of a candidate's best 200 credits including compensation credits at FHEQ Level 4 & 5.

The module with the lowest mark at FHEQ Level 4 and 5 will be disregarded up to a maximum of 20 credits in each Level. The Dissertation or Independent Study Module will not be disregarded from the degree mark if it is the lowest mark in Level 5.

OR

b) the marks using best 100 credits at Level 5 alone (Method of Calculation: Mark (%) x credit value of module). The Dissertation or Independent Study Module will not be disregarded from the degree classification if it is the lowest mark in Level 5.

### **24.3 Classification of Undergraduate Degrees**

The degrees of BA and BSc with Honours, including BA (ITT) will be normally classified according to the following scale:

- 70% and above: First Class Honours
- 60% to 69%: Upper Second Class Honours
- 50% to 59%: Lower Second Class Honours
- 40% to 49%: Third Class Honours

24.3.1 The Graduate Certificate and Graduate Diploma will be awarded with merit and distinction as follows:

- Award with Distinction: 70%
- Award with Merit: 60%
- Award: 40%

In determining the overall mark for the Diploma for programmes running 20/40 credit modules the best 100 credits will be counted.

### **25. Determination of the Honours Degree Classification**

25.1 For undergraduate students enrolled on an honours Bachelors or LLB degree, the final degree mark is calculated by a single algorithm. This takes into consideration marks at FHEQ Level 5 and FHEQ Level 6.

25.2 Modules for which assessment is by Pass/Fail only, e.g., School Experience, will not contribute to the final mark by which the class of degree is determined.

25.3 The overall marks for an honours Bachelor's Degree shall be determined by combining the mean of the marks at FHEQ Level 5 and FHEQ Level 6 subject to the formula below:

For programmes running 20/40 credit modules, the average mark at each level shall be a mark composed of the mean of a candidate's best 100 credits at FHEQ Level 5 and best 120 credits at FHEQ Level 6, including compensation credits.

When calculating the classification, the weighting of the average mark for each level is as follows:

Weighting of the two counting years = 33% Level 5 & 67% Level 6

The module with the lowest mark at FHEQ Level 5 will be disregarded up to a maximum of 20 credits.

25.4.1 Students who enrolled prior to 2021 will have their degree calculated differently with the final classification decided by applying either of the two methods below. The method which produces the highest score will be used.

25.4.2 The overall mark for an honours Bachelor's Degree shall be determined by combining the average marks at FHEQ Level 5 and FHEQ Level 6 subject to the formula below:

For programmes running 20/40 credit modules, the average mark at each level shall be a percentage mark composed of the average of a candidate's best 100 credits at FHEQ Level 5 and best 100 credits at FHEQ Level 6, including compensation credits.

When calculating the best 200 credits from FHEQ Levels 5 and FHEQ Level 6, the weighting of the average mark for each level is as follows:

Overall Mark =  $\frac{3}{10}$  (FHEQ Level 5 Average Mark) +  $\frac{7}{10}$  (FHEQ Level 6 Average Mark)

The module with the lowest mark at FHEQ Level 5 and 6 will be disregarded up to a maximum of 20 credits in each Level. The Dissertation or Independent Study Module will not be disregarded from the degree classification if it is the lowest mark in Level 6.

***or***

25.4.3 the marks using best 100 credits at Level 6 alone (Method of Calculation: Mark (%) x credit value of module). The Dissertation or Independent Study Module will not be disregarded from the degree classification if it is the lowest mark in Level 6.

25.4.4 Professional, Statutory and Regulatory Bodies' (PSRB) accreditation requirements may affect degree classifications and will supersede University regulations.

25.4.5 The classification of awards to students who have been admitted with advanced standing, or those who have transferred credit from another institution will be based only on grades achieved in modules taken at the University, unless there is a specific agreement otherwise.

25.4.6 Where admission with advanced standing has been approved with complete exemption from the FHEQ Level 5 Programme, the overall grade shall be the FHEQ Level 6 (Year 3) Programme grade.

25.4.7 The classification of awards to students who have as part of their studies undertaken credit at another institution will be based only on marks achieved in modules taken at the University, unless the marks are transferred as part of an approved exchange programme.

25.4.8 The classification for top-up degrees undertaken following a Foundation Degree is based solely on the aggregated average of all 120 credits at Level 6.

## **26. Determining Borderline Classifications**

### **26.1 Undergraduate Degree Level Students**

26.1.1 In determining the final degree classification for students whose overall mark is close to the pass/fail borderline, an upgrade into the next classification band may be applied where the students final overall mark is within 1% of a classification boundary

26.1.2 Overall Marks will be rounded to the nearest integer.

26.2.1 The following rules will only be applied to Undergraduate honours degree students who enrolled prior to September 2021

A higher classification shall be awarded if the degree mark is not more than 2% below the lower boundary of the classification to be awarded and:

1. at least 60 Level 6 credits are from modules with marks in or above that classification;
- OR**
2. at least 120 credits from Levels 5 and 6 are in or above the higher classification
  3. Overall Marks will be rounded to the nearest integer.

## **27. Aegrotat Degree**

27.1 In cases where a student has completed most of the requirements for an award, but due to extenuating circumstances has been prevented by illness or other incapacity from completing all of the assessment requirements for an individual module(s), but more than 30 credits worth of modules remain to be completed, the Board may recommend the award of an Aegrotat Degree.

27.2 A student who chooses not to accept the award of an Aegrotat Degree may complete the assessment on a subsequent occasion. A student who is still unable to complete the assessment on a subsequent occasion may then accept the award of an Aegrotat Degree.

## **28. Certification of Awards**

28.1 For the purpose of determining whether a Foundation Degree is a FdA or FdSc, please refer to the University website which lists the courses and their award.

28.2 For the purposes of determining whether a degree award is BA or BSc, please refer to the University website which lists the courses and their award.

28.3 All Certificates of Higher Education, Diplomas of Higher Education, Bachelor's Degrees (except a BA (ITT)) will be awarded in either one or two named Subjects in accordance with the following wording:

- Cert/Dip/BA/BSc in Subject A or:
- Cert/Dip/BA/BSc in Subject A and Subject B or:
- Cert/Dip/BA/BSc in Subject A with Subject B

28.4 Students on Single Honours programmes who are studying only one subject and who have satisfied the examiners in accordance with Section C Regulation 8 will be given the award, as appropriate:

CertHE/DipHE/BA/BSc in Subject A

28.5 For students on Joint Honours programmes, in order to receive certification 'IN SUBJECT A AND SUBJECT B' it will be necessary to have satisfied the examiners in accordance with Section C Regulation 10, but with the following minimum number of credits in Subject A and in Subject B:

For 20/40 credit programme modules:

AWARD	SUBJECT A	SUBJECT B
Certificate of Higher Education	40 (FHEQ Level 4)	40 (FHEQ Level 4)
Diploma of Higher Education	40 (FHEQ Level 5)	40 (FHEQ Level 5)
BA/BSc Ordinary Degree	80 (at FHEQ Level 5 & FHEQ Level 6) (of which at least 40 credits must be at FHEQ Level 6 in each subject)	80 (at FHEQ Level 5 & FHEQ Level 6)

AWARD	SUBJECT A	SUBJECT B
BA/BSc Honours Degree	80 (at FHEQ Level 5 & FHEQ Level 6) (of which at least 40 credits must be at FHEQ Level 6 in each subject)	80 (at FHEQ Level 5 & FHEQ Level 6)

28.6 For the purposes of certification the number of credits in each subject area shall be denoted by the approved list of modules for the single honours. However, where students have completed a Joint Honours programme and where a module is accepted as part of both Subjects in their programme of study, the credits may be counted for the purposes of the title of the award in either Subject.

For 20/40 credit programme modules:

AWARD	SUBJECT A	SUBJECT B
Diploma of Higher Education	80 (FHEQ Level 5)	40 (FHEQ Level 5)
BA/BSc Ordinary Degree	100 (FHEQ Level 5 and 6) (of which at least 45 credits must be at FHEQ Level 6 for Subject A)	40 (FHEQ Level 5 and 6)
BA/BSc Honours Degree	120 (at FHEQ Level 5 & FHEQ Level 6) (of which at least 90 credits must be at FHEQ Level 6 for Subject A)	60 (FHEQ Levels 5 and 6)

28.7 BA(ITT) Honours Degrees will be awarded according to the programme as follows: BA Primary Education (3 year)

28.8 BA (ITT) Honours Degrees will be awarded according to the programme as follows:

For 20/40 credit programme modules:

AWARD	SUBJECT A	SUBJECT B
Diploma of Higher Education	80 (FHEQ Level 5)	40 (FHEQ Level 5)
BA/BSc Ordinary Degree	100 (FHEQ Level 5 and 6) (of which at least 45 credits must be at FHEQ Level 6 for Subject A)	40 (FHEQ Level 5 and 6)
BA/BSc Honours Degree	120 (at FHEQ Level 5 & FHEQ Level 6) (of which at least 90 credits must be at FHEQ Level 6 for Subject A)	60 (FHEQ Levels 5 and 6)

## **29.1 Requirements of Professional, Statutory and Regulatory Bodies pertaining to the St Mary's BSc Physiotherapy award**

29.1.1 A variation to the standard St Mary's University Academic Regulations for the BSc Physiotherapy programme was approved for the academic year 2022/23 in order to meet the requirements of the Professional, Statutory and Regulatory Bodies (PSRBs) who accredit the St Mary's University BSc Physiotherapy programme.

29.1.2 Professional, Statutory and Regulatory Bodies accreditation requirements for awarding degrees will supersede university Regulations (See Section C.25.4)

## **29.2 Variation to the Undergraduate Regulations for the BSc Physiotherapy award**



29.2.1 Under the Academic Regulations for the BSc Physiotherapy award, new and continuing students following the BSc Physiotherapy programme having failed a particular module have the right to resit a failed assessment (subject to any specific subject requirements) on no more than one further occasion.

29.2.2 BSc Physiotherapy students who have failed a particular module and/or have been recommended for a resit following a finding of academic misconduct have the right to resit the assessment for the module (subject to any specific subject requirements) on no more than one further occasion.

29.2.3 Students will be given an opportunity to retrieve a failed module in the next appropriate reassessment period. This will usually be deferred to the reassessment period as defined by the academic calendar for the current year of study. There may be cases where it is appropriate for alternative arrangements to be agreed by the programme, such as where an outstanding resit attempt impacts the students' ability to join pre-arranged placements.

Students would not usually be given more than two attempts to pass a module in any one academic year.

29.2.4 Any resit attempt will be capped at the pass mark of 40% as set out in the Academic Regulations (see Section G.19) The capped mark will not be applied where a student has approved extenuating circumstances (see Section G.24.1).

29.2.5 Any failed assessment must be retrieved within the current academic year. Where students have submitted a successful claim for extenuating circumstances, they may be permitted to attempt the deferred assessment in the next available assessment period. Where the next available assessment period is not until the following academic year, the University Examination Board may recommend an exceptional resit within the current academic year. A student will not be allowed to resit any more than 40 credits during any exceptional period of reassessment. Where an Examination Board determines that there has been additional mitigation, it may be agreed that a maximum of 40 credits of reassessment can be attempted.

29.2.6 Where a student has more than 40 credits worth of failure to retrieve, and has approved extenuating circumstances material to that failure, the Examination Board

may recommend that they be given the opportunity to repeat the year. This will be considered a repeat year with attendance and full yearly tuition fees will be charged.

29.2.7 Students on the BSc Physiotherapy programme will be unable to undertake a repeat year other than where compelling extenuating circumstances have been approved and this decision has been ratified by the University Examination Board.

29.2.8 Students who are unable to complete their degree within the standard academic year (usually September to May) will be unable to attend summer graduation and will be invited to attend graduation in the following spring.

29.2.9 It is mandatory to pass all the modules associated with this programme. Students are required to achieve a pass mark of 40% in each component of a module, and no form of credit compensation is permitted for this programme due to PSRB requirements (see Section G.21 and G.22)

29.2.10 Where a student has passed all modules within the same academic year, the Examination Board will recommend that they progress onto the next level of study or confer an award.

29.2.11 Where a student has successfully retrieved failure during the summer reassessment period, and has passed all other modules during the same academic year, then the reassessment Examination Board will recommend that they are either eligible for award or can progress onto the next level of study. (see Section C.19 and C.21)

29.2.12 Where a student fails a module at the second and final attempt, the University examination board will terminate their programme. (see Section G.16)

29.2.13 Where a student has not completed satisfactorily all programme requirements, but has approved Extenuating Circumstances against a failed module, the appropriate University Examinations Board shall have the discretion to allow progression to the next level provided that no more than 20 credits are outstanding from their overall credit requirements, and provided they have met any specified core requirements for their programme. The trailed 20 credits will not incur any tuition fee.

29.2.14 Where a student has failed more than 20 credits in the academic year and where they have approved extenuating circumstances, the examination board may recommend that the student repeat the year of study in the following academic year. This will be considered a repeat year with attendance and full yearly tuition fees will be charged.

### **29.3 Leave of absence for BSc Physiotherapy**

29.3.1 Students on a BSc Physiotherapy programme are expected to remain in continuous registration. Students who wish to take Leave of Absence (LOA) must apply via the online student portal and provide compelling evidence of Extenuating Circumstances. This will be considered by the Course Lead and the Academic Registrar.

29.3.2 The right to a Leave of Absence on the BSc Physiotherapy programme is not automatic and may be refused if it is deemed by the Course Lead and the Academic Registrar that the PSRB requirements and learning outcomes of the programme will be impacted by the student taking a LOA.

29.4 Variations to Academic Regulations for Occupational Therapy Programmes (to be published for January 2025)

### **29.5 Appeals Against Decisions of the University Examinations Boards or Termination of Programme**

29.5.1 Students have the right of appeal against the decisions of the University Examinations Board, such as termination of programme and these should be made in accordance with the University's [Academic Appeals Procedure](#) as set out in Section B.19

## **Section D: Regulations for Taught Postgraduate Programmes of Study**

### **1. Postgraduate Awards Offered by the University**

1.1 Please refer to the relevant information in Section A, Table 1.

## **2. Admission**

2.1 Students may be admitted to the Degree of MA/MSc, Postgraduate Diploma or Postgraduate Certificate with an appropriate first degree of a recognised institution.

2.2 Students who do not possess a first degree may be admitted provided that the Course Lead is satisfied of the student's fitness to pursue the programme by virtue of professional or other relevant qualifications and/or experience.

2.3 In addition to the above, students must also satisfy any particular programme requirements.

2.4 Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University, (Section B, Regulation 4).

## **3. Admission with Advanced Standing**

3.1 Students who have undertaken study or learning elsewhere may apply for admission with advanced standing.

3.2 The maximum number of credits for which exemption may be given are as follows:

- Postgraduate Certificate up to 30 credits
- Postgraduate Diploma up to 60 credits
- Master's Degree up to 90 credits

3.3 Students who are given entry with advanced standing to a Masters programme may be exempted from taught elements only.

## **4. Duration of Study**

4.1 The overall duration of study for a full-time Masters Programme from initial registration to completion of programme requirements shall be one calendar year or three semesters as prescribed by the programme.

4.2 A part-time Masters programme shall normally be followed over four or six consecutive semesters as prescribed by the programme.

4.3 A part-time programme of study leading to a Postgraduate Certificate shall be of no less than two consecutive semesters.

4.4 A part-time programme of study leading to a Postgraduate Diploma shall be of no less than four consecutive semesters.

4.5 Individual applications for remission of the Regulations concerning duration of study may be approved by the appropriate University Examinations Board on the recommendation of the Academic Registrar.

4.6 St Mary's Online programmes do not follow a semester structure. Modules shall run throughout the year, with fortnight breaks in August and December/January. A part-time SMU Online programme shall normally be followed for a period of 24 months. A full-time programme shall be followed for a period of 12 months. The maximum period of study permitted shall be 48 months.

## **5. Modes of Study and Credit Requirements**

### **5.1 Full-time Study**

5.1.1 A full-time Masters student must register for no fewer than 120 credits in an academic year with a maximum of 180 credits overall.

5.1.2 A full-time student on a Postgraduate Diploma must register for 120 credits over two consecutive semesters.

5.1.3 A full-time student on a Postgraduate Certificate must register for 60 credits in one semester.

### **5.2 Part-time Study**

5.2.1 No part-time student may take more than 80 credits in any one academic year, excluding any modules that are re-sits, unless this is specifically permitted under the Programme Specification.

### **5.3 Distance Learning**

5.3.1 Students on distance learning programmes are required to register for full or part-time study. Any requirements for the programmes which differ from full-time or part-time modes are outlined in the Programme Specification.

## **6. Pass Mark**

6.1 The pass mark for modules at FHEQ Level 7 shall be 50%.

6.2 A mark of at least 50% overall shall be required for the award of a Postgraduate Certificate, Postgraduate Diploma or Master's Degree.

## **7. Assessment Criteria for Taught Modules and the Dissertation**

7.1 For FHEQ Level 7 Modules the overall scheme used to assess work at postgraduate level is set out in the University's Assessment Policy.

## **8. Continuation for Masters Students**

8.1 Students on postgraduate programmes will be required to pass the modules for which they have registered in one academic year to remain on the programme. Where students have not achieved a pass they will be required to retrieve the failure before proceeding, although the Postgraduate Examination Board may at its discretion allow a student with no more than 30 credits in failed modules to proceed.

8.2 Students will normally be required to have achieved an overall pass mark of at least 50% to be allowed to progress to the Masters Dissertation element of a postgraduate programme.

8.3 Decisions regarding progression for students on postgraduate programmes shall be taken by the Postgraduate Examination Board with a membership comprising:

- The Chair of the University Postgraduate Examinations Board;
- Two Postgraduate Course Leads.

8.4 All postgraduate students must have assessment results considered and approved at the appropriate University Postgraduate Examination Boards which typically run, in March, July and November although additional Exam boards may be scheduled as required.

## **9. Eligibility for Awards**

9.1 Eligibility for awards depends on attainment of credits as follows, in accordance with the Programme Specification. Attained credits shall include exempted credits from other institutions or prior learning and credits given for modules passed.

- Postgraduate Certificate: 60 credits at FHEQ Level 7
- Postgraduate Diploma: 120 credits, including at least 90 credits at FHEQ Level 7
- Master's Degree: 180 credits, including at least 150 credits at FHEQ Level 7, of which 40 shall be associated with the submission of a Dissertation.
- Note: Not all Masters programmes include a requirement for more heavily weighted final report or dissertation. This will form part of the initial programme validation and be reflected in the published programme specifications.

## **10. Internal Module Compensation for Postgraduate Level students**

10.1 Where a student has achieved a pass mark overall for the module but has not passed each individual assessment element, a Programme Examination Board, unless otherwise specified in the Programme Specification, may recommend the student receives the credits for the module provided that they have:

- Scored an overall mark of 50%+ for the module
- Scored above the qualifying fail mark for the failed element of assessment

10.2 Compensation credits will not be awarded for the Dissertation or Project.

## **11. Compensation Credits for Postgraduate Level students**

11.1 At the discretion of the University Postgraduate Examination Board only, and subject to any specific requirements set out in the Programme Specification, a student who has failed a module but has shown strength in other areas may be awarded compensation credits for the module provided:

- i. the student has achieved a mark of not less than 40% for the module for which compensation is being considered;
- ii. the student has attempted all substantive elements of the module, as defined in the Programme Specification;

iii. no more than one module or 30 credits may be compensated whichever is the lesser;

iv. that students who are eligible for compensation, but who are still required to undertake resits, are required to retake the module for which they achieved the lowest mark.

11.2 Compensation credits will not be awarded for a module that forms a mandatory part of a professional programme (as defined by the Programme Specification).

11.3 When compensation credits are awarded, the mark gained in the module will stand and will be used for classification of the award where appropriate.

11.4 Compensation credits will not be awarded for the Dissertation or Project.

## **12. Classification of Postgraduate Awards**

12.1 For new students registering for their studies in 2024/25 the degrees of MA, MSc, MBA or MRes will be awarded based on the overall average mark achieved across all 180 credits at Level 7

- Marks are aggregated across all 180 credits at Level 7. The overall average mark will decide the final award.
- Students may achieve an upgrade into a higher award band where the overall mark is within 1% of the higher-grade boundary.
- There is no rounding of the final grade, ie a mark of 68.5% would not be rounded to 69%
- 12.2 The Degrees of MA, MSc, MBA and MRes will be unclassified although they will be awarded 'with Distinction' where a candidate has an overall percentage mark of 70%
- 12.3 The Degrees of MA, MSc, MBA and MRes will be awarded 'with Merit' where a candidate has an overall percentage mark of 60%

12.1 The Postgraduate Diploma and Postgraduate Certificate will be unclassified, although they may be awarded 'with Distinction' in cases where the average percentage mark of a candidate's best 45 credits in the case of the certificate and 90 credits worth of modules in the case of the diploma is 70%. They may be awarded 'with Merit' in cases where the average percentage mark of a candidate's best 45 credits in the case of the certificate and 90 credits worth of modules in the case of the diploma is 60%.



12.2 **For students who enrolled prior to the 2024-25 academic year**, the final grade will be decided on the best 150 credits at Level 7.

12.2 The Degrees of MA, MSc and MRes will be unclassified although they will be awarded 'with Distinction' where a candidate has an overall percentage mark of 70% from the best 150 credits and a mark of 70% or more in the dissertation module.

12.3 The Degrees of MA, MSc and MRes will be awarded 'with Merit' where a candidate has an overall percentage mark of 60% from the best 150 taught credits and a mark of 60% or more in the dissertation module.

### **13. Borderlining at Masters Level (Students enrolling prior to 2024-25)**

13.1 In determining the final degree award for students whose overall mark is close to the pass/fail borderline or a Merit or Distinction threshold, the following convention will be applied by the University Postgraduate Examinations Board:

- that the Dissertation mark is in the higher class.

### **14. Certification of Awards**

14.1 Postgraduate Certificates, Diplomas and Master's Degrees shall be awarded with the certification in: Postgraduate Certificate/ Postgraduate Diploma/ MA/MSc in (Programme Title).

14.2 For the purposes of determining whether a degree awarded is an MA or an MSc, please refer to the University website which lists the courses and their award.

### **15. Requirements for Masters Dissertations**

15.1 All students for the Degree of MA/MSc/MRes shall present a Dissertation on a subject relevant to the programme, or undertake such equivalent major project (subsequently referred to as the Dissertation) as may be specified in the Programme Specification. The Regulations below set out the requirements for the Dissertation.

15.2 This excludes St Mary's Online programmes, in which the award of MA or MSc may be awarded for the completion of 180 taught credits completed without a Dissertation or equivalent major project.

15.3 The university recognises that programme design may not always incorporate a dissertation element as we work to provide an attractive and flexible curriculum which reflects the changing needs of students and market forces

## **16. Using the Work of Others and Collaborative Projects**

16.1 A student shall indicate by means of explicit references the citation of the work of others or work by the student which is not part of the submission for the Degree. Work submitted for another Degree may not comprise part of the submission for the Degree of MA/MSc/MRes.

16.2 When two or more students have conducted a joint or group project, each student shall normally submit a separate Dissertation in accordance with Programme Specifications. Each student shall be required to satisfy the examiners that the student's share of the work is sufficient to justify the award of the Degree by means of an introductory note, and in the case of a Joint Dissertation shall be required to specify the contributions made by the student to the Dissertation. A copy of such a note should be countersigned by the co-workers.

## **17. Submission of the Dissertation**

17.1 The Dissertation, or other work in place thereof, shall be submitted within the time limit specified in Section D Regulation 4.

17.2 All pages of the Dissertation should be numbered. The title page shall bear the title, approved in accordance with the Programme requirements, the student's name, the Degree for which the student is registered and the year in which the Dissertation is presented. A summary of the work, not exceeding three hundred words in length must follow the title page.

17.3 The Dissertation shall be written in English except when permission is given, in accordance with the Programme requirements, for another language to be used owing to the nature of the subject. The summary must always be written in English.

17.4 One copy of the Dissertation must be submitted to the University. A student is advised to keep an additional copy for personal use.

17.5 No alterations or additions may be made to a Dissertation after it has been submitted.

17.6 Dissertations in fulfilment of MRes, or those from MA/MSc programmes awarded 'with distinction' may be included in the University Repository. For inclusion in the Repository an electronic copy should be submitted to the Repository via the [Research Archive pages](#). Electronic submission to the Repository is the responsibility of the Course Lead.

## **18. Copyright and Access to Dissertation**

18.1 Copies of Dissertations accepted for the Degree of MRes, and those for MA/MSc **which are awarded “with distinction”** may be placed in the University Repository and are available for anyone to consult. A student is therefore advised to mark their Dissertation as copyright. It shall, however, be a condition of acceptance of a Dissertation that the Library be empowered to reproduce the Dissertation in hard copy format or otherwise disseminate electronically to those institutions or persons who, in the Library staff's opinion, require them for academic purposes.

18.2 If the sponsoring organisation or collaborating body considers that the Dissertation contains matter of a confidential nature, the author may instruct the Library staff to restrict access to a Dissertation for a period not exceeding five years. Access to the Dissertation may be allowed during this period only with permission of person(s) specified by the sponsoring organisation or collaborating body. Similarly, if it is desired to seek a patent from matter in the Dissertation, the author may instruct the LRC staff to restrict access for a period not exceeding one year. If it is desired to extend the restriction beyond the above periods, or restrict access on other grounds, application must be made by writing to the Academic Registrar.

18.3 While the copyright of the Dissertation belongs to the author, a student is required to assign to the University or its nominee intellectual property rights (whether patentable or otherwise) that the student is considered to have acquired whilst studying at the University in return for a fair proportion of any net receipts in accordance with the terms of the Intellectual Property Code. A student may, however, be subject to a specific agreement with the student's sponsor concerning the assignment of intellectual property rights to the sponsor.

## **Section E: Regulations for the MPhil/PhD Pre-Registration Period**

1. Prior to registering for an MPhil/PhD with the University, candidates may be required to register with St Mary's University for a period of six months in order to develop their research proposal and their application to the University.
2. In order to be admitted to the Pre-Registration Period, applicants must meet the entry requirements of the University for an MPhil/PhD and have a viable research topic.
3. Applicants will be interviewed by the proposed Director of Studies and another member of the School in which they wish to study.
4. Following a successful interview, candidates must apply to the University on the appropriate form. Applications for the Pre-Registration Period will be approved by the Sub-Committee for Research Students.
5. Once accepted onto the Pre-Registration Period, students will register with the University on either a full or part-time basis and pay the appropriate fee.
6. During the Pre-Registration Period, students will work with their proposed Director of Studies to develop their research proposal and their application to the University.
7. The completed application will be submitted to the Sub-Committee for Research Students' Progress which must approve it prior to its submission to the University for consideration.

8. Following approval by the University, students will register for their research degree and the University Regulations for Research Degrees will apply from this point.
9. The candidature with the University will commence from the date of the approval of the application by Liverpool Hope University. The Pre-Registration Period will not count towards candidature for the MPhil/PhD.
10. Candidates must complete their research proposal and application within six months. No extensions will be given to the Pre-Registration Period. Where a candidate does not complete within the above timeframe they will not be able to continue with their application.
11. If a candidate chooses to withdraw prior to the end of the Pre-Registration Period there will be no refund of fees paid. Students must inform the Academic Registrar in writing of their intention to withdraw.
12. Candidates whose application for an MPhil/PhD is not accepted by the Sub-Committee for Research Students following the Pre-Registration Period will be provided with a full written explanation. Such candidates have the right of appeal to the University and should notify the Academic Registrar in writing of their intention to appeal.
13. Prospective students from outside the EU/EEA may not be eligible for the MPhil/PhD Pre-Registration Period due to the requirements of the UKVI. The Academic Registrar will be able to advise further upon receipt of a written request by the prospective student.

## **Section F: Regulations for the Postgraduate Certificate in Education (PGCE) (M) and the Professional Certificate in Education (PFCE)**

### **1. Awards Offered by the University**

1.1 Please refer to the relevant information in Section A, Table 1.

1.2 The PGCE and the PfCE with QTS lead to Qualified Teacher Status (QTS) which is awarded by the DfE upon recommendation of the University following successful completion of one of the above programmes. For those students who commenced their programme of study prior to April 2020, they must also hold pass marks in each of the National Skills Tests. Additionally, all students must satisfy any other requirements which may be set down by government regulation ~~from time to time~~.

[Qualified teacher status \(QTS\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

1.3 The PGCE (non-QTS) does not lead to Qualified Teacher Status.

## **2. Modes of Study**

2.1 The PGCE/ PfCE with QTS Primary is available in full-time and part-time modes of study.

2.2 The PGCE/ PfCE with QTS Secondary is normally only available in full-time mode of study.

2.3 The PGCE (non-QTS) is available as a full time and part time mode of study.

## **3. Duration of Study**

3.1 Full-time Study: A full-time PGCE/ PfCE student is one who is undertaking a programme of study over one academic year.

3.2 Part-time Study: A part-time PGCE/ PfCE student is one who is undertaking a programme of study over two academic years.

3.3 Subject to the agreement of the Subject Lead, students on the full-time Primary programme may change from the full-time to the part-time mode of study, (but not from the part-time to the full-time mode) without adverse effect on the grades of any completed assessments.

## **4. Admission**

4.1 Students may be admitted to a Postgraduate QTS programme where they have satisfied the Subject Lead that:

1. They have the capability to meet the current required standards set down by Government regulation by the end of their training and that they possess appropriate personal and intellectual qualities to be teachers;
2. They have achieved a standard equivalent to a grade C or level 4 in the GCSE examination in English and Mathematics;
3. For Primary programmes, where they are born on or after 01 September 1979 have achieved a standard equivalent to a grade C or level 4 in the GCSE examination in a Science subject;
4. They have met the Secretary of State's requirements for physical and mental fitness to teach as detailed in DfE Circular 1997/16;
5. They comply with the pre-enrolment checks outlined in the ITT Safeguarding Policy, including but not limited to not appearing on the Children's Barred List/List 99 or the prohibition order checklist and have met the 2018 Childcare Disqualification requirements;
6. They are effective readers, able to communicate clearly and accurately in spoken and written Standard English;
7. IELTS score of 6.5 overall with no less than 6.0 in any section (where appropriate)
8. They hold an appropriate degree of a United Kingdom Higher Education Institution (HEI), or its equivalent.

4.2 The selection procedure will be by means of an assessment of the educational qualifications, personal qualities and skills and an interview.

4.3 In addition, candidates will have to undertake a health check and a criminal record check by the Disclosure and Barring Service. (DBS)

4.4 Students who are found to have made false or incomplete declarations as part of the admissions procedure will be dealt with under the University's Disciplinary Procedures.

4.5 Programme specific requirements for admissions onto the PGCE (non-QTS) programme include:

1. Working towards Qualified Teacher Status (QTS) or equivalent international teaching qualification;
2. A minimum of a second-class Bachelor's Honours degree from a UK university or an overseas qualification of equivalent standard;
3. Practising teacher in an Ofsted-registered secondary school;
4. Satisfactory reference from current Head of employing-school;

## **5. Admission from Other Higher Education Institutes, Graduate Teacher Route and Flexible Routes**

5.1 Students who have commenced their training at another HEI, or Teacher Training provider may be admitted providing the Course Lead is satisfied that there are sound reasons for making the change.

5.2 Students in this category must also satisfy the University that they meet the above entry requirements.

5.3 Where transferring students have completed assessments at another HEI, these may be credited at the discretion of the Course Lead, subject to a maximum of 60 credits. Such students must take their final school experience with the University.

5.4 Additionally, Schools Direct students and those on flexible routes into teaching, may "buy-in" to aspects of the programmes offered at agreed rates.

## **6. Registration**

6.1 Full-time PGCE /PfCE with QTS students, entering the University at the commencement of the academic year, are required to register for one academic year's programme.

6.2 Part-time PGCE /PfCE with QTS students, entering the University part-way through the academic year are requested to register on admission for a complete programme to the end of the academic year and to register for a second time upon recommencement of their programme.



6.3 Full time PGCE (non-QTS) students, entering the University at the commencement of the academic year, are required to register for a period of one academic year.

## **7. Leave of Absence**

7.1 Students on a PGCE/ PfCE with QTS and PGCE (non-QTS) programme are expected to remain in continuous registration. Students who wish to take Leave of Absence (LOA) must apply via the online student portal and provide acceptable evidence of Extenuating Circumstances.

7.2 Leave of one year will be granted in the first instance. Students will be responsible for undertaking any work on account of changes to the Programme made necessary by changes to the standards set down by government regulation.

## **8. Attendance**

8.1 Students are expected to attend all the University classes and School experiences, and to maintain an attendance level dictated in the University's Attendance Policy. Students who do not meet the required level of attendance, and/or who are absent for 20 days or more in total without providing acceptable reasons to the Course Lead, may have their programme terminated.

8.2 Students who have Extenuating Circumstances for their absence should present these in advance of the period of absence, wherever possible to the Course Lead and in accordance with the Extenuating Circumstances Policy. Such students maybe be required to take Leave of Absence where they will not be able to meet the standards before the normal end of the programme.

## **9. University-Based Assessment**

9.1 University based assessments for the PGCE /PfCE with QTS, and PGCE (non-QTS) Programmes will be undertaken according to the University Academic Regulations.

9.2 Students must submit all formal assessments on the dates and times published in the Programme Guidelines. Procedures for submission must be followed as set down in the Programme Guidelines.

9.3 Students failing to submit on the published dates will be allocated a fail grade unless extenuating circumstances have been acknowledged in writing by the Course Lead or nominee and permission for a late submission granted (see 10 below).

9.4 Students must pass all assessments. Where a module has two or more assessments a student must pass each assessment component in order to pass the module. No compensation is allowed either between elements of modules or between modules.

9.5 A student who has failed more than two assessed pieces of work may be required to retrieve their failure before they may proceed with their programme. This may entail additional periods of study.

## **10. Late Submission of Coursework**

10.1 Students who are unable to meet a submission deadline owing to Extenuating Circumstances, may apply to the Course Lead for permission for a late submission. Such applications can only be made if they are in accordance with the Guidelines for [Extenuating Circumstances Policy](#).

## **11. Pass Mark**

11.1 The pass mark for each assessment for the PGCE with QTS is 40%, or 50% in the case of the Masters elements (FHEQ Level 7) of the PGCE

11.2 The pass mark for each assessment for the PGCE (non-QTS) is 50% for the Masters elements (FHEQ Level 7).

## **12. Failure of University-based Assessment**

12.1 Where an assessment receives a fail mark of below 40%, or 50% in the case of the FHEQ Level 7 element of the PGCE with QTS and PGCE (non-QTS), students

may be permitted to re-submit the assessment within three weeks of notification of the failed submission.

12.2 A student has a right to resit one piece of failed level 6 or 7 work. Further resits may be determined by the appropriate PGCE Programme Examination Board providing the student has passed their school experience and has an improving profile see section 18 of the Academic Regulations).

12.3 Where a student holds a fail mark at the end of the programme, the appropriate PGCE Examination Board will decide whether the student should be offered a period of retrieval in order to be re-considered for the PGCE/PfCE with QTS, and PGCE (non-QTS).

12.4 The standard Related Criteria for Assessment of University-Based Assessment are detailed in the University's Assessment Policy.

### **13. Assessment of School Experience**

13.1 Profile of Standards: The Assessment Profile of Standards addresses the assessment of students' school experience against the current Teachers' Standards for qualified teacher status (QTS) set down by the DfE. Students are required to have updated the Profiles with their mentors at each assessment point to capture their progress on each of Standards.

13.2 Assessment Criteria for School Experience will be assessed according to the Regulations set out in Section H.

### **14. Eligibility for the PGCE (M) / PGCE**

14.1 To be eligible for the PGCE /PfCE with QTS a student must have satisfactorily completed all University-based assessment as set out in the programme specification and required school experience as set down in the 'DfE Criteria for ITT. For students who commenced their programme of study prior to April 2020, they must also hold Pass marks in the mandatory National Skills Tests in order to be recommended to the DfE for QTS.

### **15. Award Requirements**

15.1 To be eligible for the award of PGCE Secondary students must gain 160 credits of which 60 are at FHEQ Level 7.

15.2 To be eligible for the award of PGCE Primary students must gain 120 credits of which 60 are at FHEQ Level 7.

15.3 To be eligible to the award of PfCE Secondary students must gain 150 credits of which up to 30 may be at FHEQ Level 7. Or they must gain 140 credits of which none are FHEQ Level 7

15.4 To be eligible to the award of PfCE Primary students must gain 150 credits of which up to 30 may be at FHEQ Level 7.

15.5 To be eligible for the award of QTS Primary, students must gain 60 credits at FHEQ Level 6 and all assessed school experiences.

15.6 To be eligible for the award of PGCE (non-QTS) students must gain 60 credits at FHEQ Level 7

## **16. Classification of PGCE Awards**

16.1 The PGCE / PfCE with QTS, and PGCE (non-QTS) will be unclassified.

## **17. Certification of PGCE Awards**

17.1 All PGCE/PfCE with QTS certificates will state the age phase. The subject specialism will also be stated where appropriate.

17.2 PGCE (non-QTS) will not state an age phase and will not denote a specialist subject.

# **Section G: Assessment Regulations**

## **Organisation of Assessment**

### **1. Determining Module Assessment**

1.1 All students taking a module in order to gain University credits will be assessed by the same methods.

1.2 Assessment should be addressed as an integral part of module/programme design and approved at the point of validation or, in the case of individual modules, by Academic Board.

1.3 There must be a clear relation between assessment tasks and learning outcomes. Programmes should have a variety of assessment strategies to match the diversity of modules within a programme. In particular, assessment criteria should reflect the range of learning outcomes of a module or programme; assessment tasks should be stimulating, demanding and appropriate to both the learning outcomes and the level.

1.4 Learning outcomes and assessment criteria for each element of assessment should be clearly stated in Module/ outlines or handbooks.

1.5 Programme Specifications shall make explicit any specific attendance requirements. Where there are Subject-specific attendance requirements which exceed the minimum University requirements set out in Section B Regulation 3, the Programme Specification will specify the minimum or particular attendance requirements and any penalties attached to inadequate attendance.

## **2. Approval of Assessments**

2.1 Each Programme Examination Board shall approve the process for setting the assessment for all modules within its jurisdiction.

2.2 The Programme Examination Board will approve the subject of coursework and examination papers. This function may be delegated but must involve the External Examiner.

## **3. Scheduling of Assessment**

3.1 Course leads should coordinate assessment to avoid, so far as it is possible, an excessive or unbalanced workload for students and for staff. Programmes should

inform students of the assessment at the earliest opportunity, normally the beginning of the module.

## **4. Regulations for the Conduct of Formal Examinations**

### **4.1 Approval of General Arrangements**

4.1.1 The general arrangements for the conduct of examinations held at St Mary's University towards an award of the University shall be held in accordance with these Regulations.

### **4.2 Responsibility**

4.2.1 The administration of written formal, timed examinations shall be the responsibility of the Academic Registrar.

4.2.2 It is the responsibility of the Course Lead in conjunction with the Examinations Officer to ensure that all examination papers are with Registry by the due date notified to them by the Head Registry Services.

### **4.3 Publication of the Examination Timetable**

4.3.1 A schedule of formal, timed examinations, which shall show the date and time of each examination and the place where it is to be held, shall be published by Registry at least four weeks before the date of any examination shown in the schedule. For practical reasons, resit examinations are not subject to the four week rule. Notwithstanding, the University reserves the right to amend such details in advance of the examinations if necessary.

### **4.4 Venue for Examinations**

4.4.1 Examinations may be held in any room designated for that purpose by Registry.

### **4.5 Special Arrangements for Students with a Disability or Additional Requirements**

4.5.1 Special arrangements for the examination may be made for a candidate with additional requirements that shall warrant such arrangements. In order that suitable arrangements can be made, any candidate with an additional requirement should

apply for consideration in the first semester to the Dyslexia & Disability Co-ordinator, or as soon as the additional requirements are known. There will be a published deadline each semester for students wishing to be assessed for additional requirements.

4.5.2 The Academic Registrar is responsible for ensuring that the additional requirements of candidates are provided for.

#### **4.6 Copyright**

4.6.1 The law relating to copyright shall be observed in the preparation of examination papers and associated materials.

#### **4.7 Invigilation Arrangements**

4.7.1 Any formal, timed examination held in an examination room shall be subject to invigilation. There shall always be at least two invigilators appointed to each main examination room. Where the number of examination candidates in any examination room exceeds 100, there shall be appointed at least one invigilator for every 50 students or part thereof.

4.7.2 For candidates with special examination arrangements there shall be at least one invigilator.

4.7.3 Invigilators shall normally be appointed by the Course Lead in consultation with the Examinations Officer. All members of the Academic Staff of the University shall be eligible for appointment and required to act as invigilators.

#### **4.8 Chief Invigilator**

4.8.1 There shall be a Chief Invigilator appointed to each examination room who shall be responsible for the overall conduct of the examinations in that room and shall ensure that proper provision has been made for the conduct of the examinations before their commencement. The appointee shall normally be a member of the Academic Staff of the University.

4.8.2 All invigilators will be required to undertake their duties under the direction of the Chief Invigilator.

#### **4.9 Instructions to Examination Candidates**

4.9.1 Invigilators shall ensure that the Instructions to Examination Candidates are observed. Any deficiencies in the general arrangements for the examinations, and/or in the observance of the Instructions to Examination Candidates, shall be brought to the attention of the Chief Invigilator and thereafter to the Academic Registrar.

#### **4.10 Retention and Return of Examination Scripts, Dissertations and Coursework**

4.10.1 Examination scripts shall be retained for at least five years after they have been considered by the appropriate Programme Examination Board.

4.10.2 A copy of a Dissertation submitted for assessment as part of a Masters Degree by examination may be retained in the University Repository.

4.10.3 Written work and other material presented for assessment, other than examination scripts and Dissertations submitted for taught Masters' degrees, may be returned to candidates during or at the end of the academic session in which it is submitted. This is on the strict proviso that the work will remain available to the examiners in that year and that it must be returned if required for any external assessment.

4.10.4 New rules for 2024-25 state that the Office for Students may ask the university to provide copies of assessments for up to five years after submission.

### **5. Student Feedback**

5.1 Staff will provide students with timely and regular feedback on their performance and progress; students should be informed what they can expect in terms of feedback in relation to particular types of assessment and whether or not it is to be accompanied by a return of assessed work.

5.2 Feedback on coursework will be given by means of a structured feedback sheet that addresses the assessment criteria. Such feedback will relate to the published



learning outcomes and include appropriate guidance on how the work may be improved.

5.3 Students may request feedback on examination performance from the module convenor on an individual basis.

## **Determination of Marks**

### **6. Staff Responsibility for Marking**

6.1 Only Academic staff who are members of the Programme Examination Board will be responsible for the marks awarded to students. Where postgraduate students, part-time visiting lecturers, demonstrators and teaching assistants are employed, established and experienced members of staff shall systematically scrutinise and oversee any assessment carried out by these members of staff.

### **7. Marking and Moderation**

#### **7.1 Anonymous Marking**

7.1.1 With the notable exception of written work relating to the assessments of work placement activity, to avoid bias (either inadvertent or deliberate), anonymous marking is to be undertaken for all written assessment to ensure that the identity of students is not disclosed to markers.

7.1.2 Blind/anonymous marking for written work relating to the assessment of work placement will not normally be possible due to the naming of placement locations identifying the student by default. In order to avoid bias (either inadvertent or deliberate) in the assessment of this type of written work, Second Marking and Moderation practises should be carried out in accordance with the University Assessment Policy.

#### **7.2 Second Marking**

7.2.1 Written assessments at FHEQ Levels 4 and 5 of Foundation Degrees and FHEQ Level 7 will be moderated by a second marker. This will be undertaken on a sample basis to be determined by the Programme Examination Board in accordance

with University Assessment Policy. A minimum sample of 10% will be chosen, which includes an even spread from the top, middle and bottom of the marking scale.

7.2.2 All Dissertations or Projects must be double marked.

7.2.3 At FHEQ Level 4 all assessments at the pass/fail borderline should be double marked.

7.2.4 Markers should provide sufficient comments with the script for the External Examiner to understand the reasons for the mark given.

### **7.3 Moderation**

7.3.1 Moderation requires that a representative sample of students work will normally be reviewed in order to ensure consistent application of the assessment criteria.

7.3.2 All borderline fails, including those at FHEQ Level 4, must be moderated.

Further information regarding guidance and definitions is provided in the University Assessment Policy.

## **8. External Examining**

8.1 For each Subject there will be one or more External Examiners.

8.2 External Examiners shall be appointed by the Academic Board, after scrutiny and recommendation by the University's Quality and Standards Team.

8.3 The role and duties of External Examiners are outlined in the University Regulations for External Examining Section L.

## **9. Meetings, Decisions and Recommendations of the Programme Examination Board**

### **9.1 Programme Examination Boards**

9.1.1 Each Subject or discrete Programme shall establish a Programme Examination Board that shall be responsible for the assessment of all modules within the Subject

or Programme. It is the Programme Boards of Examiners' responsibility to ensure that appropriate judgements are rendered on students' achievement.

9.1.2 The approval of marks for individual assessments and overall module marks will be the responsibility of the Programme Examination Board.

## **9.2 Membership and Quorum of Programme Examination Board**

9.2.1 The Programme Examination Board will comprise:

Chair: A Course Lead from a different School to that in which the Subject/Programme is located

Members: Course Leads

Module Convenors of all contributory Modules External Examiner(s)

9.2.2 Visiting Lecturers who have responsibility for modules shall be members of the Programme Examination Board.

9.2.3 Chairs of Programme Examination Boards shall be appointed by the Head of School within which the Programme is located and shall usually serve for a maximum of two periods of three years.

9.2.4 Each Subject or Programme shall appoint an Examinations Co-ordinator who, as a minimum, will be responsible for the organisation of the meeting in conjunction with the Course Lead, for recording all recommendations made and for liaison and communication of marks to the Examinations Office. Other duties may be required of the Examinations Co-ordinator.

9.2.5 In cases where a module appears in more than one subject, the Course Lead for the Subject which includes the module but whose Board is not responsible for it shall be entitled to attend all relevant meetings of the sponsoring Programme Examination Board. Conversely, in cases where a module appears in more than one subject programme, the Module Convenor shall be entitled to attend all relevant

meetings of the Programme Examination Board on the non-sponsoring Programme Board.

9.2.6 The quorum for a Programme Examination Board is 50% of eligible members.

9.2.7 The attendance in person of at least one External Examiner is required where marks are ratified. Attendance is not required at the Resit Examination Board. In exceptional circumstances permission may be sought from the Chair of the appropriate University Examinations Board to hold a meeting in the absence of External Examiners if, for example, an External Examiner is taken ill on the day of the board meeting and it is absolutely impossible to rearrange a meeting before the deadline for marks to be handed to the Registry.

9.2.8 All proceedings of examination boards shall remain confidential to the members of the Board with the exception of information from Programme Examination Boards which may be shared with the appropriate University Examination Board.

9.2.9 All meetings of Programme Examination Board should be fully Minuted by a member of administrative staff. The Minutes should be signed by the Chair and the External Examiner of the Programme Board and a copy supplied to Registry prior to the relevant University Examination Board.

9.2.10 At its meetings, each Programme Examination Board will determine the marks of all assessment of its sponsored modules. The decisions will comprise:

- a percentage mark for each assessment that the student has taken
- an overall percentage mark for each student for each module taken
- a pass/fail mark for each student, making appropriate decisions on module compensation.

9.2.11 The Programme Examination Board will make recommendations to the appropriate University Examination Board for the following situations:

- in respect of compulsory programme requirements, recommendations for termination where students have no right of resit or retake
- where students who have as a group been disadvantaged through errors or some other circumstance beyond their control under Section G Regulation 27.

9.2.12 Every effort should be made to reach a decision by consensus. If it proves necessary to vote on any matter it shall be determined by a simple majority; each member present shall have one vote and in the case of no majority being reached the Chair shall have an additional casting vote.

9.2.13 The views of the External Examiner(s) should carry particular weight in cases of dispute and External Examiners have the right to refuse to sign a mark sheet if they believe that a Board has made a wrong decision. If an External Examiner refuses to sign a mark sheet this shall be reported as soon as possible to the Chair of the appropriate University's Examination Board.

## **10. University Examination Boards**

10.1 Decisions on awards; compensation credits for Undergraduate and Masters' students; and programme termination shall be the responsibility of the University Undergraduate Examinations Board for Foundation and Undergraduate programmes; the University Postgraduate Examinations Board for Postgraduate programmes; and the University PGCE Examination Board as appropriate. These Examination Boards may sometimes be combined for reasons of operational efficiency.

10.2 The Board will also receive recommendations on programme progression; Extenuating Circumstances and academic misconduct panels.

10.3 The membership of the University Undergraduate (including Foundation) Examinations Board shall be as follows:

- Chair and Deputy Chair appointed by the Vice-Chancellor
- A University External Examiner appointed by the Academic Board
- All Chairs of Undergraduate Programme Examination Boards
- The Secretary to the Board will be the Academic Registrar or nominee.
- The quorum for the Board is 50% of eligible members.

Programme Examination Co-ordinators, and the Academic Registrar (or nominee) will normally be in attendance.

10.4 The membership of the University Postgraduate Examinations Board shall be as follows:

- Chair and Deputy Chair appointed by the Vice-Chancellor
- An External Examiner appointed by the Academic Board
- All Postgraduate Course Lead

The Secretary to the Board will be the Academic Registrar or nominee.

The quorum for the Board is 50% of eligible members. Programme Examination Co-ordinators, the Head of Registry will normally be in attendance.

10.5 The membership of the University PGCE Examination Board shall be as follows:

- Chair and Deputy Chair appointed by the Vice-Chancellor
- An External Examiner appointed by Academic Board
- All PGCE Course Leads

The Secretary to the Board shall be the Academic Registrar or nominee.

The quorum for the Board is 50% of eligible members. All PGCE Course Leads and the Academic Registrar will normally be in attendance.

10.6 The Board will round module marks to the nearest integer when making decisions about borderline classifications.

## **11. University Extenuating Circumstances Panel**

11.1 All Extenuating Circumstances claims will be logged centrally and reviewed by Registry and presented to the University Extenuating Circumstances Panel for consideration

### **11.2 Membership of the Panel**

The University Panel established to consider Extenuating Circumstances claims will comprise:

1. a chair, who should be a senior a member of staff, from Registry or a Faculty
2. a representative from each School

3. a clerk to record the outcomes and recommendations of the Panel

### **11.3 Terms of Reference**

The functions of the Extenuating Circumstances Panel are:

- to establish that the evidence is valid, i.e authentic and appropriate and that it relates to the assessment in question and that it has been submitted by the required date
- to review Extenuating Circumstances claims and evidence and make recommendations to the University Examination Board whether or not individual claims should be accepted
- to make recommendations to the Academic Registrar for improvements to the effectiveness and efficiency of the procedure.

Submissions must be made with supporting evidence; where evidence is awaited, the University Extenuating Circumstances panel may defer decisions, and authorise the Chair to act on their behalf without calling a further panel.

## **12. Assessment Information for Students**

12.1 Each department will be responsible for ensuring that module and programme guides are produced which will inform students in advance how and when their learning will be assessed. This information provided for students should include (as a minimum) details about:

- the aims and learning outcomes of the subject or programme as a whole and those for individual modules
- the purpose, methods and schedules of assessment, during and at the end of a module or programme
- the format of assessment tasks and the deadlines for submission
- any group projects and methods for assessment; information about the apportionment of marks
- criteria for assessment (including details about expected levels of achievement);
- the weightings for different elements of assessment
- the procedures for submitting coursework
- the procedures for applying for permission for late submission of coursework owing to extenuating circumstances
- the marking and assessment mechanisms which will be used
- the Guidelines for Students for Academic Misconduct.
- learning resources

12.2 Programme documentation shall make explicit for each module which elements contribute to the final mark and the weighting given to each element.

12.3 Where there are specific programme/module level attendance requirements which exceed those identified in Section B Regulation 3 of the Academic Regulations, the documentation must specify the minimum or particular attendance requirements and any penalties attached to inadequate attendance.

### **13. Student Performance in Undertaking Assessments**

13.1 Students must undertake all assessments at the first available opportunity. A student failing to submit for assessment will be allocated a fail grade unless they make a successful claim for extenuating circumstances.

13.2 It shall be the responsibility of the candidate to ensure that they attend for examination at the prescribed place and time or submit work for assessment at the time and in the manner stipulated by the Course Lead/ Module Convenor as appropriate.

13.3 During Examinations students shall observe the Instructions to Examination Candidates.

### **14. Non-Submission of Coursework**

14.1 Students who fail to submit coursework by the deadline set by the Programme will receive a grade of zero for that assessment. Resit penalties will be applied unless the student makes a successful extenuating circumstances claim for a resit without penalty.

### **15. Late Submission of Coursework**

15.1 Extensions for coursework can only be considered in accordance with the Guidelines for Extenuating Circumstances.

### **16. Module Failure**

16.1 In cases where a candidate has failed a particular module, the Programme Examination Board shall recommend that the candidate shall either:



1. re-submit for the failed module with consequent assessment penalty  
**or**
2. re-submit for the failed module with no assessment penalty where the Extenuating Circumstances Panel has approved an application for resit without penalty **or**
3. take a replacement module  
**or**
4. that, where there is no further resit or retake opportunity and it is a core module, the student's programme be terminated.

16.2 Alternatively the Programme Examination Board may recommend what other assessment and/or attendance is necessary if the candidate is to pass the module.

16.3 No candidate shall be required by these Regulations to re-take a particular failed module unless it is designated as a core for the particular Programme of Study which the candidate is following, and for which no compensation has been granted.

## **17. Resitting Passed Modules**

17.1 A candidate who has passed a particular module shall not be permitted to re-take the assessment for that module, unless a resit without penalty has been granted due to a successful claim for extenuating circumstances.

## **18. Entitlement to Resits of Failed Assessment**

18.1 Undergraduate students and those on postgraduate programmes who have failed a particular module, and/or have been recommended for a resit following a finding of academic misconduct, shall have the right to resit the assessment for the module (subject to any specific subject requirements) on no more than one further occasion.

18.2 Undergraduate students who fail at the resit may retake the module on one further occasion only. Note this clause does not apply to students on the BSc Physiotherapy programme.

18.3 PGCE students have the right of resit of two failed pieces of academic work only. Further resits are at the discretion of the University PGCE Examination Board.

18.4 The permitted timescale for re-takes at each level shall be subject to the limitations on total programme length set out in the programme of study requirements.

18.5 Resit fees may be required and students should refer to the Fees Policy.  
<https://www.stmarys.ac.uk/tuition-fees/about.aspx>

## **19. Penalisation of Marks for Resits**

19.1 If a candidate is required to resit assessment or a student re-takes a failed module, and where there are no Extenuating Circumstances approved by the Extenuating Circumstances Panel , the mark gained in the resit or retake will be capped at the pass mark for the assessment element for the purposes of calculating the classification of any degree or other award.

## **20. Timing of Resits**

20.1 Students, who are required to resit a module, must do so at the next available opportunity which will either be determined by the programme or during the formal reassessment period as prescribed by the academic calendar for the period in which the module is being attempted.

20.2 FHEQ Level 6 (Year 3) students who fail a module in the first semester will be given an opportunity to resit the module in the Semester 2 main examination period to enable them to graduate with their peers if successful.

## **21. Allocating a Grade for a Module where there are Extenuating Circumstances**

21.1 In cases of Extenuating Circumstances a Programme Examination Board may recommend, at its own discretion, in the interests of the student, the award of a mark for an individual module, without requiring all the items of assessment for that module to be completed, provided 65% of the assessment for that module has been completed on which a mark can be based.

## **22. The Award of Undergraduate Compensation Credits**

22.1 Where a student has shown strength in other areas marginal failure may be compensated and compensation credits awarded within the parameters set out in the programme of study regulations.

22.2 Compensation credits will allow a student to progress from one year to the next, or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard.

22.3 Where compensation is applied, there is no need to further resit or repeat the compensated modules. Compensated modules will be capped at a maximum of 40%

22.4 Module compensation will not be awarded for a module that forms a mandatory part of a professional programme and is subject the regulations of any Professional, Regulatory, Statutory Body as defined in the programme specifications.

### **23. Calculating where compensation can be applied at Undergraduate and Foundation level.**

23.1 Compensation may be applied where a student has achieved a mark of at least 30% overall for a module where the following conditions have been met. Note: programmes accredited by Professional, Statutory and Regulatory Bodies (PSRBs) may have rules on Compensation that supersede University regulations.

1. Students are required to achieve a mark of at least 30% in each substantive element of assessment. A substantive element of assessment is that which carries at least 35% or more of the total module weighting.
2. All substantive elements of the module must have been attempted. Note: this typically does not apply to projects and dissertations where all elements of the module must have been attempted.
3. Compensation can be applied where a student has achieved a mark of 0% to 30% in a non-substantive element of assessment (i.e. worth less than 35% of the overall marks)
4. Students may be compensated for no more than 40 credits at each level of study, or for a total of two modules, whichever is the lesser.
5. Where students are studying two subjects, no more than 20 credits may be compensated per subject of study.

6. Compensation will be applied at the undergraduate semester two exam boards where the full profile of marks achieved across the academic year are considered. Compensation credits are therefore only applied at the point of progression or award for undergraduate students.
7. Compensation will not be applied at the undergraduate semester one exam board. Students who fail modules in semester one will have the opportunity to retrieve any failed modules during the summer reassessment period.
8. Module compensation may not be awarded for the independent study module at FHEQ Level 6 (Year 3).
9. Where multiple modules have been failed, the system will choose the two modules with the lowest marks to compensate. The student will have to resit or repeat any additional failure.
10. Where a student has passed a module at 40% but failed one or more elements of the assessment, a pass will be agreed as long as the student has achieved no less than 30% in any substantive element of assessment (with the exception of 40 credit Dissertation or Independent Report modules)
11. Where a student has failed a non-substantive assessment but passed the module overall with 40% or more, a pass will be agreed. This will stand even where a student has not submitted against a non-substantive element of assessment.
12. When module compensation is awarded, the raw mark gained for the module will stand and will be used for classification of the award where appropriate.
13. Where module compensation has been applied, a student may nonetheless choose to resit the module. In this case the marked gained in the subsequent resit will stand and be capped at the pass mark.
14. Compensation can be applied after a first attempt or following resit.
15. Compensation will not be applied where there is Academic Misconduct or an Extenuating Circumstances claim relevant to the module.

**Note:** Where there is clear evidence that the students' ability to complete one of the assessment components may have been impacted by severe extenuating circumstances that it was not possible to mitigate against during the module (e.g. through submission deadline extensions), then the Programme Board may, at its discretion, allow the module to be compensated so long as the student has gained a mark of 30-39% in assessments weighted at 60% or more of the overall module mark.

## **24. Illness or Extenuating Circumstances Affecting Ability to Undertake Assessment**

24.1 Students may apply to defer an examination or submission of coursework where they have a valid reason for doing so through illness or Extenuating

Circumstances. Such requests must be submitted on the required form and be accompanied by independent third party documentary evidence. Such requests must be made prior to the examinations (excepting cases where it can also be evidenced that this was not possible – for example, due to hospitalisation) in order to be considered by the Extenuating Circumstances Panel. Examples of acceptable forms of “independent, third party documentary evidence” are given in the Extenuating Circumstances Policy.

24.2 Where requests for deferred examinations or other assessment are not agreed, students will be allocated a fail grade if they fail to attend the examination and/or submit the work, and any resit mark will be penalised as set out in Section G Regulation 19.

## **25. Illegible Scripts**

25.1 It is the candidate’s responsibility to ensure that answers provided in examination scripts are legible and can be marked accordingly. Only black, blue or blue-black ink or biro should be used except where additional colours may be needed in diagrams, etc.

25.2 The Programme Examination Board reserves the right to return a mark of zero if the script is considered by the Programme Examination Board to be illegible.

25.3 At its discretion, the Programme Examination Board may require the candidate, at their own expense, to reproduce the answer in legible form under such conditions and within a timescale as specified by the Board.

## **26. Extenuating Circumstances Affecting Students as a Group**

### **27. Alternative Assessment for Modules Failed Owing to Extenuating Circumstances**

27.1 The Programme Examination Board may also require an alternative form of assessment for all or part of a module e.g. a viva, provided that any alternative form of assessment for an individual student does not disadvantage students who have completed the module entirely satisfactorily. The decision of the Programme

Examination Board should be reported to the appropriate University Examinations Board.

## **28. Recommendation for Award where Students are Unable to Complete Owing to Extenuating Circumstances**

28.1 In cases where a student has completed most of the requirements for an award, but due to Extenuating Circumstances has been prevented by illness or other incapacity from completing all of the assessment requirements for an individual module(s) (in no circumstances exceeding 30 credits), the University Examinations Board may exceptionally recommend that the student should receive the award.

## **29. Academic Integrity Regulations**

29.1 The University expects that all its members, both staff and students, adhere to the principles of Academic Integrity defined as a commitment to the values of honesty, trust, fairness, respect, and responsibility.

The University takes allegations of academic misconduct extremely seriously since such acts:

- threaten the credibility, integrity and standards of the University's awards if students gain credit for work which is not their own;
- cast doubt on a student's commitment and responsibility to their learning as well as their personal integrity;
- represent an unfair advantage over other students

It will be regarded as academic misconduct for any candidate to commit an act whereby they seek to obtain for themselves, or for another candidate, an unfair advantage. Academic misconduct shall be taken to include the acts defined in Section 30 below, and will attract the penalties correspondingly set out in this section. All references in these Regulations to academic misconduct will be taken as acts that fall within the definitions set out in Section 30.

### **29.2 Consequences of breaching regulations on Academic Integrity**

Students should be aware that the consequences of a finding of academic misconduct can be severe and could result in their programme of study being terminated.

### **29.3 Extenuating Circumstances**

A student may not present extenuating circumstances in mitigation of any type of academic misconduct.

### **29.4 Application of penalties in the case of multiple referrals**

In cases where a student has multiple referrals at the same time they will be treated as one case. Where a student has had a first finding of academic misconduct and, subsequent to that finding, has been referred for a second time that will be treated as a second case.

Any further referrals (either singular or multiple), at any subsequent stage of study will be considered a Third offence and the Third finding penalty will be applied (programme termination).

Where a student has a finding of academic misconduct in one programme and, subsequently, transfers to another programme, that finding will remain on the record, and any finding of academic misconduct on the new programme will be treated as a second (or sequential) finding.

### **29.5 Consequences of Programme Termination**

Any student whose programme of study has been terminated by the University Examination Board on the recommendation of an Academic Misconduct Panel due to a finding of academic misconduct will not be eligible to transfer their credits to another programme of the University, or to be accepted on to another programme of the University.

### **29.6 Penalties**

The Penalties for breaches of the Regulations relating to Academic Integrity are as set-out in Section 30 (below). They will be applied in strict accordance with the nature of the academic misconduct or breach of the regulations that has been found,

and the number of previous findings. These penalties will only be applied by a formally constituted panel.

### **29.7 Professional statutory and regulatory bodies (PSRBs)**

University penalties for academic misconduct are separate from any similar sanctions that may occur as a result of PSRB requirements.

### **29.8 Whistle-blowing**

If a student has any concerns about potential wrongdoing within the University by other students, university employees, officers, casual workers, or agency workers then these should be raised through the University's [student complaints procedures](#). In cases where a student or third party draws attention to alleged infringements against the Regulations relating to Academic Integrity, the University reserves the right to investigate the alleged infringement(s) via a formally constituted Academic Integrity Panel.

### **29.9 Post-graduation Revocation of Degrees**

The University reserves the right to revoke a degree or other award if it is found that a student has committed an act or acts of academic misconduct either during their time as a student of the University or if an act of academic misconduct has been committed following graduation (ie in support of the academic misconduct of a current student). This includes circumstances where a graduate has aided acts of plagiarism/collusion by other students either at the University or at other educational Institution. The evidence associated with such cases will be investigated and reviewed by a formally constituted Academic Integrity Panel.

## **30. Possible infringements and Penalties for breaches of Academic Integrity Regulations**

### **30.1 Poor academic practice vs academic misconduct**

The University draws a distinction between poor academic practice and academic misconduct. The prior experience(s) of the student, their level of experience at St Mary's (e.g. the level of study) and the degree to which they have had opportunities to learn about and practice the principles of good academic practice



can be drawn upon when making such a distinction. For cases of Poor Academic Practice please see [Guidance Poor Academic Practice](#).

## **30.2 Possible infringements**

The University recognises that infringements of these regulations may take many different forms. Therefore, the following infringements are identified to assist Panels in making judgments and imposing the most appropriate penalties. The summary is intended to ensure consistency in the application of penalties across the University, and to ensure that no student is unfairly penalised. Infringements are classified as 'Low', 'Medium' or 'High' level – with the three 'levels' indicating the seriousness of the breach. Example infringements are given below.

### **30.2.1 Low level infringements**

- Use of sources without quotation marks but referenced in the bibliography.
- Copying from sources without referencing appropriately.
- Submission of the student's own previously or simultaneously assessed work for another assessment, whether previously/simultaneously submitted to the University or another institution (i.e. self-plagiarism).
- Collusion i.e. two or more students having worked together inappropriately on an assessment to jointly produce work that is intended as an independent submission according to the requirements of the assessment.
- Obtaining an unfair advantage for another student by allowing them to copy one's own work and present it as their own.

### **30.2.2 Medium level infringements**

- For a formal timed assessment, introducing into the examination room any unauthorised materials such as manuscripts, printed text, books, dictionaries, self-produced crib sheets, calculators and other electronic devices such as mobile phones, and any other materials excluded by the regulations. This includes use of any such materials when outside the examination room for any reason during the period of the examination.
- Contracting another source to produce work which is presented as the student's own, or utilising artificial intelligence platforms to generate text which is submitted (either whole or in part) as the student's own work.
- Breach of ethics or ethical procedures committed as part of any research, survey, investigative activity, data gathering or other information gathering work as part of an

assessment or other part of the programme of study, or committed as part of any activity not sanctioned by the programme.

- Use of another person's copyrighted materials, intellectual property or ideas presented inappropriately as the student's own.
- Falsification/fabrication of research or practical work data, results (including those of interviews) and other outputs in an assessment.
- Obtaining, or seeking to obtain, questions in advance of a formal timed assessment, including from someone who has already seen the questions, whether for oneself or on behalf of another student.
- Falsification/fabrication of materials associated specifically with work/practice placement or workplace learning such as timesheets and workplace supervisor assessments.

### **30.2.3 High level infringements**

- Knowingly allowing another person to impersonate oneself in a formal timed assessment, submission of coursework, or other aspect of the programme of study.
- Impersonating another student in a formal timed assessment, submission of coursework, or other aspect of the programme of study.
- Bribing or attempting to bribe a person thought to have an influence on an assessment outcome.

### **30.3 Escalation of penalties**

The University recognises that not all instances of academic misconduct are of equal seriousness and the penalties are reflective of this fact.

30.3.1 Low level instances will be penalised in the following way:

- For a first finding, the work will be awarded a mark of zero for the assessment and given the opportunity for a right of resit, although the resit will be capped at the pass mark.
- For a second finding, the work will be awarded a mark of zero for the assessment and given the opportunity for a right of resit, although the resit will be capped at the pass mark.
- For a third finding, the student will have their programme terminated.

30.3.2 Medium level instances will be penalised in the following way:

- For a first finding, the work will be awarded a mark of zero for the assessment and given the opportunity for a right of resit, although the resit will be capped at the pass

mark.

- The sole exception being breaches of ethics, where the panel will have greater flexibility to determine the most appropriate penalty, which will be consistent with the severity of the breach. For example, in cases where a breach causes actual harm to research participants, the panel may determine that programme termination is the most appropriate penalty.

- For a second finding, the student will have their programme terminated.

30.3.3 High level instances will be penalised in the following way:

- For a first finding, the student will have their programme terminated.

The penalties above are indicative and each panel will consider the specifics of the case and the extent of the material the student has used inappropriately in making it's judgement.

### 30.4 Penalty Tariffs

The Penalties that may be applied by an Academic Integrity Panel are as set out below. As indicated in Section 29.6 (above), the penalties set out below may only be imposed by a formally constituted Academic Integrity Panel.

	<b>Level</b>	<b>Case</b>	<b>First finding</b>	<b>Second finding</b>	<b>Third finding</b>
1	Low	Use of sources without quotation marks but referenced in the bibliography.	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	Programme termination

2	Low	Submission of the student's own previously or simultaneously assessed work for another assessment, whether previously/simultaneously submitted to the University or another institution (i.e. self-plagiarism).	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	Programme termination
3	Low	Collusion i.e. two or more students having worked together inappropriately on an assessment to jointly produce work that is intended as an independent submission according to the requirements of the assessment.	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	Programme termination
4	Low	Obtaining an unfair advantage for another student by allowing them to copy one's own work and present it as their own.  (Note: Where it is not possible for the Panel to	Finding of academic misconduct with no penalty.	A mark of zero for the assessment with a right of resit. Resit	Programme termination

		determine which student produced the original work, both students will be penalised.)		capped at pass mark.	
5	Low	Copying from sources without referencing appropriately	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	Programme termination
6	Medium	For a formal timed assessment, introducing into the examination room any unauthorised materials such as manuscripts, printed text, books, dictionaries, self-produced cribsheets, calculators and other electronic devices such as mobile phones, and any other materials excluded by the regulations. This includes use of any such materials when outside the examination room for any	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	Programme termination	N/A

		reason during the period of the examination.			
7	Medium	Contracting another source to produce work which is presented as the student's own (this includes use of contract cheating services/sites, and/or artificial intelligence platforms).	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	Programme termination	N/A
8	Medium	Breach of ethics or ethical procedures committed as part of any research, survey, investigative activity, data gathering or other information gathering work as part of an assessment or other part of the programme of study, or committed as part of any activity not sanctioned by the programme.	The panel may exercise its discretion based on the severity of the breach.	Programme termination	N/A
9	Medium	Use of another person's copyrighted materials, intellectual property or ideas presented	A mark of zero for the assessment with a right of	Programme termination	N/A

		inappropriately as the student's own.	resit. Resit capped at pass mark.		
10	Medium	Falsification/ fabrication of research or practical work data, results (including those of interviews) and other output in an assessment.	A mark of zero for the assessment with a right of resit. Resit capped at pass mark.	Programme termination	N/A
11	Medium	Obtaining, or seeking to obtain, questions in advance of a formal timed assessment, including from someone who has already seen the questions, whether for oneself or on behalf of another student.	A mark of zero for the entire module with a right of retake of the module. Retake of module capped at pass mark.	Programme termination	N/A
12	Medium	Falsification/ fabrication of materials associated specifically with work/practice placement or workplace learning such as timesheets and workplace supervisor assessments.	A mark of zero for the module with a right of resit. Resit capped at pass mark.  Note: in cases where such an	Programme termination	N/A

			<p>infringement would constitute a serious breach of PSRB 'standards' (where these apply) the student's programme of study will be terminated at first finding.</p>		
13	High	<p>Knowingly allowing another person to impersonate oneself in a formal timed assessment, submission of coursework, or other aspect of the programme of study.</p>	<p>Programme termination</p>	N/A	N/A
14	High	<p>Impersonating another student in a formal timed assessment, submission of coursework, or other aspect of the programme of study.</p>	<p>Programme termination</p>	N/A	N/A



15	High	Bribing or attempting to bribe a person thought to have an influence on an assessment outcome.	Programme termination	N/A	N/A
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### **30.5 Academic Appeal**

Following the imposition of a Penalty by the University, a student has the right to submit an appeal against any penalty in accordance with the [University's Appeals Policy](#).

### **31. Programme Termination by the Examination Board**

31.1 A decision to terminate a student's programme of study may only be taken by the appropriate University Examination Board in the following circumstances:

1. on the recommendation of the Programme Examination Board where a student has failed a core module and no further retakes are possible;
2. where a student has undertaken no assessment for a particular semester or where there is negligible achievement, or where all right of resit has been exhausted and where no evidence of extenuating circumstances has been presented;
3. where they have not completed a programme within the timescales permitted in the Programme of Study Regulations;
4. where an offence of Academic Misconduct has been committed for which programme termination is the penalty;
5. where an offence of Academic Misconduct has been committed for which the penalty does not permit the resitting of a substantive assessment on a core module.

When making decisions regarding termination, the University Examination Board will consider the whole of a student's profile.

Decisions to terminate a student's programme may be rescinded by the Chair of the University Examination Board acting on delegated authority of the Board where

extenuating circumstances are presented which the student was not able to reveal previously for valid and evidenced reason(s). Such actions will be reported to the next meeting of the appropriate University Examination Board.

## **Section H: Assessment Criteria for School Experience**

### **1. Assessment Criteria for School Experience for BA Primary Education with QTS, BA Primary Education with QTS (Work Based Route) and PGCE with QTS**

1.1 The criteria for each of the Teachers' Standards is laid down by government regulation and set out in the Programme Handbooks. The Consolidation School Experience will be assessed as a pass or fail.

1.2 For the purposes of the Foundation and Development placement, a trainee's progress will be recorded as a Pass if sufficient progress has been made within the phase of training. In the event of insufficient progress being made within the phase of training, a Fail will be recorded. Thereby, the trainee will not be able to progress to subsequent phase of training.

1.3 School Experience will be assessed in accordance with the ITE Assessment Framework, which is conducted by University Tutors in partnership with School Mentors.

In order to pass a School Experience module, students must pass the point of assessment as set out by the Programme. By the final School Experience all of the 8 Teachers' Standards, including Part 2 of the Teachers' Standards (DfE2012) must be successfully met.

Students who do not meet the requirements for any of the Standards will have failed the School Experience.

### **2. Unsatisfactory Progress in School-based Assessment**

2.1 Where students are deemed to be making unsatisfactory progress in their School Experience, an Additional Support Plan will be implemented to set out improvement

targets, as detailed in programme guidelines. If the targets are not met, within a given period of time, this may result in an escalation of support and potentially a failed School Experience module.

### **3. Withdrawal from School Experience**

3.1 A student who withdraws from a School Experience module without the agreement of the Subject Lead will fail the School Experience.

3.2 Where a student withdraws from a School Experience with the agreement of the Subject Lead they will be offered an opportunity to resit this part of their programme of study.

### **4. Resit of School Experience**

4.1 A student has the right to resit only one unsuccessful School Experience module, which will usually incur a resit fee.

4.2 Where a student has failed their School Experience, the School Experience Review Panel may determine that there are Extenuating Circumstances and that the student should be offered a resit without fee.

4.3 The School Experience Review Panel comprises:

- A member of the appropriate Partnership Team
- Subject Lead from the relevant programme.

4.4 The resit of the School Experience will take place at the next appropriate opportunity.

4.5 Where a student is permitted to resit a period of School Experience, the student will normally have to pay for this unless they present extenuating circumstances acceptable to the School Experience Review Panel.

4.6 Where a resit-student fails one or more of the School Experience Teachers' Standards, their programme will be terminated by the appropriate University Examination Board on the recommendation of the Programme Examination Board,

unless acceptable mitigating evidence has been presented to the School Experience Review Panel.

4.7 Where a student has failed two School Experience placements with no extenuating circumstances they will automatically fail the programme subject to ratification by the appropriate University Examination Board. BA Primary Education with QTS students in this position may transfer to a non-QTS programme.

## **5. Removal from School Experience**

5.1 The School may ask for a student to be removed from the school at any time with immediate effect on the grounds of the pupils' learning or physical safety, the students' professionalism or other issues of conduct. Where a student is removed under such circumstances, they will be deemed to have failed the School Experience module.

5.2 In extreme circumstances, where the University or the placement school has received information or allegations of professional misconduct or other behaviour which suggests that the pupils or members of staff at a school will be put at risk if the placement continued, the Subject Lead will remove the student with immediate effect following consultation with the Head of the School of Education.

5.3 Following the removal of a student in the circumstances in 5.2 above, the student will be dealt with under the [Student Disciplinary Procedure](#) and/or the Fitness to Practise Policy as appropriate.

5.4 Students withdrawn from a School Experience by the school and/or University tutors, or who withdraw themselves, are usually deemed to have failed to meet the requirement for successful completion of the School Experience module.

# **Section I: Regulations for Removal from Placements**

## **1. Removal from Work Placement, School Experience or other Professional Context**

1.1 All periods of work placement, school experience or other experience in a professional context will be governed by procedures which clearly set out the responsibilities of the programme, the student and the supervisor or equivalent and other designated individuals involved in the assessment of the placement.

1.2 Programmes which offer modules incorporating a work placement, school experience or other experience in a professional context will have procedures for dealing with issues of poor performance and or failure to observe standards of professionalism, health and safety or putting other people at risk. With the exception of situations where it is felt that the student and/or others may be put at risk, these procedures must allow for a warning to be issued to students with targets for improvement.

1.3 In extreme circumstances, where the University or the placement has received information about, or allegations of, serious professional misconduct or other behaviour which suggest that the clients or members of staff at a placement will be put at risk if the placement is continued, the Subject Lead will remove the student with immediate effect following consultation with the Provost. Such circumstances may include students on QTS programmes who have been found or are suspected of being in breach of the law with reference to teaching or working with children or young people.

1.4 Following the removal of a student in the circumstances outlined in 1.2 and 1.3 above, the student will be dealt with under the University's [Student Disciplinary Procedure](#) and/or the Fitness to Practise Policy as appropriate.

1.5 Where an allegation is proven, the student will automatically fail the module concerned. Where they are not allowed a resit and the module is a core part of the programme, their programme may be terminated by the relevant University Examinations Board as appropriate.

1.6 In common with Academic Appeals, students who have been removed from a work placement, school experience or other professional context have the right to remain on their programme of study until the outcome of disciplinary and any subsequent appeal is decided - except for students found to be in breach of the law with reference to teaching or working with children or young people, and subject to

the provisions of paragraph 1.3 above. In the latter situations students may normally continue on the taught components of their programme only and the matter will be dealt with under the Fitness for Practise Policy. Students may not be allocated a further placement until such time as any allegation is disproved.

## Section J: Regulations for Appeal against Decisions of the University Examination Board

### 1. Grounds

1.1 A candidate who has reason to believe that they have been incorrectly graded in a particular module, or incorrectly failed, or awarded an incorrect class of degree have in certain circumstances the right of appeal. Students should refer to the [Academic Appeals Policy](#) for further details and guidance about submitting appeals.

1.2 The grounds for an appeal may only be one or more of the following:

1.2.1 There is evidence that your assessment/examination may have been adversely affected by mitigating circumstances which you were unable, or for valid reasons unwilling, to divulge to the University Examination Board before its decision was reached.

*If appealing under this ground, please ensure that you have provided all of the following:*

- New information which the Board has not previously considered
- A reason and evidence to explain why you feel your performance may have been adversely affected by factors evidenced in the information submitted
- A reason and evidence to explain why you were unable, or for valid reasons unwilling, to submit this information before the Board reached its original decision.

1.2.2 There is clear evidence of a significant administrative error on the part of the University or in the conduct of the assessment/examination and that this accounted for your performance.

1.3 Students may not appeal against the academic judgement of a marker or the professional/academic judgement of an assessor of school experience or other placement.

## **2. Right to Remain on the Programme**

Students who have made an appeal against the termination of their programme of study shall normally have the right to remain on their programme of study until the appeal is decided (subject to Section I, paragraph 1.6 above).

# **Section K: Programme Administration**

## **1. Responsibility for Programmes**

1.1 Each Programme shall be the responsibility of a Course Lead who shall be responsible to the Head of Department for the management, organisation and administration of the Programme, in consultation with the academic staff contributing to all modules within the Programme, the Module Convenors.

1.2 Each module within the Programme shall be the responsibility of a Module Convenor. The Module Convenor shall be a member of academic staff who contributes to the teaching of the module. The Module Convenor shall be responsible for the efficient organisation and administration of the module, for the development and monitoring of the Module and for all assessment and assessment procedures connected with the module, including oversight of the submission of marks

1.3 Where a module is cross-validated to other programmes, the Course Lead will consult these programmes regarding changes to the modules.

## **2. Programme Boards**

2.1 Each programme shall have a Programme Board for the purposes of programme/module review and staff/student liaison. The composition of the Programme Board shall be as follows:

**Chair:** Course Lead

**Members:**

- i. Module Convenors of all contributory Modules;
- ii. At least two Student Representatives per level (from full-time and/or part-time students currently taking modules within the Subject/Programme);
- iii. Any external advisors appointed by the Subject;
- iv. Head of Department (if not already a member).

Where modules are cross validated to other programmes, the module convenors should attend the programme boards of these programmes.

2.2 Minutes and Actions shall be maintained for each Programme Board. Each Programme Board shall meet at least once per semester.

2.3 The agenda should cover: review of previous actions; review of individual modules and student feedback; course lead's report; reports from student representatives; update on any actions from External Examiner reporting; review of learning resources including the VLE.

### **3. Administration, Monitoring and Management**

3.1 The overall responsibility for subjects and programmes offered by the University rests with the Academic Board.

3.2 Quality Assurance and Enhancement matters, including the oversight of validation and review, shall be the responsibility of the Centre for Teaching Excellence and Student Success (CTESS).

## **Section L: Regulations for External Examining**



## **1. General Principles**

The purposes of the system of external examining are to ensure, first and foremost, that Degrees and other academic qualifications awarded in similar subjects are comparable in standard in different universities and institutions of higher education in England, though their content will vary: and secondly, that the system of assessment is fair and is fairly operated in determination and, where appropriate, classification of awards made to students.

1.1 For all taught programmes of study leading to an award of St Mary's University, there shall be at least one External Examiner. No academic qualification should be awarded without participation in the examination and assessment process by at least one examiner external to the University.

## **2. Appointment**

An External Examiner under these Regulations shall be appointed by the Faculty Quality, Curriculum and Student Experience Committee (QCSE).

## **3. Eligibility**

No person shall be eligible to hold an appointment as External Examiner if the appointee:

- i. teaches on the programme of study to which they are being considered for appointment;
- ii. holds a teaching or other appointment of the University or has held such an appointment within five years prior to the date of commencement of the proposed appointment as external examiner;
- iii. is a close relative of a member of the programme team or of a student, or has an association with the nominating programme which could compromise their role and independence as external examiner;
- iv. has served as External Examiner for the same programme within the previous five years (Regulation 5 refers);

v. already holds two or more other concurrent appointments as an External Examiner.

#### **4. Period of Appointment**

An External Examiner shall be appointed for a period of up to four years in the first instance. In exceptional circumstances, a further extension of appointment by one year may be permitted by Deputy Academic Registrar (Quality and Standards). Such extensions are permitted in exceptional circumstances only.

5. An individual, who has previously served as External Examiner for a programme of study and whose appointment has ended with or without extension, may not normally be considered for appointment as External Examiner for a further period until at least five years shall have elapsed.

6. An External Examiner shall be appointed for a programme of study as a whole but may be appointed with particular reference to one or more components within the programme of study. The number of External Examiners for a particular programme of study shall be sufficient to reasonably cover the range of studies and/or the number of students involved, whilst being able to maintain a reasonable overview of the programme of study as a whole.

#### **7. Documents to be provided to External Examiners**

7.1 Following the approval of a nomination by the Quality, Curriculum and Student Experience Committee, the External Examiner will be sent a formal letter of appointment, together with a copy of the Academic Regulations and any other appropriate guidelines.

7.2 The programme shall send to an External Examiner a copy of the currently validated programme and module specifications, the programme and module handbooks and any other information pertinent to their duties as External Examiner.

#### **8. External Examiners Role and Responsibilities**

8.1 An External Examiner shall receive all draft examination question papers for the modules they are to examine. An External Examiner shall comment on the question papers and approve them, with modifications if necessary.

8.2 An External Examiner shall have the right to see all examination scripts and coursework and performances/presentations (and as such, appropriate recordings should be made). An External Examiner may choose to receive a selection of scripts/coursework. Where a selection of scripts/coursework is to be made, the principles for such selection shall be agreed in advance between the External Examiner and the Programme Director. As a general principle, this selection should include the full range of grades.

8.3 Where an External Examiner determines that a selection of scripts/coursework is to be made, they shall be satisfied that they have sufficient evidence to determine that internal marking is of an appropriate standard and is consistent. An External Examiner shall, as a minimum requirement, review the scripts/coursework of a sample of candidates assessed internally at the top, the middle and the bottom of the range. The sample should normally include candidates assessed internally as having achieved first class or distinction marks/grades, fail marks/grades or borderline pass/fail marks/grades.

8.4 An External Examiner shall be a Full Member of the appropriate Programme Examination Board. They shall be entitled to be present at meetings of the Examination Board. An External Examiner shall normally attend meetings of the Examination Board at which final examination results are to be considered.

8.5 **Agreement to Mark Sheets** – Each External Examiner present at the meeting of the Programme Examination Board shall append ~~his/her~~ their signature to the mark sheets as evidence that they accept the results. If an External Examiner is unwilling to sign a mark sheet they shall report the reasons to the Academic Registrar at the earliest opportunity. The Academic Registrar shall investigate the matter and recommend action to the appropriate University Examination Board and the Academic Board as appropriate.

8.6 An External Examiner shall be invited to comment at the final meeting of the Programme Examination Board on any matter relevant to the scheme of

assessment. When, for whatever reason, an External Examiner is unable to attend a meeting of an Examination Board, they should be invited to provide, prior to the meeting, feedback on the assessments they have moderated.

**8.7 Viva Voce Examinations** – An External Examiner shall have the right to be present at and participate in any viva voce examination. Where Programme Regulations prescribe a viva voce examination for all candidates, it shall be agreed with an External Examiner in advance which they shall attend.

8.8 An External Examiner shall make a written report annually to the Vice-Chancellor. Using a pro-forma provided by the Quality and Standards Office, the External Examiner may include observations on the assessment process, the schemes for marking and classification, and on aspects of the teaching, structure and content of the programme as they affect the assessment of the students.

8.9 The Academic Registrar shall ensure that the reports are made available to the appropriate Head of Department, who shall, in turn, ensure that they are considered by the Programme Board and any necessary action taken. Reports should also be made available to student representatives, generally in the following academic year.

## **9. Confidentiality of Report**

External Examiners' reports, submitted in respect of the University's awards, shall be regarded as confidential to the University. External Examiners' reports may, however, be made available to programme boards and students, validation panels, to the appropriate statutory or professional bodies, to representatives of the Office for Students (OfS) and to enquirers under the Freedom of Information Act.

In accordance with the General Data Protection Regulations, 2018, information within the report relating to named, individual students or members of staff may be redacted before being made available to those individuals on request.

Any queries regarding the above should be made in writing to the Academic Registrar.

## **10. External Examiners for University Examination Boards**

An External Examiner will be appointed to each of the University Examination Boards. The key roles of these External Examiners are to ensure that: (i) awards are made consistently and fairly within institutional regulations (ii) institutional regulations are broadly comparable to those in force in other reputable UK Higher Education Institutions.

In order to fulfil this role, taught awards board External Examiners shall:

- comment upon the assessment regulations, especially those concerned with progression, compensation, and award classification;
- contribute to the meeting of the appropriate University Examination Board;
- make judgements upon issues relating to assessment regulations and assessment processes and decision making as specified in the external examiners' report form and submit this report to the Provost;
- submit confidential reports to the Provost on any regulatory matters on which they have serious concern and which put at risk the standards of awards of the University.

University Examination Board External Examiners will normally be appointed by the Academic Board from among the External Examiners of programmes reporting to the particular University Examination Board. They will serve a term of three years, extendable by one year.

## Appendix A

### Definitions

Throughout these Regulations the terms set out below shall only be understood to have the specific definitions listed below.

### 1. Modular Structure

#### 1.1 Module

1.1.1 A module is a unit of assessed learning which leads to the achievement of approved learning outcomes. Each module is assigned a credit value according to the total number of hours of student work (or "learning hours") which it involves. Learning hours comprise contact with academic staff, plus self-directed study. Each credit represents around 10 hours of student work; thus a 20-credit module represents 200 learning hours. The amounts of (a) contact time and (b) self-directed study should be stated within the module outline.

1.1.2 120 credits are associated with the successful completion of one year of full-time study at undergraduate level. 180 credits are associated with the successful completion of one calendar year of full-time study at Masters' level.

1.1.3 Timetabled teaching sessions are included within expected student study time, though their proportion may vary from module to module. Expected student attendance and study time includes, where relevant, all classes, practical work (both assessed and non-assessed), tutorials, assignments, private study, and assessment. It is assumed that 100 hours represents one-twelfth of a reasonable annual full-time undergraduate student workload.

## **1.2 Subject**

1.2.1 A subject is a co-ordinated area of modules which may be taken in approved combinations to lead to an award. Subjects may include modules from other subject areas where they are accepted as fulfilling part of the credit requirements for a particular programme of study. A module may therefore appear in more than one subject, especially those that are interdisciplinary.

1.2.2 In some instances a subject and a programme of study will correspond to a defined programme of study. Other subjects will contain several routes, which may be taken either on their own or in combination as a programme of study.

1.2.3 All subjects will be governed by a set of Programme Specifications which may vary some of these Regulations, for example where there are additional professional requirements.

## **1.3 Route for BA/BSc Programmes**

A route is the approved combination of modules within a Subject. The routes available are single honours, equals, major or minor. The route may be taken either on its own (in the case of single honours) or in an approved combination with another Subject in the case of joint honours to lead to an award.

## **1.4 Pathway**

A pathway is an approved selection of related modules within a Subject route. The pathway will be approved at validation and may be set out in the Programme Specification but it will not appear in the award title.

### **1.5 Programme of Study**

The programme of study is the approved combination of Subject routes leading to an award. Subject route combinations will be approved by the Academic Board.

### **1.6 Award**

The award is the qualification that students will gain at the end upon successful completion of their studies e.g. BA, BSc, FdA, FdSc, DipHE, PGCE, MA, MSc etc.

### **1.7 Core**

The core is made up of specified modules which are compulsory for a particular subject route. The Programme Specification will indicate which modules are core.

### **1.8 Pre-requisite Module**

A pre-requisite module is one which must be satisfactorily completed before commencing a specified module at a higher level. The Programme Specification will indicate which modules are pre-requisites.

### **1.9 Co-requisite Module**

A co-requisite module is one which must be taken at the same time as another module. The Programme Specification will indicate which modules are co-requisites.

## **2. Levels of Study**

2.1 The academic standard of each module, including the standard of its assessment, shall be designated as being at a certain Level. There are six levels: Level 3 FHEQ for Foundation Year, Level 4 FHEQ for Year 1 of undergraduate study followed by Level 5 FHEQ and Level 6 FHEQ for Years 2 and 3 of undergraduate study; and FHEQ Levels 6 and 7 for PGCert and Masters level study respectively.

2.2 Level HE P is the level at which certain basic preparatory or practical skills modules are designated.

2.3 Levels FHEQ 4 and 5 (formerly HE Levels 1 and 2) represents the standard designated as equivalent to that of study in years one and two respectively of a full-time honours degree Programme.

2.4 FHEQ Level 5 and FHEQ Level 6 represent the standards designated as equivalent to those of study in years 2 and 3 of a full-time honours degree programme. Marks achieved on modules at these levels will be used for honours classification, see Section C Regulation 21.

2.5 Level HE G (FHEQ Level 6) represents the Postgraduate Certificate in Education and the Professional Certificate in Education.

2.6 Level FHEQ 7 represents the standard appropriate to a Taught Postgraduate Programme.

### **3. Assessment**

3.1 Assessment A generic term, encompassing all forms of evaluation of learning, this may include assessment by written papers (timed or untimed), practical laboratory work, coursework, projects, portfolios, oral presentations, poster presentations, independent study etc.

3.2 Element of Assessment Used to denote each component part of the assessment prescribed for a module.

3.3 Examination This is restricted to a formally convened, timed assessment of a module under the direct supervision of appointed invigilators and normally organised through the Examinations Office.

### **4. Periods of Study**

#### **4.1 Academic Year**



This is the period from 1 August to 31 July, incorporating the beginning of the First Semester to the end of the Second Semester.

#### **4.2 Calendar Year**

A period of 12 calendar months, (January to December inclusive unless otherwise stated).