

University Regulations for **Postgraduate** Taught Programmes

THE LEARNING FRAMEWORK

University regulations for postgraduate students

A1 Overview

The University regulations defined herein are those in force for all students following a Middlesex University programme of study in the current academic year. Changes to University regulations are implemented at the start of an academic year, and normally become effective for all students of the university from that point onwards.

The academic work of the University is delivered by the Schools of: Arts and Education; Computing Science; Health and Social Sciences; and Middlesex University Business School. Each School is in the overall charge of a Dean of School. Each School is responsible for the provision of learning, teaching and assessment in a number of programmes which lead to university qualifications. In August 2007, the Institute for Work-Based Learning (IWBL) at Middlesex University was created. Its responsibilities are normally those of a School, within the context of University Regulations. There are overseas campuses in Dubai (since January 2005) and Mauritius (since January 2010).

Students in each School receive administrative and other forms of support from a School Student Office. Support for students in relation to Disability, Money & Welfare advice, Careers Guidance and a Counselling Service are available within Student Services on each campus. On the Dubai and Mauritius campuses, the Campus Director will normally take on the role of the Director of Resources in the context of these regulations.

Where a University qualification is delivered by a University Service, the validation documentation and programme handbook will set out clearly the staff who will undertake various roles normally associated with a school.

The academic provision of the University is based on a credit structure. This means that students gain credits by passing modules in order to achieve qualifications of the University (for example, 180 credits for a Masters degree).

Students take a programme of study based upon prescribed module combinations.

These regulations use some common terminology to describe the learning framework:

A1.1 Qualification

The academic title conferred upon a student who has successfully completed a valid programme of study, for example, MA Human Resource Management. Qualifications are awarded at various levels requiring different amounts and levels of credit, for example, Masters Degree: 180 credits at FHEQ level 6 or above (including at least 150 at FHEQ level 7 or above). A full table of qualifications is given in Table A2.

A1.2 Academic Year

The academic year is divided into three main terms each of 12 learning weeks: the autumn term (October to December), the winter term (January to April) and the spring term (April to July). The remaining weeks from July to October comprise the

summer term, during which the Summer School operates (from June to August). Students starting in October study over 24 learning weeks in the autumn and winter terms, followed by exams where appropriate. Students starting in January study over 24 learning weeks in the winter and spring terms followed exams where appropriate. Reassessment and deferred assessment normally takes place in late August for both October and January starters. Dissertations within Masters programmes follow the completion of taught modules.

A1.3 Subject

A collection of modules with a coherent academic focus.

A1.4 Module

A self-contained, credit-rated and assessed unit of study which is the responsibility of a single School. Modules normally run for an academic year of 24 learning weeks, but some are different in length. A 30 credit module is normally equivalent to 300 study hours. Some postgraduate programmes may include modules of 15 credits. Within a programme, modules are designated as compulsory or optional.

Compulsory modules Modules which must be passed to complete a qualification.

Optional modules One or more modules which must be passed from a group of modules to complete a qualification.

Prerequisite A module which must be passed before entry to a future module is allowed in order to ensure a suitable grounding has been established before moving to a more demanding level of study. Entry to a module would normally be denied if the prerequisite had been failed.

A1.5 Module codes and levels

Each module is given a code by which it can be identified. The first three letters indicate the subject within which the module is located;

Table A1: Credit Framework Levels

FHEQ Level	Description	FQ-EHEA**
Level 3	Foundation Level	
Level 4	Certificate Level (e.g. CertHE)	Short cycle (within or linked to the first cycle) qualifications
Level 5	Intermediate Level (e.g. FdA/FdSc, DipHE)	
Level 6	Honours Level (e.g. BA/BSc Hons, BA/BSc)	First cycle (end of cycle) qualifications
Level 7	Masters Level (e.g. Postgrad. Certificates/Diplomas, Integrated Master's and MA/MSc)	Second cycle (end of cycle) qualifications
Level 8	Doctoral Level (e.g. PhD/DPhil/DBA)	Third cycle (end of cycle) qualifications

* The Framework for Higher Education Qualifications in England, Wales and Northern Ireland - <http://www.qaa.ac.uk/academicinfrastructure/fheq/ewni/default.asp>

** The Framework for Qualifications of the European Higher Education Area - <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp#p3.3>

FHEQ Level 6: Honours

eg BIS3051 Commercial Web Design Honours level modules are numbered between 3000 and 3999

FHEQ Level 7: Masters

eg HRM4370 Globalisation and Work Masters level modules are numbered between 4000 and 4999

FHEQ Level 8: Doctoral

eg DPS5200 Project Doctoral level research modules are numbered between 5000 and 5999

A1.6 Credit

Each module carries a credit rating, with most modules rated at 30 credits. Other modules may be rated at 15 or 60 credits (most postgraduate projects or dissertations are 60 credits). Some modules are available only as part of continuous professional development (CPD) provision, and have appropriate credit weighting. Exceptionally, zero credit modules are available, but only as a specifically approved additional requirement of a programme of study.

A1.7 Credit transfer

Credit for prior learning (certificated or uncertificated) which can be counted, within certain rules, towards a qualification.

A1.8 General credit

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work based) prior assigned to a particular qualification.

A1.9 Specific credit

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work-based) learning, assigned to a particular qualification.

A1.10 Exemption

Following an evaluation of both certificated and uncertificated (including work-based) learning, then exemption may be granted from part of the requirements of a qualification. This does not reduce the total number of credits required for the qualification.

A2 Postgraduate qualifications

A full list of postgraduate qualifications is given in section J.

Postgraduate Certificate at least 60 credits at FHEQ level 6 and above, including at least 45 credits at FHEQ level 7 and above.

Postgraduate Diploma at least 120 credits at FHEQ level 7 and above including at least 90 credits at FHEQ level 7 and above and above including at least 150 credits at FHEQ level 7 and above.

Masters Degree at least 180 credits at FHEQ level 6 and above including at least 150 credits at FHEQ level 7 and above, including a dissertation normally weighted at 60 credits.

Masters students first enrolled before September 2007 who have achieved 170 credits, including at least 140 at FHEQ level 7 and above, will be considered for the award of a Masters degree, provided that all programme learning outcomes have been met.

A3 Mode of study

Full-time student A full-time student will normally take 120 credit during the academic year (24 learning weeks), followed by a 60 credit dissertation. Students may take additional credit up to 30 credits in Summer School, with payment of the appropriate fee.

No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

Part-time student A part-time student will normally take up to 90 credits per academic year and may take additional credit of up to 30 credits during Summer School.

A4 Associate student

A student attending the University but not registered for a qualification. Modules taken may be assessed and if so may count toward a qualification for which the student subsequently registers. Associate students will, upon request, receive a credit statement covering the modules successfully completed.

A5 Programme of study

A valid combination of modules taken to obtain a qualification. Qualifications will specify the credit point requirement at each level (see table A2) and programmes will normally specify particular modules which have to be passed. Programmes will specify particular compulsory modules which have to be passed and optional modules which may be taken.

A6 Progression

A student's progression upon a programme will normally be reviewed at the end of each year (see section E2) resulting in a decision of academic standing.

A7 Collaborative Partnerships and University Regulations

A7.1 Franchised programmes

The university regulations shall apply for all franchised programmes run with collaborative partners.

A7.2 Joint programmes

The university regulations shall normally apply for all joint programmes run with collaborative partners. Any deviation from university regulations must be identified at, and approved by, Academic Programmes Planning Group.

A7.3 Validated programmes

Validated programmes run by collaborative partners may run under their own regulations, or adopt some, or all, of the university regulations. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration prior to validation. Comments from Academic Registry will be considered at validation.

A7.4 Validated programmes approved prior to September 2007

Validated programmes whose most recent validation was prior to September 2007 may continue to operate under the university regulations 2006/7, until, at the latest, the programme is subject to review, when either the current university regulations should be adopted, or the programme continues under its own regulations.

Table A2: Indicative Periods of Study and Distribution of Credit Points by Level for Benchmark

Qualifications

Requirement	PG Cert	PG Dip	Masters	
Indicative length of registration: F/T	1 term	1 year	12-15 months	
Indicative length of registration: P/T	1 year	2 years	24-30 months	
Maximum length of registration: F/T	1 year	2 years	24-30 months	
Maximum length of registration: P/T	2 years	4 years	48-60 months	
Minimum total credits for qualification	60	120	180	
Minimum number of credit points by level	3+			
	4+			
	5+			
	6+	60	120	180
	7+	40	90	150
Minimum number of credit points given above which must be acquired under the control of this University **	3+			
	4+			
	5+			
	6+	20	40	60
	7	15	20	30
Standard distribution of credit points by level for each award	3			
	4			
	5			
	6	0-20*	0-30*	0-30*
	7	40-60	90-120	150-180**

Standard distribution

The minimum number of credit points which must be under Middlesex control is normally 33.3% of the total required for the qualification, with the exception of BSc Nursing Studies, where up to 300 credits from other Nursing and Midwifery Council or QAA recognised programmes may be transferred.

* Some programmes may allow modules from FHEQ level 6 or below: validated conversion programmes may exceed the maximum specified here

** FHEQ level 7 credit points must include 40-60 awarded for the final project/dissertation

Ungraded credit gained as a result of placement or a compulsory period spent abroad will not count towards the credit point requirement for an Ordinary Degree, Diploma or Higher Education or Certificate of Higher Education, nor will it count towards the requirements for an Honours Degree not in sandwich mode.

The University may waive regulations governing the length of registration for individual students at its discretion.

GENERAL REGULATIONS FOR ADMISSION

University regulations for postgraduate students B1

Applies only to undergraduate students.

B2 General entrance requirement for postgraduate study

B2.1 An applicant holding a UK Honours degree (normally classified 2.2 or above) or acceptable equivalent may be admitted to a programme of study leading to a Masters qualification, including the degree of Master of Arts, Master of Business Administration, Master of Education, Master of Fine Arts or Master of Science, or to a programme of study leading to a postgraduate certificate or a postgraduate diploma. An applicant who is not a graduate may be admitted provided that the applicant holds professional or other qualifications approved for this purpose

B2.2 – B2.11

Applies only to undergraduate students.

B2.12 Mature entrants

Applicants who do not otherwise satisfy the General Entrance Requirement are eligible for admission if they can provide satisfactory evidence of their ability to pursue successfully the programme of study for which they are applying (see B2.14).

B2.13 Entry with credit

Applicants holding academic, vocational or professional qualifications at an appropriate level may be admitted with specific credit, which will count towards the target qualification, to an appropriate point on a programme.

B2.14 The assessment of prior learning

(a) Responsibility rests with the applicant for making a claim to have acquired knowledge and skill and for supporting the claim with appropriate evidence. Assistance will normally be given in preparing an application for the accreditation of prior learning.

(b) The learning derived from experience must be able to be identified in order to be assessed.

(c) Prior learning is identified through systematic reflection on experience, the writing of clear statements about what was actually learned and the collection and collation of evidence to support those statements.

(d) Where it is proposed to allow entry with specific credit, the methods of assessment must be such that the judgement made can be overseen by Assessment Boards.

B2.15 No applicant may be admitted to a programme of study leading to the degree of Master, Postgraduate Diploma or Postgraduate Certificate unless the general regulations in B2.1 are satisfied and any specific requirements for a particular programme, as set out in the Programme Specifications, are also met.

B3 English language

B3.1 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 a programme of study, 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 at a sufficient standard to follow the chosen programme of study.

B3.2 English language qualifications must be obtained no earlier than two years before commencement of study at the University. Applicants are expected to demonstrate the following minimum levels of attainment unless a higher requirement, which has been agreed for a particular programme at validation, is stated in the University Prospectus.

For admission to postgraduate study:

- British Council IELTS – Band 6.5
- American TOEFL – 575 (paper test) or 90 (internet based test)
- Council of Europe level C2 or equivalent qualification

See <http://www.mdx.ac.uk/courses/international/apply/entry/index.aspx>

B3.3 An applicant who does not meet the minimum standard through one of the above qualifications or other acceptable qualification or an equivalent may be required to undertake English Language instruction before admission.

B4 Admissions Complaints Procedure

B4.1 Introduction

1 The University is committed to providing a fair and efficient admissions service and applicants will not be disadvantaged in any way because they have used this procedure.

2 A complaint may express serious concern about any aspect of the admissions process.

3 Applicants have no right of appeal against a decision not to offer them a place at the University. Complaints against a decision may only be submitted on grounds of procedural irregularity, or if there is new information which may have affected the decision (with reasons why it was not made available at the time of application), or if there is evidence of any action or decision which is not consistent with the University's Admissions Policy or Equal Opportunities Policy.

4 A complaint must be made on an individual basis by the applicant. Complaints made by a third party will not normally be considered.

5 This procedure and any decisions made under the procedure do not automatically give legal rights to the complainant, nor place obligations on the University to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of the procedures.

B4.2 Procedure

Informal Stage

1 Most complaints can be resolved informally. Applicants should normally raise the matter within 10 working days of the action causing concern and in any case within 2 months or by the start

date of the programme or course applied for, whichever is sooner.

2 In the first instance, the matter should be raised in writing or by e-mail with the appropriate Admissions Manager who will respond in writing within 20 working days

Formal Stage

3 If the complaint is not resolved to the satisfaction of the applicant through this informal means, the complainant should then write formally to the appropriate senior manager listed below.

For Fine Art, Design, Performance Arts and Teacher Training Programmes:

Director of Resources, School of Arts & Education, Middlesex University, The Burroughs, Hendon, London NW4 4BT

For all other Programmes:

Director of Admissions, Middlesex University, The Burroughs, Hendon, London NW4 4BT

The letter should enclose copies of all previous correspondence; explain why the applicant remains dissatisfied and what he/she hoped the outcome would be.

4 The senior manager concerned shall investigate the complaint fully with relevant staff and/or a third party if it is deemed necessary, and reply in writing within 30 working days.

5 The decision of the senior manager shall be considered final.

B5 Fraudulent information used to gain Admission

The discovery of any form of fraudulent information used to gain entry to the university will normally result in the immediate withdrawal of any offer of a place. Fraudulent information in this context includes the use of fraudulent documentation, or any untrue or misleading statement or one which omits pertinent facts (e.g. an unspent criminal conviction) on an application or enrolment form or made at interview or made over the telephone in the Clearing process.

Where the applicant has already enrolled as a student of the University, the Academic Registrar may declare the enrolment void, in which case the student shall withdraw from the University. There will be no refund of fees. Any credit already passed, or qualification granted, may or may not be retained by the former student, in accordance with the seriousness of the deception and the view of any Professional Body involved. The applicant may invoke the admission complaints procedures (section B4 above) or if enrolled, the student complaints and grievance procedures, within 10 days of the date of issue of the letter of outcome, if new evidence may be brought to show that the decision of the university was unfounded.

REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY

University regulations for postgraduate students

C1 Enrolment

C1.1 Every student must enrol at the start of the programme of study and shall undertake to comply with the regulations of the University. Students must confirm that they are continuing on their programme of study by enrolling on UniHub at <http://unihub.mdx.ac.uk>. This should normally take place at the beginning of each subsequent year the programme of study is pursued or at any other time determined by the University. The programme of study of a student who fails to enrol is deemed to have lapsed. No student shall be entitled to enrol unless the prescribed fees have been paid or satisfactory arrangements made to ensure that they would be paid. No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

C2 Attendance

C2.1 Every student must attend those organised teaching sessions (ie lectures, seminars, tutorials, workshops etc.) and undertake such assignments, as specified in the regulations governing the module, to be eligible for formal assessment and/or continuation on their programme of study.

C2.2 Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as published in the module or programme handbook, the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission) in the module. If an X grade is awarded, the student may have the opportunity of taking the whole module again with permission from the Director of Programmes, and paying the module registration fee, without grade penalty.

The formal minimum requirement may exceptionally be waived in individual cases where the Module Leader or Director of Programmes judges that the student has made adequate alternative arrangements to be prepared for assessment.

C2.3 It is the responsibility of the student to ensure that attendance fulfils the given requirements. Prior warning (written or oral) of the intention to award an X grade need not be given by the Director of Programmes/Module Leader. Where attendance is required registers must be kept.

C2.4 Where a student's attendance falls below the required minimum as a result of personal extenuating circumstances, and these are supported by relevant documentation (eg, medical certificates), a Director of Programmes/Module Leader/Assessment Board may decide to allow a student to be assessed.

C2.5 Students must make themselves available at all times to attend all formal assessments of the programme of study at the times given, including viva voce examinations. Failure to do so without good reason will result in a grade of 20 in that module should the required learning outcomes not satisfactorily be met.

C2.6 Where a student fails to attend all sessions

within in a programme for a consecutive period of 4 weeks or longer, without good reason (as in C2.4), the University may deem the student to be withdrawn from study on that programme, and cease to be an enrolled student of the University.

C3 Transfer between programmes of study

A student may transfer from one programme of study to another within the University on condition that a satisfactory level of academic performance has been achieved, the conditions of entry have been met, including module prerequisites, and approval of the Programme Leader has been obtained for the new programme of study.

C4 Interruption of study

A student who wishes to interrupt the programme of study before completion shall give notice in writing to the School Student Office. Students who interrupt their studies must be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no interruption had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy or practice in the programme of study syllabus that may have taken place during their absence. Where the length of interruption of study is extensive, students must be aware of the maximum indicative length of a programme (see Table A2 in section A) and the limit of time within which deferred assessment or reassessment is available (see E8.4)

C5 Withdrawal and return from withdrawal or transfer

C5.1 A student who wishes to withdraw from the University before the completion of the programme of study shall give notice in writing to the School Student Office. The student may request any qualification for which they are eligible.

C5.2 Should a student wish to return to the University within two years of their withdrawal or transfer, they must have written confirmation from the relevant Programme Leader that they have been permitted to return.

C5.3 If a student's return is more than two years after their withdrawal or transfer, they must apply via the relevant Admissions Office.

C6 Oral examination (Viva voce)

The Assessment Board may require any candidate to be orally examined (viva voce) in addition to taking those assessments prescribed in the programme specifications.

C7 Ill health and other extenuating circumstances which may adversely affect performance

A candidate whose assessment performance has been or is likely to be impaired because of ill health or other extenuating circumstances must inform the School Assessment Officer, before the specified deadline and provide, where appropriate, a medical certificate or other supporting evidence. The Programme Progression Committee or School Assessment Board shall consider the information provided by the candidate and may take it into account when making a recommendation. (See section D8).

C8 Written coursework, dissertations, projects submitted for assessment

C8.1 References to the work of others

A candidate must indicate by means of explicit references the citation of the work of others or other work by the candidate which is not part of their submission for the qualification. (See section F, Academic Misconduct).

C8.2 Joint authorship of assessed work

When two or more candidates conduct an approved joint or group piece of assessed work, they may be required to satisfy the assessors that the individual's share of the work is sufficient to justify the grade. In such cases the work must normally contain an introductory note stating the candidates' own claims to their contributions. A copy of such a note must be countersigned by all the co-workers.

C8.3 Submission of coursework

(a) Each component of written coursework must be submitted not later than 4pm on the deadline date for that component laid down in writing by the Module Leader at the commencement of the module.

(b) All coursework must be submitted to a School Student Office, normally on the campus where that module was taken, and be receipted, or be submitted electronically as directed within each module. Only where the nature of the coursework does not permit this (e.g. a work of art), and the programme handbook specifies alternative arrangements, may an exception be made to this rule.

(c) Formal coursework must not normally be submitted direct to a tutor.

(d) All coursework must be submitted on paper unless:

i a different format is specified in the programme handbook, or

ii submission in electronic form is an explicit requirement for the assessment in the module concerned, or for electronic detection of plagiarism.

(e) In exceptional circumstances coursework may be submitted by 'recorded delivery' post to the School Student Office and the Post Office receipt retained. The submission date will be taken as the date of posting as shown by the recorded delivery receipt.

(f) Failure to submit assessment by the published deadline will result in consequences as specified in E6 and E8.

C8.4 Presenting substantially the same coursework for assessment in different modules is forbidden and will be treated as academic misconduct (see section F).

C8.5 Any deviation from the specified word limit for coursework will be penalised in accordance with the published requirements of the module.

C8.6 Additional regulations for a Masters dissertation

(a) A candidate for a Masters degree must

present a dissertation or other work in its place on a subject relevant to the programme of study, or such work as may be specified in the programme specification. The choice of subject shall be determined in a manner specified by the programme specification.

(b) Work submitted for another degree may not normally comprise part of the submission for a Masters degree.

(c) A part-time candidate for a Masters degree may elect to take double the length of time to complete their dissertation than full-time candidates.

(d) The Assessment Board or School Assessment Officer may permit a candidate to submit their dissertation or other work after the specified date. The Assessment Board may defer the date of submission by not more than twelve months at any one time.

(e) Supervision of dissertations or other work is conditional on attendance at the University unless explicitly agreed otherwise.

(f) The dissertation shall conform to the following requirements:

i be typed on A4 size paper;

ii be hard or soft bound;

iii all pages should be numbered;

iv the title page shall bear the title, approved in accordance with the module narrative, the candidate's name, the degree for which they are a candidate and the year in which the dissertation is presented;

v the degree, year and candidate's name shall appear on the spine;

vi a summary of the work, not exceeding three hundred words in length must be bound in each copy immediately after the title page;

vii wherever possible, subsidiary papers and other material should be bound in but a candidate is at liberty to submit such material separately for consideration by the examiners.

(g) Except where, owing to the nature of the subject, the module narrative explicitly indicates alternative modes, or language, of presentation, the dissertation shall be written in English. The summary must always be written in English.

(h) Two copies of the dissertation must be submitted to the School Student Office. A candidate is advised to keep an additional copy for personal use, as the copies submitted will not be returned.

(i) No alterations or additions may be made to a dissertation after it has been submitted except with the agreement of the Assessment Board.

(j) A selection of copies of dissertations for the degree of Master may be placed in the University library, after formal assessment, and are available for anyone to consult. It is a condition of acceptance of a dissertation that the University Librarian is empowered to reproduce the dissertation by photocopy or otherwise and to lend copies to those institutions or persons who, in the Librarian's opinion, require them for academic

purposes.

If the dissertation contains matter of a confidential nature the author may instruct the Librarian to restrict access to a dissertation without the further permission of the author, their supervisor or sponsoring body, as the author deems appropriate, for a period not exceeding five years. Application must be made in writing to the Academic Registrar for any extension to this period. (See also Section "Management of Confidential Information".)

C9 Ownership and return of students' assessed work

C9.1 Regulations

(a) A student shall hold the intellectual property inherent in their own work produced for any form of assessment except in those conditions set out in the Middlesex University Policy Statement "Intellectual Property Rights: Students".

(b) The material produced by students for formal assessment (projects, scripts, essays, artworks, computer disks, etc.) is the property of the University.

(c) The University will endeavour to return to students assessed work which has significant intrinsic value whenever a student explicitly requests this.

C9.2 Procedures

(a) The University will retain assessed work pending possible appeals.

(b) Schools will return only the work identified above in C9.1 (c), direct to the student.

(c) The University will retain any assessed work that has not been returned to the student not more than six months after the Assessment Board has taken place, except in cases of partial completion of the assessment in a module due to failure or deferral, whereby items should be held until six months after the remainder of the assessment has been completed.

C10 Titling of qualifications

The postgraduate qualifications of the university are set out in section J of the regulations. The individual titles of qualifications are determined by the nature of the studies undertaken.

The title will reflect the area of study, e.g. MA Education. For Postgraduate Diploma and Postgraduate Certificate, where the majority of credit does not fall in one subject, a generic School title may be used.

C11 Accreditation of placement or similar work-based activity

C11.1 Programme specifications may identify modules where an approved placement is an accredited part of the programme. All periods of approved placement will:

(a) have clearly defined learning outcomes

(b) be credit rated at a level determined by reference to the learning outcomes.

C11.2 Programme specifications may also identify required placements which are not in themselves accredited, but which are a necessary part of the

programme of study.

C11.3 Programme specifications will identify the consequences of failure to undertake or complete a required placement.

C11.4 Graded credits derived from placement are included in the classification of a qualification.

C12 Eligibility for placement

C12.1 The normal prerequisite for taking up placement is the successful completion of all modules taken in the previous stages.

C12.2 A Programme Progression Committee has the discretion to allow a student to go on placement without the successful completion of all modules taken in previous stages. This discretion does not apply when those modules involve clinical placement.

C12.3 The programme specifications should, if relevant, indicate that it is compulsory for certain modules to be passed prior to placement.

C12.4 Only students who are undertaking an approved placement will be entitled to supervision, and to have the placement considered as part of the programme.

C13 Open programmes of study

Open programmes of study were discontinued on 16 March 2005.

C14 Credit transfer

C14.1 A student may be permitted to transfer credit taken in another institution provided:

(a) that the levels of this study can be established;

(b) not more than two thirds of the total required for a qualification is transferred in this way. (See Table A2 in Section A)

C14.2 Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades to the classification of qualifications.

C14.3 When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

C14.4 Normally only credit gained through ERASMUS exchange programmes will be graded, except where a bilateral agreement specifies a conversion scale agreed at institutional level (eg US grades). Agreed conversion scales can be found at: <http://www.24-7.mdx.ac.uk/abroad/faq.htm>

C14.5 Credit transferred from one Middlesex University qualification to another must be transferred as graded credit where possible and be included in the profile considered to calculate the classification of the qualification awarded.

C15 Exhaustion of credit

Credit already obtained may be re-used towards other qualifications, whether alone or jointly with another institution. Credit which has already been re-used towards other qualifications must not normally be used towards a second qualification at the same or lower level. Normally credit towards a new qualification must have been gained no more than five years before the programme of study commences.

REGULATIONS FOR ASSESSMENT BOARDS & PROGRESSION COMMITTEES

University regulations for undergraduate and postgraduate students

D1 Structure of Assessment Boards and Progression Committees

A: PROGRAMME PROGRESSION COMMITTEES

A school will have several Programme Progression Committees, each of which considers the progression of all continuing students on a group of programmes that have been aligned to that committee.

Membership

Chair Deputy Dean (Learning and Teaching Enhancement) or a nominee independent of the group of programmes;

Director of Programmes

Programme leaders

Overseas Campuses and Franchised Programmes. Attendance of staff based abroad may be via audio or video conferencing.

Secretary Assessment Officer (or nominee of the Chair).

Terms of reference

1 To receive all module grades determined by Subject Assessment Boards for those students on programmes aligned to this committee who are not being considered for an exit qualification, and to decide on the academic standing of those students.

2 To make recommendations to the Academic Registrar on changes to the regulations and procedures governing the academic standing of students.

Meetings

The Progression Committees will convene at the end of each year, and at other times as necessary.

B: ASSESSMENT BOARDS

The University has two types of assessment boards, based on two tiers:

1 FIRST TIER ASSESSMENT BOARDS

SUBJECT ASSESSMENT BOARDS

Membership

Chair A member of the School with sufficient knowledge and independence who is not the Director of Programmes responsible for that subject;

External Examination Assessors All external examiners with responsibility for modules which comprise the Subject;

Internal examiners All module leaders designated responsible for modules which comprise the Subject and Director of Programmes or nominee;

Overseas Campuses and Franchised Programmes One or more representatives from academic staff delivering modules at overseas campuses, where appropriate, should contribute to the outcomes of the Board. This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing.

Secretary To be determined by Chair from within the School.

Terms of reference

1 To recommend to the Deputy Dean (Learning and Teaching Enhancement), within the approved University regulations, the form and nature of assessment and reassessment for all modules which comprise the Subject.

2 To determine the grade awarded to each student in respect of all modules which comprise the Subject.

3 To make recommendations to second tier boards, where appropriate, on the classification of final qualifications awarded.

2 SECOND TIER ASSESSMENT BOARDS

SCHOOL ASSESSMENT BOARDS

Each taught programme of study leading to a qualification of the University is the responsibility of a School Assessment Board having delegated powers from the Academic Board to award qualifications.

Membership

Chair Deputy Dean (Learning and Teaching Enhancement), or nominee;

External Examination Auditors Normally two, nominated by the Dean of School and appointed by the University;

Internal examiners Directors of Programmes, Programme leaders;

Overseas Campuses and Franchised Programmes.

One or more representatives from academic staff responsible for programmes at overseas campuses, where appropriate. This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing;

Secretary Director of Resources or nominee from within the School.

Terms of reference

1 To award, in the light of recommendations from the appropriate subjects, qualifications in respect of programmes aligned to the School Assessment Board on behalf of Academic Board.

2 To consider the implementation of University assessment policy and related matters of principle at School level and to make any recommendations arising to Academic Board through the Assessment and Academic Regulations Committee.

C. ASSESSMENT BOARDS AT COLLABORATIVE INSTITUTIONS

1 Progression

The Assistant Academic Registrar (Collaborative Programmes) of Middlesex University will be informed by the Partner Institution of the progression decisions each year. The Progression Boards will normally be chaired by the Partner Institution.

2 Finalists

(a) The composition of the Programme Assessment Board is as set out in the Programme Handbook (as agreed at Validation).

(b) The Chair of the finalist Assessment Board shall be the University's appropriate Associate Dean, (or nominee). The approved nominee may include the University Link Tutor, senior staff of the University, or, after three years of operation, senior staff of the Institution.

(c) The Conferment List confirmed by the institution's Assessment Board must be signed by the Chair of the Programme Assessment Board and by the External Examiner appointed to the Programme (wherever possible at the Board or within 7 days).

(d) The Middlesex University Link Tutor is responsible for passing the decisions of the Programme Assessment Board (in the form of a Pass/Conferment List) direct to the Academic Registry (Collaborative Programmes Office) of Middlesex University for the issuing of certificates. Certificates will be issued within 2 to 4 months from receipt of accurate and complete conferment lists. The Link Tutor should keep a copy in case of subsequent queries. All Conferment Lists should be completed clearly and in accordance with the published Conferment of Finalists Guidelines (available from the Collaborative Office).

(e) Students who are subject to the regulations of the institution, must abide by the University regulations on Academic Misconduct and on Student Appeals, unless the institution's regulations have been approved by the Academic Registrar.

D. EXCHANGE GRADES PANEL

Membership

Chair Head of Teaching and Learning

Assistant Academic Registrar (Assessment) or nominee

School Exchange Coordinators

USA exchange visit coordinator

Secretary Student Exchange Coordinator

Terms of reference

1 To receive all module grades determined by Exchange Partner Universities for those students taking part in approved student exchanges.

2 To agree and convert received grades from local grades to Middlesex University grades, using agreed conversion scales for European, Australian and USA partners, and to award ungraded credit where appropriate, and where no agreed conversion scale exists.

3 To make recommendations to the Head of Teaching and Learning on issues arising from assessments undertaken at partner universities and to suggest any changes to regulations and procedures governing the assessment of students while on exchange visits to an approved partner.

4 To report annually to the Assessment & Academic Regulations Committee.

D2 Authority of Assessment Boards and Programme Progression Committees

D2.1 Assessment Boards and Programme Progression Committees derive their authority from Academic Board and are responsible for the

assessment of students.

D2.2 For each candidate the grades for each examination paper or other form of assessment shall be considered and determined by a Subject Assessment Board which will not have the authority to compensate failures.

D2.3 Second Tier Assessment Boards have the power to decide to whom the qualification in question should be awarded and with what class, if any.

D2.4 Voting At a meeting of an Assessment Board every effort shall be made to reach a decision by consensus, taking into account the views of external examination assessors and auditors. 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 equality the Chair shall have an additional casting vote.

D2.5 No recommendation for the conferment of a qualification, (other than undergraduate qualifications based solely on modules at levels 0 and 1), may be awarded without the written consent of the approved External Examiner(s). On any matter which the External Examiner(s) have declared a matter of principle, the decision of the External Examiner(s) shall either be accepted as final by the Assessment Board or shall be referred to the Academic Board. Any unresolved disagreement between External Examiners shall be referred to the Academic Board.

D2.6 All second tier Assessment Boards have the authority to: compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation E10.1, subject to satisfactory overall performance.

D2.7 All Programme Progression Committees have the authority to:

(a) compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation E10.1.

(b) require a student to transfer to a different programme of study, and/or permit a student to attempt additional credits as a condition of progression.

D3 Quoracy

D3.1 All members of the Board or Committee are required to give attendance at meetings of that Board priority over all other commitments. If for some exceptional reason a member of the Board is unable to attend a meeting, the Chair shall normally appoint a substitute.

D3.2 A meeting of the Board, at which decisions to ratify grades and/or decisions on recommendations for the award of qualifications are made, shall not normally be quorate unless every external examiner or their properly appointed substitute is present. In exceptional circumstances this requirement may be waived, but only if an absent external examiner has:

(a) provided all the information, reports and other written matter normally expected to be available at the meeting, and

(b) given an explanation for absence which the Chair has accepted as being unavoidable.

(Note: references to external examiners do not include undergraduate generic exit qualifications.)

The quorum for University Assessment Boards and Progression Committees, for taught programmes, at every level should be one third of the membership or four persons whichever is the larger. Attendance by substitutes who have not been involved in the relevant assessment process is not permitted in order to achieve quoracy. The Chair of the Board may declare a meeting of that Board inquorate should the Chair decide that the attendance is such as to jeopardise the soundness of the Board's decisions.

D3.3 All members of Assessment Boards and Progression Committees at Middlesex University should make known to the Boards/Committees to which they belong any personal relationships, or other potential conflicts of interest they have with any candidates whom the Board is assessing, other than those arising from their roles as tutors or administrators. Boards in receipt of this information should formally consider the question whether the member with the personal interest should absent themselves from all or part of the proceedings of the Board and the person concerned should abide by any decision on this matter taken by a properly constituted Assessment Board.

D4 Delegation of functions

An Assessment Board or Progression Committee may delegate any of its functions to the Chair or group of members. Any group operating with delegated powers shall report its proceedings to the parent Board/Committee at the next available opportunity. No recommendation for the award of a University qualification shall be made without the agreement of the appropriate external examiner (other than for undergraduate qualifications based on modules graded at FHEQ level 3 and FHEQ level 4).

D5 Record of proceedings

D5.1 A record shall be made of the proceedings of the meetings of the Assessment Board and the decisions of the Programme Progression Committee. It shall be circulated to the members of the Board or Committee. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

D5.2.1 The record of the Assessment Board shall include the minutes of the meeting and as separate items:

- (a) the agreed grades for each candidate;
- (b) the recommendations made in respect of each candidate;
- (c) the result of any vote; and

(d) a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

D5.2.2 The record of the Progression Committee shall include the following:

- (a) the agreed decision on academic standing for each candidate;
- (b) the result of any vote;
- (c) a note that any claim for extenuating circumstances made by a candidate has been

considered, whether or not the recommendation was affected.

D5.3 Any student who has been considered by the Assessment Board is entitled to see a copy of any items listed in D5.2.1 as they may apply directly to the student, by request to the Chair, no later than three years after the date of the Assessment Board.

D6 General discretion

D6.1 An Assessment Board may exceptionally exercise discretion in a student's favour, where it appears to the Board that strict interpretation of a particular assessment regulation would cause serious injustice to the student.

D6.2 Whenever the Board uses this discretionary power to modify the interpretation of an assessment regulation an appropriate entry must be made in the Board's minutes.

D7 Interpretation of assessment regulations for programmes of study

D7.1 Formal interpretation

(a) Formal interpretation of assessment regulations may only be made by the Secretary to Academic Board. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.

(b) Formal interpretation of assessment regulations shall be reported by the Secretary to the Academic Board which shall also be told whether Academic Board has approved the interpretation.

(c) Such formal interpretation by the Secretary to Academic Board shall not be concerned with academic judgement, and shall be without prejudice to the authority of an Assessment Board, external examiners or any external awarding body.

D7.2 Academic judgement

Where academic judgement is concerned, interpretation of Academic Board policy or regulations shall only be made by the Assessment Board acting collectively or, in exceptional cases where the Board delegates its authority, by the Chair of the Board.

D7.3 Informal interpretation

Informal advice on the interpretation of Academic Board policy or assessment regulations by the Academic Registrar or other member of University staff shall have no formal authority and shall not commit the Assessment Board.

D8 Extenuating circumstances

D8.1 Definition

Extenuating circumstances will consist of the recording of one or more personal difficulties such as ill health submitted by a student and supported by acceptable evidence and will be considered and may be taken into account by School Assessment Boards and Programme Progression Committees in determining the classification of degrees and the progression of students. Extenuating circumstances will not normally include:

- (a) proximity or number of examinations or other assessments
- (b) pressure of work

Section D

- (c) misreading of examination timetables
- (d) poor time management
- (e) scheduling of holidays or time abroad.

D8.2 General principles

(a) No student shall be put in a position of unfair advantage over other candidates; the aim should be to enable all students to be assessed on equal terms.

(b) All work submitted by students for assessment shall be graded on its merits without consideration of any extenuating circumstances known to the marker. Extenuating circumstances will not be used by Subject Assessment Boards to alter the grades of students.

(c) Students must submit extenuating circumstances to the School Assessment Officer, with documentary evidence, by the specified deadline (normally the last day of examinations).

(d) Extenuating circumstances will be considered by Programme Progression Committees and School Assessment Boards in the following circumstances:

i in considering whether a student may progress to the next stage of the programme

ii in determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades

iii consideration for an aegrotat award.

(e) Normally extenuating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements, see Regulation H1.7 (e)). Special assessment arrangements should be agreed at enrolment in cases of known disability and in any case agreed with the student before an examination period begins.

(f) Extenuating circumstances brought to the attention of the Chair of the School Assessment Board or Programme Progression Committee after the Board or Committee has met should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the meeting.

D8.3 Procedures

(a) The student's extenuating circumstances will be summarised by the School Assessment Officer at the time of the affected assessment, noting what documentary evidence had been supplied, and the summary made available to the second tier Assessment Board or Programme Progression Committee on the result grids. Access to the original evidence is restricted to the Chair, Secretary and the External Examination Auditor(s) of the School Assessment Board or Programme Progression Committee, and the Academic Registrar, for the purposes of assessment, unless the student declares otherwise.

(b) Only extenuating circumstances submitted directly by the student to the School Assessment Officer will be recorded and considered by the Assessment Board or Programme Progression Committee. Tutors and other staff should advise students accordingly.

(c) The School Assessment Board or Programme

Progression Committee will consider the full history of summarised extenuating circumstances. Where necessary the Chair or Secretary will obtain the original evidence from the School Assessment Officer prior to the meeting. The extenuating circumstances may be taken into account in accordance with Regulation D8.2(d), and it should be noted where this is used in determining the classification of the qualification awarded.

D8.4 Guidelines and criteria for action

In considering extenuating circumstances the second tier Assessment Board will wish to:

(a) note whether acceptable evidence has been supplied;

(b) consider whether the student has performed unexpectedly badly in a given module or modules; whether there is a significant difference between the student's performance in the year in which they experienced difficulties and their previous or later performance; and whether it correlates with the evidence provided;

(c) consider whether, where extenuating circumstances are judged to be very severe and it is not possible for the student to undertake further assessment, an aegrotat degree (which is without classification) be awarded. A student, or authorised representative, must signify acceptance of an aegrotat award within three weeks of notification, and if so accepted waives any right to reassessment.

D9 Appointment of external examination assessors and external examination auditors*

D9.1 External examination assessors and auditors are appointed to Assessment Boards by the University following recommendation to the Director of the Centre for Learning and Teaching Enhancement by the appropriate Dean of School (or nominee) or Deputy Vice-Chancellor Academic. External examination assessors and auditors shall normally be appointed no later than the session prior to the one in which they take up their appointment. External examination assessors and auditors are not normally involved in the assessment of modules at FHEQ levels 3 or 4, or qualifications based solely on those modules.

D9.2 The method of appointment, rights and responsibilities of external examination assessors and auditors are set out in Section 7 of the University's Learning and Teaching Enhancement Handbook which may be inspected at Learning Resource Centres, School Offices and via the University's internet and intranet.

D10 Rights and responsibilities of external examination assessors

External examination assessors are appointed to Subject Assessment Boards. The rights and responsibilities of external examination assessors are as follows:

D10.1 Responsibilities

(a) To attend any meeting of an Assessment Board of which they are a member.

(b) To comment, when consulted, on the content

and form of all assessments.

(c) To scrutinise all work which has been recommended for first class/distinction grades of the 20 point scale or recommended for failure by the internal examiners, and a representative sample of work placed by the internal examiners in each classification (where applicable), drawn, normally, from all campuses on which the module is delivered.

(d) To advise on the appropriateness and effectiveness of the internal assessment processes, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

(e) To adjudicate in cases referred to them because of disagreement between internal examiners

(f) To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.

(g) To submit annual reports as required by Section 7 of the University's Learning and Teaching Enhancement Handbook relating to external examination assessors, and in the form prescribed by the University.

(h) To inform the Director of the Centre for Learning and Teaching Enhancement separately from the normal annual report of any matter which in their view militates against the maintenance of appropriate academic standards and quality.

D10.2 Rights

(a) To make recommendations for amendments to draft examination papers, or set additional examination questions in consultation with the appropriate internal examiner(s).

(b) To see any assessment material relating to the modules concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment with which they are specifically associated, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.

(c) Where assessment by coursework or continuous assessment forms part of the approved examination arrangements, to choose their own sample of scripts for assessment at final or key intermediate stages.

(d) To approve a student's choice of project, individual study or dissertation included in the final stage of study.

(e) To require and be involved in the oral (viva voce) examination of any student, including specially arranged oral examinations where these are not required by the regulations as part of the standard assessment procedures.

(f) To be fully involved in decisions:

i reached by the assessment board following a

request for review by a student, where it has been agreed to settle the request informally

ii made by the assessment board following the upholding of requests for review via the appeals process (see section G)

iii reached by the assessment board following the recommendation of the Secretary to the Academic Board (see section F8.2).

D11 Rights and responsibilities of external examination auditors

D11.1 Responsibilities

External examination auditors are appointed to School Assessment Boards. The rights and responsibilities of external examination auditors include:

(a) To attend any meetings of the School Assessment Board at which the results of a final stage assessment will be determined other than undergraduate programmes and generic exit qualifications.

(b) To advise on the appropriateness, effectiveness and consistency of the internal assessment processes at the award stage, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of qualifications, and the appropriateness of the standards against which the qualifications have been awarded

(c) To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.

(d) To submit annual reports as required by Section 7 of the University's Learning and Teaching Enhancement Handbook relating to external examination auditors, and in the form prescribed by the University.

(e) To inform Director of the Centre for Learning and Teaching Enhancement separately from the normal annual report of any matter which in their view militates against the maintenance of appropriate academic standards and quality.

D11.2 Rights

To be fully involved in decisions reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally, and decisions made by the assessment board following the upholding of requests for review by an appeal panel.

D12 Procedures for when external examination assessors or auditors refuse to consent to the decisions of an Assessment Board

Where an external examination assessor or auditor refuses to sign the confirmation form to agree the grades or the award of qualifications of the Board, the Chair of the Assessment Board must report every case, including a full explanation of the circumstances, as soon as practicable to the Academic Registrar and the Director of the Centre for Learning and Teaching Enhancement. Such reports will be placed before the next meeting of the Academic Standards and Quality Committee

of the University. The Chairs of Assessment Boards must, at the same time as they make any such report, complete a form specified for the purpose indicating the reason why the external examination assessors / auditors declined to sign the confirmation form, and naming the student or students whose disputed assessment outcome resulted in such refusal. The outcomes of students not named in a report must not be prejudiced or delayed.

D13 Responsibilities of internal examiners

The responsibilities of internal examiners include the following:

(a) To attend all meetings of the Assessment Board or Programme Progression Committees of which they are a member and to give attendance at such meetings priority over all other commitments. If for some exceptional reason an internal examiner is unable to attend a meeting, they shall normally propose a substitute for appointment by the Chair of the Board.

(b) To submit assessment material, including scripts, coursework or project reports to the external examination assessor as required.

(c) To ensure that the mark sheet for the module(s) of assessed work for which they are responsible, as moderated (where applicable) by the external examiner and, where appropriate, the assessed work itself, is available to the Subject Assessment Board by an agreed date.

(d) To hold themselves readily available for consultation during the first thirty minutes of the examination(s) for which they are responsible, or to arrange for a substitute to do so.

D14 Assessment responsibilities

It is the responsibility of Schools (through the School Assessment Officer), Associate Deans (Learning and Teaching Enhancement), Heads of Department, Directors of Programmes, Module Leaders, assessment tutors and other staff):

(a) To ensure that internal examiners are aware of the implications of assessment regulations for the modules of assessed work for which they are immediately responsible, and that these regulations are fairly applied;

(b) To ensure that adequate notice of the details of assessment arrangements is given to each student;

(c) To advise students who find themselves in difficulties about their rights or obligations under the assessment regulations, and to inform students, when necessary, about the range of options open to the Board in a particular case where the regulations allow discretion to the Board;

(d) To investigate any cases of alleged injustice in the assessment of students, and to ensure that such cases are dealt with fairly by internal examiners (excluding matters of academic judgement);

(e) To ensure that students notifying adverse academic personal or medical circumstances are not unfairly disadvantaged and that the School Assessment Board and Programme Progression

Committees are fully informed of any known circumstances which might affect the Board's decisions on assessment;

(f) To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed;

(g) To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be brought into the examination room;

(h) To ensure that a report is made to the Assessment Board of any incident of academic misconduct;

(i) To ensure that deadlines for the submission of projects, essays and other written work are fairly applied;

(j) To keep a receipts of assessed work submitted and to make these available to the Assessment Board as required;

(k) To ensure that papers set for students being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities to prepare themselves for the paper set for them;

(l) To arrange oral (viva voce) examinations as required by the Assessment Board;

(m) To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;

(n) To be responsible for the investigation of claims of eligibility for aegrotat awards and to ensure that such claims, together with supporting evidence, are brought to the attention of the School Assessment Board;

(o) To ensure for any given assessment, in any given module that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

* References within the Regulations to External Examiners apply to both External Examination assessors and Auditors.

ASSESSMENT AND PROGRESSION REGULATIONS FOR TAUGHT PROGRAMMES

University regulations for postgraduate students

E1 Calendar of assessment

E1.1 There are three main periods of assessment during the academic year:

- on completion of the year's study of taught modules in April/May (July for January starters)
- a reassessment / deferred assessment period in late August/early September
- on completion of a Masters dissertation

In addition there is an assessment period for Summer School modules in August.

A period of assessment normally includes a formal examination period and a latest date for coursework deadlines to be set.

During the formal examination period, the assessment (eg, written examinations, recitals/performances, workshops etc) of each module, as specified in the Programme handbook, is concluded.

Where assessment or reassessment is deferred, this will normally be to the next assessment opportunity, either in late August or in April/May. The assessment period at the end of the spring term (July) is normally for first assessment of January start students only.

E1.2 Following each period of assessment, the University's Programme Progression Committees and Assessment Boards will meet to consider and agree student progression, the results of each module and confer the award of final qualifications. Table E1.5 shows the chronology of the assessment year.

E1.3 Some postgraduate or other programmes may not follow the normal calendar of assessment and qualifications may be awarded at times throughout the year.

E1.4 Graduation ceremonies normally take place once a year, in July, after Assessment Boards have met. In addition, some ceremonies may be held abroad.

E2 Progression of postgraduate students

E2.1 Applies only to undergraduate students

E2.2 The progress of all students will normally be reviewed at the end of each year and the result will be a decision on students' academic standing. In order to proceed from one stage to another, a student must either:

i Pass the required number/level of credits;

or

ii Be permitted by the Programme Progression Committee to proceed with a credit deficit.

This will be made up by reassessment, and/ or deferred assessment and/or taking up to 30 additional credits.

E1.5 Chronology of the assessment year

ASSESSMENT BOARDS	JUNE/JULY (End of Sprint Term)	SEPTEMBER (Summer Term)	NOVEMBER/DECEMBER
Subject Assessment Boards	End of year module grades confirmed	Confirmation of grades for August Assessment period	Postgraduate dissertation grades confirmed
Programme Progression Committees	Progression Stage for all non-finalists	Determine progression of students taking August/September assessment	None
Second Tier (School) Assessment Boards	Final qualifications awarded to finalists	Final qualifications awarded, for finalists completing requirements through August assessment period	Final qualifications awarded to postgraduate finalists

Notes:

(a) The Programme Progression Committee may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.

(b) The Programme Progression Committee will take into account the student's commitment to their programme of study as shown by the number of X and P codes and 20 grades or where there is substantial doubt about the student's ability to complete the qualification.

(c) When a student fails, after reassessment, a required element of the qualification, the student's profile will be considered by the appropriate Second Tier Assessment Board.

(d) A student may be permitted to proceed to the next stage with a requirement to change modules or target qualification (where programme specifications allow).

(e) Modules which have been compensated (see E10) shall be treated as passes.

E2.3 Applies to undergraduate students

E3 Progression of postgraduate students

E3.1 Programme specifications may state progression stages and requirements, if any, for postgraduate programmes.

E3.2 A Masters student may be permitted to progress to undertake a dissertation where outstanding credit is required to be completed due to deferral of assessment or pending a reassessment opportunity. Such progression is at the student's own risk. Conferment of the final qualification requires successful completion of both the outstanding assessment and the dissertation.

E3.3 Following failure in a Masters programme, a student may only transfer to another Masters programme with the permission of the School concerned.

E4 Qualifications and classification

The regulations for classification below apply to programmes which are within the Learning Framework regulations.

E4.1 – E4.4

Apply to undergraduate students

E4.5 Postgraduate Certificate/Diploma

These qualifications will not be classified unless exceptionally approved by the University and specified in individual programme specifications.

E4.6 Masters degrees

(See table A: Classification by distribution of grades)

Masters degrees are classified as Pass, Merit and Distinction based on the profile of grades at FHEQ level 7 (or above), and the grade of the dissertation. A minimum of 60 graded credits from a dissertation/independent project is required for classification.

Masters students first enrolled before September 2007 who have achieved 170 credits, including at least 140 at FHEQ level 7 and above, will be considered for the award of a Masters degree, provided that all programme learning outcomes have been met.

(a) Requirements for Distinction

The 60-credit dissertation must be at grade 4 or better, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 4 or better.

Where the dissertation/independent project is at grade 4 or better, but more than 50 per cent of the remaining credit at FHEQ level 7 (or above) is grade 5 or worse, the student will be awarded a Merit unless the Assessment Board considers that a Distinction is appropriate due to extenuating circumstances. In exercising discretion the Board should bear in mind the need to be consistent in its policy in the interpretation of classification for all students in a cohort.

(b) Requirements for Merit

The 60-credit dissertation must be at grade 5 to 8, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 8 or better.

Where the dissertation/independent project is in the range of grades 5 to 8 inclusive, but more than 50 per cent of the remaining credit at FHEQ level 7 or above is grade 9 or worse, the student will be awarded a Pass unless the Assessment

Table A: Classification by distribution of grades

For the award of Distinction or Merit, the dissertation must be in the class. Remaining graded credit must be distributed as in the table below:

Distribution of grades	Class of qualification	Pass	Merit	Distinction
	Distinction (1-4)			50%
	Merit or better (5-8)		50%	
	Pass or better (9-16)	100%		

Table B: The 20-point scale

Grade	Class of Honours Degree	Other Qualifications
1	FIRST CLASS	DISTINCTION
2		
3		
4		
5	UPPER SECOND	MERIT
6		
7		
8	LOWER SECOND	PASS
9		
10		
11		
12	THIRD	
13		
14		
15		
16	FAIL – MARGINAL Compensation allowed	FAIL – MARGINAL Compensation allowed
17		
18		
19		
20	FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed	FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

Board considers that a Merit is appropriate due to extenuating circumstances. In exercising discretion the Board should bear in mind the need to be consistent in its policy in the interpretation of classification for all students in a cohort

PLEASE NOTE:

- Where a student has 60 or less graded credits (excluding the 60 credit dissertation), the classification of the degree will be based on the dissertation alone.
- Exceptional alternatives to the 60-credit dissertation must be agreed at validation and defined in the Programme specification.

The minimum grade requirements based on four 30 credit taught modules are:

Distinction: Dissertation grade 4; Remaining credit 4, 4, 16, 16

Merit: (Borderline Distinction): Dissertation grade 4; Remaining credit 16, 16, 16, 16

Merit: Dissertation grade 8; Remaining credit 8, 8, 16, 16

Pass: (Borderline Merit); Dissertation grade 8; Remaining credit 16, 16, 16, 16

E4.7 Graduation

(a) Unless a student specifically requests the postponement of their graduation and the Assessment Board judges it to be reasonable to allow this, a student shall receive the University qualification for which they are registered and qualify for by virtue of completing the requisite number of credits at the end of the year during which that total is achieved.

(b) Should a student wish to return to the University within two years following the award of an exit qualification, this must have the written agreement of the relevant School Assessment Board Chair.

(c) If a student's return is more than two years following the award of an exit qualification, they must apply via the relevant Admissions Office

E5 Grading scheme

(see Table B)

E5.1 A student's performance in a module will be given an overall grade and/or code using:

i pass grades (1 to 16) on the 20-point grading scale; or

ii pass (grade Y);

or

iii the fail grades (17*, 18*, 19*, 20*, X)

*** Please note:** Following failure of a module at the first attempt, one reassessment attempt is permitted at the next available opportunity. Administrative codes

The following administrative codes are used for the purposes indicated:

X Fail - Incomplete without good reason: may not be reassessed

I Incomplete with good reason (may be assessed at the next available opportunity without penalty)

U Academic misconduct allegation being investigated

P Fail - Academic misconduct proven (may be reassessed on conditions laid down by the Assessment Board with penalty)

Y Ungraded pass (no numerical value for classification of qualifications)

S Aegrotat (no numerical value for classification of qualifications)

C Compensated failure (added after grade attained)

H Participated but not assessed (students not following Middlesex qualifications only)

E5.2

(a) For any given assessment, in any given module, Schools should ensure that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

(b) Where it is a requirement for components to be passed for an overall pass in the module and/or sections of components to be passed for an overall pass in the component, this must be stated in the written information about the module assessment provided to students and the programme handbook.

E6 Failure to complete assessment

E6.1 Deadlines for assessed work

Students must submit each component of coursework for assessment by 4pm on the date of the formal deadline previously notified to them in writing at the beginning of the module.

Failure to submit work by the deadline will result in failure in the component or the module concerned (grade 20) should the required learning outcomes not be met, unless permission has been granted by the School Assessment Officer acting under the authority of the Director of Resources to defer assessment in the whole module (see E8).

Section E

E6.2 Examinations

Students who fail to attend an examination without good cause will be failed in the module with a grade 20, should the required learning outcomes not be met, subject to any other regulations covering deferral of assessment in the module (see E8).

E7 Reassessment in modules

E7.1 A student has the right to be reassessed once only in any module with an overall grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity (normally in late August for taught modules) unless that reassessment is deferred by the Assessment Board or by an Assessment Officer on behalf of the Assessment Board (subject to the time limit specified in E8.4). Where a student is permitted to repeat a module, the right of reassessment from the original attempt is cancelled. Where compensation is not normally permitted by a Professional Body, a Subject Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

E7.2 Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a grade of 20 should the required learning outcomes not be met. No second reassessment is permitted.

E7.3 Failure without good reason to undertake deferred assessment will result in the award of a grade of 20 should the required learning outcomes not be met. The student will be permitted to undertake reassessment in that module at the next available opportunity with the normal penalty.

E7.4 Where it is not practical to repeat a component of assessment the Assessment Board may specify an alternative form of assessment, provided that the alternative appears to be fair given the facilities available to the candidate.

E7.5 The Assessment Board may impose any reasonable conditions on the student undertaking reassessment. Supervision for a student being reassessed in supervised work experience will be provided by the University but otherwise the student will not be entitled to tuition.

E7.6 At FHEQ level 6 and above, the best mark/grade which may be gained for each reassessed component is a bare pass mark/grade. The reassessed grade for the module is computed by combining these capped re-assessed component marks/grades, with original marks/grades gained for the non-re-assessed components. The final overall module grade gained is the better of the two module grades gained at first assessment and re-assessment.

E7.7 The Subject Assessment Board must indicate at the time of initial failure in a module the reassessment requirements using the following codes:

RE Resit examination

RC Resit coursework

RA Resit all

RO Resit other

RW Rework examination

In addition, assessors must state the specific reassessment assignments at the time of failure.

E7.8 The Assessment Board has discretion, in exceptional cases, not to allow reassessment in supervised work experience where the Board judges that this would be against the interests of any person, including the student, affected by the reassessment.

E7.9 A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

E8 Deferral of assessment

E8.1 Deferral of assessment or reassessment may be granted where exceptional circumstances prevent a student from completing assessment through no fault of the student. Deferral may only be granted by a School Assessment Officer acting under the authority of the Director of Resources on behalf of a Subject Assessment Board (Grade I). Students must advise the School Assessment Officer, before the specified deadline, of the circumstances surrounding the request for deferral and provide, where appropriate, a medical certificate or other supporting evidence.

E8.2 Some modules may be designated as permitting automatic deferral. This must be recorded in the module narrative. In these circumstances the deferral can only occur at the first opportunity for assessment until the next available opportunity when the assessment is due to take place.

NOTE:

i The final deadline for application to a School Assessment Officer for deferral is no later than two weeks following the last date of the University examination period. Any request for deferral received after this deadline will not normally be granted except where exceptional circumstances have prevented the student from applying for deferral at the appropriate time, and it can be demonstrated to the satisfaction of the University why they were unable to meet the deferral deadline.

ii For modules with more than one component of summative assessment a deferral form must be completed by the deadline for submission of that component. If the assessment deadline for the component is before week 17 and the deferral is granted, the deadline for resubmission will be the final module assessment deadline. If the assessment deadline is after week 17 and the deferral is granted, the deadline for submission will be the next available reassessment opportunity.

iii Deferral of assessment may affect the decision of a Programme Progression Committee on whether a student may proceed to the next stage of their programme, and in what mode of study.

iv Deferred assessment in a module must take place at the next available assessment opportunity unless a further deferral is exceptionally granted by the School Assessment Officer.

v In all other instances failure to complete assessment normally results in the failure of the module (grade 20) should the required learning outcomes not be met.

vi Deferred assessment which is failed must be

reassessed at the next available opportunity.

vii Students who have deferred assessment are not entitled to further tuition in the deferred module.

viii A student is not entitled to undertake deferred assessment if the qualification which contains the module has already been awarded.

E8.3 The School Assessment Officer or Subject Assessment Board must indicate at the time of initial deferral in a module the requirements using the following codes:

DE Deferred examination

DC Deferred coursework

DA Defer all assessment

DO Defer other

E8.4 No guarantee can be given that, following deferral of assessment or reassessment beyond the next available opportunity, the module content and form of assessment will remain unchanged. Normally, deferred assessment or reassessment will not be permitted beyond two years from the first assessment opportunity for the module registration.

E9 Repeating modules

E9.1 No student is permitted to repeat the assessment of a module which has already been passed except to satisfy the requirements of professional bodies.

E9.2 Permission to repeat a failed module may be given by the Director of Programmes or nominee on behalf of an Assessment Board. Where a student is permitted to repeat a module, including modules repeated at Summer School, the grade will not be restricted to the maximum grade at reassessment unless it is applied as a penalty following a student being found guilty of academic misconduct.

E9.3 Where a student is given formal permission to repeat a stage on compassionate grounds, this may exceptionally include permission to repeat a module that has already been passed. In such cases, the credit achieved at the first attempt will not be counted towards the final qualification.

E10 Compensation

E10.1 Failure at grade 17 or 18 in modules may be compensated, only in exceptional circumstances, at the discretion of the School Assessment Board. It is subject to satisfactory overall performance, and is permitted for a maximum of 30 credits.

NOTES:

i Any compensation should be taken in the context of a student's extenuating circumstances, and should not normally be granted without such evidence.

ii Compensation should not be agreed for project or dissertation modules.

iii Compensation should not normally be granted where a student has not undertaken reassessment where such an opportunity existed.

iv If compensation is granted in a module, the Programme Progression Committee may

recommend to a second tier board whether the student may continue with their proposed qualification or whether they should be required to change their programme of study and/or transfer to another qualification.

v Compensation should be considered where a student is unable to progress on a qualification, but who may, with compensation, be granted an alternative qualification (eg to be awarded a Postgraduate Diploma instead of progressing on a Masters degree).

vi Compensation should not normally be granted unless there is strength in the student's overall performance.

vii Compensation will not be granted in modules which have been deemed "non-compensatable" in the programme specification, due to their special contribution to the achievement of programme learning outcomes.

E10.2 Compensated failure will count towards the total credit required for a qualification but will be indicated as such on a student's academic record by the addition of a 'C'.

E10.3 A compensated failure will be treated as a grade of 16 for the purposes of profiling.

E11 Extenuating circumstances

E11.1 Extenuating circumstances which have affected a student's performance in assessment may be submitted by a student in writing and may be taken into account by a Programme Progression Committee or School Assessment Board.

E11.2 Guidelines to Assessment Boards for taking extenuating circumstances into account are given in section D8.

E12 Publication of results

E12.1 Formal notification of results will include grades or administrative codes for each module and any decision by an Assessment Board or Progression Committee. This formal notification will be made via UniHub by student number at the end of each assessment period.

E12.2 A student shall not normally be permitted to query the absence of a grade, or the validity of grades, more than six months after the assessment has been completed.

E12.3 Formal notification of qualification results will be published via UniHub. This will include those students considered for the award of a qualification but who have deferred or not completed. The pass list, signed by the Chair of the Assessment Board, must be sent to Academic Registry within 10 days of the date of the meeting of the Assessment Board.

E12.4 Students in debt to the University will not have a qualification conferred, will not be notified of their final results, receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until all outstanding debts to the University have been paid.

E12.5 Where an Aegrotat award is offered, the

student or representative shall be given 14 days from the date of notification to decide whether to accept the qualification.

E13 Certificates, transcripts/ diploma supplements and credit statements

E13.1 (a) A credit statement, transcript or Diploma Supplement will be issued to a student currently or formerly enrolled at Middlesex University who has:

i successfully completed a University qualification; or

ii completed modules on a programme leading to a University qualification but terminated the programme of study prior to the award of the final qualification.

iii successfully completed a programme of study which does not lead to a University qualification, eg Summer School, Associate Student.

Students on collaborative programmes validated by the University will be issued with transcripts by their home institution at which they are enrolled.

(b) A transcript or Diploma Supplement will list the student's programme and level of the qualification, the name of the institution responsible for delivering the programme, each module the student has taken stating the academic year in which the module was taken, the module credit rating and grade, and the language of instruction and assessment. Where appropriate, it will also state the qualification awarded and, where appropriate, the overall classification and subject.

E13.2 A Statement of General Credit may be awarded by the University to anyone whose prior learning or experience has been awarded credit by the University.

E13.3 A Certificate of Achievement may be awarded to a student who has successfully completed an assessed credit bearing or non-credit bearing course which does not fulfil the requirements of a University qualification. The design and wording of such Certificates must be approved by the Academic Registry.

E13.4 A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.

E13.5 Certificates will normally be sent within 5 months of the publication of results, and to the student's registered home address, unless it has been agreed for specific batches of certificates, usually for overseas franchised programmes, to be sent in bulk to a collaborative partner or regional office. The certificate will state the qualification and date it was awarded (which will normally be the date of the meeting of the Assessment Board), the name and location of the partner institution, where relevant, and, where appropriate, the classification and subject. Qualifications validated on behalf of other institutions will state the name and the location of the institution where the qualification was taken and be sent to the home institution for distribution. All qualifications are subject to the approval of the Academic Registrar on behalf of Academic Board.