

University Regulations for **Undergraduate** Taught Programmes

THE LEARNING FRAMEWORK

University regulations for undergraduate 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; Engineering and Information Sciences; 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 is available within Student Services on each campus. On the Dubai and Mauritius campuses the Campus Directors 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 credit accumulation. This means that students gain credits by passing modules in order to achieve the qualifications of the University (for example, 360 credits for an Honours degree). Students take a programme of study leading to a university qualification.

In the context of these regulations, the term "undergraduate" includes provision at foundation level of study.

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, BA Criminology. Qualifications are awarded at various levels requiring different amounts and levels of credit, for example, Degree with Honours: 360 credits at FHEQ level 4 or above (including at least 210 at FHEQ level 5 or above and 120 at FHEQ level 6 or above). A full table of qualifications is given at the end of this section (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 September 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 end of year exams where appropriate. Students starting in January study their first year over 24 learning weeks in the winter and spring terms followed by end of year exams where appropriate. (January start students who successfully complete the first year, progress to year 2 in October and then follow the October start pattern).

Re-assessment and deferred assessment normally takes place in late August for both October and January starters.

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. 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 (normally at FHEQ level 6 or above) 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 has 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;

FHEQ Level 3, Foundation

BIS0010 Introduction to Computers in Business

Foundation or pre-degree level modules are numbered between 0001 and 0999

FHEQ Level 4, Certificate

eg HRM1200 The Business Environment
Certificate level modules are numbered between 1000 and 1999

FHEQ Level 5, Intermediate

eg FNA2230 Art Practice and the Community
Intermediate level modules are numbered between 2000 and 2999

FHEQ Level 6, Honours

eg CRM3315 Violent Crime
Honours level modules are numbered between 3000 and 3999

The level of a module need not coincide with a full-time study year. For example, many FHEQ level 6 modules are available in either the

intermediate/second year stage or honours/third year stage.

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/EWNIO8/default.asp#p3.3>

A1.6 Credit

Each module carries a credit rating, with most modules rated at 30 credits. Some modules are rated at 15 or 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 learning which does not count towards a University 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, 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 Undergraduate qualifications

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

Honours degrees

Honours degree programmes comprise:

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

Requirement	Foundation Certificate	Certificate	Diploma	Advanced Diploma/ Graduate Certificate	Foundation Degree	Cert HE	Dip HE	Ordinary Degree	Honours Degree	4YR S/which Degree	Integrated Masters Degree
Indicative length of registration: F/T	1 year	1 term	1 term	1 term	2 years	1 year	2 years	3 years	3 years	4 years	4 years
Indicative length of registration: P/T	2 years	1 year	1 year	1 year	4 years	2 years	4 years	6 years	6 years		8 years
Maximum length of registration: F/T	2 years	1 year	1 year	1 year	4 years	2 years	4 years	6 years	6 years	8 years	8 years
Maximum length of registration: P/T	4 years	2 years	2 years	2 years	2 years	8 years	4 years	12 years	12 years		12 years
Minimum total credits for qualification	120	40	40	60	240	120	240	300	360	480**	480**
Minimum number of credit points by level	3+	120									
	4+		40		240	120	240	300	360	480	480
	5+			40	90		90	150	210	210	330
	6+				60			60	120	120	240
	7+										60
Minimum number of credit points given above which must be acquired under the control of this University **	3+	40									
	4+		20		80	40	80				
	5+			20	40		40	100	120	120	120
	6+				20			60	80	80	90
	7										60
Standard distribution of credit points by level for each award	3	120									
	4		40		120	120	120	120	120	120	120
	5			40		120		120	120	120	120
	6				60			60	120	120	120-180
	7										60-120

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

** Includes an additional 120 credit points (at FHEQ level 4, 5, or 6) in respect of the sandwich placement

*** 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.

At least 360 credits at FHEQ level 4 and above, which must include:

at least 210 credits at FHEQ level 5 and above of which at least 120 credits are at FHEQ level 6 or above.

Honours degree students first enrolled before September 2007 who have achieved 350 credits, including at least 110 at FHEQ level 6 and above, and 210 at FHEQ level 5 and above, will be considered for the award of an honours 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 credits during the academic year (24 learning weeks). Exceptionally, a student may take 150 credits in an academic year, with permission of the Deputy Dean or nominee.

Students may take additional credit of up to 30 credits in Summer School, with payment of the appropriate fee.

Very exceptionally, a full-time student may take 90 credits during the academic year (24 weeks), with the approval of the relevant Associate Dean.

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 normally taken over several years to obtain a qualification. Qualifications will specify the credit requirement at each level (see table A2). 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 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.

GENERAL REGULATIONS FOR ADMISSION

University regulations for undergraduate students

B1 Admission to undergraduate programmes of study

To be eligible for admission to a programme of study at certificate level or above a candidate must normally satisfy both the University's General Entrance Requirement and the requirement for entry to the particular programme of study.

B2 General entrance requirement for undergraduate study

The general entrance requirement is a statement of minimum acceptable levels and may be satisfied by means of B2.1 and B2.2 below:

B2.1 General Certificate of Secondary Education (GCSE)

Passes in three subjects at Grade C, to include English Language and any other subjects deemed essential for the particular programme. A pass at Grade D in one of these subjects may be accepted at the discretion of the admissions tutor.

Notes:

1 General Certificate of Education (GCE) O level grades are equivalent to GCSE

2 Certificate of Secondary Education (CSE) Grade 1 Pass is equivalent to GCE

3 Key Skills Level 2 in Communications and/ or Numeracy may be accepted as an alternative measure of competence in the absence of GCSE Grade C or D pass in English Language or Mathematics.

B2.2 Post-16 Qualifications

The term 'pass' denotes the minimum acceptable level of achievement and is qualified in conditional offers with specific levels required for individual programmes.

B2.2.1 Admission to Degree/Dip HE/Cert HE programmes

(a) General Certificate of Education, Advanced Level (AGCE)

Passes in two subjects: or

(b) Passes in two 6-unit awards, one or both of which may be Vocational Certificate of Education, Advanced Level (AVCE): or

(c) Pass in one 12-unit Vocational Certificate of Education, Advanced Level (AVCE)

Note: General Certificate of Education, Advanced Supplementary Level:

Passes in two subjects are acceptable as equivalent to one Advanced level GCE.

B2.2.2 Admission to HND/Foundation Degree and to Foundation year of extended degrees

(a) General Certificate of Education, Advanced Level (AGCE)

Pass in one subject: or

(b) Pass in one 6-unit Vocational Certificate of Education, Advanced Level (AVCE)

Note: Admission to these qualifications does not require the general entrance requirement.

B2.2.3 Admission to HNC

Such entry requirements as relevant to the subject and as agreed at validation.

B2.2.4 Other extended qualifications

Programme specifications may specify, where a programme is longer than the normal length of the qualifications given in section A, alternative entry requirements recognising the foundation element in the programme.

B2.3 Scottish Certificate of Education

For information on Scottish requirements, please contact Admissions Enquiries.

B2.4 Irish Leaving Certificate

Minimum of five passes at Grade C or better at Higher Level.

B2.5 BTEC National Certificate or National Diploma

Business and Technician Education Council Certificate or Diploma: In technician-based subjects, the qualification must include passes with merit in at least three level NIII units with a mathematical or scientific content.

B2.6 BTEC and SCOTVEC Higher National Certificate or Higher National Diploma

Applicants holding a Higher National Certificate or Diploma of BTEC or SCOTVEC may be considered for admission with specific credit to the appropriate transfer point into an undergraduate programme.

A student who has performed outstandingly well in BTEC/SCOTVEC examinations or whose qualifications are particularly well matched with the requirements of the degree programme of study may be considered for specific credit for appropriate parts (normally up to half) of the second-year studies or the equivalent stage of part time programme of study.

Unless the programme of study has been specifically designed to build on BTEC or SCOTVEC HNC/D qualifications and makes provision for entry direct to the third year, HNC/D students will not normally be admitted to the third year of a degree programme of study without satisfactorily completing assessments equivalent to those required for progression from the second to the third year of the degree programme of study, or the equivalent stage of a part-time programme of study.

B2.7 National Vocational Qualifications – NVQ

The University will consider applications for undergraduate programmes of study from those holding NVQ at level 3 depending on the programme of study for which application is made.

B2.8 Foundation programme of study in Art and Design

A full time foundation programme of study in Art and Design of not less than one year's duration normally together with the equivalent of five GCSE passes or four GCSE passes including one at Advanced Level.

B2.9 Access qualifications

Passes in nationally or regionally accredited

Access courses, at levels appropriate for progression to undergraduate study.

B2.10 Overseas qualifications

Qualifications equivalent to UK GCSE and GCE Advanced Level will be considered. Guidance on equivalence will be taken from the National Academic Recognition Information Centre (NARIC).

B2.11 Other qualifications

The University may accept other qualifications and experience as sufficient for meeting the General Entrance Requirement.

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

Applies only to postgraduate students

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 undergraduate study:

- British Council IELTS – Band 6.0

Section B

- American TOEFL – 550 (paper test) or 80 (internet based test)
- Council of Europe level C1 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.

For any particular programme, students with attainment at a level below the minimum stated above may be admitted where formal language study is integrated into the curriculum. The lower minimum level of attainment for admission must be stated within programme specifications and students must successfully attain at least the higher minimum levels of language proficiency, listed above, during their programme of study.

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 undergraduate 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 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 (e.g. 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 must give notice in writing to the School Student Office. Students who interrupt their studies should 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 the 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 Applies only to postgraduate students.

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 undergraduate 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.

C10.1 Qualification titles

The title will reflect the area of study, eg BA Honours Primary Education.

C10.2 Combined Studies

Where sufficient credit at appropriate levels has been passed to achieve a degree, but the combination of modules does not correspond to any validated title, the title "Combined Studies" may be awarded.

Examples:

BA Combined Studies

BSc Combined Studies

C10.3 Sandwich qualifications

(a) A 'sandwich' programme of study leads to a qualification 'in sandwich mode', and the words 'having followed an approved sandwich programme' will appear on the degree certificate. A student's valid programme of study leading to the degree or Honours degree in the sandwich mode must include not less than 36 weeks of supervised and assessed work experience in addition to the period required for the full-time qualification.

(b) Students must confirm their wish to include 120 credits of placement in their programme by January of their Intermediate/Diploma Stage.

(c) Once approved, the period of supervised and assessed work experience will be regarded

as a compulsory element; its objectives must be specified and related to the objectives of the whole programme; the performance of students must be assessed; and satisfactory completion of, and performance in, the period of supervised work experience must be a requirement for the qualification.

Where students are, for valid reasons, unable to undertake or complete the sandwich element of the programme of study, a full-time qualification will be awarded. The words 'having followed an approved sandwich programme' will not appear on the degree certificate.

Where programme specifications permit, students who undertake successfully the sandwich element of their programme of study may be awarded the Diploma in Industrial Studies or the Diploma in Employability Studies.

C11 Accreditation of placement

C11.1 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;

(c) be assessed, on a pass/fail or graded basis or a combination of pass/fail and graded. A minimum of 30 graded credits must be derived from the assessment on a one-year placement in the post-Intermediate stage.

C11.2 The successful completion of the placement assessment will lead to the following award of credit:

120 credits for a one-year sandwich placement

60 credits for a six-month sandwich placement.

Other periods of placement will be accredited according to the contribution of the placement to the programme of study.

C11.3 The credit point total for the qualification will include credit for a period of approved placement. Qualifications which include a longer period of approved placement will have a higher credit total (for example, an Honours degree in the sandwich mode – 36 weeks, will have an overall credit rating of 480 credits). Ungraded credit gained as a result of placement or compulsory period spent abroad will not count towards the credit requirement for an Ordinary degree, Diploma of Higher Education or Certificate of Higher Education, nor will it count towards the requirements for an Honours degree which is not in sandwich mode.

C11.4 Programme specifications may specify that 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. In no circumstances should a

student be considered for formal placement if the previous year's study had resulted in the failure of modules amounting to more than 30 credit credits.

C12.3 The programme specifications should, if relevant, specify 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 be eligible, on successful completion of the placement, for credit or for a sandwich qualification, Diploma in Industrial Studies or Diploma in Employability Studies.

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 except that a sandwich programme of study may specify a minimum requirement of 120 credits (ie one quarter) when a placement has already been completed. (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 for 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 (e.g. 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.

C16 Modern language degrees

In full-time undergraduate programmes in modern languages, a period of residence abroad is an integral part of the programme of study. Where two main languages are studied to the same level, a student must spend a minimum of six consecutive months in the country of each language. Where only one main language is studied, or where the two periods are consecutive, the period may be shortened to not less than 36 weeks.

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

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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

- (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

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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 undergraduate students

E1 Calendar of assessment

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

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

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 Subject/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 on pg.17 shows the chronology of the assessment year.

E1.3 Some 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 undergraduate students

E2.1 Table of progression stages:

Stage	NORMAL REQUIREMENT
Certificate	120 credit points at FHEQ level 4 or above
Diploma	240 credit points at FHEQ level 4 or above including at least 90 at FHEQ level 5 or above

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

E1.5 Chronology of the assessment year

ASSESSMENT BOARDS	JUNE/JULY (End of Sprint Term)	SEPTEMBER (Summer Term)
Subject Assessment Boards	End of year module grades confirmed	Confirmation of grades for August Assessment period
Programme Progression Committees	Progression Stage for all non-finalists	Determine progression of students taking August/September assessment
Second Tier (School) Assessment Boards	Final qualifications awarded to finalists	Final qualifications awarded, for finalists completing requirements through August assessment period

deferred assessment, and/or taking of up to 30 additional credits

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) A Programme Progression Committee may allow an undergraduate student to continue in the full-time mode of attendance in order to follow an ordinary degree programme if the student can, by the end of the normal length of their programme of study, achieve 300 credits at the appropriate levels.
- (d) A student may be permitted to proceed to the next stage with a requirement to change their modules or their target qualification.
- (e) Modules which have been compensated (see E.10) shall be treated as passes.

E2.3 Where a student is not permitted to progress to the next stage of a programme the Programme Progression Committee will require a student to:

i Transfer to part-time study in order to make good their failure to complete sufficient credit, such as by repeating failed modules, subject to the provisions of E9.2

or,:

- ii Repeat the year of the programme by full-time/sandwich study;
- iii Interrupt their studies until further assessment opportunities are available to gain sufficient credit;
- iv Terminate their studies and withdraw from the University. A Programme Progression Committee will normally require a student to withdraw from the University and terminate their studies if a student fails, after reassessment, more than one-third of the total credit requirements of their proposed final qualification.

E3 Progression of postgraduate students

Applies only to postgraduate students.

E4 Qualifications and classification

The regulations for classification below apply to programmes which are within the Learning Framework regulations. Honours degree students first enrolled before September 2007 who have achieved 350 credits, including at least 110 at FHEQ level 6 and above, and 210 at FHEQ level 5 and above, will be considered for the award of an honours degree, provided that all programme learning outcomes have been met.

E4.1 Certificates and Diplomas

These are not classified unless specified in programme specifications. If classification is permitted then table A, using only graded credit, will be used for the basis of the award of merit and distinction.

E4.2 Ordinary Degrees

An Ordinary degree, which is without Honours, may be awarded where a student achieves 300 credits at FHEQ level 4 or above, including 150 credits at FHEQ level 5 or above and 60 credits at FHEQ level 6 and above.

E4.3 Foundation Degrees

The Foundation degree will be classified as a pass, merit and distinction, based on graded credit at FHEQ level 5 and above.

A minimum of 90 graded credits is required for classification.

a) Requirements for Distinction

50 percent of the graded credit at FHEQ level 5 or above must be at grade 4 or better, with no more than 25 percent of the total graded credit at FHEQ level 5 or above at grade 13 or worse.

b) Requirements for Merit

50 percent of the graded credit at FHEQ level 5 or above must be at grade 8 or better, with no more than 25 percent of the total graded credit at FHEQ level 5 or above at grade 13 or worse.

E4.4 Honours Degrees

E4.4.1 Profile of Grades

Classification will be derived from consideration of profile(s) giving the proportion of grades distributed into each class.

Using table A, the Assessment Board will consider profiles of ALL graded credits awarded at:

- i FHEQ Level 5 and above
- ii FHEQ Level 6 and above

* References within the regulations to External Examiners apply to both External Examination Assessors and Auditors

Section E

E4.4.2 Awarding Classifications

i Where both profiles give the same level of Honours classification, that classification will be awarded.

ii Where the better profile is at FHEQ level 6 and above and that profile is clear, and no more than one class above the profile at FHEQ level 5 and above, that classification will be awarded.

iii Where the better profile is at FHEQ level 5 and above and that profile is clear, and the profile at FHEQ level 6 and above is on an adjacent lower borderline, the clear classification will be awarded.

iv Honours classification can only be awarded where there is a minimum of 120 graded credits.

v For the purposes of classification, compensated modules shall be treated as a grade of 16.

E4.4.3 Exercising Discretion

Subject to regulation D6.1, the Assessment Board will only exercise discretion on the class of Honours in cases not covered by E4.4.2 where:

- There is only one profile and this is borderline; or
- There are two profiles and both are borderline; or
- The two profiles do not fall into any combination specified under E4.4.2.

In doing so, the Board should bear in mind the following:

(a) FHEQ Level 6 work or work completed in the final stage of the programme

(b) The grade achieved for the final dissertation/project module(s).

(c) The need to consider any extenuating circumstances (see section D8).

(d) The need to be consistent in its policy in the interpretation of classification for all students in a cohort.

E4.4.4 Methods of Determining Classifications

For a profile (either level FHEQ 5 and above, or FHEQ level 6 and above), 50 per cent or above of graded credit must lie in the class. In addition there must be no more than the maximum amount of credit at low grades indicated by the bold line in table A.

Note that the achievement of an honours class for a single profile does not guarantee the award of that class. Both profiles are considered in determination of the overall classification, as described under E4.4.2 above.

(a) A profile will be considered as borderline where the profile shows that the percentage of low grades below the bold line exceeds the permitted maximum.

E4.4.5 – Integrated Masters Degrees

The classification of Integrated Masters Degrees will be derived from a single profile of grades at FHEQ level 6 and above based on E4.4 Table A.

E4.5 Postgraduate Certificate/Diploma, DProf, MProf

Applies only to postgraduate students.

Table A: Classification by distribution of grades

DISTRIBUTION OF GRADES	Class/Borderline	Class of Qualification			
		3 Pass	2.2 Pass	2.1 Merit	1st Distinction
1st/Distinction (1-4)					50%
2.1/Merit or better (5-8)				50%	
2.2/Pass or better (9-12)			50%		
3/Pass or better (13-16)		100%		25% MAX	25% MAX

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	PASS
13		
14		
15		
16		
17	FAIL – MARGINAL Compensation allowed	FAIL – MARGINAL Compensation allowed
18	FAIL – Compensation allowed	FAIL – Compensation allowed
19	FAIL – Compensation not allowed	FAIL – Compensation not allowed
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

E4.6 Masters degrees

Applies only to postgraduate students.

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 credit points 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

Grades awarded prior to September 2008, when

the current grading scheme came into force, will be interpreted as in Table B, for continuing students, for the purpose of awarding classifications.

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) – this method of grading to be used particularly for FHEQ level 3 and FHEQ level 4 modules;

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 on behalf of a Subject Assessment Board to defer assessment in the whole module (see E8).

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 E.8).

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 late August) 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 repeats a module, any 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 3 and FHEQ level 4, the overall module grade gained following reassessment is the better of the two module grades attained at first assessment and reassessment. No mark/grade capping will be applied following re-assessment. At FHEQ level 5 and above, the best mark/grade which may be gained for each reassessed component is a bare pass mark/grade. The re-assessed 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 module failure 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 re-assessment 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 A student may normally repeat a module which has been failed, on one occasion only, with payment of the fee. For such a repeated module, including a module 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. An assessment board may withhold permission to repeat a module, where the past academic performance of the student is such that future success in the module is considered unlikely, or due to the requirements of a professional body.

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

Table C: Maximum Compensation Permitted

FHEQ Level	Normal maximum compensation	Exceptional maximum compensation
3	30	N/A
4	30	60*
5	30	30**
6		30**

* relevant learning outcomes have been met (E10.1.2)
 ** student has extenuating circumstances (E10.1.3 note (ii))

E10.1 Compensation is granted only at the discretion of the Progression Committee or School Assessment Board.

E10.1.1 Compensation at FHEQ level 3
 At the foundation level, grades of 17 or 18 may be compensated subject to satisfactory overall performance. Compensation is limited to a maximum of 30 credits within a 120 credit foundation level programme.

E10.1.2 Compensation at FHEQ level 4
 At the certificate stage, grades of 17 or 18 may be compensated subject to satisfactory overall performance. Compensation is normally limited to a maximum of 30 credits at this stage. However the Programme Progression Committee may allow compensation in an additional 30 credits out of the 120 credits total at FHEQ level 4 for a progressing student, where it is satisfied that the relevant learning outcomes have been met elsewhere.

E10.1.3 Compensation at FHEQ level 5 and above
 Failure at grade 17 or 18 in modules at FHEQ level 5 and above may be compensated at the discretion of the Programme Progression Committee or School Assessment Board. It is subject to satisfactory overall performance, and is normally permitted for a maximum of 30 credits out of the 240 credits total at FHEQ levels 5 and 6.

- NOTES:**
- i** Compensation should not normally be granted by a Programme Progression Committee for any module where opportunities for reassessment are available, unless the student's progression would be delayed in undertaking such reassessment.
 - ii** Any compensation should be taken in the context of a student's extenuating circumstances; without extenuating circumstances compensation should not normally exceed 30 credits beyond the certificate stage.
 - iii** Compensation should not normally be agreed for project or dissertation modules.
 - iv** Where compensation is granted for a compulsory or pre-requisite module, the student may continue with their proposed qualification unless prohibited from doing so by the requirements of a professional body.
 - v** Compensation should be particularly considered by School Assessment Board when a student is due to graduate and has sufficiently good performance elsewhere, in order not to unnecessarily delay the graduation of a student.
 - vi** 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.
 - vii** For the exit qualifications of Cert HE, Dip HE and ordinary degree, the maximum total credit that may be compensated is 30, 60 and 90 credits respectively.
 - viii** Compensation is not normally permitted in programmes of less than 120 credits.

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' (e.g. 17C).

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

E10.1.3 Compensation at FHEQ level 5 and above
 Failure at grade 17 or 18 in modules at FHEQ level 5 and above may be compensated at the discretion of the Programme Progression Committee or School Assessment Board. It is subject to satisfactory overall performance, and is normally permitted for a maximum of 30 credits out of the 240 credits total at FHEQ levels 5 and 6.

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 At the certificate stage, grades of 17 or 18 may be compensated subject to satisfactory overall performance. Compensation is normally limited to a maximum of 30 credits at this stage. However the Programme Progression Committee may allow compensation in an additional 30 credits out of the 120 credits total at FHEQ level 4 for a progressing student, where it is satisfied that the relevant learning outcomes have been met elsewhere.

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 Failure at grade 17 or 18 in modules at FHEQ level 5 and above may be compensated at the discretion of the Programme Progression Committee or School Assessment Board. It is subject to satisfactory overall performance, and is normally permitted for a maximum of 30 credits out of the 240 credits total at FHEQ levels 5 and 6.

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 D.

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 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 Diploma Supplements 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.