

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.

These University regulations shall normally apply for all programmes. Any deviation from these University regulations must be identified at, and approved by, Academic Provision Approval Committee. Where deviations are agreed, these must be identified and published within the Student Programme Handbook. Where there may be ambiguity in the interpretation of regulations where these are considered in conjunction with the Student Programme Handbook, these regulations have greater authority.

The academic work of the University is delivered by academic Schools, Departments and Institutes, organized into three Faculties. Each Faculty is in the overall charge of an Executive Dean. Each Faculty is responsible for the provision of learning, teaching and assessment in a number of programmes which lead to University qualifications and will ensure appropriate decision-making structures are in place, including delegation to sub-committees where appropriate. There are overseas campuses in Dubai (since January 2005), Mauritius (since January 2010) and Malta (since September 2013). The academic provision of the overseas campuses comes under the remit of the appropriate Executive Dean.

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 Faculty.

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. Intermediate level modules are numbered between 2000 and 2999.

Unihelpdesk This is a central point of assistance for students at the Hendon campus, and is referred to throughout these regulations. At other campuses, other terminology may be used to describe this central student facility.

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 shown in Table A2.

A1.2 Academic Year

The academic year is divided into three main terms each of 12 learning weeks: the autumn term (October to December), the winter term (January to April) and the spring term (April to July). The remaining weeks from July to September comprise the summer term during which teaching and learning activities may be scheduled for some programmes. Students starting in September/October study over 24 learning weeks in the autumn and winter 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 either in July or in late August for September/October starters, and in late August for 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 module

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;

Level 3, Foundation eg 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, some FHEQ level 6 modules are available in either the intermediate/ second year stage or honours/third year stage.

Table A1: Credit Framework Levels

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

A1.6 Credit

Each module carries a credit rating, with most modules rated at 30 credits. Some modules are rated at 15, 20, 40, 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 degree programmes comprise:

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.

Table A2: Indicative Periods of Study and Distribution of Credits 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/ WICH Degree	Integrated Masters Degree	Higher Diploma	Graduate Diploma
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	1 year	1 year
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	2 years	2 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	2 years	2 years
Maximum length of registration: P/T	4 years	2 years	2 years	2 years	8 years	4 years	8 years	12 years	12 years		12 years	4 years	4 years
Minimum total credits for	120	40	40	60	240	120	240	300	360	480**	480***	120	120
Minimum number of credits by level	3+	120											
	4+		40			240	120	240	300	360	480	120	
	5+			40	20	90		90	150	210	330	90	120
	6+				40			60	120	120	240		90
	7+										120		
Minimum number of credits given above which must be acquired under the control of this University**	3+	40											
	4+		20			80	40	80					
	5+			20		40		40	90	120	120	40	
	6+				20			60	80*	80	160		40
	7										120		
Standard distribution of credits by level for each award	3	120											
	4		40			120	120	120	120	120	120		
	5			40		120		120	120	120	120	120	
	6				60			60	120	120	120		120
	7										120		

Standard distribution for Table A2

The minimum number of credits which must be under Middlesex control is normally 33.3% of the total required for the qualification, with the exception of BSc (Hons) professional Practice (Nursing) and BSc (Hons) Professional Practice (Midwifery) where up to 300 credits from other Nursing and Midwifery Council or QAA recognised programmes may be transferred and also in the case of Ordinary Degrees awarded to year 3 direct entry students.

* Students on approved student exchanges should note that at least 80 credits of study at level 6 must be under the control of this university.

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

*** FHEQ level 7 credits 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 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.

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 during the summer term 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 Deputy 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 the summer term.

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 Provision Approval Committee.

A7.3 Validated programmes

The University Regulations shall normally apply to all validated programmes delivered by collaborative partners. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

GENERAL REGULATIONS FOR ADMISSION**B1 Overview**

Middlesex University Admissions Policy provides further context and outlines the principles in which the University operates a fair, transparent and equitable admissions service. The Admissions Policy is reviewed for each admissions cycle and is published annually available at <http://www.mdx.ac.uk/>

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. The requirement for entry is published at the start of each admissions cycle on the programme of study page on the University website.

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 or for GCSE qualifications awarded from 2017 a score of 4, 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.

B2.1.1 General Certificate of Education (GCE) O level grades are equivalent to GCSE. Certificate of Secondary Education (CSE) Grade 1 Pass is equivalent to GCE. 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.

The University recognises many level 3 qualifications that are held on the Ofqual register as being equal in depth and size to a GCE A level award and are considered suitable to meet the general requirements for entry to undergraduate programmes. The University publishes the list of Level 3 qualifications that are and are not considered suitable for entry at www.mdx.ac.uk

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

General Certificate of Education, Advanced Level (AGCE) from either reformed or unreformed subjects; passes in two subjects: or

Passes in two 6-unit awards, one or both of which may be an Applied Technical or Applied General Qualification, Advanced Level from either reformed or unreformed subject (AVCE): or
Pass in one 12-unit Applied Technical or Applied General Qualification, 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 Applied Technical or Applied General Qualification, Advanced Level (AVCE)

B2.2.3 Admission to International Foundation Programme

- a) High School Diploma from international school systems 12 years in length equivalent to unreformed AS levels.

B2.3 Overseas 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) and from The University's own experience of international qualifications. The University will publish lists of acceptable international qualification equivalences for satisfying general entrance requirements for admission to undergraduate programmes of study.

B3 General entrance requirements for postgraduate study

Applies to Postgraduate only

B4 Mature entrants and prior learning

B4.1 Applicants who do not otherwise satisfy the General Entrance Requirement or who have had a significant break in their pre university studies 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.

B4.2 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.

B4.3 Recognition of prior accredited and experiential 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. Where the prior credit is sufficient to gain entry to Level 6 appropriate External Examiner oversight must be sought either through the awarding organisations Assessment Boards or through the University approval process.

B5 English language

B5.1 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.

B5.2 English Language qualifications must be obtained no earlier than two years before commencement of study at the University.

B5.3 Applicants are expected to demonstrate the levels of attainment as described in the English Language Requirements document <http://www.mdx.ac.uk/courses/english-language-requirements> unless a higher requirement, which has been agreed for a particular programme at validation, is stated in the University Prospectus.

B5.4 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.

B5.5 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.

B6 Admissions complaints procedure

B6.1 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. A complaint may express serious concern about any aspect of the admissions process.

B6.2 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.

B6.3 A complaint must be made on an individual basis by the applicant. Complaints made by a third party will not normally be considered.

B6.4 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.

B6.5 Procedure

a) Informal Stage

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.

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.

b) Formal Stage

If the complaint is not resolved to the satisfaction of the applicant through this informal means, the complainant should then write formally to:

Deputy Academic Registrar (Student Administration)
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.

The Deputy Academic Registrar 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.

The decision of the Deputy Academic Registrar shall be considered final.

B7 **Fraudulent information used to gain admission**

B7.1 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.

B7.2 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 be withdrawn 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.

B7.3 The applicant may invoke the admission complaints procedures (section B6 above) or if enrolled, the student complaints and grievance procedures, within 10 days of the date of notification, if new evidence can be brought to show that the decision of the University was unfounded.

REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY**C1 Enrolment**

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 for the module 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 (Fail with no opportunity for compensation) should the required learning outcomes not satisfactorily be met.

C2.6 Where a student fails to attend all sessions required for the modules within a programme for which they are enrolled 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. The University may attempt to contact the student at any point following non-attendance at required teaching sessions or assessments to discuss the reasons for non-attendance and any support the student may require. Continued non-attendance as defined in the Attendance Policy will result in the student being withdrawn from the programme.

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 UniHelpDesk/UniHub. 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 (more than one year), students must be aware of the maximum indicative length of a programme (see Table A2 in section A). Students who interrupt their study are no longer an enrolled student of the University.

C5 Withdrawal and return from withdrawal or transfer

C5.1 A student who wishes to permanently withdraw from the University before the completion of the programme of study shall give notice in writing to the UniHelp desk/UniHub. 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 permanent 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 permanent withdrawal or transfer, they must apply to re-start the programme as a new applicant 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. See the Academic Registry Guidance note (ASS60).

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 Assessment Officers, before the specified deadline and provide, where appropriate, a medical certificate or other supporting evidence. The Programme Progression Board 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) As directed within the module handbook, all coursework must be either submitted electronically by a specified deadline, or submitted in printed or other form to a nominated submission point, normally on the campus where the module was taken, and be receipted. Submission must be not later than 6pm at the Hendon campus, and 4pm local time at other University Campuses. In exceptional circumstances, coursework may be submitted by 'recorded delivery' post to the nominated submission point on campus, and the Post Office receipt retained. The submission date will be taken as the date of posting as shown by the recorded delivery receipt.
- b) The deadline date for each component of assessment must be laid down in writing by the Module Leader at the commencement of the module.
- c) Coursework must not normally be submitted direct to a tutor.
- d) The University reserves the right to submit any item of assessed work through specialist software for the detection of academic misconduct.
- e) Failure to submit assessment by the published deadline will result in consequences as specified

- in E6. The University does not operate a penalty tariff based on the lateness of submitted work.
- f) Where electronic submission of coursework on the day of the deadline is not possible, due to failure of University systems, for a significant period of time leading up to the final time for submission, the submission deadline may be extended by at least 24 hours, at the discretion of the Academic Registrar or Deputy.
 - g) Where electronic submission of coursework is not technically possible, due to a financial hold placed upon a student, the University must permit submission of coursework by different means.

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.

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 for not more than six months.
- b) Faculties 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 following principles will apply to the titling of qualifications:

- the specific title of an award is normally solely an expression of the content of the programme curriculum and reflects the subject matter of the award.
- specific titles that reflect the subject focus of programmes of study in two disciplines (e.g. a joint Honours award) should consider nomenclatures based on:
 - 'A and B', where there is an approximately equal balance between two components;
 - 'A with B' for a major/minor combination where the minor subject accounts for at least a quarter of the programme.
- qualification titles should not normally reflect more than three subject components. Where there are more than three significant components, the title 'Combined Studies' would be appropriate.
- Items in brackets in the title will indicate:
 - specific subject pathways,
 - negotiated titles (where allowed by the programme regulations),
 - or Professional Statutory or Regulatory Bodies (PSRBs) reserved titles

The title will not include items that are external to the programme and its curriculum, for example: whether the award is recognised by PSRBs- primarily because this is a construct external to the award itself; abbreviations of the whole title; or the location of the teaching. However, all of the above can be included in the diploma supplement.

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 (as 'sandwich') 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.
- d) Where students are, for valid reasons, unable to undertake or complete the sandwich element of the programme of study, but are successful in meeting requirements for the remainder of the qualification, a full-time qualification will be awarded. The words 'having followed an approved sandwich programme' will not appear on the degree certificate.
- e) Where programme specifications permit, students who undertake successfully the sandwich element of their programme of study may be awarded the Diploma in Industrial Studies, the Diploma in Employability Studies or the Advanced Diploma Professional Practice.

C10.4 Entry and exit qualifications

Entry Qualification

This is a named qualification (e.g. BA (Hons) International Business) that is open to applicants to the University or one of its partners.

Named Exit Qualification

This is a named qualification (e.g. Dip HE International Business) that may be conferred upon a student who exits from an entry qualification before completion, and meets the requirements of the named exit qualification as defined in its programme specification (normally defined within the programme specification of the corresponding entry qualification).

Generic Exit Qualification

This is an unnamed qualification (e.g. Diploma in Higher Education) that may be conferred upon a student who exits from an entry qualification before completion, and who has accumulated sufficient credit at appropriate levels for the exit qualification. Generic exit qualifications are normally available for all in-house and franchised programmes, and also for other collaborative programmes where agreed by the Academic Provision Approval Committee.

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 as a result of 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 Board 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, Diploma in Employability Studies or Advanced Diploma Professional Practice.

C13 Credit transfer

C13.1 A student may be permitted to transfer credit from another institution, (whether awarded on the basis of certificated or experiential learning), 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)

C13.2 Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades for the classification of qualifications.

C13.3 When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

C13.4 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 via <http://unihub.mdx.ac.uk/your-study/student-exchange>.

C13.5 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.

C14 Exhaustion of credit

For the Use and Re-use of Credit the following principles shall apply:

- i. Normally, credits utilised in attaining an initial qualification recognised by the FHEQ cannot be used to secure exemptions against parts of an award of Middlesex University of equivalent or lower status. Such credits are considered 'spent' as part of the certification of the initial award.
- ii. Such credits, however, may contribute to a higher award in the context that the higher qualification subsumes the lower. Illustrations of this would be:

A student who achieves a Foundation degree can use relevant credit towards an Honours degree, but not towards another Foundation Degree/HND/ DipHE.

Credits obtained in attaining a sub-degree award or qualification can be used towards an Honours degree. Once an Honours degree has been awarded it cannot normally provide credit towards another Honours degree.

Although at the same level in the FHEQ, a student may utilise credit from a Postgraduate Certificate or Diploma to contribute to a Master's degree.

Credit 'spent' on the conferment of an undergraduate award may not be used to meet the requirements of a postgraduate award.

Normally, credit towards a new qualification must have been gained no more than five years before the programme of study commences.

C15 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.

C16 Recording of lectures

Audio recording, video recording or photography of lectures, or other forms of learning activity by students, is prohibited, except in the following circumstances, and where violation of law (e.g. Copyright, Human Rights, or Data Protection) does not take place:

- 1) It is explicitly permitted as part of the learning activity;
- 2) It is explicitly permitted for an individual student as a "reasonable adjustment", within the meaning of the Equalities Act;
- 3) The tutor has given permission for such activity to take place.

In all cases, violation of this regulation will be managed under the student disciplinary procedures. Further guidance is available within the document Recording Lectures, available on myUniHub and the staff intranet.

Permission for recording does not imply permission for publication (e.g. on Facebook, YouTube, or other Social Media), or distribution to others.

REGULATIONS FOR ASSESSMENT BOARDS & PROGRESSION BOARDS**D1 Structure of Assessment Boards and Progression Boards****A: PROGRAMME PROGRESSION BOARDS**

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

Membership

Chair - Deputy Dean or a nominee independent of the group of programmes;

Director of Programmes

Programme leaders

Overseas Campuses and Franchised Programmes. This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board 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 board 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 Programme Progression Boards 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 Faculty with sufficient knowledge and independence who is not the Director of Programmes responsible for that subject;

External Examiner Subject Board - 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 via audio or video conferencing.

Secretary - to be determined by Chair.

Terms of reference

- 1) To recommend to the Deputy Dean, 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.

2 SECOND TIER ASSESSMENT BOARDS**FACULTY ASSESSMENT BOARDS (note – may be named 'School' Assessment Boards)**

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

Membership

Chair - Deputy Dean, or nominee;

External Examiner School Boards - 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 via audio or video conferencing;

Secretary - to be determined by the Chair.

Terms of reference

- 1) To award, qualifications in respect of programmes aligned to the Faculty Assessment Board on behalf of Academic Board.
- 2) To consider the implementation of University assessment policy and related matters of principle at Faculty (or department or other academic unit) level and to make any recommendations arising to Academic Board through the Assurance Board.

C: ASSESSMENT BOARDS AT COLLABORATIVE INSTITUTIONS**1 Progression**

The Centre for Academic Partnerships 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 appropriate Deputy 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 Centre for Academic Partnerships for the issuing of certificates. Certificates will be issued within 2 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 Centre for Academic Partnerships).
- 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 own regulations have been approved by the Academic Registrar.

D: EXCHANGE GRADES PANEL**Membership**

Chair - Erasmus and Exchange Institutional Coordinator.

Assistant Academic Registrar (Assessment) or nominee.

School Exchange Coordinators.

External Examiner

Secretary

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 Director of Learning, Teaching and Student Experience 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.

Assessment Boards report annually to the University Assurance Committee.

D2 Authority of Assessment Boards and Programme Progression Boards

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

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

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

D2.4 Voting - At a meeting of an Assessment Board every effort shall be made to reach a decision by consensus, taking into account the views of External Examiner Subject Board and External Examiner School Board. 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 at any level, (other than generic exit qualifications), 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 Boards have the authority to:

- a) compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation E8.
- 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 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 award 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 Programme Progression Boards, 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 Programme Progression Boards at Middlesex University should make known to the Boards 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 Board 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 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 generic exit qualifications).

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 Board. It shall be circulated to the members of the Board. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

D5.1.1 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.

D5.1.2 The record of the Programme Progression Board shall include the minutes of the meeting and as separate items:

- 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.

D5.2 Any student who has been considered by the Assessment Board is entitled to see a copy of any items listed in D5.1 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. In such cases the Assessment Board must also consult with the Academic Registrar or nominee before exercising such discretion.

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 Academic Registrar or nominee. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.
- b) Such formal interpretation by the Academic Registrar 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 are personal circumstances which have affected a student's performance in an assessment and are brought to the attention of the Assessment Board when considering academic performance. An application for extenuating circumstances will only be considered if the circumstances meet the following criteria: The circumstances are exceptional; they are outside of the control of the student; and **original** supporting documentary evidence is provided. Extenuating Circumstances will be considered by Extenuating Circumstances Panels and may be taken into account by Faculty Assessment Boards and Programme Progression Boards in determining classification of degrees and the progression of students.

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 with documentary evidence, by the specified deadline as per the published guidance.
- d) Extenuating circumstances will be considered by Panels (or their delegated nominees) convened on behalf of Programme Progression Boards and School Assessment Boards, who may make a decision based on the published guidance.
- e) The outcomes of the extenuating circumstances panel, which may include an agreed extension to a coursework deadline or deferral of assessment to the next opportunity, will be provided to Programme Progression Boards and School Assessment Boards, to support their decision making:
 - 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.
- f) Extenuating circumstances brought to the attention of the Chair of the School Assessment Board or Programme Progression Board after the deadline specified in (c), should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the deadline, and should be referred to the Extenuating Circumstances Panel
- g) 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 H7 (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.

D8.3 Procedures

- a) The Extenuating Circumstances Policy sets out further guidance on the principles and procedures for consideration of extenuating circumstances. The Policy includes the processes for submission and consideration of extenuating circumstances, including who assesses the evidence provided in support of extenuating circumstances, and which decisions may be delegated to Assessment Officers on behalf of the Extenuating Circumstances Panels. The Policy also includes the permitted outcomes of extenuating circumstances applications which may include an agreed extension to a coursework deadline or deferral of assessment to the next opportunity.
- b) Only extenuating circumstances submitted directly by the student to the Assessment Officer will be recorded and considered by the Assessment Officer and Extenuating Circumstances Panel. All information relating to the nature of extenuating circumstances will be kept confidential.

D9 Appointment of External Examiner Subject Board and External Examiner Faculty Boards*

D9.1 External Examiner Subject Board and External Examiner Faculty Board are appointed to Assessment Boards by the University following recommendation to the Director of Academic Quality Service by the appropriate Executive Dean (or nominee) or Deputy Vice-Chancellor Learning and Innovation. External Examiner Subject Board and External Examiner Faculty Board shall normally be appointed no later than the session prior to the one in which they take up their appointment. External Examiner Subject Board are not normally involved in the assessment of modules at Level 3 or FHEQ Level 4.

D9.2 The method of appointment, rights and responsibilities of External Examiner Subject Board and External Examiner Faculty Board are set out in Section 4 of the University's Learning Quality Enhancement Handbook available via the University's internet and intranet.

D10 Rights and responsibilities of External Examiner Subject Board

External Examiner Subject Board are appointed to Subject Assessment Boards. The rights and responsibilities of External Examiner Subject Board 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 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 4 of the University's Learning and Teaching Enhancement Handbook relating to External Examiner Subject Board, and in the form prescribed by the University.
- h) To inform the Director of Academic Quality separately from the normal annual report of any matter which, in their view, militates against the maintenance of appropriate academic standards and quality.

D10.2 Rights

- a) To make recommendations for amendments to draft examination papers, or set additional examination questions in consultation with the appropriate internal examiner(s).
- b) To see any assessment material relating to the modules concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment with which they are specifically associated, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.
- c) Where assessment by coursework or continuous assessment forms part of the approved examination arrangements, to choose their own sample of scripts for assessment at final or key intermediate stages.
- d) To approve a student's choice of project, individual study or dissertation included in the final stage of study.
- e) To require and be involved in the oral (viva voce) examination of any student, including specially arranged oral examinations where these are not required by the regulations as part of the standard assessment procedures.
- f) To be fully involved in decisions:
 - i. reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally
 - ii. made by the assessment board following the upholding of requests for review via the appeals process (see section G)
 - iii. reached by the assessment board following the recommendation of the Secretary to the

Academic Board (see section F8.2).

D11 Rights and responsibilities of External Examiner Faculty Boards

D11.1 Responsibilities

External Examiner Faculty Boards are appointed to Faculty Assessment Boards. The rights and responsibilities of External Examiner Faculty Boards include:

- a) To attend any meetings of the Faculty Assessment Board at which the results of a final stage assessment will be determined
- 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 4 of the University's Learning Quality Enhancement Handbook relating to External Examiner Faculty Boards, and in the form prescribed by the University.
- e) To inform the Director of Academic Quality 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 Examiner Subject Board or External Examiner Faculty Boards refuse to consent to the decisions of an Assessment Board

Where an External Examiner Subject Board or External Examiner Faculty Board 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 Academic Quality. Such reports will be placed before the next meeting of the Assurance 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 Examiner Subject Board/ External Examiner Faculty Board 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

- a) To attend all meetings of the Assessment Board or Programme Progression Boards 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 Examiner Subject Board 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 Faculties (through the Assessment Officer, Deputy Dean, Heads of Department, Directors of Programmes, Module Leaders and other staff):

- i. 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;
- ii. To ensure that adequate notice of the details of assessment arrangements is given to each

- student;
- iii. 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;
 - iv. 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);
 - v. To ensure that students notifying adverse academic personal or medical circumstances are not unfairly disadvantaged and that the Faculty Assessment Board and Programme Progression Boards are fully informed of any known circumstances which might affect the Board's decisions on assessment;
 - vi. To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed;
 - vii. To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be brought into the examination room;
 - viii. To ensure that a report is made to the Assessment Board of any incident of academic misconduct;
 - ix. To ensure that deadlines for the submission of projects, essays and other written work are fairly applied;
 - x. To keep receipts of assessed work submitted and to make these available to the Assessment Board as required;
 - xi. 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;
 - xii. To arrange oral (viva voce) examinations as required by the Assessment Board;
 - xiii. To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;
 - xiv. 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 Faculty Assessment Board;
 - xv. 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 Examiner Subject Board and External Examiner Faculty Board

ASSESSMENT AND PROGRESSION REGULATIONS FOR UNDERGRADUATE TAUGHT PROGRAMMES

E1 Calendar of assessment

E1.1 There are three 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 July or in late August/early September
- In addition there is an assessment period for summer term 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 Module/Programme handbook, is concluded.

Where assessment or reassessment is deferred, this will normally be to the next available assessment opportunity, either in July or in late August or in April/May.

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

E1.3 Some programmes (including those with specific professional requirements) may not follow the normal calendar of assessment and qualifications may be awarded at times throughout the year.

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

E1.5 Chronology of the assessment year

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

E2 Progression of undergraduate students

E2.1 Table of progression stages:

Stage	NORMAL REQUIREMENT
Foundation Certificate	120 credit points at Level 3 or above
Certificate of Higher Education	120 credit points at FHEQ level 4 or above
Diploma of Higher Education	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 Board to proceed with a credit deficit. This will be made up by reassessment, and/or deferred assessment, and/or taking of up to 30 additional credits

Notes:

- a) The Programme Progression Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.
- b) The Programme Progression Board will take into account the student's commitment to their programme of study as shown by the number of X (FAIL due to insufficient attendance) and P (FAIL due to plagiarism or academic misconduct) codes and 20 (FAIL) grades or where there is substantial doubt about the student's ability to complete the qualification.
- c) A Programme Progression Board 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 E8) 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 Board will require a student to either:

- 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 E7;
- 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 Board 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 Qualifications and classification

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

E3.1 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.

E3.2 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. This is not classified.

E3.3 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.

E3.4 Honours Degrees**E3.4.1 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

E3.4.2 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.

E3.4.3 Exercising Discretion

Subject to regulation D6.1, the Assessment Board will only exercise discretion on the class of Honours in cases not covered by E3.4.2 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 E3.4.2.

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). Where there is no final dissertation/project module, the grade(s) achieved in core module(s), (as identified by the Board) at level 6.
- 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.

E3.4.4 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 E3.4.2 above.

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.

E3.4.5 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.

E3.5 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 as a new student via the relevant Admissions Office.

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

E4 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.

E4.1 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 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.

E4.2 For any given assessment, in any given module, Faculties should ensure that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

E4.3 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.

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		
9	LOWER SECOND	PASS
10		
11		
12		
13	THIRD	
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

Administrative codes

The following administrative codes are used for the purposes indicated:

- X** Fail - Incomplete without good reason: insufficient attendance or participation; 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 Failure to complete assessment

E5.1 Deadlines for assessed work

Students must submit each component of coursework for assessment not later than 6pm at the Hendon campus, and 4pm local time at other University Campuses. 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 under the Extenuating Circumstances Policy for an approved extension or an approved deferral of assessment to the next available opportunity (see D8).

The University does not operate a penalty tariff based on the lateness of submitted work.

E5.2 Modules spanning more than one academic year or with multiple optional assessment points

In exceptional cases some modules may be designated as spanning more than one academic year or as having multiple optional assessment points following approval by the Academic Registrar. This must be recorded in the Programme Specification and module narrative. For such modules in order to ensure an accurate student record students will automatically have a 'deferral' recorded against the assessment for this module. This means that a student is not required to submit a request for a deferral and is not penalised when the assessment is not attempted or completed at the first assessment opportunity. 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.

E5.3 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 D.8).

E6 Reassessment in modules

E6.1 A student has the right to be reassessed once only in any module with an overall FAIL grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Extenuating Circumstances or the FAIL grade of 17 or 18 has been compensated (see E8). Re-assessment takes the form of a Resit of the failed assessment component. This Resit opportunity does not attract additional scheduled teaching or fees and for Levels 5, 6 and 7 the Resit grade is capped (see E6.6). Where compensation is not normally permitted by a Professional, Statutory or Regulatory Body, a Subject Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

E6.2 Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a FAIL grade of 20 should the required learning outcomes not be met. No second reassessment is permitted.

E6.3 Failure without good reason to undertake deferred assessment will result in the award of a FAIL 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.

E6.4 Where it is not practical to resit 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.

E6.5 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.

E6.6 At 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.

At level 5 and above, following reassessment, where capping the reassessed component(s) results in an overall module fail grade, whereas with no capping, the overall module grade is a pass, a minimum pass grade (16) shall be awarded for the module.

E6.7 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.

E6.8 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.

E6.9 A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

E6.10 On the International Foundation Programme, where a component of assessment is NOT submitted at first attempt, the best grade obtainable at re-assessment for that component is 16.

E7 Repeating modules

E7.1 No student is permitted to repeat the assessment of a module which has already been passed except where permitted in programme regulations and only to satisfy the requirements of Professional, Statutory or Regulatory bodies.

E7.2 A student may normally repeat a module which has been failed, following a failed first sit and a failed resit, or on request following a failed first sit, on one occasion only, with payment of the fee. For such a repeated module, including a module repeated during the summer term, 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. Where a student repeats a module, any remaining right of reassessment from the original attempt is cancelled but the repeated module may be reassessed by resit on one further occasion. 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, Statutory or Regulatory body.

E7.3 Where a student is given formal permission to repeat a stage due to significant extenuating circumstances, 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.

E8 Compensation

Table C: Maximum Compensation Permitted

FHEQ Level	Normal maximum compensation	Exceptional maximum compensation
3 'foundation stage'	30 credits	30 credits
4 'certificate stage'	30 credits	60* credits
5 'diploma stage'	30 credits maximum from across the two stages, with compensation at the first available opportunity	An additional 30 credits maximum from across the two stages with compensation at the first available opportunity, totaling a maximum of 60 credits compensatable across level 5 and 6 with ECs
6 'degree stage'		

* relevant learning outcomes have been met (E8.1.2)

** student has extenuating circumstances (E8.1.3 note (ii))

E8.1 Compensation is granted only at the discretion of the Progression Board or Faculty Assessment Board.

E8.1.1 Compensation at Level 3

At the foundation level, FAIL 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. Compensation should be applied at the earliest available opportunity, i.e. before the re-assessment opportunity. Where more than 30 credits have a FAIL grade of 17 or 18 with all of the FAIL grades at 17 or 18 the Progression Board or Faculty Assessment Board should apply compensation to a maximum of 30 credits, the remaining credits will require re-assessment. Where more than 30 credits have a FAIL grade of 17 or 18 or 19 or 20 no compensation should be applied to any module and all failed modules require re-assessment.

E8.1.2 Compensation at FHEQ level 4

At the certificate stage, FAIL 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 Board 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. Compensation should be applied at the earliest available opportunity, i.e. before the re-assessment opportunity. Where more than 30 credits have a FAIL grade of 17 or 18 with all of the FAIL grades at 17 or 18 the Progression Board or Faculty Assessment Board should apply compensation to a maximum of 30 credits, the remaining credits will require re-assessment. Where more than 30 credits have a FAIL grade of 17 or 18 or 19 or 20 no compensation should be applied to any module and all failed modules require re-assessment.

E8.1.3 Compensation at FHEQ level 5 and above

Failure at FAIL grade 17 or 18 in modules at FHEQ level 5 and above may be compensated at the discretion of the Programme progression Board or Faculty 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. Compensation may be permitted in an additional 30 credits out of the 240 credits at FHEQ level 5 and level 6 where it is satisfied that the relevant learning outcomes have been met elsewhere.

NOTES:

- i. Compensation should not normally be granted by a Programme Progression Board for any module where opportunities for reassessment are available at levels 5 and 6, unless the student's progression would be delayed in undertaking such reassessment.
- ii. Any compensation should be granted in the context of a student's extenuating circumstances; without extenuating circumstances compensation should not normally exceed 30 credits beyond FHEQ level 4.
- iii. Compensation should not 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 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. However compensation should be considered where a student is unable to progress on a qualification, but who may, with compensation, be granted an alternative generic exit qualification (e.g. to be awarded the Certificate of Higher Education, Diploma of Higher Education or, subject to regulation C10.2, the BA/BSc Combined Studies). However, this should not be considered a "compensated pass" towards the original qualification.
- vi. 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.
- vii. Compensation is not normally permitted in programmes of less than 120 credits.
- viii. Compensation should be considered at each stage of a student's progression eg from Certificate to Diploma Stage and Diploma Stage to Degree Stage.

E8.2 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).

E8.3 A compensated failure will be treated as a PASS grade of 16 for the purposes of classification profiling.

E9 Publication of results

E9.1 Formal notification of results will include grades or administrative codes for each module and any decision by an Assessment Board or Progression Board. This formal notification will be made via UniHub at the end of each assessment period.

E9.2 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.

E9.3 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.

E9.4 Students who have a tuition fee 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 the outstanding debt to the University has been paid.

E9.5 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.

E10 Certificates, transcripts/diploma supplements and credit statements

E10.1

- (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 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.

E10.2 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.

E10.3 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.

E10.4 A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.

E10.5 Certificates will normally be sent within 2 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.