

Framework and Regulations for Undergraduate Awards 2026/27

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Glossary of terms

Term	Definition
Academic Year	The period of study during which a student completes modules, assessments and learning activities, usually across two semesters.
Aegrotat Award	A qualification awarded in exceptional circumstances when serious illness or other significant events prevent a student from completing their studies, but there is sufficient evidence that the award requirements would have been met.
Assessment	Any task used to measure learning, such as an examination, coursework, presentation, portfolio, practical activity or project.
Borderline Classification	When a student's final results are very close to the boundary between two degree classifications, the Assessment Board reviews the student's overall academic profile before making a final decision.
Compensation	The award of credit for a failed module without further assessment when the module mark falls within the compensation range and the student's overall academic performance demonstrates achievement of the programme requirements.
Compulsory Module	A module that is required as part of a programme and cannot be replaced with another module.
Conferral	The formal process through which the University confirms and awards a qualification.
Credit	A measure of learning that is awarded when a student successfully completes a module.
Deferral	Permission to complete an assessment at a later date because approved circumstances affected a student's ability to take the assessment as scheduled.
Degree Classification	The final classification awarded for an honours degree, such as First Class Honours, Upper Second Class Honours (2:1), Lower Second Class Honours (2:2) or Third Class Honours.
Exit Award	A qualification awarded when a student leaves a programme before completing the intended final award but has achieved sufficient credits for a recognised qualification.
Extension	Additional time granted for the submission of an assessment because of approved circumstances.
Extenuating Circumstances	Serious personal, medical or other significant circumstances that affect a student's ability to study or complete assessments.
FHEQ Level	A nationally recognised level that identifies the academic standard of study, such as Levels 4, 5 and 6 for undergraduate qualifications.

Term	Definition
Gateway	A required progression point for apprenticeships that must be successfully completed before undertaking the End Point Assessment.
Learning Outcomes	Statements describing the knowledge, skills and understanding that a student is expected to demonstrate by the end of a module or programme.
Module	A unit of study with specified learning outcomes, assessments and a credit value.
Optional Module	A module selected by a student from a range of approved options within a programme.
Placement	A period of supervised learning in a workplace that forms part of a programme of study.
Placement Year	A year spent undertaking a structured work placement or approved study abroad opportunity as part of a degree programme.
Posthumous Award	A qualification awarded after a student's death where there is sufficient evidence that the academic requirements would have been met.
Prerequisite Module	A module that must be successfully completed before a student can study a more advanced module or progress to the next stage of a programme.
Practice Module	A module that assesses professional practice, placement activity or work-based learning.
Programme	The complete course of study leading to a qualification, such as a bachelor's degree.
Programme Assessment Board	The University committee responsible for confirming module results and making decisions on progression, compensation, awards and degree classifications.
Programme Specification	The official document that describes what students will study, how learning will be assessed and the requirements for achieving the award.
Progression	Moving from one level or stage of a programme to the next after meeting the required academic standards.
PSRB (Professional, Statutory and Regulatory Body)	An external organisation that approves, accredits or regulates programmes linked to a specific profession.
Recognition of Prior Learning (RPL)	Recognition of previous study, qualifications or professional experience that may count towards a programme of study.
Reasonable Adjustment	A change to learning, teaching or assessment arrangements that helps students with disabilities or other recognised needs participate on an equitable basis.

Term	Definition
Resit	A further opportunity to complete an assessment after an unsuccessful first attempt.
Retake Module	Repeating an entire module, including learning and assessment activities, after unsuccessful previous attempts.
Repeat Study	Repeating a stage, year or period of study because progression requirements have not been met.
Sandwich Programme	A programme that includes a substantial period of work experience or study abroad between periods of academic study.
Study Abroad	A period of study at another institution, usually in a different country, that contributes to a student's degree.
Thick Sandwich	A full placement year equivalent to 120 credits of study. This typically takes place between Levels 5 and 6
Unratified Result	A provisional result that has not yet been approved by the Programme Assessment Board and may be subject to change.
Withdrawal	The formal process through which a student leaves a programme and ends their registration with the University.
20-Point Scale	The grading scale used by the University to record achievement and support decisions on progression and degree classification.

Framework and Regulations for Undergraduate Awards 2026/27

Introduction

1. The Framework and Regulations for Undergraduate Awards explain how the University delivers undergraduate programmes and what a student can expect during their studies. Changes made to the Framework and Regulations will be made in partnership with our student body, and / or the elected representatives within the Students' Union.
2. These regulations will be reviewed annually for approval by the University's Academic Board. Changes help ensure that academic quality standards are maintained and that the University complies with legislation and the requirements of any Professional, Statutory, or Regulatory Bodies (PSRBs). A PSRB is an external organisation that sets professional standards for a subject or profession and may approve or accredit on a programme.
3. The academic standards of all Middlesex University (the University) awards are aligned with the [UK Quality Code for Higher Education](#), and the descriptors in the [Credit Framework for England](#). Additional external reference points include [QAA Characteristic Statements](#).
4. The Regulations in force at any one time will be those published on the University website.

Scope

5. The Framework and Regulations for Undergraduate Awards apply to all undergraduate programmes at the University. Awards are mapped to the Framework for Higher Education Qualifications¹, and include:
 - a. Foundation Certificate (FNCert) (FHEQ Level 3)
 - b. Certificate (FHEQ Level 4)
 - c. Certificate of Higher Education (CertHE) (FHEQ Level 4)
 - d. Diploma (FHEQ Level 5)
 - e. Diploma of Higher Education (DipHE) (FHEQ Level 5)
 - f. Foundation degree (FdA, FdEng, FdSc) (FHEQ Level 5)
 - g. Higher Diploma (FHEQ 5)
 - h. Advanced Diploma (FHEQ Level 6)
 - i. Bachelor's (Ordinary) degree (BA, BEng, BSc) (FHEQ Level 6)
 - j. Bachelor's with Honours (BA (Hons), BEng (Hons), BSc (Hons), LLB (Hons) (FHEQ Level 6)
 - k. Bachelor's degree – Thick sandwich (BA (Hons), BEng (Hons), BSc (Hons) (FHEQ level 6)

¹ The Framework for Higher Education Qualifications is the national framework that defines and links credit values of different qualifications.

I. Graduate Diploma (FHEQ level 6)

6. Frameworks and Regulations for Integrated Masters Awards, and School-Centred Initial Teacher Training Awards are published separately. Any additional exceptions and variations for individual programmes, for example to meet the requirements of national apprenticeship standards or Professional, Statutory, or Regulatory Bodies (PSRBs), must be approved by Quality Committee and recorded centrally by the Directorate of Student Administration.

Structure and timing of programme delivery

7. An academic year is typically delivered over two semesters. There are typically 28 weeks of academic and extracurricular activity delivered across both semesters, and a student is expected to engage in all activities in those weeks. This is explained in the University's Attendance and Engagement Policy.

8. A programme of study is an approved curriculum followed by a student. All programmes of study contain a prescribed set of modules, which are defined as being at a certain level of academic study. Each module carries a specified number of credits. A programme may include 60, 30 or 15 credit modules. There are typically 360 credits in each BA / BSc (with Honours) undergraduate programme. Programmes with an integrated foundation or placement may have a total of 480 credits.

9. Each credit equates to 10 notional learning hours. Learning hours depend on the nature of the module, and can include formalised teaching, independent study, assessment and other timetabled activities. Modules are allocated to a level of the Framework for Higher Education Qualifications, based on the relative challenge and complexity of learning outcomes.

10. Each programme has a specification which includes the learning outcomes for the programme and each module of content in relation to expected sector standards. Each Programme Handbook includes a map of the learning outcomes explaining how and when a student will be expected to understand and achieve them, and when a student will be assessed against them.

11. Each semester, a full-time student is expected to complete learning, teaching and assessment for at least 60 credits, which may be through two 30 credit modules or a combination of 30 and 15 credit modules. Each year, a full-time student will complete learning, teaching and assessment for 120 credits.

Programme Titles and Awards

12. The title of any programme and qualification should accurately reflect the level of achievement and the nature and field of study.

13. Brackets should only be used to indicate a pathway or specialism within a broad portfolio of awards.

14. Joint awards should be named as “A and B” where there is equal weighting for the two fields of study. Awards should be named “A with B” where the minor subject is equal to 25% of the programme content.

15. Where this is an integrated sandwich year (of at least 36 weeks of supervised and assessed work), approved at validation, parentheses including ‘with Professional Placement’, ‘with Study Abroad’ or ‘with Professional Placement and Study Abroad’ may be added to the award title. All ‘sandwich’ programmes will have a related honours degree programme which the student may transfer to if they cannot complete the sandwich year.

16. If a student does not complete the intended award, they may be considered for an exit award, e.g., CertHE, DipHE, higher Diploma etc. Titles of exit awards are defined in the Programme Specification. An exit award is a qualification that may be awarded if a student leaves their programme before completing the full intended award. An exit award can only be made if the student has achieved the required credits and learning outcomes.

Aegrotat and Posthumous Awards

17. An aegrotat award is a qualification awarded in exceptional circumstances when a student cannot complete their studies or assessments because of serious illness or other significant difficulties. The award is based on evidence that the student would have met the required standard. The award is typically unclassified.

18. The student must confirm, in writing, that they accept the offer of an aegrotat award. Consent may be provided by a third party with authority to act on the student’s behalf, if the student is severely incapacitated and cannot provide confirmation. Where a student is awarded an aegrotat award, this is considered to be a final award.

19. Aegrotat awards do not confer PSRB registration or award of apprenticeship.

20. A posthumous award may be made for any of the University’s awards. The award is based on the assumption that the student would have met the necessary standards if they had been able to continue, and the judgment is normally based on successful completion of at least 50% of credit. The award is typically unclassified.

21. A posthumous award may be accepted on the student’s behalf by a parent, spouse, or other appropriate individual.

22. All aegrotat and posthumous awards will normally reflect the level of study according to the Framework of Higher Education Qualifications.

Admissions and Enrolment

23. The University’s general and programme entry requirements are published for each programme on the University website, and in the Admissions Policy.

24. If the University finds that an application contains important false or misleading information, this will normally lead to the immediate withdrawal of any offer. If this is discovered after the student has enrolled, the Pro Vice Chancellor for Education and Student Experience

(or their nominee) may declare the enrolment void, and the student will be required to withdraw from the University.

25. Any complaints about the Admissions process may be made under the Applicant Appeals and Complaints Policy and Procedure, at the campus of study.

26. A student is admitted to the University and must normally complete enrolment within two weeks of the start of their programme of study. A student must re-enrol every year.

27. A student who has not enrolled or paid the appropriate fees, by the published deadline in any year of study, will be assumed to have withdrawn from their programme, and their record will be closed. An exit award will be made where credit has been achieved and all tuition fees related to the completed study have been paid.

28. The University reserves the right to decline or withdraw any student who does not hold the appropriate visa, or do not comply with the conditions of their visa.

29. After the enrolment deadline, a student remains liable for tuition fees. Advice can be provided through the UniHelp Support Service, or Campus Student Administration where needed.

30. An undergraduate student is not allowed to undertake two programmes of study at the University concurrently.

Modes of study

31. The University recognises the following modes of study:

Mode of study	Description
Apprentice learners	Apprentice learners are employed throughout their apprenticeship. Learners are required to have a proportion of 'off the job learning' per week, and their University study counts towards these hours.
Full-time	Full-time study will typically require completion of 120 credits in each year of study.
Part-time	Part-time study will typically require completion of 60 credits in each academic year of study.
Associate	An associate student may study modules without being registered for a qualification. They may apply to join a degree programme, complete assessment and be awarded credit. Assessment must be completed to be awarded credit.

Recognition of Prior Learning (RPL)

32. During the admissions process, applicants may apply for recognition and accreditation of prior certificated learning and / or credit transfer, or experiential learning. RPL is recognition of knowledge or skills which a student has gained previously and counts towards the Middlesex qualification. This is explained in the University's Recognition of Prior Learning (RPL) Policy.

33. The maximum amount of RPL or credit transfer that may be used towards an award is:

Level of study	Qualification	Total credits required	Maximum credit transfer
4	Certificate of Higher Education	120	60
	Certificate	40	20
5	Foundation degree	240	120
	Diploma	40	20
	Diploma of Higher Education	240	120
	Higher Diploma	120	60
6	Advanced Diploma	60	20
	Bachelor's (Hons)	360	240
	Bachelor's (Hons) with placement /foundation	480	240
	Bachelor's (thick sandwich)	480	240
	Graduate Diploma	120	60

34. The classification of the award, or any calculation of Merit or Distinction will only be based on credit achieved through study at Middlesex University, or approved credit from a study abroad exchange.

Maximum registration periods

35. A student is normally expected to complete their studies within the normal period of registration for their mode of study. The maximum period of registration provides additional time for a student should they need to retake modules, interrupt their studies, or study part-time temporarily.

36. A student may request to transfer from full-time to part-time, and from part-time to full-time study, if they are able to complete within the maximum registration period, recalculated proportionately when a student changes mode of study.

37. Once a student has reached their maximum registration period, the programme assessment board will grant an exit award based on credit achieved. Maximum registration periods are provided below and may be overridden by PSRB or Home Office visa limits.

Award	Minimum period of study	Minimum period of study with RPL	Maximum period of study (full-time)	Maximum period of study (part-time)
Certificate	1 Semester	1 Semester	1 year	2 years
CertHE	1 year	3 months	2 years	3 years
Diploma	1 Semester	1 Semester	1 year	2 years
DipHE	2 years	1 year	4 years	6 years
Advanced Diploma	1 Semester	1 Semester	1 year	2 years
Higher Diploma	1 year	1 semester	1 year	2 years

Foundation degree	2 years	1 year	4 years	6 years
Bachelor's (Ordinary)	2 years	1 year	5 years	9 years
Bachelor's (Hons)	2 years	1 year	5 years	9 years
Bachelor's (Hons) with placement /foundation	4 years	n/a	6 years	9 years
Graduate Diploma	1 year	1 semester	1 year	2 years

38. The University recognises a student may experience ill health, or other extenuating circumstances which prevent them from engaging in study, and so, they may apply to take a break from their studies. There may also be circumstances where the University requires a student to take a break from their studies. This is explained in the University's Extenuating Circumstances Policy. In such instances, the maximum registration period includes any periods of interruption (normally a maximum of one academic year). The maximum period may be extended by the Pro Vice Chancellor Education and Student Experience (or nominee) in exceptional circumstances where the university is satisfied that the student's previous learning remains current.

Engaging in study

39. A student is expected to attend and engage with all learning opportunities made available to them by the University, and to take responsibility for their own learning. This is explained in the University's Attendance and Engagement Policy.

40. To comply with statutory obligations, the University may need to withdraw a student from their programme of study if they fail to attend and engage. Information on when this might happen is included in the Student Interruption, Programme Change, Withdrawal and Transfer Arrangements Policy.

Withdrawal and return from study

41. A student may wish to withdraw from their studies and should inform the University in line with the University's Student Interruption, Programme Change, Withdrawal and Transfer Arrangements Policy.

42. If a student chooses to withdraw from study before completing their degree, they may opt to take an exit award, or they can choose to return to the University to complete study. If a student wishes to return to the University, they should make application under the University's Admissions Policy. A student retains the right to apply and complete the programme once a period of at least 12 months has passed.

43. A student studying with an Academic Partner of the University should inform the Academic Partner. The Academic Partner is responsible for informing the University.

44. In accordance with the Student Contract Terms and Conditions, there may be circumstances in which a student may be withdrawn from study by the University, through the use of the following policies:

- a. Attendance and Engagement Policy
- b. Academic Failure Policy
- c. Academic Honesty and Integrity Policy
- d. Fitness to Practice Policy
- e. Support to Study Policy
- f. A student may also be withdrawn as a result of a breach of the Student Code of conduct.

45. In such instances a student will receive an exit award dependent on the number of credits successfully completed, and as long as there are no outstanding debts to the University.

46. If a student is withdrawn due to academic failure, they will not be readmitted to the same or similar programme at any point in the future.

47. A student retains the right to appeal against their withdrawal. This is explained in the University's Academic Appeals Policy and Procedure.

Module types

48. Programme modules will be defined as compulsory, optional, prerequisite or practice. These will be explained in the programme and module handbooks and may be prescribed by Professional, Statutory and Regulatory Bodies (PSRB).

49. Different types of module may have different assessment requirements as indicated below.

Module type	Definition	Assessment requirement
Compulsory	A module which is central to the programme and achievement of learning outcomes.	Must be passed. No alternative can be used to make up credit. May be passed at any point before the end of the degree programme of study.
Optional	A module which can be selected as part of a programme of study.	May be failed. If failed, the module may be retaken, or an alternative module may be taken to make up credit.
Prerequisite	A module which must be taken before entry to the next year of study in order to ensure learning has been achieved in preparation for future learning.	Typically for PSRB programmes. Must be passed, before progression. No alternative can be used to make up credit.
Practice	A module designed to assess required practice learning and professional experience.	Must be passed for progression to the next year.

Assessment, compensation, and capping of marks

50. Each module may have one or more assessments. A student is expected to pass all assessment in order to pass the module and ultimately achieve their degree. Once an assessment is passed, it is not possible to resit the assessment to achieve a different mark.

51. The University understands that a student may not pass their assessment at the first attempt. If a student fails an assessment or module, they normally² have the opportunity to resit the assessment and /or module. A student may not attempt assessment for a module more than twice without repeating the whole module or being required to retake the whole year of study.

52. The University caps marks for reassessment at study levels 5 and 6. This means that any reassessment resits cannot achieve a mark of more than 40%. The first attempt of any assessment when a module is being retaken will be uncapped. Second attempts will be capped. This means that a student who fails an assessment will normally have the following opportunities to pass the assessment:

Stage	Mark capped? (Level 5 and 6)	Next stage if failed
Complete assessment (first attempt)	No	Resit the assessment (second attempt)
Resit (second attempt)	Yes at 40%	Retake the whole module with or without attendance. No fee.
Retake whole module (third attempt)	No	Resit the assessment (fourth and final attempt before the year must be retaken.)
Resit following retake (fourth and final attempt)	Yes at 40%	Retake year with fees or withdraw from study.

53. The University allows some credit to be compensated. Compensation aims to support any student in progressing through their studies where they may have experienced minor setbacks, in individual modules. It means that credit may be awarded for a failed module without requiring reassessment, where a student's overall performance has an average of at least 40%, and a module mark or assessment mark which is within the range of 30-39%.

² Unless there is a proven case of academic misconduct which results in withdrawal from study
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Extenuating circumstances are explained in the University's Extenuating Circumstances Policy.

54. Compensation may be applied by the programme assessment board where the student has met the compensation criteria, and the board is satisfied that the programme learning outcomes have been achieved overall. Compensation may be applied without requiring further reassessment.

55. Not all assessment and modules can be compensated. This will be made clear in the programme and module handbook, and assessment brief.

56. There are maximum amounts of credit which may be compensated. These rules may differ where PSRB regulations exist.

Award	Level	Compensation (treat the credit as a pass) applied after all assessment opportunities have expired
Foundation year	3	30 credits at discretion for progression to level 4 or for a Foundation Certificate as an exit award.
Bachelor's (Hons)	4	Maximum of 30 credits.
	5	30 credits across levels 5 & 6
	6	An additional 30 credits across levels 5 & 6 with extenuating circumstances

57. Following assessment, grades will be released to each student using a percentage mark. This may be followed by a number on a scale between 1 and 20. This is an administrative code. For transparency, these codes are mapped to percentage marks in Appendix 1.

58. A student can view their assessment grades and module outcomes through MyMDX.

Extenuating circumstances and reasonable adjustments

59. A student with a disability or specific learning difference should disclose this as early as possible so appropriate support and anticipatory reasonable adjustments can be arranged. These students are supported by the Disability and Inclusion Team.

60. If a student has been affected by illness, or any other circumstance which has impacted their ability to complete assessment by the scheduled date, they may apply for an extended deadline, providing more time to complete the required work. This only applies to the first time the assessment is attempted, and not for any subsequent resit or retake, or if a deferral is successfully applied for. This is explained in the University's Extenuating Circumstances Policy.

61. Short extensions (up to 3 calendar days) are available for all coursework assessments unless the timing of the assessment is integral to the learning outcomes, involves group or live performance elements, depends on fixed scheduling or external requirements, or where an

extension would compromise fairness or academic integrity. Where the assessment type prohibits an extension being made, for example a live in class presentation, practical or placement based assessment, in class time bound assessment or group assessment, this will be made clear in the assessment brief.

62. Short extensions (up to 3 calendar days) are only available to a student where there is no anticipatory reasonable adjustment for additional time already in place through an individual support plan. Anticipatory reasonable adjustment typically provide an additional 5 days for assessment. This is explained in the University's Code of Practice on Reasonable Adjustments for Students.

63. Late submission for an extended deadline is not permitted, unless there is a reasonable adjustment in place, e.g., in relation to a disability. In the event of a late submission following extension, the assessment will not be marked.

64. If the student is granted an extended deadline and is unable to complete the assessment for the agreed date, it will be necessary for the student to repeat the module, if the student is eligible to do so. This may be in the next academic year.

Progression and repeating modules

65. Progression is the point at which a student moves from one level of study to the next. To be able to progress a student must have completed all compulsory and prerequisite modules and have reached the minimum credit threshold required for the year of study. Details of compulsory and prerequisite modules are provided in the Programme Specification. The kinds of modules and the rules for passing and repeating them are in paragraph 49.

66. For professional programmes which are regulated by PSRBs, there may be modules which must be passed in order to progress to the next year, or to be awarded a final qualification. Pass marks which are different from the University's standard pass mark of 40% will be made clear in Programme and Module handbooks and assessment information.

67. The programme assessment board has delegated authority from the University's Academic Board to make decisions based on the student's credit and achievement in earlier and current study.

68. A decision to progress a student is taken at the programme assessment board at the end of the academic year. The decision is based on the module marks achieved by the student.

69. Each student will receive "unratified" results within three weeks of assessment submission, alerting them to the likelihood of a resit or module repeat. An 'unratified' result means that the result has not been formally approved by a Programme Assessment Board. Unratified results may change before they are confirmed. This is detailed in the University's Assessment Board Policy. A student may not repeat a passed module or component to achieve a higher mark.

70. Possible outcomes from a programme assessment board are:

Award type	Description	Impact
Award	Made at the end of the programme, this reflects that a student has passed all required modules and achieved all programme credit. This may also be used when a student completes study with an exit award e.g., Cert.	The student's marks will be used to classify their degree.
Progress: Passed all modules	Made at the end of the academic year, this reflects that a student has passed the required modules and typically 120 credits for full-time or 60 credits for part-time study	The student will progress to the next level of study.
Progress carrying a failed module	Made at the end of the academic year, this reflects that a student has passed all earlier modules and required credit and has passed 60-90 credits as required by programme in that year of study. The student has failed one module, which is to be repeated at the next delivery point for the module, or in the next academic year. This module must be passed at the next attempt, with or without attendance at the taught element of the module. If it is failed at the next attempt, the student must retake the academic year and may be liable for fees. Where the module is no longer available the student will be supported to undertake a different module which delivers the required learning outcomes.	The student will progress to the next year of study.
Progress with compensation	Made at the end of the academic year, this reflects that the student has passed all earlier modules and required credit but has failed one module. The student may be awarded a pass for that module through compensation.	The student will progress to the next year of study.
Withdraw: Study failed	Made at the end of the academic year, this reflects that the student has passed fewer than 60 credits and has exhausted all resit and retake opportunities.	The student will be withdrawn but may be awarded an exit award depending on the amount of credit achieved.
Repeat study	Made at the end of the academic year, this reflects that a student has passed at least 60 credits but must repeat a prerequisite	The student will need to complete the prerequisite module

	module to be able to continue their study in the next year.	before being able to progress to the next year of study.
Transfer	A student may request a transfer to a different programme at the University or at a different University. This should be completed using the University's Student Interruption, Programme Change, Withdrawal and Transfer Arrangements Policy.	The student transfer request will be undertaken in line with the policy

71. To progress to a sandwich placement year work placement, thick sandwich mode, a student must have passed all assessments and achieved all required credits. Where a programme includes an optional work placement year, successful completion of the placement is not required for progression to the final year unless this is specifically stated in the Programme Specification.

72. To undertake a student exchange or study abroad placement, a student must have passed all assessments and achieved all required credits. Any student who undertakes study abroad in Year 2, Level 5, must successfully achieve all study abroad credits in order to progress to their final year of study.

73. For integrated apprenticeships, there is an additional progression point (gateway) which determines whether a student can progress to the final module and end point assessment. A student must achieve all requirements, as presented in the Programme Specification to be able to progress through gateway.

74. A student will be informed of their progression outcome once formally ratified by the programme assessment board and will be notified by email of their progression and any requirements for the next level of study.

75. A student may appeal a decision of the programme assessment board through the University's Academic Appeals Policy.

76. The requirements of any PSRB will take precedence over the regulations relating to progress and award of modules or completed study. This will be detailed in the Programme Specifications.

Award and Classification

77. To protect the value of University awards, there is a minimum credit threshold for each programme and year of study. This is used to calculate the final award classification.

Award	Required Credit for classification	Minimum credit required by award and level
Foundation Certificate	120	120 credits at level 3
Certificate	40	40 credits at level 4

CertHE	120	120 credits at level 4
DipHE	240	240 credits at levels 4 & 5
Foundation degree	240	240 credits at levels 4 & 5 with at least 90 credits at level 5
Diploma	40	40 credits at level 5
Advanced Diploma	60	60 credits at levels 5 and 6 with at least 40 at level 6.
Higher Diploma	120	120 credits at level 5
Graduate Diploma	120	120 credits at level 6
Bachelor's (Ordinary)	300	300 credits at levels 4 - 6 180 credits at levels 5 & 6 at least 60 credits at level 6
Bachelor's (Hons)	360	360 credits at levels 4 - 6 240 credits at levels 5 & 6 of which at least 120 credits at level 6 ³
Bachelor's (Hons) with placement /foundation	480	480 credits at levels 3-6 240 credits at levels 5 & 6 of which at least 120 credits at level 6 excluding placement credit.

78. Each student must have completed all learning and assessment for their degree including any resit opportunities or have been withdrawn with an exit award before they will be invited to graduate.

79. The degree classification is calculated as presented below. Grades and percentage conversions are presented in appendix 1. As there are different requirements from Professional, Statutory and Regulatory Bodies, grades are displayed here using the 20-point scale.

To award	Students must achieve⁴
First Class	At least 50% of credits must be at grades 1-8 Less than 25% at grades 13-16
Upper Second	At least 50% must be at grades 5-8 Less than 25% at grades 13-16
Lower Second	At least 50% at grades 9-12
Third class	More than 50% at grades 13-16

³ There may be programmes with non-standard credit distribution or requirements from particular Professional Statutory and Regulatory Bodies which require more or less credit at levels 5 and 6.

⁴ Grade bands are used here rather than percentages as credit thresholds vary depending on whether it is a professional registration programme. See appendix 1.

Where the Level 5 and Level 6 profiles produce different classifications or one is borderline, the programme assessment board applies discretion. A borderline classification means that a student's pattern of grades does not clearly meet the requirements for one classification, so the Assessment Board considers the overall academic profile before making a final decision

80. When exercising discretion, the programme assessment board considers several factors when determining a student's final classification. These include the student's overall performance in Level 6 work, the grade achieved for the dissertation or final project (or core Level 6 modules where no project exists), and how the student's results align with the University's classification descriptors. The programme assessment board will also consider any approved extenuating circumstances while ensuring that the classification policy is applied consistently across all students in the cohort.

Conferral of awards

81. Conferral is the formal process through which the University confirms that a student has met all requirements for their award. Conferrals will be made at defined points in the academic year. These are normally within 2 months of successful completion.

Appendix 1: The 20-point scale

Grade	Class of Honours degree	Other Qualifications
1	FIRST CLASS	DISTINCTION
2	FIRST CLASS	DISTINCTION
3	FIRST CLASS	DISTINCTION
4	FIRST CLASS	DISTINCTION
5	UPPER SECOND	MERIT
6	UPPER SECOND	MERIT
7	UPPER SECOND	MERIT
8	UPPER SECOND	MERIT
9	LOWER SECOND	PASS
10	LOWER SECOND	PASS
11	LOWER SECOND	PASS
12	LOWER SECOND	PASS
13	THIRD	PASS
14	THIRD	PASS
15	THIRD	PASS
16	THIRD	PASS
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.

20-point scale conversion to percentage awards (where pass mark is 40%)

20-point scale	General scale	General scale (full ranges)	Aligned percentage used for aggregation purposes only (for areas marking directly to the 20-point scale on modules with multiple assessment components)
1	80% - 100%	79.50% - 100%	90%
2	76%- 79%	75.50% - 79.49%	78%
3	73%- 75%	72.50% - 75.49%	74%
4	70% - 72%	69.50% - 72.49%	71%
5	67%- 69%	66.50% - 69.49%	68%
6	65%- 66%	64.50% - 66.49%	66%
7	62% - 64%	61.50% - 64.49%	63%
8	60%- 61%	59.50% - 61.49%	61%
9	57% - 59%	56.50% - 59.49%	58%
10	55%- 56%	54.50% - 56.49%	56%
11	52% - 54%	51.50% - 54.49%	53%
12	50%- 51%	49.50% - 51.49%	51%
13	47% - 49%	46.50% - 49.49%	48%
14	45%-46%	44.50% - 46.49%	46%
15	42% - 44%	41.50% - 44.49%	43%
16	40% - 41%	39.50% - 41.49%	41%
17	35% - 39%	34.50% - 39.49%	37%
18	30% - 34%	29.50% - 34.49%	32%
19	0%- 29%	0.01% - 29.49%	15%
20	Non-participation	0	0% (non-submission of a component)

20-point scale conversion to percentage awards (where PSRB required pass mark is 50%)

20-point scale	General scale	General scale (full ranges)	Aligned percentage used for aggregation purposes only (for areas marking directly to the 20-point scale on modules with multiple assessment components)
1	90%-100%	89.5% -100%	95%
2	86%-89%	85.5% - 89.49%	88%
3	83%-85%	82.5% - 85.49%	84%
4	80%- 82%	79.5% - 82.49%	81%
5	78%- 79%	77.5% - 79.49%	79%
6	75%- 77%	74.5% - 77.49%	76%
7	73% - 74%	72.5% - 74.49%	74%
8	70% - 72%	69.5% - 72.49%	71%
9	68%- 69%	67.5% - 69.49%	69%
10	65%- 67%	64.5% - 67.49%	66%
11	63%- 64%	62.5% - 64.49%	64%
12	60%- 62%	59.5% - 62.49%	61%
13	58%- 59%	57.5% - 59.49%	59%
14	55%- 57%	54.5% - 57.49%	56%
15	53%- 54%	52.5% - 54.49%	54%
16	50% - 52%	49.5% - 52.49%	51%
17	45%-49%	44.5% - 49.49%	47%
18	40%-44%	39.5% - 44.49%	42%
19	0%-39%	0% -39.49%	20%
20	Non-participation	0	0% (non-submission of a component)