



Leeds Trinity
University

Taught Course Academic Regulations

2014/15 Leeds Trinity University Awards

TAUGHT COURSE ACADEMIC REGULATIONS
Academic Year 2014/15 (Edition 1)

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TAUGHT COURSE ACADEMIC REGULATIONS

2014/2015

This document sets out the procedures and regulations governing study for taught students (undergraduates and postgraduates) registered on awards of the Leeds Trinity University. All forms referred to in this document are available from the intranet INFOZONE. Questions relating to the interpretation or application of these procedures and regulations should be referred to the Academic Registrar. Requests for documents in a different format may be made to the Academic Registry.

August 2014

TERMINOLOGY

Awards

Undergraduate taught awards in 2014/15 offered by the University (for all students first registering for award in or after September 2011) are as follows:

Undergraduate

BA (Hons)	Bachelor of Arts with honours
BSc (Hons)	Bachelor of Science with honours
BA	Ordinary degree of Bachelor of Arts
BSc	Ordinary degree of Bachelor of Science
FD	Foundation Degree
FdA	Foundation Degree of Arts
FdSc	Foundation Degree of Science
DipHE	Diploma of Higher Education
Dip	Diploma
CertHE	Certificate of Higher Education
Cert	Certificate

Taught postgraduate awards in 2014/15 offered by the University (for all students first registering for award in or after September 2010) are as follows:

Postgraduate

MA	Master of Arts
MBA	Master of Business Administration
MSc	Master of Science
PGDip	Postgraduate Diploma
PGCert	Postgraduate Certificate
PGC	Professional Graduate Certificate

Programme of Study

To be eligible for the award of the Degree, a student must fulfil the requirements of a permitted **Programme of Study**. A Programme of Study may be defined as the complete profile of modules a student must study in order to be eligible for an award. Examples of Programmes of Study are: *English and Media*, *Forensic Psychology*.

Credits

Eligibility for the award of the Degree is determined by the accumulation of study **credits**. A full-time undergraduate credit load for a year is defined as 120 credits. For example, a full-time undergraduate student would therefore take 360 credits in a three-year full-time Programme of Study, or in a two-year (accelerated) full-time Programme of Study; 480 credits in a four-year full-time Programme of Study and 240 credits in a two-year full-time Foundation Degree.

Module

Each Programme of Study is made up of specified **modules**, a module being the smallest component of credit-bearing study. Programmes of Study may contain a mixture of core (or compulsory) modules and option modules (where a student has a choice of modules) to fulfil the requirements of the Programme.

Level

Each module is assigned to a **Level** in accordance with the Framework of Higher Education Qualifications (FHEQ) and which is normally allied to the year of the Programme of Study into which it falls. Undergraduate programmes are taught at Levels 4, 5 and 6 and taught postgraduate programmes at Level 7.

AWARDS FRAMEWORK

Undergraduate Awards

For the Academic Year 2014/15 the following undergraduate awards are offered at Leeds Trinity University:

Award abbreviation	Full award title	FHEQ level*	Credits	Corresponding FQ-EHEA**	ECTS Credit
BA (Hons) BSc (Hons)	Bachelor of Arts with Honours, Bachelor of Science with Honours	Level 6	360 or 480 (2, 3 or 4 yr programme)	First cycle (end of cycle) qualifications.	180 – 240 60
PGC	Professional Graduate Certificate in Education		120		
FD (FdA, FdSc)	Foundation Degree (of Arts, of Science)	Level 5	240	Short cycle (within or linked to the first cycle) qualifications.	120
DipHE Dip	Diploma of Higher Education Diploma		240 180		
CertHE	Certificate of Higher Education	Level 4	120		
Cert	Certificate		40		

Postgraduate Awards

For the Academic Year 2014/15 the following postgraduate awards are offered at Leeds Trinity University:

Award abbreviation	Full award title	FHEQ level*	Credits	Corresponding FQ-EHEA**	ECTS credit
MA MBA MSc	Master of Arts Master of Business Administration Master of Science	Level 7	180 180 180	Second cycle (end of cycle) qualifications.	Min. 60 Typical range: 90 - 120
PGDip PGCert	Postgraduate Diploma Postgraduate Certificate		120 60		

* FHEQ Framework for Higher Education qualifications.

** FQ-EHEA Framework for qualifications of the European Higher Education Area.

UNDERGRADUATE PROGRAMMES

1 Admissions Regulations

1.1 Entry to Undergraduate Programmes

To enter any undergraduate Programme of Study an applicant must satisfy either the General Requirement, or the conditions for Admission by Credit Transfer also known as 'Recognition of Prior Learning' (RPL).

1.1.1 The General Requirement

Applicants for entry to Level 4 of a **full-time** undergraduate honours Programme of Study must:

- (i) apply through UCAS, specifying a Programme to which entry is sought, AND
- (ii) satisfy the minimum entry requirement¹ of Leeds Trinity University, AND
- (iii) satisfy the admissions requirements of the Programme to which entry is sought, AND
- (iv) receive a formal offer from the University of a place in the specified Programme.

Applicants for entry to Level 4 of a **part-time** undergraduate Programme of Study must apply directly to the University AND satisfy the requirements (ii)-(iv) above.

1.2 Admission with Recognition of Prior Learning and Claim for Credit

The Institution has in place an Admission with Recognition of Prior Learning scheme. Applicants who do not meet in full the General Entry Requirement (1.1.1) may apply to the scheme to be considered for Admission with Recognition of Prior Certificated Learning or Recognition of Prior Experiential Learning or a combination of both in place of all or part of the General Requirements of entry. In addition, candidates may also use the Recognition of Prior Learning scheme to claim for exemption and gain credit from parts of the programme for which they are applying.

1.2.1 Approval of Admission with Recognition of Prior Learning or Claim for Credit

Approval of any application will be considered on an individual basis and subject to the following conditions:

- (i) completion of a 'Recognition of Prior Learning' form
- (ii) discussion of the application with the relevant Admissions Tutor and/or RPL Co-ordinator
- (iii) submission of evidence to support the application
- (iv) agreement of the Admissions Tutor and/or RPL Co-ordinator.

Student Administration will notify the applicant of the outcome of their application.

Full details of the scheme and the procedures are available from Student Administration.

1.2.2 Impact on Full-Time/Part-Time Status

In some instances Admission with Recognition of Prior Learning may have an impact on a student's registered status on the Programme of Study and a consequent impact on eligibility for a student loan. For this reason it is important that the discussion with the relevant Admissions Tutor/RPL Co-ordinator is undertaken as referred to in 1.3.1 (ii) above.

1.2.3 Impact on Degree Classification and Award of Merit or Distinction

In some instances Admission with Recognition of Prior Learning may have an impact on the calculation of Degree Classification and Award of Merit or Distinction, where applicable for the

¹ Normally passes in two subjects at A level (or equivalent) and GCSE English

Programme of Study. For this reason it is important that the discussion with the relevant Admissions Tutor/RPL Co-ordinator is undertaken as referred to in 1.3.1 (ii) above.

Full details of the scheme and the procedures are available from Student Administration.

1.2.4 Admission Deadline

To be eligible for credit, a student must normally enrol on, and commence study in, any module in any semester no later than the end of the second week's teaching of that module.

2 Programme Planning

Each registered student is responsible for planning the details of his/her Programme, within the regulations of the University and the requirements of each Programme. Advice is available for each student throughout his/her period of registration from his/her Progress Tutor.

3 Registration

To be eligible for credit towards an award, a student must be registered both for a Programme of Study and also for permitted modules within the Programme.

To be eligible for credit not leading to an award, a student must be registered for the module(s) for which credit is sought.

No credit or qualification can be awarded to a student whose registration is not confirmed by Student Administration.

3.1 Programme Registration

Each student must register for his/her Programme at the start of each Academic Year, or at the start of the semester in which he/she is admitted, or at the start of the semester in which he/she returns from an authorised period of absence. Summary personal data is held on file, derived from the initial application, which forms the basis of each student's Programme Registration.

To be confirmed, a student's Programme Registration must include evidence of fee status as follows:

- (i) for full-time study, normally Student Finance England (or equivalent body) support, OR
- (ii) for part-time study or private fee-payers, confirmation from the University Finance Office of payment of fees.

If this requirement cannot be satisfied at registration, the student's Programme Registration will remain provisional. If this requirement remains unsatisfied after the end of the sixth week of teaching of the semester, the student may be required to withdraw, either temporarily or permanently, from the Programme and the University. Student Administration is responsible for notifying the student of what is needed to satisfy this requirement.

To be valid, a student's *initial* Programme Registration must be submitted on the Programme Registration document or electronically via SITS E:Vision, and confirmed by Student Administration. *Subsequent* Programme Registration is entirely electronic.

3.1.1 Amended Programme Registration

A student's registration for a Programme or module may be amended at his/her request using only the appropriate amendment request document, and according to the procedures in 3.1.1 and 3.2.5.

Application for amendment to Programme Registration ("change of programme") may be made at any time.

A student seeking amendment of his/her Programme Registration must:

- (i) complete section A of a Change of Programme form. (These are available in Student Administration, in departmental offices and on the INFOZONE);
- (ii) consult the Heads of Departments of their current programme to notify them of the transfer request;
- (iii) obtain the permission of the Heads of Departments of their planned programme;
- (iv) submit the completed form to Student Administration.

3.1.2 Approval of Amendments to Programme Registration

Approval of any application will be considered on an individual basis and subject to the following conditions:

- (i) the regulations governing transfer of government funding/loans;
- (ii) the availability of places within the Programme of Study to which transfer is requested;
- (iii) the agreement of each of the Heads of Departments/Programme Leaders responsible for the Programme to which the transfer is requested;
- (iv) the requirement that, to effect any transfer approved after Week 4 of Semester 1 of Level 4, the student agrees to satisfy any conditions of transfer determined by the Head of Department and that the Head of Department is confident that the student, in meeting those conditions, will not be disadvantaged by the transfer;
- (v) any module for which a student has already presented for assessment and a pass mark returned may not be studied as part of the new programme although credit may be carried forward;
- (vi) any module for which a student has already presented for assessment and a fail mark returned, may be studied as part of the new programme but only as a subsequent attempt (i.e. for a maximum mark of 40).

Student Administration will then notify the student of the outcome of the application.

3.2 Module Registration

It is the student's responsibility to ensure that his/her Schedule of Module Registration is correct.

A student must register for every module he/she wishes to study in each semester of his/her Programme of Study at the beginning of the Academic Year. Except where otherwise specified in the Programme Requirements, to be recognised as a full-time student, he/she must be registered for sufficient modules to be eligible to accumulate a minimum of 40 credits in each semester and a minimum of 120 credits in each level. No student may register in any level for modules with a combined credit rating greater than 120, without special approval (see regulation 3.4). No student may be in attendance in any semester without being registered for at least 1 module in that semester.

To be valid, a student's Module Registration must be submitted electronically via SITS E:Vision and confirmed by Student Administration. Submissions returned after the published deadlines will be processed at the lowest priority.

Each registered student will be issued via SITS E:Vision with a schedule of modules for which he/she is officially registered. A student will be assessed for all the modules which appear on this schedule and will be eligible for credit for these modules only.

It is the student's responsibility to ensure that his/her Schedule of Module Registration is correct.

3.2.1 Module Registration for Level 4

All students admitted at Level 4 Semester 1 of Programmes of Study will, as far as possible, be pre-registered for the core modules of their Programmes as part of Student Administration's preparations for new registrations. On completion of Programme Registration, these students will:

- (i) be counselled by relevant Academic Staff in Semester 1 Week 1 on their nomination of option modules to be followed in Level 4;
- (ii) complete the module selection process as directed by Student Administration by the end of Semester 1 Week 2;
- (iii) receive confirmation of their module registration from Student Administration by means of an individual Student Schedule.

Each student is required to nominate option modules on the Module Registration document in accordance with the requirements of their Programme.

Students are encouraged to nominate as many reserve choices as possible to maximise the likelihood of having registration confirmed in modules of their choice and to minimise the need for amendment of their registration by Student Administration (see regulation 3.2.6).

3.2.2 Module Registration for Levels 5 and 6

Each student who intends to proceed from Level 4 to Level 5 or from Level 5 to Level 6 of Programmes of Study will be pre-registered for the compulsory modules of his/her Programme as part of Student Administration's preparations for continuing students' Programme Registration. These students will:

- (i) be counselled during Level 4/Level 5 on their nomination of any module choices to be followed in the following level;
- (ii) complete the module selection process as directed by Student Administration, indicating the orders of preference; and
- (iii) receive confirmation of his/her module registration from Student Administration via SITS E:Vision.

3.2.3 Module Registration Across Levels

A student may not normally register across levels, e.g. while in Level 5, a student may not register for a module in Level 4 or Level 6.

3.2.4 Re-allocation of Module Registrations

Certain modules may prove so popular that it may not be possible to allocate all student module choices. Equally, some modules may not attract enough registrations to be viable. In such cases it may be necessary to re-allocate modules to students using the following procedures.

Note: Students will be re-allocated from over-subscribed modules before students from under-subscribed modules.

3.2.4.1 Over-subscribed Modules

Student Administration will confirm registrations up to the permitted maxima of students according to the following criteria and order of priority:

- (i) to accommodate students who have nominated the module as their first choice of option and thereafter following in rank order;
- (ii) to accommodate Visiting Students;
- (iii) to accommodate students who submit module registration requests later than the published deadline for return.

Modules will be allocated to students **within** any of the above categories on a first-come-first-served system, based on when the Module Registration Submission was received in Student Administration.

3.2.4.2 Under-subscribed Modules

A module will normally be taught only if the number of students registered for it, by the end of the normal period for module registration, is 15 or more. If registrations for any module are below 15, the Head of Department concerned will decide whether or not the module should run, provided that any module to run under such circumstances can be offered within the staffing provision authorised for the academic session concerned. If the module is cancelled, Student Administration will confirm alternative registrations of the students affected by allocating a replacement module from the student's preference list.

Should a student's registration remain incomplete following the processing of all the preferences stated on the form, the procedure to be followed will be that as in 3.2.6 below.

Module Co-ordinators will receive preliminary module registration lists from Student Administration as soon as possible after Registration, with confirmed lists following the end of the period allowed for Amended Registration ("Drop/Add").

3.2.5 Amended Module Registration ("Drop/Add")

In exceptional circumstances, a student may wish to amend his/her module registration in respect of any chosen option module. Application for amendment of Module Registration ("Drop/Add") may be made only within the specified periods as published by Student Administration and on the intranet.

3.2.5.1 Procedures for “Drop/Add”

A student seeking amendment of his/her Module Registration must, within the published deadline, complete a “Drop/Add” Form available from Student Administration. Student Administration will:

- (i) check that the amendment is in accordance with the requirements of the student's Programme of Study;
- (ii) check that the amendment does not cause module registrations to exceed the agreed maxima.

Provided that both (i) and (ii) above are satisfied Student Administration will issue the student with a revised schedule to take account of the amendment. If either (i) or (ii) above is not satisfied, then Student Administration will notify the student that their request has not been successful.

All requests will be processed on a first-come-first-served basis.

In highly exceptional circumstances, a drop/add form will be accepted for processing after the deadline, if it is accompanied by written support from the releasing and accepting Heads of Departments. The resulting module provision must conform to the Programme regulations.

3.2.5.2 Confirmation/Approval for “Drop/Add”

Confirmation of amendments by Student Administration will be subject to:

- (i) the requirements of the student's Programme(s) of Study;
- (ii) the availability of places within the module(s) to which transfer is requested.

In the case of modules linked over two successive semesters and represented by two module codes, amendment to module registration in the “Drop/Add” period of Semester 2 will relate only to the possible replacement of the Semester 2 module. Substitution in Semester 2 for the Semester 1 credit is not permitted.

3.2.6 Student Administration Action

A student's Module Registration may, from time to time, have to be amended by Student Administration, normally only in one or more of the following circumstances:

- (i) to ensure that the student satisfies the requirements of his/her Programme of Study;
- (ii) to ensure that a student is registered for sufficient credits to be eligible for progression and/or completion, following cancellation of any module(s) nominated by the student.

Student Administration will inform a student in writing if it has been necessary to change his/her Module Registration.

3.2.7 Level 6 Option Choices

3.2.7.1 Scheme 1

Students wishing to register for a 20 credit Level 6 module outside their Programme of Study at Level 6 must register for 120 credits of study within their own Programme in the first instance. Once the University timetable is available, students should consider their individual timetable, checking for any possible clashes and then “Drop/Add” to request to register for their preferred option module (20 credits only) outside their Programme, so that they are still registered for 120 credits overall. It will only be possible to drop option modules, not core or core preference modules.

The change to a student's programme will be approved, subject to spaces being available on the new module and the agreement of the Head of Department and programme leader responsible for the chosen module. No changes in class timetables will be made to accommodate these requests. Should any changes to the University timetable post-publication, or in a student's own circumstances result in clashes, the student will need to re-register for their original option choice.

3.2.7.2 Scheme 2

Level 6 students are permitted to study one additional 20/10 credit undergraduate module (non-credit bearing).

Students must check their own new timetable to consider whether their intended module is run at a suitable time for their studies before making an application for a place on the chosen module during the registration period. The relevant form should then be submitted to Student Administration. Students will be notified by Student Administration as to whether or not their application for this additional non-credit bearing study can be accommodated. There will be no additional fee for this module.

Student Administration will require an indication of a record of attendance (80%) for validation purposes for the not-for-credit study taken to appear on the Diploma Supplement (HEAR).

Full details of Scheme 1 and Scheme 2 are available from Student Administration or from the Student INFOZONE.

3.3 Defective Registration

3.3.1 Failure to Satisfy the Prerequisites for Registration

In certain Programmes, admission to particular modules in Level 4, 5 or 6 is contingent upon the award of credit for specified modules in the preceding level ("pre-requisites"), or upon registration for other specified modules within the same level ("co-requisites"). Permission to waive the pre-requisite/co-requisite may be granted only by the Board of Examiners. It is possible, however, that a student who has pre-registered for a Level 4, 5 or 6 module will fail to satisfy the pre-requisites for such a module, despite being otherwise eligible to progress. As soon as this situation is identified, normally at the end of the re-assessment period in August/September, Student Administration will notify the student.

In the case of a Programme in which no alternative module or Pathway is available, the student will be referred to their Heads of Departments for counselling on the choice of one of the following:

- (i) temporary withdrawal, pending an application for permission to repeat the module(s) in a subsequent academic year; or
- (ii) admission by credit transfer to another institution; or
- (iii) withdrawal, pending an application for an alternative qualification.

3.3.2 Under Registration

Any full-time student who, following the "Drop/Add" period, is found to be registered for fewer than 120 credits will be notified immediately by Student Administration. It is the responsibility of the student to then ensure that their registration is corrected before the end of week 4 of the teaching period.

Corrections to a student's under registration after the end of week 4 of the teaching period will only be processed by Student Administration if permission is given both by the relevant Heads of Departments and the Academic Registrar.

If a student's under registration is not corrected, then the student will be offered one of the following options at the discretion of the Academic Registrar:

- (i) to register for the shortfall in credits (at the original level) in addition to their 120 credit load in the following Academic Year;
- (ii) to withdraw temporarily as a full-time student and register for the shortfall in credits (at the original level) as a part-time student in the following Academic Year.

3.4 Over-Registration

Permission for a student to register in Level 4 or Level 5 for modules with a combined credit rating greater than 120 will only be given in highly exceptional circumstances, for example, where the additional credits are a requirement for exemption from relevant professional qualifications. No undertaking can be given that any over-registration will be accommodated within module timetabling. To be eligible for the award of credit, the normal requirements of attendance and assessment apply to each of the modules for which the student is registered.

To have any over-registration confirmed the student must, no less than three weeks prior to the start of the semester in which over-registration is sought:

- (i) submit in writing to the Heads of Departments responsible for his/her Programme(s) of Study an application supported by his/her Progress Tutor for permission to over-register, AND
- (ii) specify in the application all of the module(s) he/she proposes to study, indicating those

- modules which are in addition to the normal course-load, AND
- (iii) specify in the application the reasons for the over-registration in the particular module(s).

Provided that the Heads of Departments responsible for each Programme in the student's Programme approve the application and notify Student Administration in writing of that approval, Student Administration will confirm the student's over-registration.

In such cases of over-registration, all the modules for which the student is registered will be factored into the calculation of his/her final classification.

4 Attendance and Engagement

4.1 General Requirements and Responsibilities

Students have a responsibility to engage fully with designated learning activities of programmes and modules as required. All students are required to be in attendance at the University throughout the periods of published dates of terms **and to be available for all published re-assessment periods which may fall outside term-time**. Students who live overseas should note that their travel home for vacations must be arranged in compliance with these regulations.

The full requirements for completion and attendance, including any additional requirements for any particular module, will be published through departmental offices in Programme Handbooks.

4.2 Absence

If a student knows that he/she is going to be absent from a scheduled activity through illness or other cause, he/she should contact the departmental office of the Parent Department for the programme concerned. The departmental office will forward the information to the appropriate module tutor(s) and Progress Tutor.

If there is concern about a student's lack of engagement with his/her Programme of Study, examples of which are outlined within the Student Academic Engagement Policy, the student will be contacted by the University to discuss the lack of engagement and support provided, where appropriate.

In certain situations, attendance may be obligatory, for example Placement, School Based Training, professional body requirements. Absence may result in the initiation of the Academic and Professional Misconduct Procedure.

If there is no attendance or other evidence of engagement and all efforts to contact the student and secure his/her re-engagement have failed, the student will be withdrawn from the University.

For non-EU international students, reporting of absence will be in accordance with Home Office requirements as defined from time to time.

The University's Student Academic Engagement Policy containing full details of responsibilities of students for engagement with their Programmes of Study is published on the Student INFOZONE.

5 Assessment

These regulations apply to all modes of delivery (including distance learning) and to all forms of assessment including electronic submission.

All candidates must present for assessment in order to gain credits for a module.

Each module is assessed by the end of the semester in which it is completed, unless a deferred opportunity has been granted (see regulation 5.7). The results of assessments shall be returned to Academic Registry in accordance with the Handbook on Assessment Practice. Every student will normally be advised of the outcome of assessment at the end of each Academic Year, by means of an individual results statement posted via SITS E:Vision, so that he/she may be counselled on his/her Programme of Study.

5.1 Marking Conventions

All modules which are marked on a numerical scale are assessed on a scale of 1-100. Modules which are not assessed on a numerical scale are assessed on a pass/fail basis.

5.1.1 Pass Mark

In any particular module, which is marked on the numerical scale, a student must obtain a mark equal to, or greater than, **40** in order to pass the module and therefore be awarded the credits for that module.

5.1.2 Automatic Raising of Aggregated Module Marks

The University adopts the convention that any arithmetically calculated mark ending in '9', resulting from multiple components of assessment in a module, be moderated up by a mark of '1' where this is at a pass threshold. This does not apply to marks ending in '9' where they are above 70, or where there is only one component of assessment in the module, or where a module has been failed on requirements, or to non-modular programmes.

5.1.3 Condonement of Marginal Fail

The Board of Examiners may approve one condoned fail module mark to allow progression to the next level, or for the award calculation to take place with the fail mark included in the calculation without the need for a re-assessment, as long as the conditions below have been met. This policy applies to all undergraduate modules, except for Placement, School Based Training and certain modules exempt to meet professional body accreditation requirements. (Students should refer to the Module Descriptor.)

For marginal condonement to be approved at undergraduate level all of the following conditions must be met:

- i) At least 100 credits have been passed at that level
- ii) The average mark over the level is 40 or more
- iii) The fail mark in question is for one module only of 20 credits or fewer
- iv) The conflated mark for the module is 35 or more
- v) All components of assessment within the failed module have been attempted.

A module with condoned fail will not receive credit. Where a condoned fail is approved the student will be offered the opportunity to accept or decline the offer with the implications for each option explained in the communication.

5.2 Language of Assessment

The language of assessment will be English and work for formal assessment must be undertaken in English unless specified otherwise in the relevant module handbook.

5.3 Late Submission of Course work

5.3.1 Extensions

The deadlines for the submission of essays/dissertations and independently prepared work are published to candidates in advance of the period in which they are expected to complete the necessary work. If a candidate wishes to apply for an extension to the deadline he/she must apply for an extension from the Head of the relevant department or nominee, in advance of the original published deadline, and on a University Extension Request Form.

Extensions will normally only be granted for up to 5 working days. If further time is required then the candidate should consider applying for a Deferred (Assessment) Opportunity (see 5.7.1 below).

Extensions will be recorded by departmental offices, which will be responsible for informing relevant module tutors when extensions have been granted.

5.3.2 Marking System for Late Submission of Course work marked on a Numerical Scale

Where there is no agreed request for an extension, a deduction of 5 marks will be made for assignments which are submitted in the 24-hour period immediately after the prescribed deadline. Subsequent deductions of 5 marks will be made for assignments submitted during subsequent 24-hour periods, down to a mark of 40% for work of a pass standard and 0% for work of a fail standard. Work submitted more than 5 working days after the published deadline

will not be marked and a mark of zero will be returned. The 24-hour periods referred to above do not include weekends and bank holidays.

Marks which have had late submission penalties applied are those which are presented to Panels of Examiners.

5.3.3 Marking System for Late Submission of Course work marked on a Pass/Fail Basis

If no extension has been granted, all course work which is assessed on a pass/fail basis which is not submitted by the prescribed deadline will automatically be awarded a mark of "fail".

5.3.4 Marking System for Late Submission of Course work made up of Component Pieces of Assessment

An assignment which is made up of more than one piece of work is treated as one component and the late submission penalty, if applicable, applies to the whole component.

5.4 Submission of Course work in Excess of a Specified Limit

It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed course work. Examiners will disregard that part of a piece of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her course work, he/she may be referred to the Student Academic and Professional Misconduct Guidelines (Appendix 1).

5.5 Examinations

5.5.1 Use of a Dictionary in Examinations

The use of a dictionary may be permitted for all students as an examination tool in certain modules. Such use of a dictionary must be indicated within the examination paper rubric.

Where such permission is not given, approval may still be given for certain students to use a dictionary in an examination:

- (i) students who are registered on a degree programme and whose native language is not English may apply to the Academic Registrar for permission to use an English Language dictionary in examinations;
- (ii) students who are registered on a non-degree programme and whose native language is not English may apply to the Academic Registrar for permission to use a Translation dictionary in examinations.

Application forms for dictionary use are available from Student Administration and must be returned not later than two weeks before an examination period.

5.6 Disabilities Affecting a Candidate's Performance

If a candidate has a disability or chronic medical condition which they believe will affect their performance in assessments, they should make an appointment to see the Dyslexia & Disability Co-ordinator in order to complete a request form for special arrangements for assessment. This form will be processed by the University and the student will be informed by Student Administration of arrangements which have been put in place.

Candidates must inform Student Administration of any impairment/disability immediately it is evident and, in any case, not less than 2 weeks before an on-set of the examination period if special arrangements are being requested for formal examinations.

5.7 Special Factors Affecting a Candidate's Performance

5.7.1 Deferred (Assessment) Opportunity (DO)

If a candidate's performance is affected or if he/she is prevented from **taking or completing** an assessment through illness or through some other sufficient cause, the candidate must make a formal application to the Chair of the Board of Examiners on the required form (see regulation 5.7.1.1) for a Deferred Opportunity and supply, as part of this application, relevant and sufficient independent evidence.

Deferred opportunity for assessment is available only to those students who:

- (i) have satisfied the attendance requirements of the module(s) concerned (see regulation 4.2); AND
- (ii) with good cause, have not completed sufficient assessment in the module(s) concerned for a mark to be returned.

A student who satisfies the criteria (i) and (ii) above may, however, forgo the deferred opportunity for assessment. In such a case, the student may be permitted to progress or to apply for an award, provided he/she is otherwise eligible for progression or an award. In such cases, the Board of Examiners will determine whether the student may progress or receive an award.

5.7.1.1 Application

If a candidate wishes to apply for a Deferred Opportunity, then he/she must make a written application on the required form to the Chair of the Board of Examiners. As part of this process the candidate will be expected to supply independent documentary evidence in support of their request with their application. Incomplete applications will not be considered.

Examples of admissible supporting evidence are shown below:

FACTOR	ADMISSIBLE EVIDENCE
Illness	Medical certificate from a doctor stating the nature, severity and duration of the illness
Crime (e.g. burglary)	Official police crime report
Bereavement	Death Certificate
Motor Incident/Accident	Police report/Hospital admission certificate
Other	Written evidence from an independent third party who has first-hand knowledge of the situation

If evidence is found to be false, the candidate will be referred to the Student Conduct Panel.

The application should be made as soon as possible after the circumstances affecting the candidate's ability to be assessed become apparent. Normally, such applications must be made no later than the date of the assessment to which the application relates but, in exceptional circumstances, the above procedures may be applied to retrospective applications.

DO application forms are available from Student Administration, departmental offices and on the intranet INFOZONE.

5.7.1.2 Approval Process

- (i) Student Administration will forward the application and any supporting evidence to the appropriate Head of Department;
- (ii) The Head of Department or nominee will consider the request, indicate in writing their support (or otherwise) for the case and return the application to Student Administration;
- (iii) The application, together with any supporting evidence and the statement(s) from the Head of Department will be forwarded by Student Administration to the Chair of the relevant Board of Examiners for decision;
- (iv) The decision of the Chair of the Board of Examiners will be notified by Student Administration to the student within 7 days of the decision being made.

5.7.1.3 Timing of DO Assessment

A student granted a Deferred Opportunity will be assessed at the next suitable assessment/re-assessment period by agreement with the Head of Department.

5.7.1.4 Re-Application

A student who is unfit for the DO assessment may apply for a further deferred opportunity on the next scheduled occasion for assessment in the module, provided that they supply medical or other independent evidence in support of their request. Any such request will be subject to the process in 5.7.1.2 above. If no application is made, the candidate will forfeit the deferred opportunity.

5.7.1.5 Cancellation

Once a DO has been approved it remains in place until either:

- (i) written notification is submitted by the student to Student Administration informing Student Administration that the student wishes to cancel the DO. Such notification must be received 24 hours prior to the examination/assessment deadline in question; or
- (ii) in the case of the DO relating to coursework, a piece of work is submitted by the student. This work will be assumed to be that submitted in respect of the attempt to which the deferred opportunity applies.

5.7.1.6 Completion of a Deferred (Assessment) Opportunity and Re-assessment

Deferred Opportunity assessments should normally be completed prior to the student undertaking any re-assessments.

5.7.2 Mitigating Circumstances Claims

Any student who feels that their performance in an assessment has been affected by adverse circumstances is entitled to ask the Board of Examiners (via the Mitigating Circumstances Panel (MCP)) to take these circumstances into account when deciding on their progression to the next level or award.

The purpose of the Mitigating Circumstance Panel (MCP) is to consider claims by any student or Chair of Panel of Examiners in which it is felt that performance has been affected in one or more modules due to particular circumstances beyond the control of a student, **and for which a Deferred Opportunity (DO) has not already been granted and approved.**

5.7.2.1 Submitting a Mitigating Circumstances Claim

All claims must be submitted on a 'Claim for Mitigating Circumstances Form' two weeks before the MCP and be accompanied by all the independent evidence and a statement which the student or Chair of Panel of Examiners wishes to be considered in support of the case (submission dates are detailed at the bottom of the claim form). Details of the procedure are available on the intranet INFOZONE.

5.7.2.2 Outcomes of Mitigating Circumstances Claims

The MCP will not change individual module marks but will make recommendations to the Board of Examiners regarding decisions on progression or award. Students will be informed of the outcomes of consideration from the MCP at the same time as being informed of their results/awards and other Board of Examiners' decision.

5.8 Assessment Failure

5.8.1 Eligibility to Re-sit a failed Assessment

When a student fails in the assessment for a module, he/she will be permitted two further attempts to redeem the credits for the module by re-sitting the assessment, repeating the module, or, subject to Programme requirements, by taking a substitute module of the same credit value.

5.8.2 Repeating or Substituting a Failed Module

5.8.2.1 When a failed module renders a student ineligible for progression and, under the provisions of 5.8.1, the student undertakes to repeat or to substitute a module:

- (i) he/she will normally be required to withdraw from the Programme and register as a part-time student until such time as he/she has satisfied the requirements for progression; AND
- (ii) part-course tuition fees, payable by the student, will apply and any credit will not be awarded until they have been paid;
- (iii) in the case of substitution, he/she thereby forgoes any entitlement to re-assessment in the failed module;
- (iv) the maximum mark awarded will be the minimum required for credit (i.e. a mark of 40).

5.8.2.2 Professional Development and Placement Modules – Repeat Study

If a student has failed a PDPM/equivalent module, he/she will be required to take the module again as a second/third attempt (as appropriate) as part of their repeat study. If the student

has already gained a pass in the PDPM/equivalent module, they will not be required to take the module again and an alternative module will be required in order for the student to have a full-time load of credit.

(For the full requirements pertaining to this regulation see Appendix 1.)

5.8.3 Re-assessments

5.8.3.1 Application to Re-sit

Any student who fails in the assessment in one or more modules will be automatically registered to re-sit the module at the next opportunity and will be notified accordingly by Student Administration. Students who do not re-sit at the next allocated opportunity will forfeit a re-sit opportunity.

Students on two-year accelerated degree programmes may have certain requirements regarding when they can take a third assessment attempt, which may have implications for their duration of study. Such students should refer to their Programme Handbook.

5.8.3.2 Number of Re-sit Opportunities Permitted

When a student is permitted to attempt to redeem credits for a module failed at the first attempt, then, whether the attempt at redemption is undertaken by re-sitting or repeating or substitution or any combination of these, a student shall be permitted two opportunities to redeem the credits.

5.8.3.3 Timing of Re-sit Opportunities

Unless the Panel of Examiners or Board of Examiners agrees otherwise, a student is expected to use the two occasions when the failed assessment is next offered as their two re-sit opportunities. In making re-sit decisions for Level 4 students, the Board of Examiners and/or Panel of Examiners will give consideration to individual loading and will provide advice on the recommended balance of re-assessment to be taken at each opportunity. In some instances, it may recommend repeat of study for the following year.

The normal periods of re-sit opportunities are in the 'Key Dates', available from the intranet INFOZONE.

Timing of re-sits for the sole purpose of meeting requirements for Qualified Teacher Status or Graduate Basis for Registration of the British Psychological Society will be at the discretion of the Director of the Institute of Childhood Education (or relevant Head) or the Head of Psychology respectively.

Students on the two-year accelerated degree programme will be advised by the department of any implications for the duration of the programme if they are required to undertake re-assessment.

If a student **chooses** not to use one of these assessment periods, then they forfeit an opportunity to re-sit the module.

A student who is unfit for the re-assessment may apply again for re-assessment on the next scheduled occasion for assessment by submitting a formal application for Deferred Opportunity to the Chair of the Board of Examiners on the required form (see regulation 5.7.1.1) and supplying, as part of this application, relevant and sufficient independent evidence. If the application is approved, no opportunity will be forfeited. If, however, no application is made, the candidate will forfeit the opportunity for re-assessment. Section 5.7.1 outlines how to apply for a Deferred Opportunity.

5.8.3.4 Scope of Material to be Re-assessed

If a student is re-sitting a module which has more than one component of assessment, and has passed one or more components of the module, the student retains those passes and is only required to re-sit the equivalent of the failed components.

The task to be re-assessed should be different to the original assessment (the exceptions to this are project work, dissertations and assessment associated with placements) but equivalent in form and weighting to the original assessment. In addition, the Chair of the Panel of Examiners has the discretion to substitute the original form of assessment, provided that both the learning outcomes to be assessed and the weighting of the assessment are as per the original form. These substitutions should be notified to Boards of Examiners.

5.8.3.5 Recording of Re-sit Marks

Where a candidate is attempting to redeem credits by re-sitting, repeating or substituting one or more modules, the candidate shall not be awarded a mark higher than the minimum required for credit (i.e. a mark of 40).

In such cases, it is the higher of the marks attained that will appear on the transcript and will be used, if appropriate, in the degree classification calculation.

5.8.3.6 Re-assessment and Deferred (Assessment) Opportunity (DO)

When a student has been granted a deferred opportunity, they will normally be required to complete all first attempt assessments before undertaking any re-assessments.

A student who is granted a DO as a result of illness may, at the discretion of the Chair of the Panel of Examiners, be required to submit medical evidence confirming that he/she is fit to undergo re-assessment. In such cases, this evidence will be required before any re-assessment can take place.

5.8.3.7 Registration Status

A student who is required to undertake re-sit of failed assessment(s) prior to being permitted to progress on the Programme of Study or to be eligible for an award is not required to be registered or to be in attendance at the University for the period of the re-assessment. Students are permitted to continue to use all the learning and teaching facilities of the University either by visiting the campus or using electronic sources and, in some instances, may be assigned additional specific support from academic tutors.

For non-EU international students, the continuing sponsorship of such students by the University will be in accordance with Home Office visa requirements as defined from time to time. At the publication of these current regulations it is the University's policy not to issue a 'Confirmation of Acceptance for Studies' (CAS) for students who are required to undertake re-sit of assessments prior to progression on the Programme of Study or consideration for an award.

On successful completion of the re-assessment, if a student is progressing with their Programme of Study they will be required to register for the next academic level.

5.9 Academic and Professional Misconduct

Further details on academic and professional integrity and misconduct are contained in the Student Academic and Professional Misconduct Guidelines, which are available from the intranet INFOZONE (extract at Appendix 1).

5.9.1 Action to be taken in cases of suspected Academic and/or Professional Misconduct

All cases of suspected academic and/or professional misconduct will be dealt with, either at local level by the Chair of the Panel of Examiners or the Employer Partnership Manager (or Director of Careers and Employability) or by the University's Academic and Professional Misconduct Panel, in accordance with the procedures set out in the Student Academic and Professional Misconduct Guidelines (available on the intranet INFOZONE).

5.9.2 Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Guidelines (available on the intranet INFOZONE).

6 Credit Accumulation

At the end of each academic year, credit is awarded by the Board of Examiners to those students who have satisfied the requirements in respect of the modules for which they are registered.

7 Credit Transfer for Students Registered for a Degree

7.1 Exchange Programmes

Formal provision may exist from time to time for student exchange between the University and other specified institutions, details of which may be obtained from the Director of the International Office in the case of overseas exchanges, and the Academic Registrar in the case of UK exchanges. Application should be made according to the procedure in 7.2.1. Credits awarded to Leeds Trinity students whilst studying on exchange programmes will be recognised (see regulations 7.2.3 and 7.2.4) as contributing to the requirements for the award of the Degree, provided that an official transcript of the study is lodged with Academic Registry on the student's return to the University.

7.2 Leave of Absence (including Study Abroad)

Any student registered on a Programme of Study may apply for leave of absence from the University in order to accumulate credits at another institution, in Britain or overseas. Such credits may contribute to the requirements for the award of the Degree, but recognition of externally-awarded credits may be obtained only by the following procedure:

7.2.1 Application

The student must, no later than six weeks prior to the start of the first semester of the intended exchange or leave of absence:

- (i) submit in writing to the Head(s) of Departments responsible for his/her Programme of Study an application, supported by his/her Progress Tutor, for leave of absence for study at another recognised institution; AND
- (ii) specify in the application the module(s) he/she proposes to study and the institution at which they are to be studied; AND
- (iii) specify in the application the module(s) at Leeds Trinity for which the external credits are to be substituted; AND
- (iv) attach a statement from the destination institution that the proposed study does not affect the funding of the student's tuition and does not commit the University to any expenditure on tuition or maintenance on the student's behalf.

7.2.2 Approval

If the Head(s) of Departments responsible for the student's Programme approve the application, they should confirm to Student Administration that the substitution satisfies the requirements of the Programme, by providing an explicit statement of modules to be studied and substituted and how the marks will be translated to the Leeds Trinity scale. Student Administration will then issue the student with a statement of the terms and conditions of the approval.

The student is responsible for completing any procedures required by other institutions and/or Student Finance England, the Student Loans Company (or equivalent body), for the payment of fees. Except as specifically provided for in the terms of a formal exchange agreement with another institution, Leeds Trinity will charge no fee to the student other than the cost of any expenses incurred by the University in the provision of a transcript, e.g. any cost charged by the other institution for provision of appropriate results and information.

7.2.3 Recognition

On returning to the University from an authorised leave of absence, the student must:

- (i) complete registration procedures as required under regulation 3 above; AND
- (ii) submit to Student Administration an official transcript of the study undertaken elsewhere.

7.2.4 Marking Scales for Students Studying Abroad

7.2.4.1 Study in the USA

The University will translate marks received from partner institutions in the USA according to the following scale. The translated marks will be stored on the student records systems and will appear on the student transcript.

USA grade	letter	University of Leeds Mark Range Translation	Leeds Trinity Recorded Mark
A	High A Mid A Low A	68-100	79 74 69
A-		64 – 67	66
B+		60 – 63	62
B		54 – 59	57
B-		49 – 53	51
C+		44 – 48	46
C		38 – 43	40
C_		36 – 37	37
D		34 – 35	35

7.2.4.2 Study Abroad in Countries other than the USA

All marks will be returned to Student Administration as “Pass” or “Fail”, will be stored as such on the student records system and appear on the student transcript as “Pass” or “Fail”.

7.3 Visiting Students

Visiting Students are subject to Undergraduate Regulations 3, 4, 5, 6, 9 and 10. In addition to these regulations, the following requirements apply particularly to Visiting Students, including students on exchange programmes recognised by the University.

7.3.1 Admission for Credit Transfer: Visiting Students

Applicants for entry to any level of a Programme of Study leading only to the award of credit for modules successfully completed must:

- (i) apply directly to the University, specifying the module(s) and Level to which admission is being sought, AND
- (ii) specify the profile of modules which are to be taken in a learning agreement, which has been approved by their home institution;
- (iii) satisfy any admissions requirements specified by the relevant Academic Staff responsible for the module(s) to which entry is being sought.

7.3.2 Programme Planning

Each Visiting Student will be assigned to a Progress Tutor for counselling. The Progress Tutor will be responsible for certifying the Visiting Student's module registration, which must conform to an individual learning agreement, approved by their home institution.

Visiting students for whom English is not the mother tongue are recommended to register for the English as a Foreign Language module. Further guidance on this can be obtained from the Director of the International Office.

7.3.3 Registration

Visiting Students must register at the start of each period of study at the University. Summary personal data will be held on file, derived from application materials, which will form the basis of individual pre-printed Visiting Student Registration documents. To be confirmed, a Visiting Student's Registration must include evidence of fee status, by payment or waiver.

Following confirmation of his/her Visiting Student Registration, he/she must complete Module Registration as described in the Undergraduate regulations.

7.3.4 Credit Accumulation

Subject to good standing, a Visiting Student will be supplied by Student Administration with a transcript of results achieved and credit accumulated whilst studying at the University. It is the responsibility of the Visiting Student to make any and all arrangements required by his/her home institution for the recognition and transfer of credit accumulated at Leeds Trinity.

8 Progression and Award

8.1 Three Year and Two Year (accelerated) BA/BSc Programmes

On entering a BA/BSc programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.1.1 Duration Of Programmes

The normal duration of the Honours Degree of Bachelor is 3 years full-time or 6 years part-time, or 2 years full-time accelerated. The maximum period of registration is no more than 8 calendar years from the date of first registration.

Students on the two-year programme who do not complete within that time period will revert to the duration requirements for a three-year programme of study.

A student of necessity needing to continue beyond this period of registration must submit an application to the Academic Registrar via the Head of Department.

8.1.2 Progression¹

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.1.3 Eligibility for Award²

All students are registered on admission for a Programme of Study leading to the award of the Honours Degree. A student may, however, apply for the award of a lower level of qualification described in regulations 8.4.3.1 and 8.5.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Honours Degree; OR
- (ii) he/she has obtained the necessary credits for a lower level qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances, the Classification Calculation/Award Calculation will **not** apply. The student will attain the relevant award as a 'pass'.

8.1.3.1 Honours Degree

To be eligible for the award of a Honours Degree in a Programme of 360 credits a student must have obtained 360 credits, including 120 credits at the final level (Level 6).

8.1.3.2 Ordinary Degree

To be eligible for the award of an Ordinary Degree in a Programme of 360 credits a student must have obtained a minimum of 300 credits, including a minimum of 60 credits at the final level (Level 6).

8.1.4 Classification Calculation

There are three methods for the calculation of honours classification, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed your 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below:

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 5 and Level 6 is calculated and converted to a Honours classification based on the table below.

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow progression if a student's performance is marginally below the progression requirement (regulation 5.1.3).

² In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 5.1.3).

- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits, is calculated and converted to a Honours classification based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The Honours classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 49.49	=	3rd
49.5 – 59.49	=	2.2
59.5 – 69.49	=	2.1
69.5 – 100	=	1st

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.2 Four Year and Three Year BA(QTS) Programmes

Four-year programme applies to students registered on or before 2012/13.

Three-year programme applies to students registered from 2013/14.

On entering a BA (QTS) programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

Students should note that any reference in these regulations to having satisfied QTS requirements refers only to the requirements contained in the Programme of Study. In addition to satisfying these programme requirements, candidates will also need to pass the National Skills Tests in order to be awarded QTS. Details of the skills tests requirements may be obtained from the Institute of Childhood Education.

8.2.1 Duration of Programme

Four-year programme

A student may proceed to the Honours Degree of Bachelor with QTS by following an approved Programme of Study for not less than four academic years and not more than eight calendar years from the date of first registration upon the Degree, and by passing the prescribed assessments. The normal duration of the programme is 4 years full-time. The levels attached to the four years are 4a, 4b, 5 and 6. A student of necessity needing to continue beyond this period of registration must submit an application to the Academic Registrar via the Director of the Institute of Childhood Education (or relevant Head).

Three-year programme

A student may proceed to the Honours Degree of Bachelor with QTS by following an approved Programme of Study for not less than three academic years and not more than eight calendar years from the date of first registration upon the Degree, and by passing the prescribed assessments. The normal duration of the programme is 3 years full-time. A student of necessity needing to continue beyond this period of registration must submit an application to the Academic Registrar via the Director of the Institute of Childhood Education (or relevant Head).

8.2.2 Progression¹

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.2.3 Eligibility for Award²

All students are registered on admission for a Programme of Study leading to the award of the Honours Degree. All degree programmes are designed to lead to the award of the Honours Degree of Bachelor leading to Qualified Teacher Status. A student may, however, apply for the award of a lower level of qualification described in 8.2.3.3, 8.4.3.1 and 8.5.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Honours Degree;
OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Classification Calculation/Award Calculation will **not** apply. The student will attain the relevant award as a 'pass'.

8.2.3.1 Honours Degree leading to QTS

To be eligible for the award of a Honours Degree leading to QTS in a QTS Programme of 480 credits, a student must have obtained 480 credits, including 120 at the final level (Level 6) and have satisfied all the programme requirements for QTS.

To be eligible for the award of a Honours Degree leading to QTS in a QTS Programme of 360 credits, a student must have obtained 360 credits, including 120 at the final level (Level 6) and have satisfied all the programme requirements for QTS.

8.2.3.2 Honours Degree without QTS

To be eligible for the award of a Honours Degree without QTS in a QTS Programme of 480 credits a student must have obtained 480 credits, including 120 credits at the final level (Level 6) without satisfying the requirements for QTS.

To be eligible for the award of a Honours Degree without QTS in a QTS Programme of 360 credits a student must have obtained 360 credits, including 120 credits at the final level (Level 6) without satisfying the requirements for QTS.

Note 1: All students will normally progress to Level 6 of the Honours Degree with QTS programme on completion of Level 5.

Note 2: Students will only be considered for the Honours Degree without QTS in the following highly exceptional circumstances:

- (i) students who have progressed to Level 6 of the Honours Degree leading to QTS, who satisfy the requirements for a Honours Degree, but who fail to satisfy the requirements for QTS at Level 6 after exhausting opportunities for QTS re-assessment;
- (ii) students who have progressed, or are eligible to progress, to Level 6 of the Honours Degree leading to QTS, but are unable, on health grounds, to follow the schools-based modules at Level 6. In such exceptional cases, the Director of the Institute of Childhood Education (or relevant Head) will propose an ad hoc programme of study for the individual student for Level 6.

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow progression if a student's performance is marginally below the progression requirement (regulation 5.1.3).

² In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 5.1.3).

8.2.3.3 Ordinary Degree without QTS

To be eligible for the award of an Ordinary Degree without QTS in a QTS Programme of 480 credits a student must have obtained a minimum of 420 credits, including a minimum of 60 credits at Level 6.

To be eligible for the award of an Ordinary Degree without QTS in a QTS Programme of 360 credits a student must have obtained a minimum of 300 credits, including a minimum of 60 credits at Level 6.

8.2.4 Classification Calculation

There are three methods for the calculation of honours classification, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed your 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below:

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 5 and Level 6 is calculated and converted to a Honours classification based on the table below.
- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits, is calculated and converted to a Honours classification based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 5 and Level 6, weighted in the ratio 2:1 in favour of Level 6 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The Honours classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 49.49	=	3rd
49.5 – 59.49	=	2.2
59.5 – 69.49	=	2.1
69.5 – 100	=	1st

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.3 Foundation Degree Programmes (FdA, FdSc)

On entering a Foundation Degree programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.3.1 Duration Of Programme

A student may proceed to the Foundation Degree by following an approved Programme of Study for not less than two academic years and not more than eight calendar years from the date of first registration upon the Degree, and by passing the prescribed assessments. A student of necessity needing to continue beyond this period of registration must submit an application to the Academic Registrar via the Head of Department.

8.3.2 Progression¹

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.3.3 Eligibility for Award²

All students are registered on admission for a Programme of Study leading to the award of the Foundation Degree. A student may, however, apply for the award of a lower level of qualification described in regulations 8.5.2.1, 8.6.3.1 and 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Foundation Degree; OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will **not** apply. The student will attain the relevant award as a 'pass'.

8.3.3.1 Award Requirements

To be eligible for the award of a Foundation Degree in a Programme of 240 credits a student must have obtained 240 credits, including 120 at the final level (Level 5).

8.3.4 Award Calculation

There are three methods for the calculation of the award, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed your 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below.

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 4 and Level 5 is calculated and converted to an award based on the table below.
- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits, is calculated and converted to an award based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow progression if a student's performance is marginally below the progression requirement (regulation 5.1.3).

² In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 5.1.3).

8.4 Diploma of Higher Education (DipHE)

On entering a DipHE, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.4.1 Duration Of Programme

A student may proceed to the DipHE by following an approved Programme of Study for not less than two academic years and not more than six calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.4.2 Progression

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.4.3 Eligibility for Award

All students are registered on admission for a Programme of Study leading to the award of the DipHE. A student may, however, apply for the award of a lower level of qualification described in regulations 8.5.2.1, 8.6.3.1 and 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the DipHE;
OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will **not** apply. The student will attain the relevant award as a 'pass'.

8.4.3.1 Award Requirements

To be eligible for *the award of a Diploma of Higher Education* in a Programme of 240 credits a student must have obtained 240 credits, including 120 credits at the final level (Level 5).

8.4.4 Award Calculation

There are three methods for the calculation of the award, two of which determine a mean mark average and one which looks at mark profile. They all use *numeric* marks only and these are termed your 'classifiable credit'. The award classification is determined by the best outcome from the three methods described below.

- a) The arithmetic mean of all module marks for the 240 credits studied at Level 4 and Level 5 is calculated and converted to an award based on the table below.
- b) The arithmetic mean of all module marks awarded for the 240 credits at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits, is calculated and converted to an award based on the table below.
- c) A mark profile is obtained for the 240 credits studied at Level 4 and Level 5, weighted in the ratio 2:1 in favour of Level 5 credits. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (180) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these three methods is the award classification.

Mark Range		Classification/Award
Below 39.49	=	Fail
39.50 – 59.49	=	Pass
59.50 – 69.49	=	Merit
69.50 – 100	=	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.5 Certificate of Higher Education (CertHE)

On entering a CertHE, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.5.1 Duration Of Programme

A student may proceed to the CertHE by following an approved Programme of Study for not less than one academic year and not more than four calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.5.2 Eligibility for Award

All students are registered on admission for a Programme of Study leading to the award of the CertHE. A student may, however, apply for the award of a lower level of qualification described in regulation 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the CertHE; OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will **not** apply. The student will attain the relevant award as a 'pass'.

8.5.2.1 Award Requirements

To be eligible for the award of a Certificate of Higher Education in a Programme of 120 credits a student must have obtained 120 credits at Level 4.

8.5.3 Award Calculation

There are two methods for the calculation of the award, one of which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed your 'classifiable credit'. The award classification is determined by the best outcome from the two methods described below.

- a) The arithmetic mean of all module marks for the 120 credits studied at Level 4 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 120 credits studied at Level 4. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (60) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range	Award Classification
Below 39.49 =	Fail
39.50 – 59.49 =	Pass
59.50 – 69.49 =	Merit
69.50 – 100 =	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.6 Diploma

On entering a Diploma Programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer programme

to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.6.1 Duration Of Programme

A student may proceed to the Diploma by following an approved Programme of Study for not less than three semesters and not more than four calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.6.2 Progression

In order to progress from one level to the next, students must:

- (a) have obtained 120 credits at the current level;
- (b) have satisfied any specific requirements of the Programme of Study.

8.6.3 Eligibility for Award

All students are registered on admission for a Programme of Study leading to the award of the Diploma. A student may, however, apply for the award of a lower level of qualification described in regulation 8.7.2.1 if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the Diploma;
OR
- (ii) he/she has obtained the necessary credits for a lower level of qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will **not** apply. The student will attain the relevant award as a 'pass'.

8.6.3.1 Award Requirements

To be eligible for the award of a Diploma in a Programme of 180 credits a student must have obtained a minimum of 180 credits, including a minimum of 60 credits at the final level (Level 5).

8.6.4 Award Calculation

There are two methods for the calculation of the award, one which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed your 'classifiable credit'. The award classification is determined by the best outcome from the two methods described below.

- a) The arithmetic mean of all module marks for the 180 credits studied at Level 4 and Level 5 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 180 credits studied at Level 4 and Level 5. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (90) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range	Award Classification
Below 39.49 =	Fail
39.50 – 59.49 =	Pass
59.50 – 69.49 =	Merit
69.50 – 100 =	Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

8.7 Certificate

On entering a Certificate Programme, a student will be subject to the following set of regulations throughout the duration of their study. If a student is given permission to transfer

programme to a programme leading to a different award, he/she will thereby become subject to the progression and award regulations for the award concerned.

8.7.1 Duration Of Programme

A student may proceed to the Certificate by following an approved Programme of Study for not less than one semester and not more than two calendar years from the date of first registration upon the programme, and by passing the prescribed assessments.

8.7.2 Eligibility for Award

Any award is subject to confirmation of all results of assessment and confirmation that the student is in good standing.

8.7.2.1 Award Requirements

To be eligible for the award of a Certificate in a Programme of 40 credits a student must have obtained a minimum of 40 credits at Level 4.

8.7.3 Award Calculation

There is one method for calculation of the award. It uses *numeric* marks only and these are termed your 'classifiable credit'.

- a) The arithmetic mean of all module marks for the 40 credits studied at Level 4 is calculated and converted to an award based on the table below.

Mark Range		Award Classification
Below 39.49	=	Fail
39.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction.

8.8 Conferment of Awards

Undergraduate awards are conferred upon students at a ceremony organised by Leeds Trinity or *in absentia*. Students will be asked to specify their conferment choice during their final year.

Students who are in debt to the University may not have their awards conferred until arrangements have been made to clear the debt.

8.9 Aegrotat Award

In certain circumstances, the Board of Examiners will consider an Aegrotat Award where a student is unable, through temporary illness, injury or indisposition, to complete all the usual assessment requirements. In such instances, the student will be offered the opportunity to accept such an award or continue on their Programme of Study as appropriate.

8.10 Posthumous Awards

Any award of the University may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied.

9 Academic Appeals Procedure

The Academic Appeals Procedure applies to students on taught programmes of study at undergraduate and postgraduate level. The full procedure is contained within Appendix 2.

10 Withdrawal

A student may withdraw from his/her Programme of Study and the University at any time prior to the end of the period allowed for the completion of a degree programme by following the withdrawal procedure set out in regulation 10.2.1. In the absence of written notice of withdrawal, by the student to Student Administration, stating the last date of attendance, no transcript or transfer credit will be released by Student Administration.

10.1 Liability for Fee Payment

It is a student's responsibility to inform the University that they wish to withdraw. A student will be liable for payment of tuition fees up to the date of their last attendance.

10.2 Grounds for Withdrawal (Student Application)

A student may apply to withdraw, either permanently or temporarily, on the following grounds:

- Transfer to another institution
- Financial Reasons
- Medical Reasons
- Employment
- Restarting another course
- Personal Reasons.

The maximum duration of temporary leave that will be granted is one calendar year from the last date of attendance. An expected return date will always be specified. Extension beyond this date must be applied for in accordance with the procedure outlined in 10.4 below.

10.2.1 Withdrawal Procedure

A student seeking temporary or permanent withdrawal must:

- (i) complete section A of the University Withdrawal Form. (These are available in Student Administration or in individual departments);
- (ii) consult the Heads of Departments of their current programme to notify them of the proposed withdrawal;
- (iii) consult the Finance Office to discuss any financial implications of the proposed withdrawal;
- (iv) submit the completed form to Student Administration.

A student wishing to re-start a programme or repeat study should refer to 10.4.2, 10.4.3 and 10.4.4 below.

10.2.2 Failure to complete the withdrawal procedure

If a student has not completed the above process but, due to verbal notification and/or non-attendance, the University believes that the student has withdrawn, a withdrawal form will be sent to the student with a request to return the completed form to Student Administration by a specified deadline. Any student who does not return the form by the deadline, or make contact with Student Administration to explain the situation, will be permanently withdrawn by the University with effect from the deadline given for the return of the form.

10.3 Grounds for Withdrawal (University Requirement)

A student may be required to withdraw, either temporarily or permanently:

- (i) as a result of failure to achieve the minimum credit requirements for progression;
- (ii) as a result of a change in his/her fee status;
- (iii) as a result of an outcome from the Student Conduct Panel.

10.4 Return after Temporary Withdrawal

10.4.1 Re-Registration

A student must present for registration on the agreed date of their return to University after a period of temporary leave. If a student requires an extension to their period of temporary leave, they must apply in writing to the Academic Registrar, at least four weeks prior to the expiry of the approved period of temporary withdrawal. If a student fails to present within 14 days of expiry of their approved period of temporary leave and no written application for an extension has been received, the student will be deemed to have withdrawn permanently from the University.

Any student who is granted temporary leave due to illness will, prior to their return and before being allowed to re-register, be required to produce medical certification or other evidence indicating that they are fit to return to their studies.

No student will be permitted to register after a period of temporary leave unless they are in good financial standing with the University.

10.4.2 Re-Starting the same Programme (Level 4 students only)

A Level 4 student may take temporary withdrawal and restart the same programme at the beginning of the following academic year provided that:

- (i) no marks have been returned to Academic Registry for the student in respect of any of the modules for the programme;
- (ii) the withdrawal process (as set in regulation 10.2.1 above) is completed prior to the beginning of the Easter vacation;
- (iii) the date of withdrawal is prior to the beginning of the Easter vacation.

Note: Any student re-starting a programme should contact Student Finance England (or equivalent body) regarding their funding situation, as funding for their repeated year is not guaranteed.

10.4.3 Re-Starting a different Programme

A student who wishes to re-start a different programme should refer to regulations 3.1.1 and 3.1.2.

10.4.4 Repeating Study

A student may apply for temporary withdrawal during any academic year. Where such permission is granted the student will normally be expected to take up their studies in the following academic year at the point at which they temporarily withdrew (i.e. after 12 months).

A student will only be allowed to return earlier in the following academic session (i.e. repeat study at the same level) if they:

- (i) submit independent evidence of exceptional circumstances in support of their repeating study time, AND;
- (ii) gain the written support from their Head(s) of Department.

Note: Any student repeating study time in this way should contact Student Finance England (or equivalent body) regarding their funding situation as funding for their repeated period is not guaranteed.

10.5 Suspension and Expulsion

A student may be suspended or expelled as a result of the application of disciplinary procedures. A student who is under suspension is ineligible to receive any credit for any study or assessment undertaken during the period of suspension.

A student who is expelled, or who has been required to withdraw permanently, ceases to be a student of the University from the date of expulsion or withdrawal, which date will be communicated to Student Finance England (or equivalent body) and/or home institution. No credit will normally be awarded for any period of attendance after the end of the last semester in which the student completed the attendance and assessment requirement(s).

POSTGRADUATE PROGRAMMES

11 Admissions Regulations

11.1 Entry to Postgraduate Programmes

To enter any postgraduate Programme of Study an applicant will normally be expected to have a good honours degree or equivalent qualification. However, candidates may also be admitted to a programme where they can demonstrate substantial prior learning and/or professional experience in a field related to the programme. Candidates should apply directly to the University for admission on the appropriate application form.

11.1.1 Admission with Recognition of Prior Learning and Claim for Credit

The Institution has in place an Admission with Recognition of Prior Learning scheme. Applicants who do not meet in full the general requirements of entry for a programme may apply to the scheme to be considered for admission with Recognition of Prior Certificated Learning or Recognition of Prior Experiential Learning or a combination of both in place of all or part of the entry requirements. In addition, candidates may also use the Recognition of Prior Learning scheme to claim for exemption and gain credit from parts of the programme for which they are applying.

11.1.2 Approval of Admission with Recognition of Prior Learning or Claim for Credit

Approval of any application will be considered on an individual basis and subject to the following conditions:

- (i) completion of a 'Recognition of Prior Learning' form
- (ii) discussion of the application with the relevant Admissions Tutor and/or RPL Co-ordinator
- (iii) submission of evidence to support the application
- (iv) agreement of the Admissions Tutor and/or RPL Co-ordinator.

Student Administration will notify the applicant of the outcome of their application.

Full details of the scheme and the procedures are available from Student Administration.

11.1.3 Impact on Full-Time/Part-Time Status

In some instances Admission with Recognition of Prior Learning may have an impact on a student's registered status on the Programme of Study and a consequent impact on eligibility for a student loan. For this reason it is important that the discussion with the relevant Admissions Tutor/RPL Co-ordinator is undertaken as referred to in 11.1.2 (ii) above.

11.1.4 Impact on Degree Classification and Award of Merit or Distinction

In some instances Admission with Recognition of Prior Learning may have an impact on the calculation of Degree Classification and Award of Merit or Distinction, where applicable for the Programme of Study. For this reason it is important that the discussion with the relevant Admissions Tutor/RPL Co-ordinator is undertaken as referred to in 11.1.2 (ii) above.

Full details of the scheme and the procedures are available from Student Administration.

11.1.5 Admission Deadline

To be eligible for credit, a student must normally enrol on, and commence study in, any module in any semester no later than the end of the second week's teaching of that module.

12 Programme Planning

Each registered student is responsible for planning the details of his/her Programme, within the regulations of the University and the requirements of each Programme of Study. Advice is available for each student throughout his/her period of registration from the Programme Director.

13 Registration

To be eligible for credit towards an award, a student must be registered both for a Programme of Study and also for permitted modules within the Programme. No credit or qualification can be awarded to a student whose registration is not confirmed by Student Administration.

13.1 Programme Registration

Each student must register for his/her Programme on the commencement date designated by the Programme Leader. Summary personal data is held on file, derived from the initial application, which forms the basis of each student's Programme Registration.

To be confirmed, a student's Programme Registration must include evidence of fee status. If this requirement cannot be satisfied at registration, the student's Programme Registration will remain unconfirmed by Student Administration. If this requirement remains unsatisfied after the end of the sixth week of teaching of the semester, the student may be required to withdraw, either temporarily or permanently, from the Programme and the University. Student Administration is responsible for notifying the student of what is needed to satisfy this requirement.

To be valid, a student's initial Programme Registration must be submitted on the Programme Registration document or electronically via SITS E:Vision and confirmed by Student Administration.

13.2 Module Registration (only applicable to Modular Programmes)

A student must register for every module he/she wishes to study in each semester of his/her Programme of Study at the beginning of the Academic Year. No student may be in attendance in any semester without being registered for at least 1 module in that semester.

To be valid, a student's Module Registration must be submitted electronically via SITS E:Vision and confirmed by Student Administration. Submissions returned after the published deadlines will be processed at the lowest priority.

Each registered student will be issued via SITS E:Vision with a schedule of modules for which he/she is officially registered. **A student will be assessed for all the modules which appear on this schedule and will be eligible for credit for these modules only.**

It is the student's responsibility to ensure that his/her Schedule of Module Registration is correct.

13.2.1 Amended Module Registration

In exceptional circumstances, a student may wish to amend his/her module registration in respect of any module about which he/she has exercised a choice. Application for amendment of Module Registration ("Drop/Add") may be made only within the specified periods as published by Student Administration on the INFOZONE. Advice on selection of modules should be taken from the Programme Leader before submitting a Drop/Add Form.

14 Attendance

14.1 General Requirements and Responsibilities

Students have a responsibility to engage fully with designated learning activities of programmes and modules as required. All students are required to be in attendance at the University throughout the periods of published dates of terms **and to be available for all published re-assessment periods which may fall outside term-time.** Students who live overseas should note that their travel home for vacations must be arranged in compliance with these regulations.

The full requirements for completion and attendance, including any additional requirements for any particular module, will be published through the departmental offices in module handbooks.

14.2 Absence

If a student knows that he/she is going to be absent from a scheduled activity through illness or other cause, he/she should contact the departmental office of the Parent Department for the

programme concerned. The departmental office will forward the information to the appropriate module tutor(s) and Progress Tutor.

If there is concern about a student's lack of engagement with his/her Programme of Study, examples of which are outlined within the Student Academic Engagement Policy, the student will be contacted by the University to discuss the lack of engagement and support provided, where appropriate.

In certain situations, attendance may be obligatory, for example Placement, School Based Training, professional body requirements. Absence may result in the initiation of the Academic and Professional Misconduct Procedure.

If there is no attendance or other evidence of engagement and all efforts to contact the student and secure his/her re-engagement have failed, the student will be withdrawn from the University.

For non-EU international students, reporting of absence will be in accordance with Home Office requirements as defined from time to time.

The University's Student Academic Engagement Policy containing full details of student responsibilities for engagement with their Programmes of Study is published on the Student INFOZONE.

15 Assessment

These regulations apply to all modes of delivery (including distance learning) and to all forms of assessment including electronic submission.

All candidates must present for all the assessments (coursework and written papers, etc.) prescribed for their Programme of Study and make a substantive attempt at those assessments.

Each module is assessed by the end of the semester or year in which it is completed, unless a deferred opportunity has been granted. The results of assessment shall be returned to Student Administration in accordance with the Handbook on Assessment Practice. Every student will normally be advised of the outcome of assessment at the end of each study period, by means of an individual results statement so that he/she may be counselled on his/her Programme of Study.

15.1 Marking Conventions

All modules are marked on a numerical scale of 1 – 100, or are graded A – F or Pass/Fail.

15.1.1 Marking Scale

In any particular module, which is marked on the numerical scale, a student must obtain a mark equal to, or greater than, **50** in order to pass the module and therefore be awarded the credits for that module.

The grading system is defined as follows:

A	70-100	Distinction
B	60-69	Merit
C	50-59	Pass
F	0-49	Fail

15.1.2 Automatic Raising of Aggregated Module Marks

The University adopts the convention that any arithmetically calculated mark ending in '9', resulting from multiple components of assessment in a module, be moderated up by '1' mark where this is at a pass threshold. This does not apply to marks ending in '9' where they are above 70, or where there is only one component of assessment in the module, or where a module has been failed on requirements, or to non-modular programmes.

15.1.3 Condonment of Marginal Fail

The Board of Examiners may approve one condoned fail module mark for Masters awards to allow for the award calculation to take place with the fail mark included in the calculation without the need for a re-assessment, as long as the conditions below have been met. It is

possible that some programmes will be exempt from this policy and this will be recorded in the Programme Specification.

For marginal condonement to be approved for Masters awards all of the following conditions must be met:

- i) At least 165 credits have been passed
- ii) The average mark over the level is 50 or more
- iii) The fail mark in question is for one module only of 15 credits or fewer
- iv) The conflated mark for the module is 45 or more
- v) All components of assessment within the failed module have been attempted.

In addition, marginal condonement may only be applied to Masters awards of 180 credits and not to Postgraduate Diplomas or Postgraduate Certificates.

Where a condoned fail is approved the student will be offered the opportunity to accept or decline the offer with the implications for each option explained in the communication.

15.2 Language of Assessment

The language of assessment will be English and work for formal assessment must be undertaken in English unless specified otherwise in the relevant module handbook.

15.3 Late Submission of Course work

15.3.1 Extensions

The deadlines for the submission of essays/dissertations and independently prepared work are published to candidates in advance of the period in which they are expected to complete the necessary work. If a candidate wishes to apply for an extension to the deadline s/he must apply for an extension from the Programme Leader, in advance of the original published deadline, and on a University Extension Request Form.

Extensions will normally only be granted for up to 5 working days. If further time is required then the candidate should consider applying for a Deferred Opportunity (see 15.7.1 below).

Extensions will be recorded by departmental offices, which will be responsible for informing relevant module tutors when extensions have been granted.

15.3.2 Marking System for Late Submission of Course work marked on a Numerical Scale

Where there is no agreed request for an extension, a deduction of 5 marks will be made for assignments which are submitted in the 24-hour period immediately after the prescribed deadline. Subsequent deductions of 5 marks will be made for assignments submitted during subsequent 24-hour periods, down to a mark of 50% for work of a pass standard and 0% for work of a fail standard. Work submitted more than 5 working days after the published deadline will not be marked and a mark of zero will be returned. Please note that the 24-hour periods referred to above do not include weekends and bank holidays.

Marks which have had late submission penalties applied are those which are presented to Panels of Examiners.

15.3.3 Marking System for Late Submission of Course work marked on a Pass/Fail Basis

If no extension has been granted, all course work which is assessed on a pass/fail basis which is not submitted by the prescribed deadline will automatically be awarded a mark of "fail".

15.3.4 Marking System for Late Submission of Course work made up of Component Pieces of Assessment

An assignment which is made up of more than one piece of work is treated as one component and the late submission penalty, if applicable, applies to the whole component.

15.4 Submission of Course work in Excess of a Specified Limit

It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed coursework. Examiners will disregard that part of a piece of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her coursework he/she will be referred to the Student Conduct Panel.

15.5 Use of a Dictionary in Examinations

The use of a dictionary may be permitted for all students as an examination tool in certain modules. Such use of a dictionary must be indicated within the examination paper rubric.

Where such permission is not given, approval may still be given for certain students to use a dictionary in an examination:

- (i) students who are registered on a degree programme and whose native language is not English may apply to the Academic Registrar for permission to use an English Language dictionary in examinations;
- (ii) students who are registered on a non-degree programme and whose native language is not English may apply to the Academic Registrar for permission to use a Translation dictionary in examinations.

Application forms for dictionary use are available from Student Administration and must be returned not later than two weeks before an examination period.

15.6 Disabilities Affecting a Candidate's Performance

If a candidate has a disability or chronic medical condition which they believe will affect their performance in assessment, they should make an appointment to see the Dyslexia & Disability Co-ordinator in order to complete a request form for special arrangements for assessment. This form will be processed by the University and the student will be informed by Student Administration of arrangements which have been put in place.

Candidates must inform Student Administration of any impairment/disability immediately it is evident and, in any case, not less than 2 weeks before the on-set of the examination period if special arrangements are being requested for formal examinations.

15.7 Special Factors Affecting a Candidate's Performance

15.7.1 Deferred (Assessment) Opportunity (DO)

If a candidate's performance is affected or if he/she is prevented from **taking or completing** an assessment through illness or through some other sufficient cause, the candidate must make a formal application to the Academic Registrar on the required form (see regulation 15.7.1.1) for a Deferred Opportunity and supply, as part of this application, relevant and sufficient independent evidence.

Deferred opportunity for assessment is available only to those students who:

- (i) have satisfied the attendance requirements of the module(s) concerned (see regulation 14); AND
- (ii) with good cause, have not completed sufficient assessment in the module(s) concerned for a mark to be returned.

A student who satisfies the criteria (i) and (ii) above may, however, forgo the deferred opportunity for assessment. In such a case, the student may be permitted to progress or to apply for an award, provided he/she is otherwise eligible for progression or an award. In such cases, the Board of Examiners will determine whether the student may progress or receive an award.

15.7.1.1 Application

If a candidate wishes to apply for a Deferred Opportunity then he/she must make a written application on the required form to the Academic Registrar. As part of this process the candidate will be expected to supply independent documentary evidence in support of their request with their application. Incomplete applications will not be considered.

Examples of admissible supporting evidence are shown below:

FACTOR	ADMISSIBLE EVIDENCE
Illness	Medical certificate from a doctor stating the nature, severity and duration of the illness
Crime (e.g. burglary)	Official police crime report
Bereavement	Death Certificate
Motor Incident/Accident	Police report/Hospital admission certificate
Other	Written evidence from an independent third party who has first-hand knowledge of the situation

If evidence is found to be false, the candidate will be referred to the Student Conduct Panel

The application should be made as soon as possible after the circumstances affecting the candidate's ability to be assessed become apparent. Normally, such applications must be made no later than the date of the assessment to which the application relates but, in exceptional circumstances, the above procedures may be applied to retrospective applications.

DO application forms are available from Student Administration, departmental offices and on the INFOZONE.

15.7.1.2 Approval Process

- (i) Student Administration will forward the application and any supporting evidence to the appropriate Programme Leader;
- (ii) The Programme Leader will consider the request, indicate in writing their support (or otherwise) for the case and return the application to Student Administration;
- (iii) The application, together with any supporting evidence and the statement(s) from the Programme Leader will be forwarded by Student Administration to the Chair of the relevant Board of Examiners for decision;
- (iv) The decision of the Chair of the Board of Examiners will be notified by Student Administration to the student within 7 days of the decision being made.

15.7.1.3 Timing of DO Assessment

A student granted a deferred opportunity will be assessed at the next suitable assessment/re-assessment period by agreement with the Programme Leader.

15.7.1.4 Re-Application

A student who is unfit for the DO assessment may apply for a further deferred opportunity on the next scheduled occasion for assessment in the module, provided that they supply medical or other independent evidence in support of their request. Any such request will be subject to the process in 15.7.1.2 above. If no application is made, the candidate will forfeit the deferred opportunity.

15.7.1.5 Cancellation

Once a DO has been approved it remains in place until either:

- (i) written notification is submitted by the student to Student Administration informing Student Administration that the student wishes to cancel the DO. Such notification must be received 24 hours prior to the examination/assessment deadline in question; or
- (ii) in the case of the DO relating to coursework, a piece of work is submitted by the student. This work will be assumed to be that submitted in respect of the attempt to which the deferred opportunity applies.

15.7.1.6 Completion of a Deferred (Assessment) Opportunity and Re-assessment

Deferred Opportunity assessments should normally be completed prior to the student undertaking any re-assessments.

15.7.2 Mitigating Circumstances Claims

Any student who feels that their performance in an assessment has been affected by adverse circumstances is entitled to ask the Board of Examiners (via the Mitigating Circumstances

Panel (MCP)) to take these circumstances into account when deciding on their progression to the next level or award.

The purpose of the Mitigating Circumstance Panel (MCP) is to consider claims by any student or Chair of Panel of Examiners in which it is felt that performance has been affected in one or more modules due to particular circumstances beyond the control of a student, **and for which a Deferred Opportunity (DO) has not already been granted and approved.**

15.7.2.1 Submitting a Mitigating Circumstances Claim

All claims must be submitted on a 'Claim for Mitigating Circumstances Form' two weeks before the MCP and be accompanied by all the independent evidence and a statement which the student or Chair of Panel of Examiners wishes to be considered in support of the case (submission dates are detailed at the bottom of the claim form). Details of the procedure are available on the INFOZONE.

15.7.2.2 Outcomes of Mitigating Circumstances Claims

The MCP will not change individual module marks but will make recommendations to the Board of Examiners regarding decisions on progression or award. Students will be informed of the outcomes from the MCP at the same time as being informed of their results/awards and other Board of Examiners' decision.

15.8 Assessment Failure

15.8.1 Eligibility to Re-sit a Failed Assessment

All candidates should both present for all the assessments (coursework and written papers, etc.) prescribed for their Programme of Study and make a substantive attempt at those assessments.

If a candidate is given a fail mark as a result of being absent without good cause or for not making what the examiners consider a serious attempt at an examination or an assessment, the mark will be annotated with 'X' and the candidate shall not be entitled to re-assessment and shall fail to qualify for the award. For all marks annotated with a 'X' evidence of the circumstances must be presented to the Board of Examiners. Before returning a X mark, the Chair of the Panel of Examiners for the programme concerned should make a reasonable effort to interview the candidate. This should include writing to the candidate, inviting him/her to attend an interview and stating that, in the event of a failure by the candidate to respond, the Chair of the Panel of Examiners will be obliged to act on the basis of the information at his/her disposal, including recommending withdrawal from the Programme of Study and the University to the Board of Examiners.

15.8.2 Number and Timing of Re-sit Opportunities

On the recommendation of the Panel of Examiners, candidates may be permitted to present themselves for re-assessment in any module on one occasion only, within a period of one year of completion of the programme. Where such permission is granted, appropriate re-assessment arrangements will be determined by the Panel of Examiners.

A student who is unfit for the re-assessment may apply again for re-assessment on the next scheduled occasion for assessment in the element, provided that the candidate supplies medical evidence in support of the request. In such cases, no opportunity will be forfeited. If, however, no application is made, the candidate will forfeit the opportunity.

15.8.3 Scope of Material to be Re-assessed

If a student is re-sitting a module which has more than one component of assessment, and has passed one or more components of the module, the student retains those passes and is only required to re-sit the equivalent of the failed components.

The task to be re-assessed should be different to the original assessment but equivalent in form and weighting to the original assessment – the exceptions to this are project work, dissertations and assessment associated with placements. In addition, the Chair of the Panel of Examiners has the discretion to substitute the original form of assessment, provided that both the learning outcomes to be assessed and the weighting of the assessment are as per the original form. These substitutions should be notified to Boards of Examiners.

15.8.4 Recording of Re-sit Marks

Candidates for re-assessment will be awarded a mark no higher than the minimum required for credit.

15.8.5 Re-assessment and Deferred (Assessment) Opportunity (DO)

When a student has been granted a deferred opportunity, they will normally be required to complete all first attempt assessments before undertaking any re-assessments.

A student who is granted a DO as a result of illness may, at the discretion of the Chair of the Panel of Examiners, be required to submit medical evidence confirming that he/she is fit to undergo re-assessment. In such cases, this evidence will be required before any re-assessment can take place.

15.8.6 Registration Status

A student who is required to undertake re-sit of failed assessment prior to being permitted to progress on the Programme of Study or be eligible for an award is not required to be registered or to be in attendance at the University for the period of the re-assessment. Students are permitted to continue to use all the learning and teaching facilities of the University either by visiting the campus or electronically and, in some instances, may be assigned additional specific support from academic tutors.

For non-EU international students the continuing sponsorship of such students by the University will be in accordance with Home Office visa requirements as defined from time to time. At the publication of these current regulations it is the University's policy not to issue a 'Confirmation of Acceptance for Studies' (CAS) for students who are required to undertake re-sit of assessments prior to progression on the Programme of Study or consideration for an award.

On successful completion of the re-assessment, if a student is progressing with their Programme of Study they will be required to register for the next academic level.

15.9 Academic and Professional Misconduct

Further details on academic and professional integrity and misconduct are contained in the Student Academic and Professional Misconduct Guidelines, which are available on the intranet INFOZONE (extract at Appendix 1).

15.9.1 Action to be taken in cases of suspected Academic and/or Professional Misconduct

All cases of suspected academic and/or professional misconduct will be dealt with, either at local level by the Chair of Panel of Examiners or the Employer Partnership Manager (or Director of Careers and Employability) or by the University's Academic and Professional Misconduct Panel, in accordance with the procedures set out in the Student Academic and Professional Misconduct Guidelines (available on the intranet INFOZONE).

15.9.2 Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Guidelines (available on the intranet INFOZONE).

16 Credit Accumulation

At the end of each study credit is awarded by the Board of Examiners to those students who have satisfied the requirements in respect of the modules for which they are registered.

17 Progression and Award

17.1 Duration

The maximum and minimum duration of postgraduate awards is defined as follows:

	Min	Max
PG Cert	1 Semester	2 Calendar Years

PG Dip	1 Academic Year	3 Calendar Years
Masters	1 Calendar Year	5 Calendar Years

17.2 Eligibility for Award

In order to be eligible for award, candidates will satisfy credit requirements as specified in the table below, together with any specific programme requirements as detailed in the relevant programme specification:

Award	Credit Requirements
Masters ¹	180 credits at Level 7
PGDip	120 credits at Level 7
PGCert	60 credits at Level 7

A student may apply for the award of a lower level qualification if:

- (i) he/she has obtained the necessary credits for a lower level award but has failed to obtain the necessary credits to progress to the next level or to qualify for the registered award level of the Programme of Study; OR
- (ii) he/she has obtained the necessary credits for a lower level qualification but does not wish to continue to the next stage of the Programme.

In either of these circumstances the Award Calculation will **not** apply. The student will attain the relevant award as a 'pass'.

17.3 Award Calculation

17.3.1 MA/MSc

There are two methods for the calculation of the award, one of which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed your 'classifiable credit'. The award classification is determined by the best outcome from the two methods described below.

- a) The arithmetic mean of all module marks for the 180 credits studied at Level 7 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 180 credits studied at Level 7. Each mark is converted to a classification based on the table below and the number of credits in each classification determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (90) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range	Award Classification
Below 49.49 =	Fail
49.5 – 59.49 =	Pass
59.5 – 69.49 =	Merit

¹ In accordance with the marginal condonement procedure, the Board of Examiners may exercise its discretion and allow an award calculation if a student's performance is marginally below the award requirement (regulation 15.1.3).

69.5 – 100 = Distinction

For guidance on the application of this regulation please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

17.3.2 Postgraduate Diploma

There are two methods for the calculation of the award, one of which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed your 'classifiable credit'. The award calculation is determined by the best outcome of the two methods described below.

- a) The arithmetic mean of all module marks for the 120 credits studied at Level 7 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 120 credits studied at Level 7. Each mark is converted to a classification based on the table below and the number of credits in each classification is determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (60) have been accounted for. The classification determined by the profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range		Award Classification
Below 49.49	=	Fail
49.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction

For guidance on the application of this regulation, please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

17.3.3 Postgraduate Certificate

There are two methods for the calculation of the award, one of which determines a mean mark average and one which looks at mark profile. They each use *numeric* marks only and these are termed your 'classifiable credit'. The award calculation is determined by the best outcome of the two methods described below.

- a) The arithmetic mean of all module marks for the 60 credits studied at Level 7 is calculated and converted to an award based on the table below.
- b) A mark profile is obtained for the 60 credits studied at Level 7. Each mark is converted to a classification based on the table below and the number of credits in each classification is determined. The number of credits at each classification will then be summed, starting with those at the highest classification and working downwards through the classifications, until at least 50% of the credits (30) have been accounted for. The classification determined by the profile will then be the classification at which this process of summation ends.

The best outcome from these two methods is the award classification.

Mark Range		Award Classification
Below 49.49	=	Fail
49.5 – 59.49	=	Pass
59.5 – 69.49	=	Merit
69.5 – 100	=	Distinction

For guidance on the application of this regulation, please refer to the FAQ section of the 'degree calculator' on the Student INFOZONE.

17.4 Conferment of Awards

Postgraduate awards are conferred upon students at a ceremony organised by Leeds Trinity or *in absentia*. Students will be asked to specify their conferment choice during their final year.

Students who are in debt to the University may not have their awards conferred until arrangements have been made to clear the debt.

17.5 Aegrotat Award

In certain circumstances, the Board of Examiners will consider an Aegrotat Award where a student is unable, through temporary illness, injury or indisposition, to complete all the usual assessment requirements. In such instances, the student will be offered the opportunity to accept such an award or continue on their programme of study as appropriate.

17.6 Posthumous Awards

Any award of the University may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied.

18 Academic Appeals Procedure

The Academic Appeals Procedure applies to students on taught programmes of study at undergraduate and postgraduate level. The full procedure is contained within Appendix 2.

19 Withdrawal

A student may withdraw from his/her Programme of Study and the University at any time prior to the end of the period allowed for the completion of a degree programme, by following the withdrawal procedure set out in 19.2.1. In the absence of written notice of withdrawal, by the student to Student Administration, stating the last date of attendance, no transcript or transfer credit will be released by Student Administration.

19.1 Liability for Fee Payment

It is a student's responsibility to inform the University that they wish to withdraw. A student will be liable for payment of tuition fees up to the date of their last attendance.

19.2 Grounds for Withdrawal (Student Application)

A student may apply to withdraw, either permanently or temporarily, on the following grounds:

- Transfer to another institution
- Financial Reasons
- Medical Reasons
- Employment
- Restarting another course
- Personal Reasons.

The maximum duration of temporary leave that will be granted is one calendar year from the last date of attendance. An expected return date will always be specified. Extension beyond this date must be applied for in accordance with the procedure outlined below.

19.2.1 Withdrawal Procedure

A student seeking temporary or permanent withdrawal must:

- (i) complete section A of the University Withdrawal Form. (These are available in Student Administration and in individual departments);
- (ii) consult the Programme Leader to notify them of the proposed withdrawal;
- (iii) consult the Finance Office to discuss any financial implications of the proposed withdrawal;
- (iv) submit the completed form to Student Administration.

19.2.2 Withdrawal Procedure

If a student has not completed the above process but, due to verbal notification and/or non-attendance, the University believes that the student has withdrawn, a withdrawal form will be sent to the student with a request to return the completed form to Student Administration by a specified deadline. Any student who does not return the form by the deadline, or make contact with Student Administration to explain the situation, will be permanently withdrawn by the University with effect from the deadline given for the return of the form.

19.3 Grounds for Withdrawal (University Requirement)

A student may be required to withdraw, either temporarily or permanently:

- (i) as a result of failure to achieve the minimum credit requirements for progression;
- (ii) as a result of a change in his/her fee status;
- (iii) as a result of an outcome from the Student Conduct Panel.

19.4 Suspension and Expulsion

A student may be suspended or expelled as a result of the application of disciplinary procedures. A student who is under suspension is ineligible to receive any credit for any study or assessment undertaken during the period of suspension.

A student who is expelled, or who has been required to withdraw permanently, ceases to be a student of the University from the date of expulsion or withdrawal, which date will be communicated to Student Finance England (or equivalent body) and/or home institution. No credit will normally be awarded for any period of attendance after the end of the last semester in which the student completed the attendance and assessment requirement(s).

19.5 Return after Temporary Withdrawal

A student must present for registration on the agreed date of their return to University after a period of temporary withdrawal. If a student requires an extension to their period of temporary leave, they must apply in writing to the Academic Registrar, at least four weeks prior to the expiry of the current approved period of temporary leave. If a student fails to present within 14 days of expiry of their approved period of temporary leave and no written application for an extension has been received, the student will be deemed to have withdrawn permanently from the University.

Any student who is granted temporary leave due to illness will, prior to their return, be required to produce medical certification or other evidence indicating that they are fit to return to their studies.

No student will be permitted to register after a period of temporary leave unless they are in good financial standing with the University.

PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION (PGC)

20 Admissions Regulations

20.1 Entry to the PGC

Applicants for entry to the PGC Programme must:

- (i) apply through UTT, specifying the Programme to which entry is sought; AND
- (ii) satisfy the minimum entrance requirements of Leeds Trinity University; AND
- (iii) satisfy the admissions requirements of the Programme to which entry is sought; AND
- (iv) receive a formal offer from the University of a place in the specified Programme.

20.2 Qualifications for Admission

Candidates for the PGC in Education must be graduates of a university in the United Kingdom or must have obtained an equivalent academic qualification. In addition, candidates must:

- (i) hold a degree or an equivalent qualification (at a level of II.ii or above) (for Secondary Education candidates the degree must be in a subject relevant to that for which they will be trained to teach; for Primary Education candidates the degree must normally be in a subject relevant to the national curriculum);
- (ii) be able to read effectively and communicate clearly and accurately in spoken and written standard English;
- (iii) have obtained the standard required to achieve at least a grade C in the GCSE examinations in Mathematics and English;
- (iv) meet the Secretary of State's requirements for physical and mental fitness to teach;
- (v) have not been excluded from teaching or working with children nor be registered with the Disclosure and Barring Service as unfit to work with children or young persons;
- (vi) have suitable personal and intellectual qualities required for teaching;
- (vii) have sufficient relevant experience in a classroom environment;
- (viii) have successfully completed QTS skills tests.

21 Registration

To be eligible for any award, a student must be registered for a Programme of Study. No credit or qualification can be awarded to a student whose registration is not confirmed by Student Administration.

21.1 Programme Registration

Each student must register for his/her PGC Programme on the commencement date designated by the Programme Director. Summary personal data is held on file, derived from the initial application, which forms the basis of each student's Programme Registration.

For a student's Programme Registration to be confirmed, the student must provide the following evidence:

- fee status
- medical clearance
- evidence of first degree
- evidence of A levels and GCSE Mathematics and English
- satisfactory enhanced disclosure certificate from the Disclosure and Barring Service
- satisfactory reference.

If these requirements cannot be satisfied at registration, the student's Programme Registration will remain unconfirmed by Student Administration. If this requirement remains unsatisfied after the end of the sixth week of teaching of the semester, the student may be required to withdraw, either temporarily or permanently, from the Programme and the University. Student Administration is responsible for notifying the student of what is needed to satisfy this requirement. A student will not be eligible to receive a training salary unless he/she is fully registered.

To be valid, a student's initial Programme Registration must be submitted on the Programme Registration document, signed by the student named on the document, and confirmed by Student Administration.

22 Attendance

22.1 General Requirements and Responsibilities

Students have a responsibility to engage fully with designated learning activities of programmes and modules as required. All students are required to be in attendance at the University throughout the periods of published dates of terms **and to be available for all published re-assessment periods which may fall outside term-time**. Students who live overseas should note that their travel home for vacations must be arranged in compliance with these regulations.

Students *must attend and complete* the requirements of all courses of lectures, practical work, tutorials and periods of school practice or professional attachment to the satisfaction of the Director of the Institute of Childhood Education or relevant Head. Failure to do so may result in a student being required to withdraw from the University.

The full requirements for completion and attendance, including any additional requirements for any particular element, will be published by the Institute.

22.2 Absence

If a student knows that he/she is going to be absent from a scheduled activity through illness or other cause, he/she should contact the departmental office of the Parent Department for the programme concerned. The departmental office will forward the information to the appropriate module tutor(s) and Progress Tutor.

If there is concern about a student's lack of engagement with his/her Programme of Study, examples of which are outlined within the Student Academic Engagement Policy, the student will be contacted by the University to discuss the lack of engagement and support provided, where appropriate.

In certain situations, attendance may be obligatory, for example Placement, School Based Training, professional body requirements. Absence may result in the initiation of the Academic and Professional Misconduct Procedure.

If there is no attendance or other evidence of engagement and all efforts to contact the student and secure his/her re-engagement have failed, the student will be withdrawn from the University.

For non-EU international students, reporting of absence will be in accordance with Home Office requirements as defined from time to time.

The University's Student Academic Engagement Policy containing full details of student responsibilities for engagement with their Programmes of Study is published on the Student INFOZONE.

22.3 PGC Secondary Education

22.3.1 Assessment against the National Teachers' Standards

Assessment is competence-based and will be carried out with reference to the Teachers' Standards currently in force. Students' performance against these standards will be assigned to ten standard cluster headings (SCHs) and will be recorded for consideration by the Board of Examiners under two summary headings:

PS - Professional Studies (incorporating 4 standard cluster headings)

SS – Subject Application (incorporating 6 standard cluster headings).

The students on the Professional Graduate Certificate in Secondary Education are assessed at three stages during the one year course. The first two assessments will determine eligibility to progress to the next stage. The third and final assessment will determine eligibility for award.

Evidence against the SCHs for each student will be obtained and assessed in each of the 3

stages of the course:

Stage 1	Centre-based training ¹
Stage 2	First placement school
Stage 3	Second placement school.

Competence under each of the two summary headings will be assessed in three contexts:

- (i) knowledge evidence assessed in Stage I centre-based training through written assignments, tests and tasks;
- (ii) performance evidence assessed in Stage II school-based placement through documentary, observational and testimony evidence;
- (iii) competence transfer evidence assessed in Stage III school-based placement through documentary, observational and testimony evidence.

22.3.2 Assessment Codes

In each of the three stages of assessment the following codes are used to describe the students' competence attainment and availability of evidence:

- O Teachers' Standards exceeded – the trainee has the potential to be an 'outstanding' teacher;
- G Teachers' Standards exceeded – the trainee has the potential to be a 'good' teacher to an extent typical of a NQT at the start of the Induction Year;
- S Teachers' Standards met;
- U Teachers' Standards partially met; inconsistency in practice; competence unproven; marginal fail;
- X Teachers' Standards clearly not met;
- N No evidence of Teachers' Standards met for reasons beyond the control of the trainee.

22.4 PGC Primary Education

22.4.1 Assessment against the National Teachers' Standards

Assessment is competence-based and will be carried out with reference to the Teachers' Standards currently in force. Students' performance against each of the eight teaching standards included in Part I of the Teachers' Standards document and against the Personal and Professional Misconduct Standard which constitutes Part II of the same document will be recorded for consideration by the Board of Examiners under these headings.

The students on the Professional Graduate Certificate in Primary Education are assessed at three stages during the one year course. Performance in the first two periods of School Based Training (within Phase 1 and Phase 2) will determine eligibility to progress to the next Phase. The third and final assessment at the end of Phase 3 will determine eligibility for award.

22.4.2 Assessment Codes

In each of the three stages of assessment the following codes are used to describe the students' competence attainment and availability of evidence:

- 1 Standard achieved: a high level of proficiency and independence;
- 2 Standard achieved: a good level of proficiency and independence;
- 3 Standard achieved: competency demonstrated;
- 4 Standard achieved: satisfactory level of competence achieved with support and guidance;
- 5 Standard not achieved: competence not demonstrated; trainee requires substantial development to achieve a minimum level;
- 6 Standard not achieved: contrary evidence available.

¹ For PGC SCITT and School Direct students Stage I will be school-based

22.5 Late Submission of Course work

22.5.1 Extensions

The deadlines for the submission of essays/dissertations and independently prepared work are published to candidates in advance of the period in which they are expected to complete the necessary work. If a candidate wishes to apply for an extension to the deadline he/she must apply for an extension from the Programme Director, in advance of the original published deadline, and on a University Extension Request Form.

Extensions will normally only be granted for up to 5 working days. If further time is required then the candidate should consider applying for a Deferred (Assessment) Opportunity (see 22.8.1 below).

Extensions will be recorded by Institute offices, which will be responsible for informing relevant module tutors when extensions have been granted.

22.5.2 Marking System for Late Submission of Course work

If no extension has been granted, all coursework which is not submitted by the prescribed deadline will automatically be awarded a mark of "fail".

22.6 Submission of Course work in Excess of a Specified Limit

It is the responsibility of the student to submit work which is within the specified limit and to include a word count on all written assessed course work. Examiners will disregard that part of a piece of assessed work which exceeds the specified limit by 10% or more. If it is considered that a student has falsified the word count on an item of his/her coursework he/she will be referred to the Student Conduct Panel.

22.7 Disabilities Affecting a Candidate's Performance

If a candidate has a disability or chronic medical condition which they believe will affect their performance in assessment, they should make an appointment to see the Dyslexia & Disability Co-ordinator in order to complete a request form for special arrangements for assessment. This form will be processed by the University and the student will be informed by Student Administration of arrangements which have been put in place.

Candidates must inform Student Administration of any impairment/disability immediately it is evident.

22.8 Special Factors Affecting a Candidate's Performance

22.8.1 Deferred (Assessment) Opportunity (DO)

If a candidate's performance is affected or if he/she is prevented from **taking or completing** an assessment through illness or through some other sufficient cause, the candidate must make a formal application to the Academic Registrar on the required form (see regulation 22.8.1.1) for a Deferred Opportunity and supply, as part of this application, relevant and sufficient independent evidence.

Deferred opportunity for assessment is available only to those students who:

- (i) have satisfied the attendance requirements of the course component(s) concerned (see regulation 23); AND
- (ii) with good cause, have not completed sufficient assessment in the course component(s) concerned for a mark to be returned.

A student who satisfies the criteria (i) and (ii) above may, however, forgo the deferred opportunity for assessment. In such a case, the student may be permitted to progress or to apply for an award, provided he/she is otherwise eligible for progression or an award. In such cases, the Board of Examiners will determine whether the student may progress or receive an award.

22.8.1.1 Application

If a candidate wishes to apply for a Deferred Opportunity then he/she must make a written application on the required form to the Academic Registrar. As part of this process the candidate will be expected to supply independent documentary evidence in support of their request with their application. Incomplete applications will not be considered.

Examples of admissible supporting evidence are shown below:

FACTOR	ADMISSIBLE EVIDENCE
Illness	Medical certificate from a doctor stating the nature, severity and duration of the illness
Crime (e.g. burglary)	Official police crime report
Bereavement	Death Certificate
Motor Incident/Accident	Police report/Hospital admission certificate
Other	Written evidence from an independent third party who has first-hand knowledge of the situation

If evidence is found to be false, the candidate will be referred to the Student Conduct Panel

The application should be made as soon as possible after the circumstances affecting the candidate's ability to be assessed become apparent. Normally, such applications must be made no later than the date of the assessment to which the application relates but, in exceptional circumstances, the above procedures may be applied to retrospective applications.

DO application forms are available from Student Administration, Institute offices and on the INFOZONE.

22.8.1.2 Approval Process

- (i) Student Administration will forward the application and any supporting evidence to the Programme Director;
- (ii) The Programme Director will consider the request, indicate in writing their support (or otherwise) for the case and return the application to Student Administration;
- (iii) The application, together with any supporting evidence and the statement(s) from the Programme Director, will be forwarded by Student Administration to the Chair of the relevant Board of Examiners for decision;
- (iv) The decision of the Chair of the Board of Examiners will be notified by Student Administration to the student within 7 days of the decision being made.

22.8.1.3 Timing of DO Assessment

A student granted a deferred opportunity will be assessed at the next suitable assessment/re-assessment period by agreement with the Programme Director.

22.8.1.4 Re-Application

A student who is unfit for the DO assessment may apply for a further deferred opportunity on the next scheduled occasion for assessment in the module, provided that they supply medical or other independent evidence in support of their request. Any such request will be subject to the process in 22.8.1.2 above. If no application is made, the candidate will forfeit the deferred opportunity.

22.8.1.5 Cancellation

Once a DO has been approved it remains in place until either:

- (i) written notification is submitted by the student to Student Administration informing Student Administration that the student wishes to cancel the DO. Such notification must be received 24 hours prior to the examination/assessment deadline in question; or
- (ii) in the case of the DO relating to coursework, a piece of work is submitted by the student. This work will be assumed to be that submitted in respect of the attempt to which the deferred opportunity applies.

22.8.2 Repeat Opportunities for Training/Assessment

If, due to special circumstances, and with good cause, a student is unable to:

- (i) continue the course of training, AND;
- (ii) submit the required evidence for assessment

then he/she may apply for a repeat opportunity for training/assessment. A student granted such an opportunity will temporarily withdraw from the course and the opportunity will be assessed according to a timescale specified by the Programme Director.

Failure to take up the opportunity at the specified time will normally lead to forfeiture of the right to return to the course.

22.8.2.1 Application

If a candidate wishes to apply for a repeat opportunity as a result of special factors, then **he/she must make a written application to the Academic Registrar who will forward the application to the appropriate Chair of Panel of Examiners. The application must be supported by independent documentary evidence.**

The application should be made as soon as possible after the circumstances affecting the candidate's ability to continue training/be present for assessment become apparent.

22.8.3 Mitigating Circumstances Claims

Any student who feels that their performance in an assessment has been affected by adverse circumstances is entitled to ask the Board of Examiners (via the Mitigating Circumstances Panel (MCP)) to take these circumstances into account when deciding on their progression to the next level or award.

The purpose of the Mitigating Circumstance Panel (MCP) is to consider claims by any student or Chair of Panel of Examiners in which it is felt that performance has been affected in one or more modules due to particular circumstances beyond the control of a student, **and for which a Deferred Opportunity (DO) has not already been granted and approved.**

22.8.3.1 Submitting a Mitigating Circumstances Claim

All claims must be submitted on a 'Claim for Mitigating Circumstances Form' two weeks before the MCP and be accompanied by all the independent evidence and a statement which the student or Chair of Panel of Examiners wishes to be considered in support of the case (submission dates are detailed at the bottom of the claim form). Details of the procedure are available on the INFOZONE.

22.8.3.2 Outcomes of Mitigating Circumstances Claims

The MCP will not change individual module marks but will make recommendations to the Board of Examiners regarding decisions on progression or award. Students will be informed of the outcomes from the MCP at the same time as being informed of their results/awards and other Board of Examiners' decisions.

22.9 Assessment Failure

22.9.1 Failure to complete a unit of assessed work without good cause.

Failure to complete a unit of assessed work without good cause will normally be deemed to constitute evidence of incompetence and will be recorded as failure against the unit.

22.9.2 Re-assessments

Candidates who have not been successful in meeting competence requirements for a particular stage may, on the recommendation of the examiners, present for re-assessment.

22.9.2.1 Application to Re-sit

Any student intending to re-sit an element (regardless of the form of assessment) should apply to Student Administration in writing, enclosing the correct fee. Failure to do so may result in the candidate not being permitted to re-sit the element and so losing a re-sit opportunity.

22.9.2.2 Number and timing of Re-sit Opportunities Permitted

On the recommendation of the Panel of Examiners, candidates may be permitted to present themselves for re-assessment on one occasion only, within a period of one year of completion of the programme. Where such permission is granted, appropriate re-assessment arrangements will be determined by the Panel of Examiners.

A student who is unfit for the re-assessment may apply again for re-assessment on the next scheduled occasion for assessment in the element, provided that the candidate supplies medical evidence in support of the request. In such cases, no opportunity will be forfeited. If, however, no application is made, the candidate will forfeit the opportunity.

22.9.2.3 Scope of Material to be Re-assessed

The scope of the material to be re-assessed is at the discretion of the Chair of the Panel of Examiners.

22.9.2.4 Re-sitting an Element following a period of Illness

A student who is granted a deferred assessment as a result of illness may, at the discretion of the Chair of the Panel of Examiners, be required to submit medical evidence confirming that he/she is fit to undergo re-assessment. In such cases, this evidence will be required before any re-assessment can take place.

22.10 Academic and Professional Misconduct

Further details on academic and professional integrity and misconduct are contained in the Student Academic and Professional Misconduct Guidelines, available from the intranet INFOZONE (extract at Appendix 1).

22.10.1 Action to be taken in cases of suspected Academic and/or Professional Misconduct

All cases of suspected academic and/or professional misconduct will be dealt with, either at local level by the Chair of Panel of Examiners or the Employer Partnership Manager (or Director of Careers and Employability) or by the University's Academic and Professional Misconduct Panel, in accordance with the procedures set out in the Student Academic and Professional Misconduct Guidelines (available from the intranet INFOZONE).

22.10.2 Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Guidelines (available from the intranet INFOZONE).

23 Progression and Award

23.1 Professional Graduate Certificate in Education - Secondary

On entering the programme, a student must register directly for the Professional Graduate Certificate in Education, and will be subject to the following set of regulations throughout the duration of his/her study.

23.1.1 Duration of Programme

One academic year of 37 weeks

23.1.2 Progression

23.1.2.1 Stage 1: Centre-Based Training into Stage 2: School Based Training (School 1)

At the end of Stage 1 centre-based training the Panel of Examiners reviews evidence from the Subject Application and the Professional Studies units to determine whether students should progress to Stage 2. Recommendations regarding denial of progression from Stage 1 to Stage 2 will be made by the Panel of Examiners for decision by the Board of Examiners.

Students will progress from Stage 1 to Stage 2 unless there is clear evidence of:

- (i) professional misconduct which renders it inappropriate to place a trainee in a school placement; and/or
- (ii) a level of failure against Teachers' Standards judged to be irredeemable within Stage 2. (This level of failure typically would consist of X or U codes returned against more than 5 SCHs.).

23.1.2.2 Stage 2: School-Based Training (School 1) into Stage 3: School Based Training (School 2)

At the end of Stage 2 School-Based Training the Panel of Examiners meets to review evidence contained in school and link tutor reports, and any special case data, to determine whether students should progress to Stage 3. Recommendations regarding denial of progression from Stage 2 to Stage 3 will be made by the Panel of Examiners for decision by the Board of Examiners.

Students will progress from Stage 2 to Stage 3 unless there is clear evidence of:

- (i) professional misconduct which renders it inappropriate to place a trainee in a school placement; and/or
- (ii) a level of failure against Teachers' Standards judged to be irredeemable within Stage 3. (This level of failure typically would consist of X or U codes returned against more than 4 SCHs.).

23.1.2.3 Stage 3: School-Based Training (Second Placement School) and Summative Assessment

At the end of Stage 3 School-Based Training the Panel of Examiners meets to review evidence from second placement school reports and link tutor reports, and any special case data, in order to make recommendations to the Professional Panel concerning student progress in Stage 3.

Students will progress from Stage 3 to consideration for award unless there is clear evidence of:

- (i) professional misconduct; and/or
- (ii) a significant level of failure against Teachers' Standards. (This level of failure typically would consist of X or U codes returned against more than 3 SCHs.).

23.1.3 Eligibility for Award

Eligibility for award is determined by a Professional Panel of Examiners, which meets at the end of the course and comprises University internal examiners, school-based tutors representing partnership schools and the external moderators (including the external examiner). This panel considers the recommendations of the first Panel; reviews special cases and considers eligibility for QTS and age phase for qualification for approval by the Board of Examiners of the University.

To be eligible for the award of the Professional Graduate Certificate in Education candidates should:

- (i) have been deemed by the Board of Examiners to have satisfied requirements for progression at the end of Stage 1, 2 and 3;
- (ii) have provided evidence of having met or exceeded all Teachers' Standards relating to Standards Cluster Headings (SCH) and normally within a school context (ie either at Stage 2 or Stage 3);
- (iii) be deemed a fit and proper person to work with young people in secondary schools;
- (iv) have passed the 2 National Skills Tests in numeracy and literacy (for entrants prior to 2013/14).

Candidates who comply with all of the four conditions above will be recommended:

- (i) for the award of the Professional Certificate in Education;
- (ii) for the award of Qualified Teacher Status (QTS).

23.2 Catholic Education – Supererogatory Competencies

The University has constructed competence statements which are the basis for the teaching and assessment in the Catholic Education elective unit provided within Stage I of the course.

Students' performance in these competence areas is monitored but not assessed during their two school placements, and informs the references provided by schools and the University.

Eligibility for QTS is not conditional upon students passing the Catholic Education option.

23.3 Professional Graduate Certificate in Education - Primary

On entering the programme, a student must register directly for the Professional Graduate Certificate in Primary Education and will be subject to the following set of regulations throughout the duration of his/her study.

23.3.1 Duration of Programme

One academic year of 39 weeks

23.3.2 Progression

23.3.2.1 Stage 1: Stage 2

At the end Stage 1 the Panel of Examiners reviews evidence from school-based training observations and English and Mathematics audits to determine whether students should progress to Stage 2. Recommendations regarding denial of progression from Stage 1 to Stage 2 will be made by the Panel of Examiners for decision by the Board of Examiners.

Students will progress from Stage 1 to Stage 2 unless there is clear evidence of:

- (i) professional misconduct which renders it inappropriate to place a trainee in a school placement; and/or
- (ii) failure of more than one of the SBT observations (of which there will be at least 3); and/or
- (iii) failure to pass the English and Mathematics audits.

23.3.2.2 Stage 2: Stage 3

At the end of Stage 2 School-Based Training the Panel of Examiners meets to review evidence of performance against standards to determine whether students should progress to Stage 3. Recommendations regarding denial of progression from Stage 2 to Stage 3 will be made by the Panel of Examiners for decision by the Board of Examiners.

Students will progress from Stage 2 to Stage 3 unless there is clear evidence of a significant level of failure against National Teachers' Standards. This level of failure typically would consist of:

- failure against more than 2 of the 8 teaching standards (at grade 5 or 6); and/or
- failure against the personal and professional conduct standard.

23.3.2.3 Stage 3: Summative Assessment

At the end of Stage 3 the Panel of Examiners (which will include the external examiner) meets to review evidence of performance against standards, and any special case data, concerning student progress in Stage 3.

Students will progress from Stage 3 to consideration for award if they meet all the Teachers' Standards at grade 4 or above (ie 8 of the 8 teaching standards and the personal and professional conduct standard).

23.3.3 Eligibility for Award

Eligibility for award is determined by a Professional Panel of Examiners which meets at the end of the course and comprises University internal examiners, at least seven school-based tutors representing partnership schools and the external moderators (including the external examiner). This panel considers the recommendations of the first Panel, reviews special cases and considers eligibility for QTS for approval by the Board of Examiners of the University.

To be eligible for the award of the Professional Graduate Certificate in Primary Education candidates should:

- (i) have been deemed by the Board of Examiners to have satisfied requirements for progression at the end of Stage 1, 2 and 3;
- (ii) be deemed a fit and proper person to work with young people in primary schools;
- (iii) have passed the 2 National Skills Test in numeracy and literacy (for entrants prior to 2013/14).

Candidates who comply with all of the three conditions above will be recommended:

- (i) for the award of the Professional Certificate in Education;
- (ii) for the award of Qualified Teacher Status (QTS).

23.4 Conferment of Awards

Professional Graduate Certificates are conferred upon students at a ceremony organised by Leeds Trinity or in absentia. Students will be asked to specify their conferment choice during their final year.

Students who are in debt to the University may not have their awards conferred until arrangements have been made to clear the debt.

24 Academic Appeals Procedure

The Academic Appeals Procedure applies to students on taught programmes of study at undergraduate and postgraduate level. The full procedure is contained within Appendix 2.

25 Withdrawal

A student may withdraw from his/her Programme of Study and the University at any time prior to the end of the period allowed for the completion of the programme, by following the withdrawal procedure set out in 25.2.1. In the absence of written notice of withdrawal, by the student to Student Administration, stating the last date of attendance, no transcript or transfer credit will be released by Academic Registry.

25.1 Liability for Fee Payment

It is a student's responsibility to inform the University that they wish to withdraw. A student will be liable for payment of tuition fees up to the date of their last attendance.

25.2 Grounds for Withdrawal (Student Application)

A student may apply to withdraw, either permanently or temporarily, on the following grounds:

- Transfer to another institution
- Financial Reasons
- Medical Reasons
- Employment
- Personal Reasons.

The maximum duration of temporary leave that will be granted is one calendar year in the first instance from the last date of attendance. An expected return date will always be specified. Extension beyond this date must be applied for in accordance with the procedure outlined below.

25.2.1 Withdrawal Procedure

A student seeking temporary or permanent withdrawal must:

- (i) complete section A of the University Withdrawal Form. (These are available in Student Administration and in individual Departments);
- (ii) consult the Programme Director to notify them of the proposed withdrawal;
- (iii) consult the Finance Office to discuss any financial implications of the proposed withdrawal;
- (iv) submit the completed form to Student Administration.

25.2.2 Failure to complete the withdrawal procedure

If a student has not completed the above process but, due to verbal notification and/or non-attendance, the University believes that the student has withdrawn, a withdrawal form will be sent to the student with a request to return the completed form to Student Administration by a specified deadline. Any student who does not return the form by the deadline, or make contact with Student Administration to explain the situation, will be permanently withdrawn by the University with effect from the deadline given for the return of the form.

25.3 Grounds for Withdrawal (University Requirement)

A student may be required to withdraw, either temporarily or permanently

- (i) as a result of failure to achieve the minimum requirements for progression;
- (ii) as a result of a change in his/her fee status;
- (iii) as a result of an outcome from the Student Conduct Panel.

25.4 Suspension and Expulsion

A student may be suspended or expelled as a result of the application of disciplinary procedures. A student who is under suspension is ineligible to undertake training or be assessed.

A student who is expelled, or who has been required to withdraw permanently, ceases to be a student of the University from the date of expulsion or withdrawal, which date will be communicated to Student Finance England (or equivalent body) and/or home institution.

25.5 Return after Temporary Withdrawal

A student must present for registration on the agreed date of their return to University after a period of temporary withdrawal. If a student requires an extension to their period of temporary leave, they must apply in writing to the Academic Registrar, at least four weeks prior to the expiry of the current approved period of temporary leave. If a student fails to present within 14 days of expiry of their approved period of temporary leave and no written application for an extension has been received, the student will be deemed to have withdrawn permanently from the University.

Any student who is granted temporary leave due to illness will, prior to their return, be required to produce medical certification or other evidence indicating that they are fit to return to their studies.

No student will be permitted to register after a period of temporary leave unless they are in good financial standing with the University.

Appendix 1- Student Academic and Professional Misconduct

The following summary on academic and professional misconduct defines the expectations of the University. Further guidance on the application of the policy and procedure to be followed is contained in the Student Academic and Professional Misconduct Guidelines, available on the intranet INFOZONE.

1. Academic and Professional Integrity

All students are expected to act with personal integrity, self-discipline and respect for others in their personal, professional and academic conduct.

1.1 Academic Integrity

Academic integrity refers to scholarship conducted in an open, honest and responsible manner. All scholarly activity builds upon the work of others and is subject to scrutiny. Students are expected to show respect for the intellectual property of the people who have helped them to develop their own ideas by always attributing and acknowledging source material.

Leeds Trinity graduates will be supported in a process of authentic learning and will be able to demonstrate independent thought and analysis which enables the University to uphold the academic standards of its awards and the value of its degrees.

1.2 Professional Integrity

Professional integrity refers to conduct which consistently adheres to the values of a particular profession and may involve acting within defined codes of ethics or conduct. It also refers to acting in accordance with socially accepted professional standards, such as honesty, respect for colleagues and compliance with rules.

2. Poor Academic Practice

2.1 Poor scholarship

Poor scholarship is characterised by limited or inadequate technical skills or adherence to academic conventions, whether through negligence or a lack of understanding and ability. It is a student's responsibility to ensure that they fully understand the proper academic conventions, such as referencing systems and use of quotation marks, and make use of the support that is available.

Failure to properly attribute the work of others may be regarded as plagiarism and misuse of source material may be regarded as falsification.

2.2 Re-use of material

Work submitted for assessment must be a new, original piece of work produced specifically for the assignment. Any re-use or re-purposing of a student's own material must be clearly identified as such and show how ideas or concepts have been developed in the new work. Reproducing passages verbatim should be avoided and any self-quotations should be clearly identified in quotation marks.

Failure to do so will be regarded as an attempt to mislead the examiner and will be struck out of the assignment and will not count towards the final mark for the assessment.

3. Academic Misconduct

Academic misconduct encompasses all kinds of academic dishonesty, whether deliberate or unintentional, which infringes the integrity of the University's assessment procedures. Any suspected offence will be investigated following the procedures in the Student Academic and Professional Misconduct Guidelines. What follows are examples of academic misconduct, although the list is not exhaustive.

3.1 Plagiarism

Plagiarism is a form of cheating which involves presenting another person's ideas or expressions without acknowledging the source. Any work submitted for assessment must, unless collaborative work has been specifically permitted in the assignment guidelines, be the individual student's own work. In any event, whether the work is from an individual student or the result of a

permitted collaboration, any material, from whatever source, must be clearly acknowledged. All passages quoted must be shown in quotation marks, and such quotations and any passages which are paraphrased must be properly attributed to the authors. The University provides clear guidance on academic writing skills and ignorance on the part of the student will not be accepted as a defence in a case of plagiarism.

3.2 Collusion

Students who take part in unauthorised or illicit collaboration with others will be regarded as having colluded, regardless of whether any advantage was gained or enabled for any parties involved. Collusion undermines the academic integrity of assessments that are designed to test an individual student's abilities and understanding.

Students who commission or purchase work from a third party which they then present as their own and students who make available their own work, or parts thereof, whether or not for financial gain, will also be regarded to have colluded.

Proof-reading and editing: it is a student's responsibility as author to proof-read and edit their own work and any assistance from a third party, whether a professional service or friend, family or fellow student may be regarded as collusion. Students are, however, encouraged to seek advice on academic writing skills from tutors, the Learning Hub and the Writer in Residence, although it is emphasised that this support does not extend to proof-reading.

Translation services: the use of translation services involving a third party is expressly forbidden and will be regarded as collusion. The use of translation software is permitted, although students should be aware of its limitations as it is unable to take context into consideration and meaning can be lost. English language entry requirements are designed to ensure that students are equipped with the language skills to enable them to submit work for assessment in English and additional language support is available. It is a student's responsibility to seek support through the appropriate channels, should it be needed.

Note: special dispensation to the rules on collusion and use of writing services may be provided to students who are registered with a disability and who have a specific requirement agreed with Dyslexia & Disability Support Services and identified within their learning support plan.

3.3 Fabrication/falsification

Any student found to have tampered with official documentation, or fabricated data or other such content will be regarded as having fabricated/falsified material. This includes the content of work submitted for assessment and any records or documentation associated with academic progress such as entry statements or qualifications, false claims for exemption or mitigation, or misrepresentation of a word count or contribution to a group assessment.

In some cases fabricated/falsified material may also be deemed to be professional misconduct, for example in the professions of teaching and journalism.

3.4 Research misconduct

All research which contributes to the assessment of taught courses must be conducted in an ethical and responsible manner. This includes requirements to secure ethical approval prior to the commencement of primary research, the conduct of the research, the relationship and dealings with participants and proper handling of data.

3.5 Impersonation

Any student found to be assuming the identity of a third party, or where a student is impersonated by another person, in order to gain or enable access or advantage will be deemed guilty of impersonation.

3.6 Cheating in Examinations

Any breach of the examination procedure which compromises the integrity of the assessment will be regarded as academic misconduct, regardless of whether any advantage was gained or there was any intention to do so. These principles apply equally to formal examinations and to all laboratory and class tests conducted under examination conditions. Breaches include, but are not limited to, the following:

- obtaining or seeking to obtain examination papers prior to the examination unless the paper has been provided as a 'seen' examination;

- copying from another candidate or from any unauthorised material, including by use of an electronic device;
- taking additional materials into the examination, unless prior approval has been given;
- communicating, or attempting to communicate, with other candidates or with any person(s) except the invigilators;
- any form of disruptive behaviour;
- not following the instructions given by the examination invigilator;
- removing any material from the examination room other than items which were brought into the room by the candidate or the question paper, where permitted.

4. Professional Misconduct

Professional misconduct encompasses any actions on the part of a student which might render them unsuitable to undertake/continue a professionally-oriented component of their programme of study. Where professional attributes and performance are prescribed in the published programme of study, whether the required standards have been met will be a matter of judgement for success or failure of that component of the programme. However, where particular behaviours give rise to an allegation of professional misconduct the matter will be investigated in accordance with the procedures in the Student Academic and Professional Misconduct Guidelines. Examples of professional misconduct include:

4.1 Lack of preparation for/engagement with professional component

If a student's lack of preparation for/engagement with a professional component of their programme of study renders them unlikely to succeed on that component, or would put the reputation of the University at risk should the student undertake/continue the component, this may be deemed professional misconduct.

It is the student's responsibility to manage their placement experience and to communicate with the appropriate personnel at Leeds Trinity, as set out in course literature. Failure to do so poses a risk to the reputation of the University and may be deemed professional misconduct.

4.2 Failure to comply with an approved Code of Professional Conduct

If a student fails to comply with an approved Code of Professional Conduct, in place in relation to a professionally oriented programme (eg programmes of initial teacher training), this will be deemed professional misconduct.

4.3 General Inappropriate Behaviour

If a student's behaviour is found to be such that it renders them unlikely to succeed on a professional component in their programme, or would put the reputation of the University at risk should the student undertake/continue the component, this may be deemed professional misconduct.

5. Action to be taken in cases of suspected Academic and/or Professional Misconduct

All cases of suspected academic and/or professional misconduct will be investigated, either at local level by the Chair of the Panel of Examiners or the Employer Partnership Manager (or Director of Careers and Employability) or by the University's Academic and Professional Misconduct Panel, in accordance with the procedures set out in the Student Academic and Professional Misconduct Guidelines (available on the intranet INFOZONE).

6. Typical Penalties for Academic or Professional Misconduct

Typical penalties that may be invoked where a case of academic or professional misconduct has been substantiated are set out in the Student Academic and Professional Misconduct Guidelines (available on the intranet INFOZONE).

Appendix 2 – Academic Appeals Procedure (Subject to Review)

1. Scope

- 1.1 These regulations apply to students on taught programmes of study at undergraduate and postgraduate level.
- 1.2 The regulations refer to either a request for a review of a decision of the University Board of Examiners or an appeal, depending on at which stage of the procedure a student is. The terminology of ‘appeal’ is also used generically.
- 1.3 There are three stages to these regulations: (i) consultation (Stage 1) (ii) request for a review of a decision of the University Board of Examiners (Stage 2) (iii) appeal to the Vice-Chancellor (Stage 3).
- 1.4 The regulations refer to an individual student throughout but can apply to a group of students.
- 1.5 This process is not a method of circumventing or setting aside the professional academic judgement of examiners on the performance of students. It is a way of ensuring that relevant circumstances (see Section 6 below) affecting a student's academic performance are taken into account. A student requesting a review of a decision of the University Board of Examiners solely because he/she is dissatisfied with the outcome will have his/her request rejected.
- 1.6 If a student includes any aspect of a complaint within his/her academic appeal, the academic appeal element will take precedence and be investigated first. In the course of the appeal process, it may be found that the complaint aspect can be dealt with simultaneously because of the circumstances of the appeal. However, if a student wishes to pursue the complaint aspect further after the academic appeal process has been completed, he/she may do so via the University's Complaints Procedure.
- [Students wishing to complain about any of the following should follow the Complaints Procedure on the University's intranet:
- a fellow student
 - a member of Leeds Trinity University staff
 - the standard of academic provision
 - a Leeds Trinity University service
 - the fabric (structure or material) of Leeds Trinity University.]

2. Support and Advice on the Appeal Regulations and Procedures

Specific support to students on completion of the Request for a Review of a Decision of the University Board of Examiners Submission Form for Stage 2 (see Section 9.1) can be obtained from Leeds Trinity Students' Union and/or the Student Achievement Advisers.

Students or staff having difficulty in understanding these regulations/procedures should contact the Academic Registrar.

3. Integrity of the Procedure/Confidentiality

The University endeavours to carry out these procedures fairly, consistently and impartially and in accordance with the Equality and Diversity Policy of the University. Also, by lodging an appeal, students will not be disadvantaged in any way in terms of their assessments or their programme of study.

The information provided by students will remain confidential and will only be available to necessary staff in order to progress the appeal.

4. Change of Personal Details

It is the responsibility of a student to keep Leeds Trinity University informed of any changes to the personal details held by the University. The University shall not be responsible for correspondence sent to a non-current address and students should update this information through SITS E:Vision as soon as there are any changes.

5. Action Prior to the Outcome of an Appeal

A student who submits a request for a review of a decision of the University Board of Examiners/an appeal should not assume it will be upheld. Pending the outcome of a request for a review/an appeal, a student should prepare for any forthcoming re-assessments as necessary.

6. Grounds for a Request for a Review of a Decision of the University Board of Examiners

A student may request a review of a decision of the University Board of Examiners on the following grounds:

- (i) new evidence regarding extenuating circumstances, which the student could not have reasonably supplied to the University prior to the decision of the University Board of Examiners.

A student's request on this ground must be supported by medical certification (signed by the medical person) or other relevant and appropriate, authentic, third party evidence. The request should explain the effect on assessment of the ground submitted as evidence. This evidence should comprise the originals of the documents, wherever possible. Without this relevant and detailed evidence a request for a review of a decision of the University Board of Examiners will be rejected;

- (ii) breach of regulation/procedure (relevant evidence to be provided);
- (iii) discrimination/bias (relevant evidence to be provided);
- (iv) administrative error (relevant evidence to be provided).

7. Conditions for a Request for a Review of a Decision of the University Board of Examiners

- 7.1** A request for a review of a decision of the University Board of Examiners will be considered only if it is initiated and conducted by a student personally.
- 7.2** A request for a review will normally only be considered **if it is submitted within 7 working days of the publication of results.**
- 7.3** A request for a review will be considered **only if it is supported by relevant evidence of the claimed grounds and relevant evidence of the effect on assessment(s) – these should be the originals of the relevant documents in relation to extenuating circumstances, wherever possible (see Section 6(i)).**
- 7.4** At any stage of the process a student may be invited to discuss his/her appeal in person with the senior member of the University conducting the investigation. A brief record of the meeting will be taken and a copy provided to the student.
- 7.5** There is no entitlement to legal representation at any stage in the process.
- 7.6** In respect of a request for a review which affects a final award, a student may attend the Award Ceremony if he/she is already eligible for an award pending the consideration of their request for review.

8. Consultation (STAGE 1) Prior to the Formal Procedure

If a student is considering requesting a review of a decision of the University Board of Examiners, prior to taking a final decision about whether to request a review **he/she is strongly advised** to contact by email the Chair of the Panel of Examiners to attempt to clarify the situation (students should contact the Departmental Office to ascertain who the Chair was and their email address). If, for instance, there appears to have been an administrative error, this may be quickly rectified. The Chair of the Panel of Examiners will liaise with the Chair of the University Board of Examiners to ratify any changes. Changes to outcomes will be notified to the student in writing by Student Administration.

If the outcome of Stage 1 does not provide a satisfactory response for a student, he/she may proceed to request a review of a decision of the University Board of Examiners, as outlined within Section 9.1.

9. FORMAL PROCEDURE

9.1 **Submission of a Formal Request for a Review of a Decision of the University Board of Examiners (STAGE 2) (See Section 8 for Stage 1 ie Consultation)**

Students who wish to request a review of a decision of the University Board of Examiners must submit a fully completed, signed and dated Request for a Review of a Decision of University Board of Examiners Submission Form – this should be delivered by post or by hand (to ensure receipt of original documents) to Student Administration, Leeds Trinity University for the attention of the Academic Registrar, to be received normally no later than 7 working days after the publication of results. Supporting evidence must be attached as outlined in Sections 6 and 7.3. Forms are available from the Academic Registry (Student Administration), Student Support and departmental offices, as well as from the intranet through the Student INFOZONE.

9.2 **Preliminary Consideration of a Request for a Review of a Decision of the University Board of Examiners**

- (i) The Academic Registrar will consider the request for a review of the decision of the University Board of Examiners and will decide whether there appears to be sufficient evidence of grounds for consideration of a review of the decision of the University Board of Examiners. **If it is considered that a case appears to have been made, the request for a review of the decision of the University Board of Examiners will be referred to the Pro Vice-Chancellor Academic, as set out within the procedures outlined in 9.3.**
- (ii) If it is considered that a case has not been made, or that the request is vexatious (solely to cause annoyance) or frivolous (not serious or sensible), the student will be informed in writing that there are no grounds for review. **A request for a review will also be rejected if there is no relevant supporting evidence.** The student may appeal against this decision, as outlined in 9.4 below.

9.3 **Referral to Pro Vice-Chancellor Academic and Outcome**

- If the Academic Registrar refers a request for a review of a decision of the University Board of Examiners to the Pro Vice-Chancellor Academic, the latter will review the request and the supporting documentation.
- The Pro Vice-Chancellor Academic will write to the student, normally **within 10 working days of receipt of the request for a review by the Academic Registrar**, with one of the following outcomes:
 - (i) that the request for a review has been investigated and that it has been upheld or partially upheld;

- (ii) that the request for a review has been investigated and that it has been found that there are no or insufficient grounds for reviewing the decision of the University Board of Examiners.

9.4 Appeal Against the Decision in Sections 9.2(ii) and 9.3(i) and (ii) (STAGE 3)

Should a student wish to appeal further, the following procedure will apply:

- The student should write to the Vice-Chancellor, normally **within 7 working days** of receipt of the outcome from the Pro Vice-Chancellor Academic. The appeal should clearly outline the grounds for appealing against the outcome notified to him/her by the Pro Vice-Chancellor Academic and be submitted by post or by hand to the Vice-Chancellor's Office, Leeds Trinity University.
- The Vice-Chancellor, or his/her nominee, shall consider the student's appeal, together with the student's initial request for a review form, evidence and the outcome, and respond to the student and the Academic Registrar, normally **within 10 working days**, with one of the following outcomes:
 - (i) that the appeal is upheld;
 - (ii) that the appeal is not upheld.

10. Case Closure

At the conclusion of the internal procedures for appeals within the University, the student will be informed of the Completion of Procedures and the process to be followed if he/she wishes to take his/her appeal to external review with the Office of the Independent Adjudicator (OIA).

Appendix 3 - Generic descriptors to inform marking criteria for academic undergraduate assessments

Classification: <i>Criterion:</i>	Exceptional First 90-100	Outstanding First 80-89	First 70-79	2 (i) 60-69	2 (ii) 50-59	Third 40-49	<u>Fail</u> 30-39	<u>Abject Fail</u> 0-29
<i>Knowledge & Understanding</i>	Polished grasp of subject. Astute and authoritative approach to complexity.	Comprehensive and confident grasp with strong sense of subject complexity.	Thorough understanding evident and well applied to question or project.	Secure, general understanding and reasonable application to question or project.	Sound knowledge relevant to the question or project.	Limited knowledge shows basic understanding. Some awareness of the context of the question or project.	Faulty understanding of question or concepts. Irrelevant or mostly absent content.	No understanding of question or concepts. Irrelevant or absent content.
<i>Structure, Argument</i>	Effective and integrated over-arching argument or structure, clear, insightful synthesis. Highly creative understanding of topic.	Effective overall argument with clear and insightful connections between claims. Creative understanding of topic.	Clear and logical focus and direction with valuable connections made between claims. Good level of creativity.	Well-focused on the question with some clear connections made between claims and some overall direction. Some creativity.	Addresses the topic with some direction and makes some connections between claims or different parts of artefact/assignment.	Argument is weak and difficult to detect. Connections made between statements limited	Lack of argument. Faulty connection between statements.	No argument. Many faulty connection between statements.
<i>Analysis and Conclusions</i>	Original and searching analysis, critical appraisal of task and judicious conclusions.	Searching analysis with pertinent conclusions drawn.	Insightful analysis throughout with appropriate conclusions drawn.	Strong analysis of salient illustrative examples. Some general conclusions drawn.	Some conclusions drawn based on some reasonable comparisons and examples.	Basic analysis. Remains descriptive, little evaluation or comparison. Few clear conclusions.	Insufficient evaluation or attempt to make comparisons. Conclusions illogical insufficient.	No evaluation or attempt to make comparisons. Conclusions illogical or absent.
<i>Sources & Evidence</i> <i>Adherence to Referencing Conventions, Technical Skills</i>	Extensive and evaluative use of evidential support for argument. Flawless referencing or technical skills.	Extensive use of evidence with some evaluation. Flawless referencing or technical skills.	Clear support of argument with well selected evidence. Excellent referencing or technical skills.	Draws on relevant independent sources and evidence to support claims. Consistent and accurate referencing or technical skills.	Makes simple use of evidence from recommended sources. Largely consistent accurate referencing. or technical skills.	Relies on superficial statements with little supporting evidence. Limited referencing/ adherence to convention or technical skills.	Lack of evidence or relevant sources. Inadequate referencing or technical skills.	No evidence or relevant sources. Inadequate or no referencing or technical skills.

Contd./

<p>Written/Visual Oral Style & Clarity</p>	<p>Professional and sophisticated with exceptional clarity and coherence. Excellent, controlled, confident delivery, pace, and audience engagement.</p>	<p>Professional and fluent with great clarity and coherence. Confident delivery, pace and audience engagement.</p>	<p>Fluent and accurate with great clarity and coherence. Mostly confident delivery, pace and audience engagement.</p>	<p>Clear and coherent. Good delivery, pace and audience engagement</p>	<p>Some lapses of clarity. Some expression is ineffective. Satisfactory delivery, pace and audience engagement</p>	<p>Adequate, but awkward expression throughout with little clarity. Poor delivery, pace and audience engagement</p>	<p>Inadequate and unclear presentation. Impaired communication. Error-strewn.</p>	<p>Grossly inadequate and unclear presentation. Severely impaired communication. Error-strewn.</p>
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Appendix 4 - Generic descriptors to inform marking criteria for academic postgraduate assessments

Classification:	Exceptional Distinction 80-100	Distinction 70-79	Merit 60-69	Pass 50-59	Fail 40-49	Significant Fail 0-39
Criterion:						
<i>Disciplinary Knowledge & Understanding</i>	Exceptional and nuanced understanding of departments at the forefront of the discipline. Astute and authoritative approach to complexity.	Comprehensive, in-depth and evaluative understanding, including engagement with recent developments in the discipline. Informed and confident approach to complexity.	Wide-ranging and detailed understanding. Engagement with recent developments in the discipline. Awareness of complexity of the discipline.	Broad understanding of key concepts and issues. Some engagement with recent developments in the discipline. Some awareness of complexity of the discipline.	Limited understanding of key concepts and issues. Insufficient engagement with debates. Little awareness of complexity of the discipline.	Little or no understanding of key concepts and issues. Little or no engagement with debates in the discipline. Simplistic or erroneous understanding of the discipline.
<i>Research</i>	Outstanding and purposeful systematic use of primary and secondary sources. Sustained independent thought, innovative and methodological sophistication.	Purposeful and systematic use of primary and secondary sources. Independent thought and methodological sophistication.	Purposeful and wide-ranging use of primary and secondary sources. Evidence of independent thought and methodological sophistication.	Relevant use of primary and secondary sources. Some evidence of independent thought. Justified use of methodological approaches.	Insufficient or inappropriate selection of primary and secondary sources. Little evidence of independent thought. Limited justification for methodological approaches.	Irrelevant or out of date selection of primary and secondary sources. No evidence of independent thought. No justification for methodological approaches, or failure to engage with methodology.
<i>Application and evaluation</i>	Extensive, selective and evaluative use of evidence. Rigorous and sustained application of research evidence to impact on practice.	Thorough, selective and evaluative use of evidence. Careful and sustained application of research evidence to impact on practice.	Focused, selective and evaluative use of evidence. Careful attention to the application of research evidence to impact on practice.	Some selection and evaluation in the use of evidence. Some attention to the application of research evidence to impact on practice.	Insufficient selection and evaluation in the use of evidence. Little application of research evidence to impact on practice.	Poor selection of evidence and little or no evaluation. Little or no application of research evidence to impact on practice.

<i>Language and communication</i>	Sophisticated and nuanced over-arching argument or structure. Perceptive, insightful and creative synthesis. Professional and discerning writing, appropriate to the audience and discipline.	Highly effective over-arching argument or structure. Clear, insightful and creative synthesis. Professional and discerning writing, appropriate to the audience and discipline	Effective over-arching argument or structure. Clear synthesis with some insights. Fluent writing style appropriate to the audience and discipline	Sound basic argument or structure. Attempts at synthesis with some insights. Accurate writing showing an awareness of audience and discipline	Flawed basic argument or structure. Little attempt at synthesis. Flawed and inaccurate writing with limited awareness of audience and discipline.	Lack of argument or structure. No attempt at synthesis. Poor writing style.
<i>Analysis and Critique</i>	Original, detailed and perceptive analysis. Rigorous and sustained critical appraisal. Convincing conclusions.	Detailed and perceptive analysis with some originality. Rigorous and sustained critical appraisal. Persuasive conclusions.	Some detailed and perceptive analysis. Wide-ranging critical appraisal. Consistently logical conclusions.	Some detailed analysis. Some critical appraisal and application to conclusions.	Mainly descriptive approach. Inconclusive argument or inadequately supported conclusions.	Predominantly descriptive approach. No clear argument or erroneous conclusions.
<i>Presentation and academic Conventions,</i>	Highly developed understanding of the appropriate genre. Flawless referencing or technical skills.	Highly developed understanding of the appropriate genre. Flawless referencing or technical skills.	Very good understanding of the appropriate genre. Accurate referencing or technical skills.	Good basic understanding of the appropriate genre. Generally accurate referencing or technical skills.	Little understanding of the appropriate genre. Inaccurate referencing or technical skills.	Little or no understanding of the appropriate genre. Absent or largely inaccurate referencing or technical skills.

Appendix 5 - Professional Development and Placement Modules – Repeat Study / Change of Programme / Restart

Repeat Study

Levels 4 and 5

1. If the student has already gained a pass in the PDPM/equivalent module, they will not be required to take the module again and an alternative module will be required in order for the student to have a full-time load of 120 credits.

Their pass in the PDPM/equivalent module will be noted on the Diploma Supplement to signify to employers that learning outcomes have been met.

If the student has failed the PDPM/equivalent module they will be required to take the module again as a second/third attempt (as appropriate) as part of their repeat study.

A student who does not wish to repeat 120 credits as a full-time student may register to repeat individual modules as a part-time student.

Award

2. Where a student is repeating Level 5 of their programme and a pass has already been gained in the PDPM/equivalent module, it will be the outcomes of the 120 credits of repeat modules that will count towards classification. The pass in the PDPM module will be recorded on the students' Diploma Supplement as evidence that the module was taken and passed.

Change of programme

Levels 4 and 5

3. Where a student is permitted to transfer to a new programme of study within the same subject area and a pass has already been gained in the PDPM module they will not be able to take this module again, and an alternative module will be required in order to have a FT load of 120 credits (eg. L4 Business to L4 Business with Marketing). The previously passed PDPM will not count towards progression/award classification.
4. Where a student is permitted to transfer to a new programme of study outside the previous subject area and a pass has already been gained in the PDPM module, the student will nevertheless be expected to undertake the PDPM module relevant to the new subject area. The new PDPM will count towards progression/award classification.
5. Where a student is permitted to transfer to a new programme, before approving the request it is important to check whether the student has satisfied pre-requisites relating to the new programme and, where applicable, that the pre-requisite waiver(s) section of the 'change of programme form' is completed.

Restart

6. Where a student is permitted to restart a level of their current programme and a pass has not been achieved in the PDPM/equivalent, the student will be required to repeat the module as a second or third attempt (as appropriate). On achieving 120 credits the PDPM/equivalent will count towards progression/award classification.