



Leeds Trinity  
University

# **TAUGHT PROGRAMME ACADEMIC REGULATIONS**

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# TAUGHT PROGRAMME ACADEMIC REGULATIONS

This document sets out the regulations governing study for taught students registered on awards of the Leeds Trinity University since 2018/19. The current version of the Taught Programme Academic Regulations and all the procedures and forms referred to in them are available from [myLTU](#)

The University publishes policies, strategies, agreements and other documents which are available [here](#) on the Public Information section on the University's website.

Requests for documents in a different format may be made to **Student Administration**.

Questions relating to the interpretation or application of these procedures and regulations should be referred to the Director of Academic Quality and Standards

## Awards Framework

1. The following tables show the undergraduate and postgraduate awards offered at Leeds Trinity University.
2. *FHEQ* is the Framework for Higher Education Qualifications set out in the QAA's UK Quality Code.
3. The Advanced Professional Diploma and the Professional Diploma are work-based learning awards.

Abbreviation	Award title	FHEQ level	Credits
<b>Undergraduate</b>			
BA (Hons)	Bachelor of Arts with Honours with Foundation Year	6	480
BSc (Hons)	Bachelor of Science with Honours with Foundation Year		
BA (Ordinary)	Bachelor of Arts with Foundation Year	6	420
BSc (Ordinary)	Bachelor of Science with Foundation Year		
BA (Hons)	Bachelor of Arts with Honours	6	360
BSc (Hons)	Bachelor of Science with Honours		
BBA (Hons)	Bachelor of Business Administration with Honours*		
LLB (Hons)	Bachelor of Laws with Honours		
BA (Ordinary)	Bachelor of Arts	6	300
BSc (Ordinary)	Bachelor of Science		
Grad Dip	Graduate Diploma		120
Prof Grad Cert Ed	Professional Graduate Certificate of Education		120
Adv Prof Dip	Advanced Professional Diploma *International delivery only		60
FdA	Foundation Degree of Arts	5	240
FdSc	Foundation Degree of Science		
DipHE	Diploma of Higher Education		240
Dip	Diploma		180
Prof Dip	Professional Diploma		40
CertHE	Certificate of Higher Education	4	120
Cert	Certificate		
FYCert	Foundation Year Certificate	0	120
<b>Postgraduate</b>			
MA	Master of Arts	7	180
MBA	Master of Business Administration		
MSc	Master of Science		
LLM	Master of Laws		
PgDip	Postgraduate Diploma		120
PgCert	Postgraduate Certificate		60
PGCE	Postgraduate Certificate in Education		60

# General Academic Regulations

## Introduction and meanings

1. In these regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These regulations apply to you and to all taught programmes which we offer.
3. There are also regulations for specific programmes, or types of programmes, which supplement these regulations: you should read the relevant programme regulations. The *General Academic Regulations* and the specific *Programme Regulations* work together to set out the framework of how we will offer educational opportunities, and the expectations which we have of you.
4. We use the regulations to ensure that we are consistent in our academic judgements and that we treat you fairly and equally.
5. We review these regulations at the end of every academic year. We will let you know at re-enrolment if there are any changes.
6. Some of the words in these regulations have a specific meaning. Where this is particular to a section, the word is defined in that place.
7. Some words are used more generally, and their particular meanings are set out here:
  - a. “Day” means a calendar day: that is, including weekends, bank holidays and University closure days.
  - b. “Working day” excludes weekends, bank holidays and University closure days.
  - c. A “unit or block” of assessment means a module or collection of modules, the assessment outcomes for which are taken together for the purposes of determining progression or award.
  - d. A “component” of assessment means any one of a number of individual examinations, essays, and presentations or similar which, together with other components, make up an entire unit of assessment.
  - e. “Integrated assessment” means a unit of assessment which comprises the assessment for an entire level of an undergraduate programme.
  - f. “Resit” means a further attempt at the assessment contributing to a module or a level, sat without repeating the related teaching.
  - g. “Repeat” means a further attempt at the assessment contributing to a module or a level, sat following re-enrolment and attendance to repeat the related teaching.

## Programmes

8. A programme is a set course of study, successful completion of which leads to the award of a specified degree, diploma, certificate or other qualification.
9. The *Awards Framework* shows the qualifications we award, their academic level and credits awarded in relation to UK and European qualifications frameworks and credit systems.
10. For each programme, or type of programmes, there is a set of Programme Regulations which set out the specific rules or conditions for completion of the programme and award of the associated degree or other qualification.
11. Programmes may be organised into smaller blocks of study, called modules. Modules are each rated as being at a certain academic level; they may also be described in terms of credits.
12. Programme specifications set out the modules which you must study, and the learning outcomes which you must demonstrate at the academic level necessary to be awarded the degree or other qualification.
13. Credits and levels of study are assigned in line with the norms of the UK higher education sector, as articulated by the Quality Assurance Agency for Higher Education in its Framework for Higher Education Qualifications.

## Admission

14. You must apply for admission to study a specific programme or programmes using the application form or system set out for that programme. We will consider your application on its individual merits.
15. We may ask you to take interviews, tests or other forms of assessment in considering applications; we will ask you to provide evidence of the qualifications and experience you claim on your application.
16. For some programmes we may need evidence of other qualities, such as medical clearance or Disclosure and Barring Service clearance.
17. We may offer you a place conditional upon your meeting certain criteria; and we may make you an offer of admission to a different programme than that to which you applied.

## Recognition of Prior Learning and Articulation Agreements

18. Where you can demonstrate that your prior experience or formal study meets some of the learning outcomes set out for a programme of study, we may on this account exempt you from some components of that programme.
19. We will not exempt you from more than two-thirds of the normal programme of study for the relevant award.

20. Applications for such recognition of prior learning will be considered on a case-by-case basis.
21. We may agree that another institution's provision – individual modules, combinations of modules, or entire programmes – maps on to a programme of the University.
22. In such cases an *articulation agreement* may be reached. This means that if you successfully complete the modules or programme at the other institution, we will exempt you from the matching elements of our programme without the need for an individual application for recognition of prior learning.
23. If we recognise your prior learning, and exempt you from some elements of the programme, your award and any classification will be calculated using only marks from your study with us. You can see the process we may follow in our *Recognition of Prior Learning Guidelines and Procedures*.

## Registration and Enrolment

24. You must register with us before you begin your studies and enrol on an annual basis. This may include making module choices and confirming address and contact details.
  - a. *Registration* means the confirmation of the agreement between us that you will be a student for a specific award. You register at the beginning of your studies with us and must complete programme registration by the fourth week of teaching
  - b. *Enrolment* means the confirmation, by you, that you intend to actively study in a given semester or year, with attendance and submission for assessment as set out for your programme. You cannot enrol until you have registered as a student.
25. Prior to registration you must either have paid your fees, or made arrangements to our satisfaction for fee payment, for the duration of the programme.
26. Where you cannot provide all of the necessary information at registration, or where you have not yet paid your fees or made arrangements for paying our fees, we may provisionally register you as a student. If, four calendar weeks after registration, you have not provided the missing information, paid your fees, or made satisfactory arrangements for paying your fees, your registration with us will be cancelled.
27. Registration enables us to support your learning and to make necessary statutory and statistical returns to regulatory and funding agencies. To deliver the programme we will need to share your data in specified ways with specific partner organisations involved in programme delivery. You can find out more in the *Student Privacy Notice*.
28. If you wish to amend your registration (i.e. change to a different programme, or follow a bespoke programme of study), you must seek our approval. We will consider this in accordance with the *Change of Programme Registration Procedure*, and will take into account your prior academic performance; the entry requirements for the new programme; the availability of places on the new programme; and the practical aspects of the transfer.



## Tuition Fees

29. You must ensure that your tuition fees are paid in respect of your study with us, whether you pay these directly yourself, whether you use Student Finance England, or whether you are sponsored by another person or organisation.
30. If you owe us tuition fees, we will always seek to enable you to continue to study whilst arrangements for payments are made; but in extreme cases we may suspend or cancel your registration, including removing your access to our facilities.
31. You remain liable for tuition fees with us until you have formally ceased to study with us. We incur costs even if you do not attend.

## Module Selection

32. Where a programme allows you a choice of modules, we will operate a *Module Selection Procedure* which will cover how you are informed of the modules potentially on offer and how places on modules are allocated. This will take into account the number of students who have chosen a module; the date on which they made their preferences known; and any consequences – for your later study - of your choices.
33. The *Module Selection Procedure* also incorporates the Level 6 Option Scheme whereby you may be permitted to take a module outside your programme either in place of a module of equivalent credit on your programme or in addition to the 120 credits of your programme.
34. Where the number of students choosing a particular module is lower than that necessary for a good student experience, we may withdraw the module.

## Programme Planning

35. We will advise you where your selection of modules, or your progress through modules, will not meet the requirements for the award of the degree. In such circumstances we will counsel you as to alternatives.

## Engagement and Attendance

36. We expect you to be diligent in your studies, and fully engage with your programme of study. Our experience tells us that if you attend all timetabled sessions for your programme, you are likely to do better. We expect you to submit work for all scheduled assessments.
37. Your attendance may be monitored and recorded. In some cases, attendance at some or all elements of a programme may be mandatory: where this is so, we will tell you. Failure to attend may then lead to failure in the module or programme.
38. You should let us know if you will not be, or have not been, able to attend a scheduled session because of illness or other cause.
39. Where we have concerns that you are not engaging with your study, or where your attendance is not satisfactory, we will follow a set process to investigate and decide what action, if any, to take. The process will seek to work with you to help you to re-

engage and to attend University again. You can see the process we follow in our *Student Academic Engagement Policy*.

40. Our action as a result of concerns about engagement or attendance may include your registration with the University being suspended or cancelled.

## **Supporting Your Learning**

41. Please tell us if there is something that we could do to support your learning – if you do not tell us, we cannot help you. Your Personal Tutor will be able to help you access the support you need.
42. Where you let us know that you have a disability or condition recognised by the Equalities Act we will make reasonable adjustments to enable you to complete your course successfully. Other circumstances may also be recognised by adjustments in this way.
43. Our adjustments may relate to a specific assessment or element of a programme or may apply throughout your registration. This will depend upon the individual circumstances.

## **Withdrawal and Suspension**

44. If you are considering withdrawing from study at the University, please speak to your Personal Tutor, or to a member of staff in Student Support, before you make a final decision. There may be things that we can do to support you to continue your studies; it may be that a suspension of study – giving you a chance to take a break from your study – would help, and would enable you to return to study later.
45. If we have not heard from you, and you have stopped attending and engaging in your studies, we may cancel your registration. We will only do this after attempting to contact you and setting out what you should do to continue your registration.
46. You may apply to suspend your studies, and we will do our best to facilitate this. To make it easier for you to resume your studies, we will seek to agree with you a return date which maps on to a good point in the programme. You can see the process we follow in our *Suspension of Studies and Withdrawal Procedure*.
47. The maximum length of suspension which we will agree to is one calendar year. After the period of suspension is over, you may apply for a further suspension; before we can agree to this we will need to ensure that it is practical and sensible to do so.
48. Where further suspensions are not academically feasible, and a return to study is unreasonable, we may decide that your registration be cancelled. Where your studies meet the requirements, we may award a qualification in recognition of the study you have successfully completed.

### *Cancellation of Registration or Suspension of Study*

49. We may cancel your registration or suspend your study:

- a. as a result of your non-engagement in the programme of study (see paragraph 40 above);
  - b. as a result of your failure to achieve minimum credit requirements for progression and after all opportunities for re-assessment have been exhausted;
  - c. as a result of a change in your fee status;
  - d. as a result of misconduct and the outcome of disciplinary procedures.
50. Your registration may be cancelled or your study suspended as a result of the application of disciplinary procedures. If you are under suspension you are ineligible to receive any credit for any study or assessment undertaken during the period of suspension.
51. If we cancel your registration, or if you withdraw your registration, you cease to be a student of the University from the date of cancellation or withdrawal. We will inform Student Finance England (or any equivalent body) and/or your home institution about the date.
52. We will not normally award credit for any period of attendance after the end of the last semester in which you completed the attendance and assessment requirements.

## **Student Conduct**

53. Your behaviour in relation to other students, to staff, to the wider community and in respect of academic honesty must meet our expectations. Our *Student Charter* tells you more.
54. We expect your behaviour to show:
- a. Courtesy and respect for others
  - b. Diligence in study
  - c. Academic honesty: not seeking to misrepresent or cheat in assessments; acknowledging others' intellectual contributions towards work submitted for assessment; submitting only your own work for assessment.
  - d. Professionalism, including when on placements.
55. Where we have concerns that your behaviour does not meet the expected standards, we will follow a set process to investigate and decide what action, if any, to take. You can see the processes we may follow in our *Student Academic and Professional Misconduct Procedure* and our *Student Conduct and Discipline Code*.
56. Action taken by us as a result of a complaint about you being upheld after due process may include your registration with the University being suspended or cancelled.

## Fitness to Study

57. Because of the needs of programmes with a professional or practice component, and because of the need to manage the learning environment for all students, we will take action where we have concerns about your fitness to study.
58. *Fitness to study* means that you are well enough to undertake study and assessment, and that your health is not impacting too much on your learning, your fellow students' learning, or on our capacity to support that learning.
59. Where we have concerns that you are not fit to study or practise, we will follow a set procedure to investigate and to decide what action, if any, to take. The process will have a focus on supporting your learning, health and wellbeing. You can see the process we will follow in our *Fitness to Study procedure*.
60. We will always seek to make decisions under this procedure in discussion with you. Action taken by us under this procedure may include your registration with the University being suspended or cancelled.

## Assessment

61. To judge your progress and achievement of learning outcomes, programmes include assessments – examinations, coursework, presentations and so on. *Programme specifications* shall set out the specific arrangements for each programme.
62. Assessments may be diagnostic, formative or summative.
63. *Diagnostic* assessments are designed to enable us to make judgements about your knowledge and learning, and help us to tailor our education to meet your needs. We do not normally use them to make formal decisions about your progress through a programme of study and the award of a qualification.
64. *Formative* assessments are designed to give you feedback on your progress, but the mark does not normally form part of our formal decisions about your progress.
65. *Summative* assessments are designed to enable us to make judgements about your learning, and contribute to our formal decisions about your progress through a programme of study and the award of a qualification.
66. The assessment for a module may consist of a number of individual components. Unless the module descriptor specifically states that you must pass individually one or more of these components, we will judge your overall performance in the module by your aggregate performance across all of the components within that module.
67. The integrated assessment for a programme level may consist of a number of individual components. Unless the programme specification specifically states that you must pass individually one or more of these components, we will judge your overall performance in the integrated assessment for the level by your aggregate performance across all of the components within that level.

## Submission of Coursework

68. You should follow the guidance in your programme handbook and on Moodle when submitting coursework. This includes using Turnitin, which helps you to ensure that you are correctly referencing others' work.

### *Deadlines and extensions*

69. To help you pace your study, and to help us organise the marking, we set deadlines for the submission of coursework. No later than the start of every semester we will publish the submission deadlines for that semester. We expect you to submit your coursework by the deadline.
70. Coursework deadlines will always be on a working day (that is, not on a weekend or a bank holiday) and will not be at the start or end of the day (that is, not before 10am or later than 4pm.) This helps ensure that, if you need to talk to someone about the deadline, we are more likely to be around.
71. At any time before the deadline, if there are circumstances which justify it, you may apply for an extension.
72. To ensure fairness across the University, you are permitted a maximum of two extensions per academic year of up to 5 working days each. Exceptionally, we may agree that one of these permitted extensions may be extended up to a total of ten working days. In each School, the Dean of School will nominate a senior academic who makes these judgements.
73. The Mitigating Circumstances Panel will oversee the operation of this exceptional additional time, to ensure that we are being consistent in the application of this rule.
74. If you are given an extension on your coursework deadline, we may not be able to provide marks and feedback in line with the published deadlines.

### *Late submission penalties*

75. If you submit coursework after the given deadline, or agreed deadline extension, your work will be subject to a penalty of 5 marks for every 24-hour period, or part of a 24-hour period, which has elapsed between the deadline and the actual submission.
76. Where coursework is graded as pass/fail, if you submit your coursework late, we will award a fail mark.
77. If you submit coursework after the given deadline, you may also ask that we excuse your lateness. We will consider such requests in accordance with the *Mitigating Circumstances Policy and Procedure*. The tests we will use are:
  - a. your late submission was for a good reason, **and**
  - b. you could not reasonably have asked for an extension before the deadline.

78. In any event, coursework submitted more than five days after the original deadline, or any agreed extension, will not be marked, and will be counted as a failure. This helps us to keep track of all the work that has to be marked and returned to students

#### *Incorrect submission*

79. It is up to you to ensure that you have submitted the correct coursework in the specified format by the due deadline.
80. If you submit the wrong coursework, your submission is incorrectly formatted, or it is not compatible with Turnitin (and should have been), or it is submitted to the wrong link on Moodle, your work will be subject to late submission penalties.
81. If you identify the error and let us know, we will apply late penalties only up to the point at which you told us of the error and provided the correct work.

#### *Word count*

82. You should aim to submit coursework which is in line with the specified word count. In marking the coursework we will penalise work which exceeds the specified word count.

### **Managing Assessment**

83. To help organise assessments, we will set deadlines and other rules for the submission of coursework.
84. If you need an extension of a deadline we will consider these in line with our *Mitigating Circumstances Policy and Procedure*. Programme Regulations will set out any specific requirements.
85. We have procedures to cover cases where you feel that your performance at assessment was not a true reflection of your ability:
- a. The *Mitigating Circumstances Policy and Procedure* deals with cases which you raise **before** a Progression and Award Board has met.
  - b. The *Academic Appeals Policy and Procedure* deals with cases which you raise **after** a Progression and Award Board has met.
86. If you believe, in relation to a summative assessment, that your performance in assessment was or will be affected by health or other mitigating circumstances you should let us know, so that we can consider your circumstances and what action we should take. The *Mitigating Circumstances Policy and Procedure* shows how we do this.
87. If, after a Progression and Award Board has confirmed the results of a summative assessment, you believe, in relation to that assessment, that your performance was affected by health or other mitigating circumstance which you could not reasonably have raised through the *Mitigating Circumstances Policy and Procedure* you can let us know, so that we can review your circumstances. The *Academic Appeals Policy*

and *Procedure* sets out what evidence you must submit and how it will be considered.

88. You may also use the *Academic Appeals Policy and Procedure* if you believe that the assessment was not conducted fairly, or that there was some other bias.

## **Resit, Repeat and Progression**

89. A *resit* is a further attempt at the assessment contributing to a module or a level, sat without repeating the related teaching.
90. A *repeat* is a further attempt at the assessment contributing to a module or a level, sat following re-enrolment and attendance to repeat the related teaching.
91. Where you do not achieve a pass mark in a module or other programme-level summative assessment, you may have up to two further attempts to demonstrate your achievement of the learning objectives. Programme Regulations will set out the specific arrangements for your award.
92. Resit assessments may be in the same or a different format as the original assessment, and will be timed to permit progression to the next level, if successful, at the start of the next academic session.
93. A resit assessment may only be given a mark no higher than the minimum pass mark.
94. A repeat assessment will be eligible for the full range of marks.
95. Where an assessment includes a placement, and you have passed the placement you do not need to resit or repeat the placement even if you have failed the module overall and are resitting other elements of the module assessment.
96. Where an assessment includes a placement, and you have failed the placement, you will need to repeat the placement unless the Programme Specification explicitly states otherwise or an alternative form of assessment is approved by the Assessment Panel (paragraph 92 above).

## **Assessment Decisions**

97. Academic Board is responsible for decisions about assessment outcomes.
98. Academic Board has delegated responsibility for this to
- a. *Assessment Panels*, which consider and confirm the validity of the examination process; the results of individual modules; and decisions about resits of individual modules
  - b. *Progression and Award Boards*, which make decisions on your progress and awards.

## **Award of Degrees and Other Qualifications**

99. We will award a degree, diploma or certificate when:
- a. You have completed the course of study set out for the programme; and
  - b. You have paid all tuition fees due to us; and
  - c. We have judged that you have met the required academic standards for the award.

### **Aegrotat and Posthumous awards**

100. If you are unable to complete the final assessment through illness we may, if you agree, consider you for the award of an *aegrotat* degree (an unclassified honours degree).
101. Any degree or other award may be conferred posthumously if the Progression and Award Board considers that the normal conditions of the award have been met, or that there is evidence that the candidate's achievement was such that they would have been met.

### **Collaborative Provision**

102. We may offer degrees, diplomas and certificates in partnership with one or more other institutions.
103. The collaborative agreement for any such arrangement will set out our responsibilities and those of the other partner(s). Where we have responsibility under any such agreement for the academic standards or the quality of learning and teaching, these Regulations, or agreed variations which conform to the principles of these regulations, will apply.



# Programme Regulations for Foundation Years

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These are the programme regulations for foundation years. They complement and should be read alongside the *General Academic Regulations*. You should read all of these regulations.
3. We review these regulations at the end of every academic year. We will let you know at re-enrolment if there are any changes.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.

- **Programme Regulations for Foundation Years ← These Regulations**

- Programme Regulations for Taught Undergraduate Degrees
- Programme Regulations for Taught Postgraduate Degrees
- Programme Regulations for the Postgraduate Certificate in Education

- Additional Regulations for the Bachelor of Laws (LLB)
- Additional Regulations for Professional Policing Practice
- Additional Regulations for Bachelor of Arts (QTS)
- Additional Regulations for Higher and Degree Apprenticeships
- Additional Regulations for Work-Based-Learning Degrees
- Additional Regulations for Study Abroad
- Additional Regulations for Visiting and Occasional Students

5. We prescribe minimum and maximum lengths of registration. The minimum length reflects the quantity of learning necessary; the maximum length reflects the need to ensure the currency of your knowledge at graduation. Minimum and maximum lengths of study under these Regulations are:

	Minimum length	Maximum length
Foundation year	1 academic year	2 calendar years

## Application

6. If you wish to study a Foundation year on a full-time basis you must apply through UCAS.

## Assessment

7. We will assess your achievement of the learning outcomes for the programme in each year. Programme schemes will set out the assessment framework. This will take one of the following forms:

- a. Assessment associated with each module individually; combined to form an overall judgement.
  - b. Integrated assessments associated with all the material covered.
8. The relevant Assessment Panel will consider your results and the marks to be awarded.
9. Where modules or integrated assessments are given a mark rather than a simple pass/fail, the pass mark is 40.
10. Where the mark for a module or integrated assessment is composed of multiple component marks which are aggregated arithmetically:
  - any mark of 39 will be rounded up to 40;
  - any mark of 49 will be rounded up to 50;
  - any mark of 59 will be rounded up to 60; and
  - any mark of 69 will be rounded up to 70.

### **Failed Assessments: Resits**

11. If you fail an assessment you may resit the assessment twice.
12. This replaces the resit and repeat arrangements set out in paragraphs 14 and 17-20 of the *Programme Regulations for Taught Undergraduate Degrees*.
13. Such resits will normally take place at the next available opportunity. We may sometimes specify a different form of resit assessment: this will be to minimise the impact on you whilst ensuring that you can demonstrate sufficient learning to progress.

### **Progression**

14. Your performance will be considered by the relevant Progression and Award Board.
15. If you have met the requirements for the foundation year, you will be eligible to progress to the Bachelor's degree to which the foundation year is linked. This means, in terms of the alternatives set out in paragraph 7 above,
  - a. In the case of assessment associated with each module individually; combined to form an overall judgement on the level: a pass in each module, with the relevant credits awarded for each module;
  - b. In the case of integrated assessments: a pass, meaning that 120 credits are awarded.
16. If you have not met the requirements set out in the assessment framework, and you have been re-assessed for the maximum permitted number of attempts, your study with the University will be cancelled.

## **Award: Foundation Certificate**

17. If you have passed the assessments set and accumulated 120 credits, and do not continue to study for a bachelor's degree with us, we will award you a foundation certificate.

# Programme Regulations for Taught Undergraduate Degrees

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These are the programme regulations for taught undergraduate degrees except the Bachelor of Laws. They complement and should be read alongside the *General Academic Regulations*. You should read all of these regulations.
3. We review these regulations at the end of every academic year. We will let you know at re-enrolment if there are any changes.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - **Programme Regulations for Taught Undergraduate Degrees ← These Regulations**
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students
5. We may award the following degrees if you have successfully completed your studies and assessment:
  - Bachelor of Arts with honours / with Foundation Year – BA (Hons)
  - Bachelor of Science with honours / with Foundation Year – BSc (Hons)
  - Bachelor of Laws with honours / with Foundation Year – LLb (Hons)
  - Foundation Degree in Arts – FdA
  - Foundation Degree in Science – FdSc.
  - Graduate Diploma
6. We may also confer the following awards under these regulations, if you have completed the requisite study and assessments, but have not met the requirements for the award of an honours degree:
  - Bachelor of Arts / with Foundation Year (Ordinary)
  - Bachelor of Science / with Foundation Year (Ordinary)
  - Diploma of Higher Education – DipHE

- Certificate of Higher Education – CertHE
  - Foundation Certificate.
7. We prescribe minimum and maximum lengths of registration. The minimum length reflects the quantity of learning necessary; the maximum length reflects the need to ensure the currency of your knowledge at graduation. Regardless of your mode of study, minimum and maximum lengths of study for degrees under these Regulations are:

	Minimum length	Maximum length
Bachelor's degree	3 academic years	8 calendar years
Accelerated Bachelor's degree	2 academic years	8 calendar years
Foundation degree	2 academic years	8 calendar years

## Application, Admission and Recognition of Prior Learning

8. If you wish to study a Bachelor's degree programme on a full-time basis from level 4, you must apply through UCAS.
9. If you wish to study a Foundation degree programme, or a Bachelor's degree programme on a part-time basis from level 4, you must apply directly to the University. Not all programmes will be available or suitable for study on a part-time basis and you should discuss options with us before application.
10. If you wish to have prior learning recognised, and therefore be admitted with exemption from some elements of the programme, you should apply directly to us.

## Assessment

11. We will assess your achievement of the learning outcomes for the programme in each year. Programme schemes will set out the assessment framework for each level of the degree. This will take one of the following forms:
- a. Assessment associated with each module individually; combined to form an overall judgement on the level
  - b. Integrated assessments associated with all the material covered in the level.
12. The relevant Assessment Panel will consider your results and the marks to be awarded.
13. Where modules or integrated assessments are given a mark rather than a simple pass/fail, the pass mark is 40.
14. Where the mark for a module or integrated assessment is composed of multiple component marks which are aggregated arithmetically:
- any mark of 39 will be rounded up to 40;
  - any mark of 49 will be rounded up to 50;
  - any mark of 59 will be rounded up to 60; and
  - any mark of 69 will be rounded up to 70.

## Failed Assessments: Resits and Repeats

15. The following table summarises the rules for assessment and reassessment in taught undergraduate degrees:

Attempt	Description
First attempt	Original attempt
Resit	If fail first attempt
Repeat	If fail resit
Exceptionally, special resit	If very marginal fail of resit

### *If you fail an assessment once*

16. If you fail a module or an integrated assessment, you may resit the assessment on one occasion.
17. Such resits will normally take place at the next available opportunity. We may sometimes specify a different form of resit assessment: this will be to minimise the impact on you whilst ensuring that you can demonstrate sufficient learning to progress.

### *If you fail an assessment twice*

18. If you fail the resit assessment for a module or an integrated assessment for a level, you may repeat the module or level. This is to give you the greatest chance of succeeding in your study.
19. In the case of a programme based on module assessment, you will be required to repeat only those modules which you failed. You may choose to repeat all modules of the level, and if you do so we will use the higher mark in any given module when we consider your progression. Before you choose to repeat all modules you should discuss with Student Support the financial and other implications of your choice.
20. In the case of a programme with an integrated assessment, you will be required to repeat all elements of the level.

### *If you fail an assessment twice – marginal fail of the level overall*

21. *Marginal failure:*
- In the case of module based assessment (paragraph 11.a above), if, following resit, you have an overall arithmetic mean mark, across the level of at least 40%, and a fail in one module only, which is not the result of non-submission, you will be permitted a second resit in the failed assessment for that module.
  - In the case of an integrated assessment (paragraph 11.b above), the above will apply if you have an overall aggregate mark of no lower than 38.

22. If you are not successful in the second re-assessment, you will be required to retake the failed module(s) or level, in line with paragraphs 18 and 19 above.

## **Progression and Award**

23. Your performance will be considered by the relevant Progression and Award Board.
24. If you have met the requirements for the level of study, you will be awarded the relevant credits and permitted to progress to the next level of the programme. This means, in terms of the alternatives set out in paragraph 11 above,
  - a. In the case of assessment associated with each module individually; combined to form an overall judgement on the level: a pass in each module, with the relevant credits awarded for each module
  - b. In the case of integrated assessments associated with all the material covered in the level: a pass, meaning that 120 credits are awarded for the level as a whole.

### *Marginal failure (condonement)*

25. In the case of module-based assessment, set out in paragraph 11.a above, if you have failed to meet the pass standard to progress to the next level in one module only, with a mark no lower than 35%, and your arithmetic mean mark for the level is at or over 40%, we will permit you to proceed, and award credits for that module.
26. Paragraph 25 above does not apply if you are in the final level of your programme.
27. You may not progress to the next level of study if you have not met the requirements of the Progression and Award Board.
28. If you have not met the assessment requirements set out in the programme specification or these regulations, and you have been re-assessed for the maximum permitted number of attempts, your study with the University will be cancelled, and we will consider whether you should be given an interim award.

## **Award: Bachelor's Degree with Honours**

29. If you have passed the assessments set for a bachelor's degree, we will award you that degree.
30. The classification of the degree shall be determined by the Progression and Award Board.
31. We believe that your degree classification should reflect your performance.
  - a. You may show a consistency of performance over all years of the programme;
  - b. You may perform more strongly in your final year, as you become able to make connections across the breadth of the programme;

- c. Your performance may vary across the components of the programme; we consider that your degree classification should reflect the balance of this.

32. The methods for calculating degree classifications refer to the following table:

Mark range	Degree classification
Below 39.49	Fail
39.5 – 49.49	3 – Third Class
49.5 – 59.49	2:2 – Lower Second Class
59.5 – 69.49	2:1 – Upper Second Class
69.5 – 100	1 – First Class

33. We will calculate a degree class using each of the following three methods. Your degree class will be the highest class calculated.

- a. The arithmetic mean of all marks for the 240 credits studied at level 5 and level 6 is calculated and converted to an Honours classification based on the table in paragraph 32 above. This addresses the criterion in paragraph 31.a above.
- b. The arithmetic mean of all 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 an Honours classification based on the table in paragraph 32 above. This addresses the criterion in paragraph 31.b above.
- 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 in paragraph 32 above 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. This addresses the criterion in paragraph 31.c above.

34. If you are registered on a Bachelor's Degree with Honours (top-up) award we will calculate a degree class using each of the following two methods. Your degree class will be the highest class calculated:

- a. The arithmetic mean mark across Level 6.
- b. A mark profile across Level 6 whereby each mark is converted to a classification and the number of credits in each classification determined. The highest number of credits in a classification will determine the classification.

## Bachelor's Degrees: Exit Qualifications



35. If you have passed levels 4 and 5 of a bachelor's degree and have, after the maximum number of resit attempts, passed only half of the assessments at level 6 (that is, 60 credits) we will award you an Ordinary Bachelor's degree.
36. If you have passed levels 4 and 5 of a bachelor's degree and have passed only half of the assessments at level 6 (that is, 60 credits) but have not yet completed the maximum possible number of resit attempts, you may choose to be awarded an Ordinary Bachelor's degree. If you choose to be awarded an Ordinary Bachelor's Degree, you may not subsequently attempt resit assessments at level 6 nor be awarded a bachelor's degree with honours in respect of that study.
37. If you have passed levels 4 and 5 of a bachelor's degree but have not, after the maximum number of resit attempts, gained sufficient credits at level 6 to be awarded an Ordinary Bachelor's Degree, we will award you a Diploma of Higher Education.
38. If you have passed levels 4 and 5 of a bachelor's degree but have not passed level 6 and have yet to complete the maximum possible number of resit attempts, you may choose to be awarded a Diploma of Higher Education. If you choose to be awarded a Diploma of Higher Education, you may not subsequently attempt resit assessments at level 6 nor be awarded a bachelor's degree in respect of that study.
39. If you have passed level 4 of a bachelor's degree but have not, after the maximum number of resit attempts, passed level 5, we will award you a Certificate of Higher Education.
40. If you have passed level 4 of a bachelor's degree but have not passed level 5 and have yet to complete the maximum possible number of resit attempts, you may choose to be awarded a Certificate of Higher Education. If you choose to be awarded a Certificate of Higher Education, you may not subsequently attempt resit assessments at level 5, nor be awarded a bachelor's degree or Diploma of Higher Education in respect of that study.

## **Award: Foundation Degrees**

41. If you have passed the assessments set for levels 4 and 5 of a foundation degree, we will award you that degree.
42. The classification of the degree shall be determined by the Progression and Award Board.
43. We believe that your degree classification should reflect your performance.
  - a. You may show a consistency of performance over all years of the programme;
  - b. You may perform more strongly in your final year, as you become able to make connections across the breadth of the programme;
  - c. Your performance may vary across the components of the programme; we consider that your degree classification should reflect the balance of this.

44. In calculating degree classifications, we will therefore use three methods. Each refers to the following table:

Mark range	Degree classification
Below 39.49	Fail
39.5 – 59.49	Pass
59.5 – 69.49	Merit
69.5 – 100	Distinction

45. We will calculate a degree class using each of the following three methods. Your degree class will be the highest class calculated.
- The arithmetic mean of all marks for the 240 credits studied at level 4 and level 5 is calculated and converted to a classification based on the table in paragraph 44 above. This addresses the criterion in paragraph 43.a above.
  - The arithmetic mean of all 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 a classification based on the table in paragraph 44 above. This addresses the criterion in paragraph 43.b above.
  - 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 in paragraph 44 above 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. This addresses the criterion in paragraph 43.c above.
46. For foundation degree programmes which mark modules as Pass/Fail at level 4, we will calculate the award calculation based only on numeric marks at level 5; we will not weight these marks in any way.

### **Foundation Degrees: Exit Qualifications**

47. If you have passed level 4 of a foundation degree but have not, after the maximum number of resit attempts, passed level 5, we will award you a Certificate of Higher Education.
48. If you have passed level 4 of a foundation degree but have not passed level 5 and have yet to complete the maximum possible number of resit attempts, you may choose to be awarded a Certificate of Higher Education. If you choose to be awarded a Certificate of Higher Education, you may not subsequently attempt resit assessments at level 5, nor be awarded a foundation degree in respect of that study.

### **Award: Graduate Diploma**

49. If you have passed the assessments set for a graduate diploma, we will award you that diploma.
50. The classification of the diploma shall be determined by the Progression and Award Board.
51. We believe that your diploma classification should reflect your performance.
  - a. You may show a consistency of performance over all years of the programme;
  - b. Your performance may vary across the components of the programme; we consider that your diploma classification should reflect the balance of this.
52. In calculating your diploma classification, we will therefore use two methods. Each refers to the following table:

Mark range	Degree classification
Below 39.49	Fail
39.5 – 59.49	Pass
59.5 – 69.49	Merit
69.5 – 100	Distinction

53. We will calculate your diploma class using each of the following two methods. Your diploma class will be the highest class calculated.
  - a. The arithmetic mean of all marks for the credits studied at level 6 contributing to the graduate diploma is calculated and converted to a classification based on the table in paragraph 44 above. This addresses the criterion in paragraph 43.a above.
  - b. A mark profile is obtained for the credits studied at level 6 contributing to the graduate diploma. Each mark is converted to a classification based on the table in paragraph 44 above 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 have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends. This addresses the criterion in paragraph 43.c above.

# Programme Regulations for Taught Postgraduate Degrees

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These are the programme regulations for taught postgraduate degrees. They complement and should be read alongside the *General Academic Regulations*. You should read all of these regulations.
3. We review these regulations at the end of every academic year. We will let you know at re-enrolment if there are any changes.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - **Programme Regulations for Taught Postgraduate Degrees ← These Regulations**
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students.
5. We may award the following degrees if you have successfully completed your studies and assessment:
  - Master of Arts – MA
  - Master of Business Administration – MBA
  - Master of Science – MSc.
6. We may also confer the following awards under these regulations, if you have completed the requisite study and assessments, but have not met the requirements for the award of a degree:
  - Postgraduate Diploma – PgDip
  - Postgraduate Certificate – PgCert
7. We prescribe minimum and maximum lengths of registration. The minimum length reflects the quantity of learning necessary; the maximum length reflects the need to ensure the currency of your knowledge at graduation. Regardless of your mode of study, minimum and maximum lengths of study for degrees under these Regulations are:

	Minimum length	Maximum length
Master's degree	1 calendar year	5 calendar years
Postgraduate Diploma	1 academic year	3 calendar years
Postgraduate Certificate	1 semester	2 calendar years

## Application, Admission and Recognition of Prior Learning

8. If you wish to study for a Master's degree you must apply directly to us, using the appropriate application form.
9. If you wish to have prior learning recognised, and therefore be admitted with exemption from some elements of the programme, you should contact the relevant Admissions Tutor to discuss possibilities and any implications.

## Assessment

10. We will assess your achievement of the learning outcomes for the programme in each year. Programme schemes will set out the assessment framework for each level of the degree. This will take one of the following forms:
  - a. Assessment associated with each module individually; combined to form an overall judgement on the level
  - b. Integrated assessments associated with all the material covered in the level.
11. The relevant Assessment Panel will consider your results and the marks to be awarded.
12. Where modules or integrated assessments are given a mark rather than a simple pass/fail, the pass mark is 50.
13. Where the mark for a module or integrated assessment is composed of multiple component marks which are aggregated arithmetically:
  - any mark of 49 will be rounded up to 50;
  - any mark of 59 will be rounded up to 60; and
  - any mark of 69 will be rounded up to 70.

## Failed Assessments: Resits and Repeat

### *If you fail an assessment*

14. If you fail a module or an integrated assessment for a level, you may re-sit the assessment on one occasion only.
15. Such resits will normally take place at the next available opportunity, and must in any event take place within one calendar year. (This ensures the currency of the material in the resit assessment.)

16. We may sometimes specify a different form of resit assessment: this will be to minimise the impact on you whilst ensuring that you can demonstrate sufficient learning to progress.

*Marginal failure (condonement)*

17. Subject to the specific requirements of the programme specification, and the conditions set out in paragraph 18 below, if you fail one module we may condone that failure to allow for the award calculation to take place with the fail mark included in the calculation without the need for a re-assessment, and with credits awarded for the failed component.
18. For condonement of marginal failure to be approved for Master’s degrees all of the following conditions must be met:
- a. At least 150 credits have been passed
  - b. The average mark over the all modules in the level is 50 or more
  - c. The fail mark in question is for one module only of 30 credits or fewer
  - d. The mark for the module is 45 or more.
19. Condonement of marginal failure may only be applied to Master’s degrees of 180 credits and not to Postgraduate Diplomas or Postgraduate Certificates.
20. Where a marginal fail is condoned we will offer you the opportunity to accept or decline the offer, and we will explain to you the implications for each option.

**Award**

21. The credit requirements for awards is as follows:

Master’s degree	180 credits at Level 7
Postgraduate Diploma	120 credits at Level 7
Postgraduate Certificate	60 credits at Level 7

22. The meaning of credits and levels are those set out in the QAA’s UK Quality Code.
23. If you have gained the number of credits required for the award for which you are registered and met any other specific requirements set out in the programme specification for that award, we will award you that degree, diploma or certificate.

*Exit awards*

24. If you have not gained the number of credits required for the award for which you are registered, and you either cannot, because of failure, or do not wish to, continue to study, you may be eligible for an exit award.
25. You will be eligible for an exit award – a Postgraduate Diploma or a Postgraduate Certificate – if you have gained the number of credits required for that award and met any other specific requirements set out in the programme specification for that award.

## Award Classification

26. The classification of the award shall be determined by the Progression and Award Board.
27. We believe that your degree classification should reflect your performance.
- You may show a consistency of performance over all years of the programme;
  - Your performance may vary across the components of the programme; we consider that your degree classification should reflect the balance of this.
28. In calculating award classifications, we will therefore use two methods. Each refers to the following table:

Mark range	Degree classification
Below 49.49	Fail
49.5 – 59.49	Pass
59.5 – 69.49	Merit
69.5 – 100	Distinction

### *Master's degrees*

29. We will calculate a degree class using each of the following two methods. Your degree class will be the highest class calculated.
- The arithmetic mean of all marks for the 180 credits studied at level 7 is calculated and converted to an award classification based on the table in paragraph 32 above. This addresses the criterion in paragraph 31.a above.
  - A mark profile is obtained for the 180 credits studied at level 7. Each mark is converted to a classification based on the table in paragraph 32 above 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. This addresses the criterion in paragraph 31.c above.

### *Postgraduate diplomas*

30. We will calculate an award class using each of the following two methods. Your award class will be the highest class calculated.
- The arithmetic mean of all marks for the 120 credits studied at level 7 is calculated and converted to an award classification based on the table in paragraph 32 above. This addresses the criterion in paragraph 27.a above.
  - A mark profile is obtained for the 120 credits studied at level 7. Each mark is converted to a classification based on the table in paragraph 32 above 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. This addresses the criterion in paragraph 27.b above.

### *Postgraduate certificates*

31. We will calculate an award class using each of the following two methods. Your award class will be the highest class calculated.
  - a. The arithmetic mean of all marks for the 60 credits studied at level 7 is calculated and converted to an award classification based on the table in paragraph 32 above. This addresses the criterion in paragraph 27.a above.
  - 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 in paragraph 32 above 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 (30) have been accounted for. The classification determined by profile will then be the classification at which this process of summation ends. This addresses the criterion in paragraph 27.b above.



# Programme Regulations for the Postgraduate Certificate in Education

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These are the programme regulations for the Postgraduate Certificate in Education. They complement and should be read alongside the *General Academic Regulations*. You should read all of these regulations.
3. We review these regulations at the end of every academic year. We will let you know at re-enrolment if there are any changes.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - **Programme Regulations for the Postgraduate Certificate in Education ←  
These Regulations**
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students.
5. We will award a Postgraduate Certificate in Education (PGCE) if you have successfully completed your studies and assessment.
6. We may also award a Professional Graduate Certificate under these regulations, if you have completed the requisite study and assessments but have not met the requirements for the award of a Postgraduate Certificate in Education, or if you have successfully completed the requisite study and assessments for a Higher and Degree Apprenticeship programme relating to the Teacher Apprenticeship Standard.
7. We may recommend the award of Qualified Teacher Status if you have passed the requisite assessments and met the other conditions, including the Teaching Standards, under these regulations.

## Application, Admission and Recognition of Prior Learning

8. If you wish to study for a PGCE you must apply through UCASTT.

9. Entry to the teaching profession is regulated by the government, and you must meet the current criteria specified by the Department for Education.
10. You must study the entirety of the programme with us: we will not exempt you from any element of the programme because of your prior learning or experience.
11. Once you have accepted a place on the programme you cannot defer registration. If you are unable to take up registration you must re-apply the following year to be considered for admission.

## Attendance and Engagement

12. The PGCE is a professional programme and your attendance and engagement with the programme are important.
13. If you know that you are going to be absent from a scheduled activity through illness or other cause, you should contact the Programme and Assessment Team, your University Tutor, and your Programme Coordinator. If you are on a School Direct or SCITT PGCE programme, you should contact your University Programme Coordinator and the SCITT or School Direct Programme Manager. The *Mitigating Circumstances Policy and Procedure* provides guidance.
14. There are some elements of the programme which you must attend: minimum requirements are set by the Department for Education and Ofsted. If you are absent from such sessions we may take action under the *Academic and Professional Misconduct Procedure*.

## Academic Assessment

15. Level 6 work is assessed as Pass/Fail.
16. Level 7 work is graded using the following conventions:

Mark range	Award classification
Below 49.49	Fail
49.5 – 59.49	Pass
59.5 – 69.49	Merit
69.5 – 100	Distinction

## Assessment of the National Teachers' Standards

17. We will use the National Teachers' Standards to assess whether you should get Qualified Teacher Status (QTS). This assessment uses a 1-4 grade scale in line with the Ofsted *Framework for Inspection*.
18. Your outcomes will be recorded against each of the eight Teachers' Standards (2012). These are:

### Part One: Teaching

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils

- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities.

### **Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

19. These are the standards set out in the Department for Education's *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*, and have the force of law. If the standards are changed by the Department for Education, we will change your assessment to reflect the new standards.
20. In each of the three stages of assessment the following grades are used to describe the students' outcomes against the QTS standards:
  - Grade 1: Outstanding
  - Grade 2: Good
  - Grade 3: Requires Improvement
  - Grade 4: Inadequate (Teachers' Standard(s) not met)
21. Grades 1 to 3 are QTS pass grades. Grade 4 indicates a Teachers' Standard has not been met.
22. Your placement schools will assess your performance against the NTS criteria, and we will make our recommendations using these school assessments. You will be told at each placement school what is expected of you and what the requirements are.

## **Programme Structure and Assessment**

*PGCE (Secondary Education)*

1. *The PGCE (Secondary Education) is divided into two stages:*

<i>Stage A</i>	<i>In Stage A trainees develop their knowledge and skills in a guided and supported induction to classroom practice, and to the ways in which they will be expected to learn about classroom practice.</i>
<i>Stage B</i>	<i>In Stage B trainees broaden their initial experience and sharpen their reflection with eventual transition to ECF. They focus on developing and teaching longer term plans and sequences of learning, and on the evaluation of the impact of those plans and their teaching (including a L7 assignment).</i>

2. *We will assess you at each of the two stages during the one-year course. The first assessment will determine your eligibility to progress to the next stage. The final assessment will determine your eligibility for academic award at Level 7 or Level 6, and for the recommendation of QTS.*
3. *We will obtain evidence of your performance against the specific progress markers, set out in the Stage A Assessment Report at the end of that stage.*

4. *If at any point there are concerns that the trainee will not meet the necessary standard of practice at the end of Stage A, or the Teachers Standards by the end of Stage B, then the trainee will either be placed on an Support Plan or if there is not sufficient time to allow for a Support Plan to be completed, their case will be referred to the end of Stage Panel.*
5. *Where a trainee has not met the requirements of a Support Plan, or has not met the requirements of the End of Stage A Assessment the Panel will make a decision about one of three outcomes:*
  - a. *Progress – the trainee should be allowed to progress to Stage B (this might occur if there are only one or two areas where the trainee has not met the required standard at Stage A)*
  - b. *Progress with Support – the trainee should be allowed to progress to Stage B, but with an Support Plan in place in the first weeks or so of placement (this might occur if the trainee has failed to meet the required standard of practice in several areas)*
  - c. *Not Progress- the trainee is deemed to have failed the placement, and the Panel will decide whether to offer a resit opportunity in the next academic year.*
6. *At the end of training you, your Link Tutor and your Mentor will take part in a moderation meeting, designed to agree a completed Final Assessment Report. This report enables a decision to be made at Panel about whether your practice meets the Teachers’ Standards.*
7. *If at the moderation meeting an agreement cannot be reached between the Mentor, Link Tutor and Trainee, then the End of Stage Report, and the Trainee’s evidence portfolio will be referred to a University Panel made up of three Lecturers from the Secondary teaching team, which will make a final decision about what to recommend to the Stage B Panel.*
8. *The end of Stage B Panel will make a decision about one of two outcomes:*
  - a. *Trainee has met the Teachers Standards – if the trainee has also satisfactorily completed the Academic assignments (L6/L7) then they will be recommended to the DfE for Qualified Teacher Status (QTS)*
  - b. *Trainee has not met the Standards – the trainee is deemed to have failed the placement and will not be recommended for QTS. The Panel will decide whether to offer a resit opportunity in the next academic year.*
9. *In order to gain the award of a Professional Graduate Certificate in Education you must also pass the following L6 assessments during the year, but progress to the next Stage is not dependent on having passed each of these assessments:*

<i>Subject Knowledge and Applied Pedagogy</i> <ul style="list-style-type: none"> <li>• <i>Assessment 1 – Lesson Planning</i></li> <li>• <i>Assessment 2 – Sequence Planning</i></li> <li>• <i>Assessment 3 – Evaluating an Assessment</i></li> <li>•</li> </ul>	<i>0 credits</i>
<i>Professional Education Studies for Secondary Teachers</i>	<i>0 credits</i>

10. *In order to gain the award of a Post Graduate Certificate in Education you must also take and pass (at a mark of at least 49.5 - see paragraph xx above) the following modules during the year, but progress to the next Stage is not dependent on having passed each module:*

<i>SED 7293 Planning for Progression</i>	<i>30 credits</i>
<i>SED 7303 Supporting Individual Needs</i>	<i>30 credits</i>

11. *If you do not demonstrate achievement at Level 7, but have passed Level 6 assessments during the academic year, we will award a Level 6 Professional Graduate Certificate of Education.*

*PGCE (Primary Education)*

12. *The PGCE (Primary Education) is divided into three stages:*

<i>Stage 1</i>	<i>Trainees develop their knowledge and skills in a guided induction to classroom practice. They become familiar with current policies, national priorities and evidence informed practice.</i>
<i>Stage 2</i>	<i>Trainees develop breadth of experience across the curriculum and their age-phase. They focus on reflective and evaluative practice to develop their professional skills further.</i>
<i>Stage 3</i>	<i>Trainees build independence as a practitioner, planning, teaching and evaluating longer sequences of learning. They build critical reflection into their practice, including evaluating evidence.</i>

13. *We will assess you at each of three stages during the one-year course. Your performance in the first two periods of School Based Training (within Stage 1 and Stage 2) will determine whether you can progress to the next stage. The third and final assessment at the end of Stage 3 will determine your eligibility for academic award at Level 7 or Level 6, and for the recommendation of QTS.*
14. *We will obtain evidence of your performance against the specific progress markers set out in the Assessment Report at each of the 3 stages of the course.*
1. *If at any point there are concerns that you will not meet the necessary standard of practice at the end of Stage 1 or Stage 2, or the Teachers' Standards by the end of Stage 3, then you will either be placed on an Support Plan or if there is not sufficient time to allow for a Support Plan to be completed, your case will be referred to the end of Stage Panel.*
  2. *Where a trainee has not met the requirements of a Support Plan, or has not met the requirements of the end of Stage 1 or end of Stage 2 Assessment, the Panel will make a decision about one of three outcomes:*
    - a. *Progress – the trainee should be allowed to progress to Stage 2 or Stage 3 (this might occur if there are only one or two areas where the trainee has not met the required standard at Stage 1 or Stage 2)*

- b. *Progress with Support – the trainee should be allowed to progress to Stage 2 or Stage 3, but with a Support Plan in place in the first weeks of placement (this might occur if the trainee has failed to meet the required standard of practice in several areas)*
  - c. *Not Progress – the trainee is deemed to have failed the placement, and the Panel will decide whether to offer a resit opportunity in the next academic year.*
3. *At the end of Stage 3 training you, your Mentor and your Link Tutor will take part in a moderation meeting to agree a completed Final Assessment Report. This report enables a decision to be made at Panel about whether your practice meets the Teachers’ Standards.*
  4. *If at the moderation meeting an agreement cannot be reached between you, your Mentor and your Link Tutor, then the Stage 3 Assessment Report and your evidence portfolio will be referred to a University Panel made up of three Lecturers from the Primary teaching team, which will make a final decision about what to recommend to the Stage 3 Panel.*
  5. *The end of Stage 3 Panel will make a decision about one of two outcomes:*
    - a. *Trainee has met the Teachers’ Standards – if the trainee has also satisfactorily completed the Academic assignments (L6/L7) then they will be recommended to the DfE for Qualified Teacher Status (QTS)*
15. *b. Trainee has not met the Standards – the trainee is deemed to have failed the placement and will not be recommended for QTS. The Panel will decide whether to offer a resit opportunity in the next academic year. In order to gain the award of a Professional Graduate Certificate in Education you must also pass the following Level 6 assessments during the year, but progress to the next Stage is not dependent on having passed each of these assessments:*

<i>Subject Knowledge and Applied Pedagogy English and maths subject knowledge audits</i>	<i>0 credits</i>
<i>Professional Studies</i>	<i>0 credits</i>
<i>• Made adequate progress towards the Teachers’ Standards to demonstrate a competency and professional awareness</i>	

- 4.
6. *In order to gain the award of a Post Graduate Certificate in Education you must also take and pass (at a mark of at least 49.5 - see paragraph xx above) the following modules during the year, but progress to the next Stage is not dependent on having passed each module:*

<i>PED7313 Assessment Planning for Pupil Progress in the Primary Classroom</i>	<i>30 credits</i>
<i>PED7323 Supporting Individual Needs</i>	<i>30 credits</i>

7. *If you do not demonstrate achievement at Level 7, but have passed Level 6 assessments during the academic year we will award a Level 6 Professional Graduate Certificate of Education.*

*QTS only route*

8. *Programme schemes may specify a route to gain QTS which does not require you to successfully complete Level 6 or Level 7 study.*
9. *If your programme has such a route, Assessment Panels may exceptionally decide that if you have successfully completed a school placement but have not succeeded at Level 6 or Level 7 in the associated academic assessment you may proceed to the next placement. In these circumstances you may, if successful, be eligible for QTS but will not be eligible for the award of a Postgraduate Certificate in Education (Level 7) or a Professional Graduate Certificate (Level 6).*

## **Submission of Coursework for Academic Assessment**

16. The *Submission of Coursework* section of the *General Academic Regulations* (paragraphs 68-81 of the *General Academic Regulations*) does not apply to the school-based assessment of your performance as a teacher.

## **Assessment Failure, including Resit Arrangements**

17. A *resit* is a further attempt at the assessment contributing to a module or a level, sat without repeating the related teaching.

*Failure to complete a unit of assessment without good cause*

18. Because of the requirements of the teaching profession, we expect you to engage seriously with the assessments set. If you fail to complete a unit of assessed work without good cause, we will normally regard this as evidence of incompetence and you will fail the unit.

*If you fail an assessment*

19. If you fail an assessment for a module or a stage, you may resit the assessment on one occasion.
20. For failure at Stages 1 and 2, such resits will normally take place in the following year at the equivalent stage.
21. For failure at Stage 3, the Progression and Award Board will decide appropriate arrangements.
22. We will decide the scope of the reassessment taking into account the outcomes and competencies which you need to demonstrate.

## **Awards**

23. We will award to you a Postgraduate Certificate in Education and recommend that you be given Qualified Teacher Status if you have:
  - a. been deemed by the Progression and Award Board to have satisfied requirements for progression at the end of Stages 1, 2 and 3;

- b. provided evidence of having met or exceeded all Teachers' Standards;
  - c. been deemed by the examiners a fit and proper person to work with young people in secondary and primary schools; and
  - d. passed two 30-credit modules at level 7.
24. We will award to you a Professional Graduate Certificate of Education and recommend that you be given Qualified Teacher Status if you have:
- a. been deemed by the Progression and Award Board to have satisfied requirements for progression at the end of Stages 1, 2 and 3;
  - b. provided evidence of having met or exceeded all Teachers' Standards;
  - c. been deemed by the examiners a fit and proper person to work with young people in secondary and primary schools;
25. We will not award you both the Postgraduate Certificate in Education and the Professional Graduate Certificate of Education.
26. If you have passed the assessments set out in paragraphs 23 or 24 above but have not met the Teachers' Standards we will award you a Postgraduate Certificate in Education or a Professional Graduate Certificate of Education as appropriate, but we will not recommend you for Qualified Teacher Status.
27. If you have failed an assessment, and failed in the resit attempt for that assessment, you will have failed the programme overall and your registration will be cancelled.
28. If you have successfully completed all school-based assessments and met the Teachers' Standards, but have not met the academic requirements at levels 6 or 7, you may – in line with the provisions of paragraphs **Error! Reference source not found.** and **Error! Reference source not found.** – be recommended for the award of QTS only.

### **Catholic Certificate in Religious Studies (CCRS)**

29. You have the option to take additional modules and assessment which form the Catholic Certificate in Religious Studies. These are provided and assessed by the Board of Religious Studies on behalf of the Bishops' Conference of England and Wales.
30. Eligibility for QTS, the award of a Postgraduate Certificate in Education or the award of a Professional Graduate Certificate are not conditional upon your studying or passing the Catholic Certificate in Religious Studies.



# Additional Regulations for the Bachelor of Laws (LLB) Degree

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These regulations relate only to the Bachelor of Laws (LLB) degree and only apply to you if you are a student on that programme.
3. They supplement the *Programme Regulations for Taught Undergraduate Degrees* and, with these, complement the *General Academic Regulations*. You should read all of these regulations.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - **Additional Regulations for the Bachelor of Laws (LLB) ← These regulations**
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students

## Progression and Award

5. The requirements of the relevant regulatory bodies restrict compensation for failed modules on the Bachelor of Laws (LLB) degree.
6. Paragraph 25 of the *Programme Regulations for Taught Undergraduate Degrees* applies to *Foundations of Legal Knowledge* modules on the LLB degree only in the following circumstances:
  - a. Failure may be condoned only in relation to one of the Foundations of Legal Knowledge modules;
  - b. There are exceptional circumstances which are likely to have impacted on your performance;
  - c. You obtain a mark no lower than 35% in the failed module;

- d. There is evidence of your academic strength across the entire degree programme;
  - e. Specific permission has been given to us by the Solicitors Regulation Authority or the Bar Standards Board as appropriate to compensate or condone your failure.
7. The maximum length you may study for the LLB degree is six years. This overrides the maximum length set out in paragraph 7 of the *Programme Regulations for Taught Undergraduate Degrees*.

# Additional Regulations for Professional Policing Practice

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These regulations relate only to the BA (Hons) in Professional Policing Practice (Police Constable Degree Apprenticeship) and Graduate Diploma in Professional Policing Practice (Degree-Holders Entry Programme) and only apply to you if you are a student on these programmes.
3. These regulations supplement the *General Academic Regulations* and the *Programme Regulations for Taught Undergraduate Degrees*. You should read the relevant regulations.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - Additional Regulations for the Bachelor of Laws (LLB)
  - **Additional Regulations for Professional Policing Practice ← These regulations**
  - Additional Regulations for Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students

## Application, Admission and Recognition of Prior Learning

5. Admission to an award in Professional Policing Practice is conditional upon meeting the employment criteria for a Police Constable (the national eligibility criteria and any eligibility criteria specified by the employing Police Force), agreement by the employing Police Force and meeting our requirements. For admission to the BA (Hons) in Professional Policing Practice you must also be eligible for higher and degree apprenticeship funding.
6. Admission may include an initial assessment of your evidenced abilities and prior experience, compared to your programme learning outcomes. We will use this to determine what you need to learn to complete your programme of study.

## Working with Your Employer

7. We will work with your employing Police Force to oversee your learning. This means that we will meet with your employer on a regular basis to consider your progress

and how we are supporting your learning. We will visit you at your workplace on a schedule which we agree with your employer, and your employer may also attend the University to observe elements of your learning.

8. To support you as a student we must share details of your learning and progress with your employer.
9. Your attendance and engagement with your programme are important and, where we have concerns that you are not engaging with your study, or where your attendance is not satisfactory, we will follow a set process for Student Officers to seek to work with you and your employer to help you to re-engage. This process supplements the Engagement and Attendance section of the General Academic Regulations and replaces the Student Academic Engagement Policy.
10. We may involve your employer in assessments of your learning and progress, in line with the requirements of the programme for which you are enrolled.
11. If you cease to be employed by your employer, your registration to study with the University on a degree / graduate diploma in Professional Policing Practice will be cancelled and we will assist in finding you an alternative programme, where possible.

## **Progression and Award**

12. The requirements of the national College of Policing govern certain aspects of the programme in order to qualify as a Police Constable and for you to be eligible for an award in Professional Policing Practice.
13. We will specify a programme of study which will include points at which we will consider whether your progress is sufficient for you to move to the next stage of the programme. Your performance will be considered by the relevant Progression and Award Board.
14. If you have met the requirements for the level of study, you will be awarded the relevant credits and permitted to progress to the next level of the programme.
15. If you fail an assessment you may resit the assessment twice.
16. Marginal failure: If, following resit, you have an overall arithmetic mean mark, across the level of at least 40%, and a fail in one module only, which is not the result of non-submission, you will be permitted a third resit in the failed assessment for that module.
17. In order to progress through the programme, you must have achieved 'Independent Patrol Status' (IPS) with the Police Force at the designated stage:
  - a. For the BA (Hons) in Professional Policing Practice (Police Constable Degree Apprenticeship) IPS must be achieved prior to entry to Level 5;
  - b. For the Graduate Diploma in Professional Policing Practice (Degree-Holders Entry Programme) IPS must normally be achieved by the end of the first year of study.

18. To be eligible for award you must have demonstrated 'Full Operational Competence' (FOC) with the Police Force.
19. Your employer must confirm that you are ready for the end-point-assessment for the BA (Hons) in Professional Policing Practice (Police Constable Degree Apprenticeship) before you can take the end-point-assessment. The pass mark for the Research Project and End-point Assessment is 50%.
20. This section replaces the 'Failed Assessments: Resits and Repeats' and 'Progression and Award' sections of the *Programme Regulations for Taught Undergraduate Degrees*.

# Additional Regulations for the Bachelor of Arts (QTS) Degree

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These regulations relate only to the Bachelor of Arts (QTS) degree and only apply to you if you are a student on that programme.
3. They supplement the *Programme Regulations for Taught Undergraduate Degrees* and, with these, complement the *General Academic Regulations*. You should read all of these regulations.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - **Additional Regulations for the Bachelor of Arts (QTS) ← These Regulations**
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students

## Assessment of the National Teachers’ Standards

5. We will use the National Teachers’ Standards to assess whether you should get Qualified Teacher Status (QTS). This assessment uses a 1-4 grade scale in line with the Ofsted *Framework for Inspection*.
6. Your outcomes will be recorded against each of the eight Teachers’ Standards (2012). These are:

### Part One: Teaching

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment

- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities.

### **Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

- 7. These are the standards set out in the Department for Education's *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*, and have the force of law. If the standards are changed by the Department for Education, we will change your assessment to reflect the new standards.
- 8. In each of the three stages of assessment the following grades are used to describe the students' outcomes against the QTS standards:
  - Grade 1: Outstanding
  - Grade 2: Good
  - Grade 3: Requires Improvement
  - Grade 4: Inadequate (Teachers' Standard(s) not met)
- 9. Grades 1 to 3 are QTS pass grades. Grade 4 indicates a Teachers' Standard has not been met.
- 10. Your placement schools will assess your performance against the NTS criteria, and we will make our recommendations using these school assessments. You will be told at each placement school what is expected of you and what the requirements are.

### **Assessment Failure - Resit Arrangements**

- 11. Timing of resits for the sole purpose of meeting requirements for Qualified Teacher Status will be at the discretion of the Chair of the Progression and Award Board.

### **Progression and Award**

- 12. To be eligible for the award of an Honours Degree leading to QTS, you must have obtained 360 credits, including 120 credits at the final level (Level 6), and have satisfied all the programme requirements for QTS.
- 13. If you do not meet all the programme requirements for QTS after exhausting all opportunities for re-assessment, you may be eligible to be considered for an Honours Degree without QTS in the following exceptional circumstances:
  - i) You have obtained 360 credits, including 120 credits at Level 6;
  - ii) You have been unable on health grounds to follow the schools-based modules at Level 6. In this circumstance you will have been proposed an ad hoc programme of study.

## **Catholic Certificate in Religious Studies (CCRS)**

14. You have the option to take additional modules and assessment which form the Catholic Certificate in Religious Studies. These are provided and assessed by the Board of Religious Studies on behalf of the Bishops' Conference of England and Wales.
15. Eligibility for QTS, the award of a Postgraduate Certificate in Education or the award of a Professional Graduate Certificate are not conditional upon your studying or passing the Catholic Certificate in Religious Studies.



# Additional Regulations for Higher and Degree Apprenticeships

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These regulations relate to higher and degree apprenticeships and only apply to you if you are a student on a higher and degree apprenticeship.
3. These regulations supplement the *Programme Regulations for Taught Undergraduate Degrees*, the *Programme Regulations for Taught Postgraduate Degrees* and the *Programme Regulations for the Postgraduate Certificate in Education* and, with them, complement the *General Academic Regulations*. You should read the relevant regulations.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for the Bachelor of Arts (QTS)
  - **Additional Regulations for Higher and Degree Apprenticeships ← These Regulations**
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students

## Application, Admission and Recognition of Prior Learning

5. Admission to higher and degree apprenticeships is conditional upon you meeting our requirements; your employer’s agreement; and your being eligible for higher and degree apprenticeship funding.
6. Higher and degree apprenticeships may include an initial assessment of your evidenced abilities and prior experience, compared to the relevant apprenticeship standard. We will use this to determine what you need to learn to complete the higher and degree apprenticeship.

## Working with Your Employer

7. We will work with your employer to oversee your study as an apprentice. This means that we will meet with your employer on a regular basis to consider your progress

and how we are supporting your learning. We will visit you at your workplace on a schedule which we agree with you and your employer, and your employer may also attend the University to observe elements of your learning.

8. To support you as an apprentice we must share details of your learning and progress with your employer.
9. We may involve your employer in assessments of your learning and progress, in line with the requirements for the higher and degree apprenticeship for which you are enrolled.
10. If you cease to be employed by your apprenticeship provider, your registration to study with the University on your apprenticeship programme may be cancelled and we will assist in finding you an alternative programme, where possible.

## **Programme and Progression**

11. We will specify a programme of study which will include points at which we will consider whether your progress is sufficient for you to move to the next stage of the programme.
12. Some higher and degree apprenticeships must – in line with the relevant apprenticeship standard – be completed within a specific time period. In such cases, our progression and re-assessment decisions will take this requirement into account.

## **Failed Assessments – Taught Undergraduate**

13. If you fail an assessment you may resit the assessment twice.
14. Marginal failure: If, following resit, you have an overall arithmetic mean mark, across the level of at least 40%, and a fail in one module only, which is not the result of non-submission, you will be permitted a third resit in the failed assessment for that module.
15. This replaces the resit and repeat arrangements set out in 'Failed Assessments: Resits and Repeats, *Programme Regulations for Taught Undergraduate Degrees*.

## **Progression – Taught Undergraduate and Taught Postgraduate**

16. The relevant Progression and Award Board will consider whether your performance is sufficient to progress to the next year's study.
17. It is not necessary for you to have completed all of the modules at a given level to progress to the next year of study: because of the nature of higher and degree apprenticeships and the individual assessments of learning involved in higher and degree apprenticeships, levels do not necessarily map on to academic years.
18. You may carry failed modules to the next level of study, but you must pass the module in the following year.

## **Award and End-Point Assessment**

19. For Integrated Degree Apprenticeships, where the Apprenticeship Standard Assessment Plan makes specific stipulations for the End-Point Assessment (EPA), those requirements may override the provisions within these regulations. Any such stipulations will be included within the relevant module descriptor and programme literature.
20. If you are successful in your studies and are awarded a degree you will remain registered and enrolled until you have undertaken the end-point assessment for the higher and degree apprenticeship. The award of your degree may precede the completion of the apprenticeship, including the end-point assessment.
21. During the period between the award of the degree and the end-point assessment we may require you to continue to engage with us. You will also, during this period, continue to be able to use our facilities.
22. Your employer must confirm that you are ready for the end-point-assessment before you can take the end-point-assessment.

# Additional Regulations for Work-Based Learning Degrees

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These regulations relate only to study based upon work-based learning and only apply to you if you are a student on a work-based learning programme.
3. These regulations supplement the *Programme Regulations for Taught Undergraduate Degrees* and the *Programme Regulations for Taught Postgraduate Degrees* and, with them, complement the *General Academic Regulations*. You should read the relevant regulations.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for the Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - **Additional Regulations for Work-Based-Learning Degrees ← These Regulations**
  - Additional Regulations for Study Abroad
  - Additional Regulations for Visiting and Occasional Students

## Recognition of Prior Learning

5. Work-based learning programmes may include an assessment of your evidenced abilities and prior learning from experience. We will use this to determine how many credits, and at what level, you need to achieve to be awarded a degree.

## Programme and Progression

6. We will specify a programme of study which will include points at which we will consider whether your progress is sufficient for you to move to the next stage of the programme.

## Engagement and Study

7. We will set out a learning agreement, which is a schedule for learning activities. We expect you to attend where appropriate and to engage diligently.

## **Submission of Coursework**

8. Your learning agreement will set out module dates and your tutor will confirm deadlines for submission of coursework at the start of each module. This supersedes the provision in paragraph 69 of the General Academic Regulations.

## **Failed Assessments – Taught Undergraduate**

9. If you fail an assessment you may resit the assessment twice.
10. This replaces the resit and repeat arrangements set out in paragraphs 14 and 15 of the *Programme Regulations for Taught Undergraduate Degrees*.

## **Progression – Taught Undergraduate**

11. The relevant Progression and Award Board will consider whether your performance is sufficient to progress to the next stage or year of the programme.
12. It is not necessary for you to have completed all of the modules at a given level to progress to the next year of study: because of the nature of individual programmes agreed for work-based learning, levels do not necessarily map on to academic years.

# Additional Regulations for Study Abroad

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. If you wish to study abroad at another university, and count that study towards your degree study with us, these regulations apply to you.
3. The regulations supplement the relevant programme regulations and, with them, complement the *General Academic Regulations*. You should read all of these regulations.
4. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for the Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - **Additional Regulations for Study Abroad ← These Regulations**
  - Additional Regulations for Visiting and Occasional Students

## Application

5. If you wish to study abroad as part of your degree with us, you should discuss with your Study Abroad Co-ordinator where you wish to study, and how it will fit in with your degree programme. The Study Abroad pages on our website provide further advice.
6. You must apply using the Leeds Trinity Study Abroad application form, which must be agreed by your Study Abroad Co-ordinator and sent to our International Placements and Study Abroad Officer. We set deadlines which enable us to make any necessary arrangements in good time.
7. In considering your application, the Study Abroad Co-ordinator will consider whether the study abroad would be equivalent in level and weighting to the study you would have undertaken with us, and whether successfully passing the study abroad would contribute to progression and award on your degree programme with us.
8. You are responsible for making any necessary arrangements with the other institution and any external funding bodies or stakeholders (for instance Student

Finance England). Our International Placements and Study Abroad Officer will be able to advise you on what you need to do.

## **Recognition**

9. When you return to the University, you must provide an official transcript showing your study and assessment results, so that we can recognise your study abroad. You should give this transcript to Student Administration.
10. We will record your study abroad as 'pass' or 'fail' in line with your transcript from the host institution. We do not record actual marks because our partner institutions use different criteria for marking, which are not equivalent to our own.
11. Credit gained in study abroad will contribute to the overall credit needed to complete your degree with us. Marks obtained will not be used in calculating your degree classification.

## **Re-assessment**

12. If you have failed an assessment undertaken as part of your study abroad, the assessment regulations for your programme will apply.
13. If you are unable to undertake any necessary re-assessment at your host institution, your Study Abroad Co-ordinator may arrange for the host institution to set a re-assessment which you can take at Leeds Trinity, or may arrange an alternative and equivalent re-assessment task.

## **Award Title**

14. Where your agreed study abroad spans an entire academic year of undergraduate study, between level 5 and level 6, we will recognise this in the title of the degree which you are awarded on successful completion of your studies.

# Additional Regulations for Visiting and Occasional Students

## Introduction

1. In these Regulations “you” and “your” mean the student or applicant, depending on context; “we” and “our” mean Leeds Trinity University.
2. These are the additional regulations for visiting and occasional students. They complement and should be read alongside the *General Academic Regulations*. You should read all of these regulations.
3. There are programme regulations for other degrees which we offer, and additional regulations, as set out in the list below. Please check that you are looking at the right regulations.
  - Programme Regulations for Foundation Years
  - Programme Regulations for Taught Undergraduate Degrees
  - Programme Regulations for Taught Postgraduate Degrees
  - Programme Regulations for the Postgraduate Certificate in Education
  
  - Additional Regulations for the Bachelor of Laws (LLB)
  - Additional Regulations for Professional Policing Practice
  - Additional Regulations for the Bachelor of Arts (QTS)
  - Additional Regulations for Higher and Degree Apprenticeships
  - Additional Regulations for Work-Based-Learning Degrees
  - Additional Regulations for Study Abroad
  - **Additional Regulations for Visiting and Occasional Students ← These Regulations**
4. You are a *visiting student* if you are registered at another provider for a programme of study at levels 4, 5, 6, or 7 and are undertaking a defined course of study with us, the outcomes of the assessment for which will be used by your home university towards the assessment for your qualification with them.
5. You are an *occasional student* if you are undertaking a defined course of study with us, which may include assessment, but are not seeking to use the outcomes of any assessment towards a qualification with us or any other university.

## Admission

6. If you wish to study with us as a visiting or occasional student, you must apply directly to us, setting out the study you wish to undertake with us, if you wish it to be assessed, and if it is to contribute to the assessment of a programme at another university.
7. Please discuss with the admissions tutor in the relevant School what you want to study before making an application.



## Course of Study

8. We will agree with you a *course of study* which sets out details of the study that you plan to undertake at the University, any assessments that you will take as part of that study, and, in the case of visiting students, any specific arrangements for reporting back to your home university the outcomes of your study.

## Assessment

9. Where this is part of your course of study, we will assess your achievement of the learning outcomes for your course of study. Programme schemes will set out the assessment framework for the study that you are undertaking. This will take one of the following forms:
  - a. Assessment associated with each module individually
  - b. Integrated assessments associated with all the material covered in your course of study.
10. The relevant Assessment Panel will consider your results and the marks to be awarded for each module.
11. Where modules or synoptic assessments are given a mark rather than a simple pass/fail, the pass mark is 40.
12. Where the mark for a module or integrated assessment is composed of multiple component marks which are aggregated arithmetically:
  - any mark of 39 will be rounded up to 40;
  - any mark of 49 will be rounded up to 50;
  - any mark of 59 will be rounded up to 60; and
  - any mark of 69 will be rounded up to 70.

## Failed Assessments: Resits

13. A *resit* is a further attempt at the assessment contributing to a module or a level, sat without repeating the related teaching.
14. If you fail a module or an integrated assessment for a level, you may resit the assessment on two occasions.
15. Such resits will normally take place at the next available opportunity, subject to your availability. We may sometimes specify a different form of resit assessment: this will be to minimise the impact on you whilst ensuring that you can demonstrate sufficient learning to progress.
16. If you do not need to pass the assessments as part of your home university course, you may choose not to take any necessary resit assessment.
17. If you need to resit an assessment but have gone back to your home university, your home university can, by arrangement with us, organise the resit assessment.

## **Transcripts and Award of Credit**

18. On completion of your study we will provide a transcript showing your course of study, the outcomes of any assessment, and the level and values of any credits associated with the assessment.
19. Decisions about the inclusion of this credit in the award of any other university are the responsibility of that university.

## **STUDENT POLICIES AND PROCEDURES**

Below are a list of the policies and procedures referred to in these regulations. They can be found at: MyLTU/Essential Information.

- Academic Appeals Policy and Procedure
- Change of Programme Procedure
- Complaints Procedure
- Mitigating Circumstances Policy and Procedure
- Fitness to Study Procedure
- Student Academic Engagement Policy
- Student Academic & Professional Misconduct Policy and Procedure
- Student Conduct and Discipline Code
- Withdrawal Procedure.

