

## **Part 3**

# ***Academic Regulations***

### ***(Level 3, 4 and 7)***

**Sections 7 to 11 of these regulations apply to Postgraduate Taught courses only. The regulations for Postgraduate Research degrees are provided in Part 9 of this Manual and the regulations for D level modules in courses and Professional Doctorates are provided in Part 3c.**

**Note: We are allowed to use our discretion when applying the academic regulations in exceptional circumstances, as long as any variation is reasonable, is agreed by a member of our executive team and is clearly recorded. There will be cases where we may have to alter the way we apply procedures for other regulatory reasons, for example to meet the requirements of different professional bodies. This might also apply, for example, to apprenticeships because of specific visa requirements, or because a course is delivered in partnership with another organisation. Please see your course specification for the relevant details for the award you are studying for.**

**Apprenticeships: Apprentice reviewing the Academic Regulations and Policies must do so with their employer. The employer must liaise with the appropriate university department.**

#### **1. Definitions and Explanations**

- 1.1** UEL is organised into a number of schools. Within each School are one or more **Departments**, which comprise courses and modules forming a coherent academic grouping. All single honours courses belong to one and only one Department. Each module also belongs to a Department, although may form part of courses in other Departments.
- 1.2** A **course** is an approved combination of modules which, if successfully completed, leads to a university award. A course may be a single module or a

combination of modules. Modules can be core or optional. At Level 4, it is expected that all modules will be core, unless there is a sound rationale presented at approval for the inclusion of optional modules. Each course has a course specification. Although course is the preferred nomenclature, programme can be used interchangeably with course at UEL.

**1.3 A course specification** specifies (amongst other matters)

- the structure of the course;
- each module within a course and whether it is a core or an option module for that course;
- any particular conditions to be met for conferment of the relevant named award (e.g. Professional and Statutory Regulatory Body requirements or required periods of professional/industrial training or study/work experience abroad);
- the School to which the course belongs.

**1.4 A module** is a separate identifiable block of learning which is credit-rated, with credit allocated on the basis of 10 hours of study for each credit. Standard modules are 20 credits in size for undergraduate courses and 30 credits in size for postgraduate courses (200/300 hours of student study respectively). It is possible to approve modules with multiples of the standard size, such as 40 and 60 credits, if there is a sound rationale for doing so, and this is agreed during the approval process.

**1.5 A unique module level** is associated with each module. This is level 3, 4, 5, 6, 7 or 8 (and P for placement modules), reflecting the level of achievement expected in order to pass (i.e. be awarded credit) in the module.

**1.6 A module is a prerequisite** for another module if a student must have passed the prerequisite module (i.e. been awarded credit) in order to study on the other module.

**1.7 A module is a precursor module** for another module if a student must register on the precursor module (and remain registered for the duration of that module) in order to study subsequently on the other module.

**1.8 A module is a co-requisite module** with another module if both modules must be studied at the same time.

**1.9 A module has one or more delivery modes.** These will identify where modules take place '**on campus**'; where exceptionally all physical attendance

is required in ‘**off-campus**’ locations; and where a module is delivered by ‘**distance/online learning**’ and no physical attendance is required. The delivery mode(s) must be designated at approval. Where a course contains identical modules and learning outcomes in both the on-campus and distance learning modes, it is possible for a student on the course to take the modules in either mode, provided that they do not exceed the standard study load outlined in 4.1.3.

- 1.10** Summative assessment on a module is subdivided into components identified, with weightings, in the module specification. A 20-credit module will have no more than two components of assessment.
- 1.11** A **core module** for a course is a module which a student must have either have passed or been awarded credit by compensation in order to achieve the relevant named award. Core modules are specified in the course specification.
- 1.12** An **option module** for a course is a module selected from a range of modules specified in the course specification. These are limited in how many can be offered per academic year.
- 1.13** A **module specification**, which is required for all modules, specifies (amongst other matters)
- module name;
  - module unique identifying code;
  - module credit value;
  - the Department to which the module belongs;
  - any prerequisites, precursors and co-requisites;
  - module learning outcomes;
  - outline module content;
  - details of the components of assessment, module learning outcomes addressed and their weightings (together with the threshold mark for assessment if, for Professional and Statutory Regulatory Body requirements, this is set above the minimum standard threshold)
  - period(s) and mode(s) of delivery.
- 1.14** In order to study, be assessed, or be reassessed on a module, a student must be **registered** on the course and/or its modules and complete annual enrolment/reenrolment making satisfactory arrangement for the payment of

fees. Provided a student has registered on a module (and not subsequently been formally withdrawn from the module), the student will be assessed at the next assessment point (for that mode of delivery) and (if the module is not passed) reassessed on any outstanding assessment components at subsequent assessment points. Assessment or reassessment cannot be deferred.

**1.15** Details of module and course assessment is made available to students via the module or course guide. Initial assessment will take place during or immediately after the module delivery with reassessment being offered as per the Academic Calendar.

**1.16** If a module has not been passed at the reassessment opportunity, the decision as to the student's status on the course will be agreed by the School assessment board. Where a student has extenuating circumstances accepted, an additional assessment and/or reassessment opportunity may be granted.

## **2 Undergraduate Awards**

Awards below indicate the level at which the award is positioned within the National Qualifications Framework (NQF). Students may enter via an extended degree course that additionally requires the integrated study of 120 credits at Level 3 which must be passed before a student progresses to the remaining levels.

### **2.1 Honours Degree (NQF Level 6)**

A course leading to an Honours degree consists of 360 credits at Level 4 and higher including:

- at least 240 credits at Level 5 and Higher;
- at least 120 credits at Level 6 and Higher.

### **2.2 Degree Without Honours (NQF Level 6)**

A course leading to a degree without honours consists of 300 credits at Level 4 and Higher including:

- at least 180 credits at Level 5 and Higher;
- at least 60 credits at Level 6 and Higher.

### **2.3 Foundation Degree (NQF Level 5)**

A course leading to a Foundation degree consists of 240 credits at Level 4 and Higher including at least 120 credits at Level 5 and Higher.

A Foundation degree is linked to a named Honours degree on to which a student may progress after successful completion of the Foundation degree

#### **2.4 Diploma of Higher Education (NQF Level 5)**

A course leading to a Diploma of Higher Education consists of 240 credits at Level 4 and Higher including 120 credits at Level 5 or Higher.

This will normally be an unnamed award, unless otherwise specified at approval, and noted on the course specification.

#### **2.5 Certificate of Higher Education (NQF Level 4)**

A course leading to a Certificate of Higher Education consists of 120 credits at Level 4 and Higher.

This will normally be an unnamed award, unless otherwise specified at approval, and noted on the course specification.

#### **2.6 Undergraduate Certificate**

A course leading to an Undergraduate Certificate consists of 40 credits at Level 3 and Higher.

This will normally be an unnamed award, unless otherwise specified at approval, and noted on the course specification.

- 2.7** Up to half the credits for an award may be achieved through accreditation of prior experiential learning, and up to two thirds of the credits for an award may be achieved through accreditation of prior certificated learning. The remaining volumes must be achieved through the award of UEL Credit. Further details are available in 5.2. Where a student is awarded both experiential and certificated credit the total combined volume may not exceed two thirds of the volume of the intended award with no more than half the volume as experiential credit. Credit for study other than covered by UEL Academic Regulations will result in the award of credit without marks.

### **3 The Structure of Undergraduate Courses**

- 3.1** The academic year is divided into three terms of a roughly equal number of weeks. Details are published in the academic calendar.

- 3.2** Undergraduate courses consist of standard modules whose value is 20 credits (equivalent to 200 student study hours), or multiples thereof up to a maximum of 60 credits. Modules of 40 or more credits may extend across two terms. 20 credit modules will be delivered within a single term.
- 3.3** Modules of size greater than the standard 20 credits will normally be one of:
- An optional placement of 40/60 credits at Level 5;
  - A project/dissertation module of 40 credits at Level 6;
  - A full year placement module of 120 credits at Level 5.
- 3.4** A module is allocated to a single level.
- 3.5** No module may be a pre- requisite for another module at the same level.
- 3.6** In addition, courses may require a period of professional/industrial training or study or work abroad in order for a student to achieve a relevant named award. Such periods may be embedded within credit-rated modules on a course or, in the case of sandwich courses, across a whole year. Details of this would appear in the course specification.
- 3.7** Undergraduate students commencing study in September will normally take modules offered in Terms 1 and 2; students commencing study in January will normally take modules offered in Terms 2 and 3 and students commencing study in May will normally take modules offered in Terms 3 and 1. These patterns will persist for the duration of a student's registration as per the academic calendar.
- 3.8** All assessment for a module is completed during or immediately after the teaching period in accordance with the Academic Calendar. Reassessment opportunities take place during the subsequent term and students are expected to take reassessment at this earliest opportunity.

## **4 Undergraduate Student Study**

### **4.1 Student registration and study**

- 4.1.1** A student must be enrolled on a course and registered for modules in order to be assessed.
- 4.1.2** Once a student has passed, or been awarded a compensated pass (see 6.5) on a module the student may not register, be assessed or reassessed again on the module, except where the School Assessment Board allows the student to repeat an entire year of study under paragraph 6.6.3.

**4.1.3** A standard study load for a full-time student is 120 credits in an academic year. However, in exceptional circumstances, a student may study up to 150 credits (140 credits in some cases) in one academic year.

**4.1.4** The minimum study load for a full-time student is 91 credits in a single academic year.

**4.1.5** The maximum study load for a part-time student is 90 credits in any academic year.

## **4.2 Time limits for student study**

**4.2.1** A student cannot normally continue on a course after four years of study in full time mode. In exceptional circumstances, this time limit may be extended by the Chief Operating Officer for Student and Academic Services.

**4.2.2** Students admitted via a Foundation Year, those taking courses with a sandwich or placement year and those following an Integrated Masters course are normally permitted to study for up to five years in full-time mode. This regulation should be read in conjunction with section 6.4.

**4.2.3** The maximum time limit for completion of a course in part time mode is seven years from the first enrolment on the course. Details of the part time course structure will be approved during the course approval process, and included in the course specification.

**4.2.4** Where a student changes mode of study, the time limit for completion of a course will be recalculated on a pro-rata basis.

### **Intermission and 'Taking a Break from Study'**

**4.2.5** A student may intermit from a course with the agreement of the Chief Operating Officer or nominated signatory. In exceptional circumstances, more than one intermission may be granted.

**4.2.6** A student can request a break for up to one academic year only. The maximum continuous intermission period allowed is one academic year.

**4.2.7** If you are a student on an apprenticeship, your employer must also agree to the interruption of studies

**4.2.8** During the intermitted period, no module study may be undertaken. The intermitted period will not count as a period of study for the purposes of regulation 4.2. However, all outstanding reassessment requirements from a module, where intermission is requested after all assessment has taken place

should be undertaken or else the module will automatically be regarded as not passed on reassessment (Note: Standard regulations on extenuation apply).

- 4.2.9** An intermission extends the time limits for study on the course for the period of the intermission unless prohibited by Professional Statutory or Regulatory Body requirements.

## **5 Undergraduate Admission**

- 5.1** Students are admitted in accordance with the approved General Regulations of the University – Part 2, Admission of Students.
- 5.2** Students may be admitted with advanced standing through the recognition of credit, or the accreditation of prior experiential (APEL) or certificated (APCL) learning according to the University of East London Accreditation of (Experiential) Learning (A(E)L) policy. A student may gain admission to a course, with advanced standing, with up to half of the credits associated with the award being achieved through accredited experiential learning, or up to two thirds through accredited certificated learning. Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award.
- 5.3** In the case of an Honours Degree a minimum of 120 UEL credits should be achieved at Level Five or Level Six including a minimum of 100 UEL credits achieved at Level Six in order to ensure honours classification.

## **6 Undergraduate Assessment**

### **6.1 Assessment in a module**

- 6.1.1** Clear deadlines will be provided for the submission for each assessment component via module handbooks and/or the virtual learning environment for the module.
- 6.1.2** Work will normally be marked and the outcomes and feedback made available to students within 15 working days of submission.



- 6.1.3** In calculating the mark for a module on the basis of the component marks, the final mark is calculated as a percentage with all decimal points rounded up to the nearest whole number.
- 6.1.4** In order to pass a module, a student must both achieve an aggregate mark of 40% and also meet the component threshold marks.
- 6.1.5** For the purposes of passing a module each component has a threshold mark of 30%. The threshold may be higher where there are Professional and Statutory Regulatory Body requirements; this will be specified in the module specification and/or course handbook.
- 6.1.6** Where a student does not achieve an aggregate of 40% on a module, or does not achieve the component threshold marks, the student is reassessed in all the failed components of the module unless compensation for the module has been awarded under 6.5 below. Details of the re-assessment will be provided at a module level in accordance with the Assessment and Feedback Policy and will apply in all and only those components achieving a mark of less than 40%. Component marks of 40% or over are carried forward to reassessment.
- 6.1.7** The reassessment point for all modules occurs during the subsequent term in accordance with the Academic Calendar.
- 6.1.8** In determining whether a student has passed a module on reassessment, the calculation is based on the highest component marks achieved, whether in assessment or reassessment.
- 6.1.9** In order to pass a module on reassessment a student must both achieve an aggregate mark of 40% and achieve the component threshold marks. Unless extenuation has been granted for all previous components, the module mark of a module passed through reassessment is capped at 40% for the purposes of calculating the degree classification.
- 6.1.10** Where a module mark has been capped a student's transcript will additionally supply information about the uncapped level of performance.

## **6.2 Assessment boards**

- 6.2.1** Assessment boards at undergraduate level consider both student progression and awards. Boards are held after each period in which modules are offered and, where necessary, to review reassessments that fall outside board cycles or where local factors necessitate. Each Board will consider the student

outcomes at both course and module level for all courses and modules within the remit of the board (see Terms of Reference for assessment boards).

**6.2.2** School Assessment Boards will be chaired by a senior academic member of staff from another Department. The membership and terms of reference are provided in Appendix 2.

### **6.3 Responsibility of School Assessment Boards**

**6.3.1** School Assessment Boards are responsible for reviewing the progress of all students on their course of study. The result will be a decision on student's academic standing. School Assessment Boards are responsible for:

- Considering the performance of students on modules and courses;
- making recommendations to enhance the quality of delivery in subsequent years;
- Confirming the marks awarded to each student in respect of all modules which comprise the School and its courses;
- Assuring the appropriate standards on modules;
- Noting pass compensation, where applicable;
- Noting the decisions made by the University extenuating circumstances panel,
- Noting breaches of the academic misconduct regulations.
- Making progression decisions for students, where relevant;
- Recommending the termination of the registration of students who have ceased to engage with their studies;

Additionally, for students eligible for an award, School assessment boards are responsible for:

- Ensuring eligibility for awards on the basis of accumulated credit;
- Awarding qualifications to students for successful completion of courses of study;
- Agreeing the award classification, where relevant;
- Ensuring any award-specific requirements have been met.

### **6.4 Progression decisions (pre reassessment)**

- 6.4.1** In order to complete a level of a course, a student will be expected to have achieved a pass or pass compensation (see 6.5 below, and where permitted by a Professional, Statutory or Regulatory Body) in all the modules comprising that particular level of study (120 credits).
- 6.4.2** If a student has not achieved a pass or pass compensation in all modules, then the relevant School Assessment Board will be required to make a decision as to the student's status on the course. Where there has been poor engagement or attainment, and a student profile shows very few component attempts and no accepted extenuation, an assessment board may wish to recommend that a student is withdrawn from their studies without the opportunity to complete reassessment.
- 6.4.3** In the case of a part-time student who has not yet reached a minimum of 100 credits at a particular level by the end of a year of study, the Board will decide whether or not that student should be allowed to proceed further with his or her studies, based on the student's academic progress to date.

## **6.5 Compensation**

**6.5.1** A student is awarded a compensated pass in a module and awarded credit provided that:

- The credit rating of the module is no more than 20 credits;
- the student has been awarded at least 100 UEL credits at the level of the compensated module.
- the student has both attained at least 35% in the module to be compensated and attained the threshold in all components;
- the module is not specified as non-compensatable in the course specification as an award-specific requirement (for example due to a Professional, Statutory or Regulatory Body requirement);
- there is no assessment breach recorded against the module.

If eligible, the student will be awarded a compensated pass for a maximum of 20 credits at each level on a course and this will occur at the earliest point at which the student is eligible for compensation. Modules which have already been taken into account in deciding a student's eligibility for compensation cannot subsequently be taken into account for the further compensation of another module.

## **6.6 Possible progression decisions in the case of a student not passing a module on reassessment**

Where a student has passed 100 credits at their current level but cannot be compensated in the remaining 20 credits, an assessment board may exceptionally grant a further, third, assessment opportunity for a **single failed component** and only provided this can be completed before the student is due to reenrol for the following academic year. A student passing a module in this way will only be eligible for a maximum mark of 40% unless all previous attempts at all components have been granted extenuation. A student failing or not submitting under these provisions is then considered under the sections below.

**A student who does not pass a module on reassessment may be permitted to repeat the module on one further occasion where agreed by a School Assessment Board.**

**6.6.1** A full-time student must normally have passed all modules (120 credits) at their current level before they are able to undertake study at a higher level. No modules may be trailed from Level 3 to Level 4 but, at its discretion, a progression board may allow a student to:

- progress from Level 4 to Level 5 trailing up to 20 credits at Level 4;
- progress from Level 5 to Level 6 trailing up to 20 credits at Level 5.

**6.6.2** Where progression with trailing credit is not possible a student may be required to repeat the failed module(s) or select alternative option(s) (where possible) and study part-time to complete their current level. The result of module(s) taken in this way is capped, unless extenuation has been granted at all previous opportunities.

**6.6.3** Alternatively, a progression board may require a student to repeat the entire current level of study for their course. Where this is agreed, a student is required to retake all modules, none of the previous marks on the module(s) will be carried forward, and none of the module results will be capped. This can only be agreed once only during a student's period of study.

**6.6.4** Where, following reassessment opportunities, a full-time student has passed fewer than 60 credits or has failed core module(s) on a second occasion, a progression board may terminate their studies and withdraw them from the course.

## **6.7 Procedure in the event of illness or other valid cause (extenuating circumstances)**

### **6.7.1** A student who believes that:

- his/her performance in assessment or reassessment has been impaired, or;
- he/she was unable to attend for an assessment or reassessment, or;
- he/she was unable to submit assessed or reassessed work by the scheduled date;

due to illness or other valid cause (as defined in the Procedures Governing Extenuating Circumstances), may submit an application for extenuation for the relevant component(s) to the University of East London Extenuation Panel. Such applications will only be considered if the applicant has followed prescribed procedures, which can be found in the Procedures Governing Extenuating Circumstances.

### **6.7.2** Please consult Part 6 of the Manual of General Regulations: Extenuating Circumstances for a summary of the possible outcomes of the Extenuation Panel. <https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations>

### **6.7.3** Once a component has been capped extenuation does not uncap it.

### **6.7.4** If a student does not achieve enough credits to progress to the following level of their course, or does not achieve sufficient credit to gain an award, an accepted claim for extenuation should be taken into account when considering the student's profile at the relevant assessment board.

## **6.8 Late submission of coursework**

### **6.8.1** There will be a stipulated deadline date for all pieces of coursework. All coursework will need to be submitted by the set time on the stipulated deadline date, whether at first submission or reassessment. Coursework submitted up to 24 hours late will be accepted, but the component mark will be subject to a deduction of 5 marks from the mark awarded or a mark of 40% whichever is the greater. Further details of this is available in the Assessment and Feedback Policy.

## **6.9 Conferment of award for completion of a course**

**6.9.1** The School Assessment Board will confer an award on a student for completion of a course at the first occasion on which the student is eligible for the award.

**6.9.2** Where a student has withdrawn from, or is being discontinued on, a course and has not transferred to another UEL course, the Award Board will confer the highest award for which the student is eligible. Transcripts and certificates for awards made in this way are only issued on request.

### **6.10 Honours degree – classification**

The regulations for the classification of honours degrees apply only to students who join courses after the introduction of the revised Academic Framework in 2019-20. Since the framework is rolled out level by level the first point Bachelors awards will be conferred under these regulations is summer 2022.

**6.10.1** Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained a minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the course, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

The credit-weighted arithmetic mean of the best 100 credits at level 6	x	0.8	+	The credit-weighted arithmetic mean of the next best 80 credits at levels 5 and/or 6	x	0.2
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and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours

#### **6.10.1.1 Honours degree – classification (A(E)L)**

Where a student is eligible for an Honours degree, and has non-UEL credit (accredited learning, experiential learning or recognised credit), the following are used to determine their award. In each case the weighted average obtained is rounded up to the nearest whole number and a classification determined by the table in 6.10.1.

If the student has entered with only Level 4 credit, or lower, then the standard calculation will be used to determine the award classification, as per 6.12.1

If the student has entered with full exemption from Levels 4 and the award of at least 100 credits of APEL/APCL at Level 5 the award classification will be determined by calculating the credit weighted arithmetic mean of the best 100 credits at Level 6.

If, otherwise, a student enters with partial exemption from Level 5 the classification is determined by calculating

The credit-weighted arithmetic mean of the best 100 credits at level 6	x	0.8	+	The credit-weighted arithmetic mean of all modules passed at Level 5	x	0.2
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### 6.10.2 Degree Without Honours – classification

Where a student is eligible for an ordinary degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks at level 5 and level 6 on the current enrolment for the course and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
55% - 69%	Merit
40% - 54%	Pass

### 6.10.3 Foundation degree – classification

Where a student is eligible for a Foundation degree, the award classification is determined by calculating the credit-weighted arithmetic mean of the best 240 credits including at least 120 credits at Level 5 on the current enrolment for the course and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
55% - 69%	Merit
40% - 54%	Pass

#### **6.10.4 Aegrotat and posthumous awards**

These may be conferred by Academic Board.

#### **6.11 Award name**

**6.11.1** In order to qualify for a named award, the student must have been enrolled on the course and satisfied any award-specific requirements as detailed in the relevant course specification. A list of awards is available in the Manual of General Regulations.

### **7. Taught Postgraduate Awards**

#### **7.1 Postgraduate Certificate**

A course leading to a Postgraduate Certificate consists of 60 credits at Level 7.

#### **7.2 Postgraduate Diploma**

A course leading to a Postgraduate Diploma consists of 120 credits at Level 7.

#### **7.3 Masters**

A course leading to a Masters award consists of 180 credits at Level 7 and will include a level 7 core module delivering *Mental Wealth, Methods and Analysis* and a level 7 core module that is charged with *Developing Professional Practice*.

Up to half the credits for an award may be achieved through accredited experiential learning, and up to two thirds of the credits for an award may be achieved through accredited certificated learning. (Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award)

#### **7.4 Integrated Masters**

A course leading to a Master's Level award which consists of at least 120 credits at Level 4, at least 120 credits at Level 5, at least 120 credits at Level 6



and at least 120 credits at Level 7. The independent research part of the course could be at either Level 6, or 7, or a combination of both.

## **7.5 Masters with Placement**

Students must complete all core and optional modules before enrolling onto a placement module. This applies to all courses unless a PSRB requirement can justify otherwise.

## **7.6 The Structure of Modular Postgraduate Courses**

**7.6.1** Postgraduate courses consist of standard modules whose value is 30 credits (equivalent to 300 student study hours), extending over one term. Non-standard modules of volumes up to 60 credits (in multiples of 15 and taught across the whole of 1 term) may form part of a course structure where a rationale is demonstrated and approved at validation. 60 credit modules, where permitted, could extend over two terms.

**7.6.2** A module is allocated to a single level – level 7.

**7.6.3** No module can be a pre-requisite for another taught module at the same level.

**7.7** A standard 30 credit module may be composed of up to two assessment components. Double modules have a maximum of four components respectively.

## **7.8 Postgraduate Awards**

**7.8.1** A postgraduate award may be either a named single masters award or a general postgraduate award at the Certificate or Diploma Level, where award-specific requirements have not been met.

## **8 Postgraduate Student Study**

### **8.1 Student registration and study**

**8.1.1** A student must be enrolled on a course and registered for modules in order to be assessed.

**8.1.2** Once a student has passed (or been awarded a compensated pass (see 11.2.2)) on a module the student may not register, be assessed or reassessed on the module.

**8.1.3** A Full-Time student starting in Term 1 will normally register for 180 credits in a 12 month period with study load evenly distributed across the three study periods (Term 1, Term 2 and Term 3). A Full-Time student starting in

Term 2 will normally register for 180 credits within an 18 month period (typically Term 2, Term 1 and Term 2).

**8.1.4** A Part-Time student will register the 180 credits required for a masters award across a period longer than three terms of study.

## **8.2 Time limits for student study**

**8.2.1** All assessment for a module is completed during or immediately after the teaching period in accordance with the Academic Calendar. Reassessment opportunities take place during the subsequent term and students are expected to take reassessment at this earliest opportunity.

**8.2.2** The time limit for completion of a course is two years in full time mode, and four years in part time mode after first enrolment on the course. These time limits should be extended to reflect any authorised breaks in study.

## **8.3 Intermission**

**8.3.1** A student may intermit from a course with the agreement of the Chief Operating Officer or nominated signatory. In exceptional circumstances, more than one intermission may be granted.

**8.3.2** A student can request a break for up to one academic year only. The maximum continuous intermission period allowed is one academic year.

**8.3.3** During the intermitted period, no module study may be undertaken. The intermitted period will not count as a period of study for the purposes of regulation 8.2. However, all outstanding reassessment requirements from a module, where intermission is requested after all assessment has taken place should be undertaken or else the module will automatically be regarded as not passed on reassessment (Note: Standard regulations on extenuation apply).

**8.3.4** An intermission extends the time limits for study on the course for the period of the intermission unless prohibited by Professional Statutory or Regulatory Body requirements.

## **9 Postgraduate Admission**

**9.1.1** Students are admitted in accordance with the approved General Regulations of the University – Part 2, Admission of Students.

**9.1.2** Students may be admitted with advanced standing through the recognition of credit, or the accreditation of prior experiential (APEL) or certificated (APCL) learning according to the University of East London Accreditation of (Experiential) Learning (A(E)L) policy. A student may gain admission to a course, with advanced standing, with up to half of the credits associated with the award being achieved through accredited experiential learning, or up to two thirds through accredited certificated learning. Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award.

## **10 Postgraduate Assessment**

### **10.1 School Boards and Module Assessment**

**10.1.1** School Assessment Boards are responsible for reviewing the progress of all students on their course of study. The result will be a decision on student's academic standing. School Assessment Boards are responsible for:

- Considering the performance of students on modules and courses;
- making recommendations to enhance the quality of delivery in subsequent years;
- Confirming the marks awarded to each student in respect of all modules which comprise the School and its courses;
- Assuring the appropriate standards on modules;
- Noting pass compensation, where applicable;
- Noting the decisions made by the University extenuating circumstances panel,
- Noting breaches of the academic misconduct regulations.
- Recommending the termination of the registration of students who have ceased to engage with their studies;

Additionally, for students eligible for an award, School assessment boards are responsible for:

- Ensuring eligibility for awards on the basis of accumulated credit;
- Awarding qualifications to students for successful completion of courses of study;

- Agreeing the award classification, where relevant;
- Ensuring any award-specific requirements have been met.

**10.1.2** The School Board considers all and only modules within the School. The School Board meets according to the schedule set out in the Academic Calendar (normally three times per year at the end of each term).

## **10.2 Module assessment**

**10.2.1** In calculating the mark for a module on the basis of the component marks, the final mark is calculated as a percentage with all decimal points rounded up to the nearest whole number.

**10.2.2** In order to pass a module, a student must both achieve an aggregate mark of 50% and also meet the component threshold marks.

**10.2.3** For the purposes of passing a module each component has a threshold mark of 40%. (The threshold may be higher where there are Professional Statutory or Regulatory Body requirements; this will be specified in the module specification).

## **10.3 Reassessment in a module not passed**

**10.3.1** Where a student does not achieve an aggregate of 50%, or does not achieve component threshold marks, the student is reassessed in the module at the next reassessment point in all and only those components achieving a mark of less than 50%. Component marks of 50% or over are carried forward to reassessment.

**10.3.2** Details of reassessment will appear in module and course related information. The reassessment point for all modules occurs during the subsequent term in accordance with the Academic Calendar.

**10.3.3** In determining whether a student has passed a module on reassessment the calculation is based on the highest component marks achieved, whether in assessment or reassessment.

**10.3.4** In order to pass a module on reassessment a student must both achieve an aggregate mark of 50% and achieve the component threshold marks. If the module is passed, the student will receive a mark capped at the minimum pass level of 50% unless all components of assessment have had extenuation

accepted at the first attempt. The actual mark achieved will be recorded on the student transcript.

#### **10.4 Procedure in the case of not passing a module on reassessment**

**10.4.1** A student who does not pass a module on reassessment may repeat on one occasion only at the discretion of a board. If repeating a module a student is expected to undertake all items of assessment again with no previous marks carried forward.

**10.4.2** The result of a module passed on a second registration is capped at a maximum of 50% unless extenuation has been granted for all components of assessment at all previous attempts. Where a student changes their course of study but repeats a module studied previously the outcome will remain subject to capping. The actual mark achieved will be recorded on the student's transcript.

**10.4.3** If a module which has not been passed on reassessment is an option module, the student may choose to register on an alternative option module (rather than repeat the option module). In this case, the regulations governing the first time study and assessment of a module apply and the marks achieved are not capped at 50%.

**10.4.4** Repeated modules are assessed and (where necessary) reassessed in accordance for students taking a first registration.

**10.4.5** No further registration, study or assessment is possible for a repeated module which has not been passed after reassessment. Where failure is in a core module a student will be withdrawn from the course and will receive the highest award for which they are eligible.

#### **10.5 Procedure in the event of illness or other valid cause (extenuating circumstances)**

**10.5.1** A student who believes that:

- his/her performance in assessment or reassessment has been impaired, or;
- he/she was unable to attend for an assessment or reassessment, or;
- he/she was unable to submit assessed or reassessed work by the scheduled date;

due to illness or other valid cause (as defined in the Procedures Governing Extenuating Circumstances), may submit an application for extenuation for the relevant component(s) to the University of East London Extenuation Panel. Such applications will only be considered if the applicant has followed prescribed procedures, which can be found in the Procedures Governing Extenuating Circumstances.

**10.5.2** Please consult Part 6 of the Manual of General Regulations: Extenuating Circumstances for a summary of the possible outcomes of the Extenuation Panel. <https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations>

**10.5.3** Once a component has been capped extenuation does not uncap it.

**10.5.4** If a student does not achieve enough credits to progress to the following level of their course, or does not achieve sufficient credit to gain an award, an accepted claim for extenuation should be taken into account when considering the student's profile at the relevant assessment board.

## **10.6 Late submission of coursework**

**10.6.1** There will be a stipulated deadline date for all pieces of coursework. All coursework will need to be submitted by the set time on the stipulated deadline date, whether at first submission or reassessment. Coursework submitted up to 24 hours late will be accepted, but the component mark will be subject to a deduction of 5 marks from the mark awarded or a mark of 50% whichever is the greater. Further details of this is available in the Assessment and Feedback Policy.

## **10.7 Compensation**

**10.7.1** A student is awarded a compensated pass in a module by an Award

**10.7.2** Board and awarded credit provided that:

- the module is a 30 credit core or option module;
- the student has been awarded 150 UEL credits at the level (or higher) of the compensated module;
- the student has both attained at least 45% in the module to be compensated and attained the threshold in all components;

- the module is not specified as non-compensatable in the course specification as an award-specific requirement.

**10.7.3** If eligible the student will be awarded a compensated pass on one module on a course and this will occur at the earliest point at which the student is eligible for compensation.

## **10.8 Conferment of award for completion of a course**

**10.8.1** The Award Board will confer an award on a student for completion of a course at the first occasion on which the student is eligible for the award.

**10.8.2** Where a student has withdrawn from, or is being discontinued on, a course and has not transferred to another UEL course, the Award Board will confer the highest award for which the student is eligible.

## **10.9 Masters award – classification**

**10.9.1** Where a student is eligible for an Masters award then the award classification is determined by calculating the credit-weighted arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
60%- 69%	Merit
50% - 59%	Pass

**10.9.2** Where a student is eligible for Post Graduate Certificate or Post Graduate Diploma award then the award classification is determined by calculating the credit-weighted arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification.

70% - 100%	Distinction
60%- 69%	Merit
50% - 59%	Pass

### **10.9.3 Integrated Masters Awards**

Where a student is eligible for an Integrated Masters then the award is determined by calculating:

The credit-weighted arithmetic mean of the best 120 credits at level 7	x	0.75	+	The credit-weighted arithmetic mean of the best 90 credits at level 6	x	0.25
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The mark obtained is applied as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification.

70% - 100%	Distinction
60%- 69%	Merit
59% or less	Pass

#### **10.9.4 Aegrotat and Posthumous Awards**

These may be conferred in agreement through Academic Board.

#### **10.10 Award Name**

In order to qualify for a named award the student must have been enrolled on the course and satisfied the course specifications associated with that named award.

#### **10.11 Discontinuation of a student on a course**

A student cannot continue on a course if the student has not achieved a pass in the reassessment of a repeated core module for the course.

### **11 General**

These regulations do not restrict penalties imposed for Breaches of Regulations.



## **Appendix**

### **Terms of Reference – Assessment/Progression Board**

#### **Constitution**

Assessment/Progression Boards are arranged for each School and are chaired by a designated senior member of staff who is not situated within that School and has been trained on UEL regulations. The Board will comprise of the relevant Academic staff, including, but not limited to, Head of Department, Course Leaders, Module Leaders and External Examiners. Each Board will normally be serviced by an Administrative member of staff from Student and Academic Services, however in some instances this may be opened to other departments who have attended the relevant training.

For Boards that confer awards and progression decisions Lead External Examiner attendance will be required for Quoracy.

#### **Board Membership:**

Representation should attempt to reflect the demographic of the University.

Where Board membership is not representative, the Chair may seek to co-opt members to achieve representation.

Every effort will be made to arrange for committee meetings at times that will not disadvantage or preclude participation due to working pattern or caring responsibilities within the specified Board period as per the Academic Calendar.

Heads of Department, Course Leaders and Module Leaders will determine quoracy. External Examiners are encouraged to attend meetings and are expected to attend at least one per academic year. External Examiners can fulfil their duties electronically in respect to approving marking standards and feedback to academic staff.

**Quorum:** 40%

#### **Terms of Reference**

The Assessment/Progression Board shall support the Education & Experience Committee in relation to assuring and enhancing the quality of the student experience at course level through the timely determination of academic results and progression.

1. Ensuring and taking responsibility for the accuracy and consistency of marks awarded in respect of all modules within the School.
2. Confirming external examiner approval of the appropriate standards in respect of all modules within the School.

3. Agreeing undergraduate progression or proceed decisions for all students within the School.
4. Agreeing withdrawal for students who have not progressed or engaged with their studies within the School.
5. Agreeing pass compensation for eligible students at all Levels (where applicable).
6. Noting the decisions made by the University extenuating circumstances panel and taking into account when making progression decisions for the School.
7. Noting alleged and confirmed breaches of the academic misconduct regulations for the School.
8. Ensuring eligibility for awards on the basis of accumulated credit and that any award-specific requirements have been met
9. Awarding qualifications to students for successful completion of courses of study
10. Confirming the award classification, where relevant
11. Reviewing withdrawn students and awarding the highest qualification to which they are entitled
12. Noting Chair's action taken since the previous board. Chairs Actions are limited to the approval of late/missing marks, extenuation/misconduct decisions reached outside of the assessment cycle and consequent progression and award outcomes.

### **Sub-Committees**

None.

### **Frequency of meetings**

Each Assessment/Progression Board shall meet termly as per the Academic Calendar. In each termly cycle the Board may meet on more than one occasion to perform its responsibilities.

### **Reporting Procedures**

The minutes will be circulated to all members of the Academic Board.