



University of
Salford
MANCHESTER

Academic Regulations for Taught Programmes 2026/27

Academic Registry

Introduction

The application of the Academic Regulations for Taught Programmes is underpinned by University policies and procedures to which reference is made at appropriate points within the Regulations.

The University website provides access to the Academic Handbook which contains the academic policies and procedures of the University: <https://www.salford.ac.uk/governance-and-management/academic-handbook>

For further clarification and information on the Regulations please contact QMO@salford.ac.uk

Approved by Quality and Standards Committee on behalf of Senate

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Summary of the Updates and Significant Changes to the Academic Regulations for Taught Awards, approved by Quality & Standards Committee with effect from 2026-2027

A summary of the significant changes to the Regulations for 2026-27 are listed below:

1. Removal of Honorary Doctorate from Section 2.1.7 'Table A – Qualifications of the University'.
2. Removal of Section 3 'Modular Framework for Taught Programmes', which is to be incorporated into the Academic Curriculum Framework.
3. Clarification in Section 4.1.4 about the maximum period of registration where a student is admitted with advanced standing through Accreditation of Prior Learning (APL).
4. Clarification in Section 4.3.1 that no further period of interruption shall be permitted beyond the exceptional maximum of two years.
5. Removal from Section 6 of progression requirements for students on taught Masters programmes.
6. Confirmation in Section 7.2 that all qualifications awarded from 1 September 2028 will no longer discount credits or use multiple algorithms in the calculation of the programme mark.

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1 Application of the Regulations

1.1 Scope

- 1.1.1 The **Academic Regulations for Taught Programmes**, (referred to here as “the Regulations”), apply to all taught provision leading to credit or qualification of the University of Salford, regardless of the location of delivery.
- 1.1.2 **Specific exceptions** may be approved where there is good reason and no harm to academic standards. These exceptions may apply to individual students, programmes or groups of students or programmes. Such exceptions can only be approved through Senate approved processes. Records of approved exceptions are maintained by the Quality Management Office.
- 1.1.3 The Academic Regulations in effect at the time of a student’s annual registration shall apply for that academic year, unless specified otherwise within the Regulations.
 - (a) If a student registers part way through an academic year, the Regulations in effect at that time will apply to their study for that year.
 - (b) If a student resumes after a break, the Regulations in force at the time of their return will apply.
- 1.1.4 For programmes governed by Professional, Statutory or Regulatory Bodies (PSRB), including UK Visas and Immigration (UKVI), the relevant PSRB shall take precedence, subject to approval through processes approved by Senate.¹
- 1.1.5 The University may amend the Regulations to support the effective delivery of programmes. Changes to the Regulations will typically take effect at the start of the next academic year. Changes will only be introduced during the academic year if they are in the best interests of students or where required by law or regulators such as the Office for Students (OfS).
- 1.1.6 Senate may approve specific modification to the Regulations if exceptional circumstances beyond the University’s control prevent adherence to the approved Regulations. These modifications, known as the “Regulations for Exceptional Circumstances” apply to students for a duration of time specified by the Vice Chancellor. (see Appendix 1).
- 1.1.7 Applying the “Regulations for Exceptional Circumstances” does not constitute a failure to follow the approved Regulations. Therefore, it does not provide valid grounds for an academic appeal against an Assessment Board’s decision.

¹ Reference to Senate within the *Regulations* encompasses Senate and its Committees

2 Qualifications awarded by the University of Salford

2.1 Qualifications

- 2.1.1 Senate has the authority to approve new qualifications, prior to programme of study leading to the qualification may be validated by the University.
- 2.1.2 Qualifications may only be awarded to students who have followed and successfully completed a taught programme of study approved by the University.
- 2.1.3 The qualifications of the University and their level within The Frameworks for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies² are set out below in Table A.
- 2.1.4 An Exit Award will be recommended by the Assessment Board to a student who has not achieved the required credits for their registered award, either through failure or withdrawal from their programme at an interim progression point, as listed below in Table D (2.1.10).
- 2.1.5 The Exit Award may only be awarded where the specified learning outcomes are appropriate to the level of the qualification. They will be named using the title of the target qualification or with an alternate title where necessary to meet PSRB requirements.
- 2.1.6 An Exit Award will only be awarded where a student's study for their registered qualification has been completed or terminated.

2.1.7 Table A – Qualifications of the University

FHEQ Programme Level	Title of Awards	Credit Requirement	Standard Programme Duration	Standard Full-time Pattern of Delivery
LEVEL 3 QUALIFICATIONS				
3	Foundation Certificate [FdCert]	120 credits at level 3	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters
UNDERGRADUATE QUALIFICATIONS				
4	Certificate of Higher Education [CertHE]	120 credits at level 4	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters
4	Higher National Certificate [HNC] ^a	120 credits at level 4	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters
5	Diploma of Higher Education [DipHE]	120 credits at level 4 120 credits at level 5	2 yrs FT 3 - 4 yrs PT	2 years over two trimesters each year

² UK Quality Code, published by the Quality Assurance Agency (QAA) at <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

FHEQ Programme Level	Title of Awards	Credit Requirement	Standard Programme Duration	Standard Full-Time Pattern of Delivery
5	Foundation Degree Foundation Degree in Arts [FdA] Foundation Degree in Engineering [FdEng] Foundation Degree in Science [FdSc]	120 credits at level 4 120 credits at level 5	2 yrs FT 3 - 4 yrs PT	2 years over two trimesters each year
5	Higher National Diploma [HND] ^a	120 credits at level 4 120 credits at level 5	2 yrs FT 3 - 4 yrs PT	2 years over two trimesters each year
6	Ordinary Degree ^b Bachelor of Arts [BA] Bachelor of Business Administration [BBA] Bachelor of Engineering [BEng] Bachelor of Laws [LLB] Bachelor of Science [BSc]	120 credits at level 4 120 credits at level 5 60 credits at level 6	2.5 yrs FT 4 - 5 yrs PT	2.5 years over two trimesters each year
6	Honours Degree ^b Bachelor of Arts with Honours [BA (Hons)] Bachelor of Business Administration with Honours [BBA (Hons)] Bachelor of Engineering with Honours [BEng (Hons)] Bachelor of Laws with Honours [LLB (Hons)] Bachelor of Science with Honours [BSc (Hons)]	120 credits at level 4 120 credits at level 5 120 credits at level 6	3 yrs FT 4.5 - 6 yrs PT	3 years over 2-3 trimesters each year or 2 years over three trimesters each year
6	Top-up Honours Degree Degree designations noted as for Honours degree above	120 credits at level 6	1 yr FT	1 year over two trimesters
6	Four year Honours Degree with Placement ^b Degree designations noted as for Honours degree above	120 credits at level 4 120 credits at level 5 Additional placement credits at level 5 ^c 120 credits at level 6	4 yrs FT	4 years over two trimesters each year
6	Three year Honours Sandwich Degree ^b Degree designations noted as for Honours degree above	120 credits at level 4 120 credits at level 5* 120 credits at level 6 *including 60 credit placement	3 yrs FT	3 years over two trimesters at levels 4 and 6, three trimesters for level 5, with the placement taking place in trimesters two and three at level 5
6	Graduate Certificate [GradCert]	40 credits at level 6 20 credits at level 4, 5 or 6	0.5 yr FT 1 yr PT	0.5 year over one trimester
6	Graduate Diploma [GradDip]	100 credits at level 6 20 credits at level 4, 5 or 6	1 yr FT 1.5 - 2 yrs PT	1 year over two trimesters

POSTGRADUATE TAUGHT QUALIFICATIONS				
FHEQ Programme Level	Title of Awards	Credit Requirement	Standard Programme Duration	Standard Full-Time Pattern of Delivery
7	Integrated Master's Degree ^b Master in Arts [MArts] Master of Chemistry [MChem] Master of Engineering [MEng] Master of Physics [MPhys] Master in Science [MSci]	120 credits at level 4 120 credits at level 5 120 credits at level 6 120 credits at level 7	4 yrs FT 6 - 8yrs PT	4 years over two trimesters each year
7	Postgraduate Certificate [PgCert]	60 credits at level 7	0.5 yr FT 1 yr PT	0.5 year over one trimester
7	Postgraduate Diploma [PgDip]	120 credits at level 7	1yr FT 1.5 - 2yrs PT	1 year over two trimesters
7	Taught Master's Degree ^d Master of Arts [MA] Master of Business Administration [MBA] Master of Laws [LLM] Master of Research [MRes] Master of Science [MSc] Master of Public Health [MPH]	180 credits at level 7	1 yr FT 2 - 3 yrs PT	1 year over three trimesters
7	Master of Architecture [MArch]	240 credits at level 7	2 yrs FT	2 years over 2-3 trimesters each year
POSTGRADUATE RESEARCH AWARDS				
7	Master's Degree by research ^e Master of Laws [LLM] Master of Philosophy [MPhil] Master of Research [MRes] Master of Science [MSc]	n/a		
8	Doctoral Degree by research ^e Doctor of Business Administration [DBA] Doctor of the Built Environment [DBEnv] Doctor of Construction Management [DConsMgt] Doctor of Musical Arts [DMA] Doctor of Philosophy [PhD] Doctor of Real Estate [DRealEst] Engineering Doctorate [EngD] Professional Doctorate [DProf]			
8	Higher Doctoral Degree ^e Doctor of Letters [DLitt] Doctor of Science [DSc]	n/a		

^a Qualification awarded by the University under licence from Pearson.

^b May include a Foundation Certificate programme as a foundation year .

^c There is notional (not academic) credit value attached to a placement, up to 600 learning hours.

^d The master's project (or equivalent) stage may comprise either one 60 credit module or 2 x 30 credit modules.

^e These are not taught qualifications but are included here in order to provide a complete list of the qualifications of the University. See separate *Academic Regulations* for Research Awards.

2.1.8 Table B – Definition of Undergraduate Awards

Certificate of Higher Education	The title Certificate of Education (CertHE) shall be generally used for programmes that are equivalent to 120 credits at level 4 (the first year of a bachelor's degree).
Diploma of Higher Education	The title Diploma of Education (DipHE) shall be generally used for programmes that are equivalent to 240 credits (the first two years of a bachelor's degree).
Higher National Diploma/Certificate	The titles of Higher National Certificate (HNC) and Higher National Diploma (HND) are reserved for programmes which are vocational in nature, with an emphasis on skills development. These programmes are awarded by the University under licence from Pearson Education.
Foundation Degree	The title of Foundation Degree in Arts (FdA) shall be generally used in programmes with a principle emphasis on art, media and design, the humanities and areas of social or business studies. The title of Foundation Degree in Science (FdSc) shall be generally used in programmes with a principle emphasis on technology, science or mathematics and their applications. The title of Foundation Degree in Engineering (FdEng) shall be reserved for programmes which provide a technologically broad education with an emphasis on engineering science and its applications.
Bachelor's Degree	A bachelor's degree will lead either to an award of a BA or a BSc. The title of Bachelor of Arts (BA) shall be generally used in art and design and the arts and humanities. The title of Bachelor of Science (BSc) shall be generally used in technology, science or mathematics and their applications. In areas where either title may be used, such as health, social or business studies, the title will be based on the curricular focus of the programme and prevailing norms across the relevant higher education sector. More closely defined award titles restricted to certain subjects and types of programmes are as follows: The title of Bachelor of Business Administration (BBA) shall be reserved for programmes which provide specialised study in commerce and business administration. The title Bachelor of Engineering (BEng) is reserved for programmes which provide a technologically broad education with an emphasis on engineering applications. The title Bachelor of Laws (LLB) is reserved for programmes of specialised study in law.
Graduate Certificate/Graduate Diploma	The titles of Graduate Certificate and Diploma are reserved for programmes at level 6 which is taken by those who are already graduates. It generally helps to prepare graduates for further study at master's level by consolidating skills and knowledge.

Integrated Master's Degree	Integrated master's programmes represent an extended first degree programme which include a significant element of study at level 7. The title of Master in Arts (MArts) shall be used in art, media and design, humanities, social sciences and in other areas of study where a more specialised title is not appropriate. The title Master in Sciences (MSci) shall be used in science, mathematics and other areas of study where a more specialised title is not appropriate. More closely defined award titles reserved for programmes which provide the skills and knowledge required in the subject for professional development in industry or research and as such are recognised by industry, professional bodies and research councils: The title Master of Chemistry (MChem) shall be used for programmes of specialised study in Chemistry. The title Master of Engineering (MEng) shall be used for programmes of specialised study in Engineering. The title Master of Physics (MPhys) shall be used for programmes of specialised study in Physics.
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2.1.9 Table C – Definition of Postgraduate Taught Awards

Postgraduate Certificate/ Postgraduate Diploma	The titles of Postgraduate Certificate (PgCert) and Postgraduate Diploma (PgDip) shall be reserved for programmes that provide master's level knowledge and skills without the requirement for a dissertation/project.
Postgraduate Taught Master's Degree	Taught master's degrees may lead to the award of either an MA or MSc. The title Master of Arts (MA) shall be generally used in art and design, the arts and humanities and areas of social or business studies. The title Master of Science (MSc) is generally used in technology, science or mathematics and their applications. In areas where either title may be used, such as health, social or business studies, the title will be based on the curricular focus of the programme and prevailing norms across the relevant higher education sector. More closely defined titles are restricted to certain specific areas of study as follows: The title Master of Business Administration (MBA) shall be reserved for programmes which focus on the general principles and functions of management and the development of management skills. The title Master of Laws (LLM) shall be reserved for programmes of specialised study in law. The title Master of Research (MRes) shall be reserved for advanced postgraduate degrees that focus upon research through individual research project work and the development of academic research skills and techniques. Such programmes will normally prepare students for PhD study or a career in research. The title of Master of Public Health [MPH] shall be reserved for programmes of specialised study in the public health field.
Specialist Postgraduate Taught Master's Degree	The title Master of Architecture (MArch) shall be reserved for programmes in the specific subject area of Architecture which provides the skills and knowledge required in the subject for professional development in industry or research and as such is recognised by industry, professional bodies and research councils.

2.1.10 Table D – Exit Awards

Registered Qualification	Exit Award	Credit Requirement for Exit Award	Level Requirement
Diploma of Higher Education	Certificate of Higher Education	120	at level 4 or above
Foundation Degree	Certificate of Higher Education	120	at level 4 or above
Graduate Diploma	Graduate Certificate	60	at level 4 or above, with a minimum of 40 credits at level 6.
Ordinary Degree	Diploma of Higher Education	240	at level 4 or above of which a minimum of 120 credits are at level 5 or above
	Certificate of Higher Education	120	at level 4 or above
Honours Degree	Ordinary Degree	300	at level 4 or above of which a minimum of 120 credits must be at level 5 or above plus a minimum of 60 credits at level 6
	Diploma of Higher Education	240	at level 4 or above of which a minimum of 120 credits must be at level 5 or above
	Certificate of Higher Education	120	at level 4 or above
Top-up Honours Degree	Ordinary Degree	60	at level 6
Integrated Master's Degree	Honours Degree	360	at level 4 or above of which a minimum of 120 credits must be at level 5 or above plus a minimum of 120 at level 6
	Ordinary Degree	300	at level 4 or above of which a minimum of 120 credits must be at level 5 or above plus a minimum of 60 credits at level 6
	Diploma of Higher Education	240	at level 4 or above of which a minimum of 120 credits must be at level 5 or above
	Certificate of Higher Education	120	at level 4 or above
Postgraduate Diploma	Postgraduate Certificate	60	at level 7
Taught Master's Degree	Postgraduate Diploma	120	at level 7
	Postgraduate Certificate	60	at level 7

3. Admission of Students

3.1 Admissions Process

- 3.1.1 The recruitment and admission of students to University programmes and stand-alone modules is governed by the [Admissions Policy](#) and the [Admission of Students Under 18 Years of Age Policy](#).

3.2 Entry Requirements

- 3.2.1 The University's Admissions Policy sets out the General Entry Requirements for admission to all University programmes. Additional specific entry requirements for a particular programme or stand-alone module of study are stated on Course Finder.
- 3.2.2 The University has the discretion to admit individual applicants in line with the principles set out in the [Admissions Policy](#), taking account of the safety and welfare of the University community.
- 3.2.3 The University's Admissions Team is responsible for issuing all formal offers of admission to the University's programmes which set out any conditions to be met. No other communication is considered to be a formal offer of admission.
- 3.2.4 Formal recognition of prior learning may be approved for both admission to a programme and, where appropriate, for admission with credit in line with the [Accreditation of Prior Learning Policy](#).
- 3.2.5 All applicants must demonstrate sufficient competency in English language to be able to study successfully for the proposed award as outlined in the [Admissions Policy](#).
- 3.2.6 The University will withdraw an offer of admission if it believes that the applicant has wilfully or negligently misrepresented information in line with the Admissions Policy. A student who is found to have misrepresented information in their application will be withdrawn from their programme of study.
- 3.2.7 Where a student's registration has been withdrawn by the University due to programme failure, readmission may be considered after two years have passed from the enforced registration withdrawal.
- 3.2.8 Where a student has a debt to the University, re-admission will not normally be permitted, including where a student's debt has previously been written off by the University on compassionate or similar grounds, but where there is no evidence of ability to pay the necessary fees for a new enrolment.

3.3 Admission of Students with Criminal Convictions

- 3.3.1 As set out in the [Applicant and Criminal Conviction Policy](#), all students who have firmly accepted an offer must let the University know about any relevant criminal convictions, pending charges or investigations. A Disclosure and Barring Service (DBS) check may also be required as part of the admissions process. A student must also inform the University immediately if any criminal convictions are placed on record after the admissions stage.

4 Registration and Enrolment

4.1 Registration on Programmes

4.1.1 A student must register each academic year on their programme of study and, in doing so, comply with all conditions for registration, before they shall be permitted to undertake or continue the programme.

4.1.2 A student shall not be permitted to register on more than one full-time taught programme of study simultaneously.

4.1.3 A student shall be recorded as full-time if registered for:

An undergraduate programme comprising at least 120 credits distributed over a 12-month period as either:

- at least two trimesters each of 60 credits OR
- three trimesters each of 40 credits

A postgraduate taught programme comprising:

- one trimester of 60 credits
- at least two trimesters of 60 credits in a 12 month period
- either three trimesters of 60 credits in a 12 month period OR three trimesters of 60 credits in an 18 month period (i.e. with a one trimester break)

Anything less in terms of period of study or number of credits per trimester shall be recorded as part-time study.

4.1.4 A student may register on a programme of study in accordance with the following minimum and maximum periods of registration:

- For all undergraduate programmes and modes of study, registration should be twice the duration specified within the Programme Specification.
- For all taught postgraduate programmes and modes of study, registration should be three times the duration specified within the Programme Specification.
- Where a student is admitted with advanced standing through Accreditation of Prior Learning (APL), the maximum period of registration will be adjusted pro rata to the remaining duration of study. In such cases, the maximum registration period will normally be no more than:
 - twice the remaining duration for undergraduate programmes; and
 - three times the remaining duration for taught postgraduate programmes.

4.1.5 Maximum periods of registration includes continuous years of registration on a programme of study (including a student without a registration status OR any period of interruption OR retake years as a result of exceptional circumstances or academic performance).

4.2 Enrolment on Modules

4.2.1 A student shall enrol each academic year on a set of modules as defined in the programme specification before being permitted to undertake the modules.

4.2.2 A student may enrol on a stand-alone module outside of a programme.

4.2.3 A student may be permitted to transfer between modules on a programme of study up to the end of the second week of teaching.

4.3 Interruption of Study

- 4.3.1 A student may apply for an interruption in their programme of study. The period of any approved interruption shall normally be up to one year and exceptionally up to two years. No further period of interruption shall be permitted beyond this maximum.
- 4.3.2 At the time a student interrupts study, the student's registration on the programme shall change and they may not have the same entitlements as fully registered students.
- 4.3.3 Interruption of study is governed by the Student Engagement, Interruptions and Withdrawals Policy.

4.4 Attendance and Participation

- 4.4.1 Students are required to attend all scheduled contact events, including timetabled classes, and participate in learning activities as guided by their tutors.
- 4.4.2 Schools may approve alternative learning activities to support students who are unable to attend all scheduled contact events when retaking a module as part of concurrent study.
- 4.4.3 Minimum attendance and participation expectations and requirements may be specified at programme level and a student must satisfy these in order to remain registered on the programme.
- 4.4.4 Where a student has failed to satisfy the minimum attendance and participation expectations and requirements of their programme, the University shall have the right to cancel the student's registration with immediate effect.
- 4.4.5 Students whose registration is cancelled under 4.4.3 shall have the right of appeal against their cancelled registration in accordance with the procedure approved by Senate.
- 4.4.6 Student attendance and participation is governed by the Student Engagement, Interruptions and Withdrawals Policy.

5 Assessment of Modules

5.1 Assessment Procedures

5.1.1 Procedures relating to the assessment of, and feedback on, student performance in coursework and examinations, and to the conduct of University examinations, are set out in the [Assessment and Feedback Policy](#).

5.1.2 Student performance in coursework and examinations shall be measured either by a numerical mark expressed as a percentage or by a pass/fail grade.

5.1.3 By attending or submitting any element of assessment, including examinations, a student is deemed to have declared themselves fit to undertake the assessment.

5.1.4 All written examinations shall be marked anonymously where possible.

5.2 Late Submission

5.2.1 Students are required to meet the submission deadlines for any form of assessment. A penalty will be applied to any work which is submitted after the submission date.

5.2.2 The University has a late submission period which is seven consecutive days after the published submission date which includes days on which the University is officially closed. Work submitted during this seven day period will receive the minimum pass mark for that element of assessment (including work graded pass/fail for which the minimum grade would be “pass”).

5.2.3 By the end of the seven consecutive day late submission period, assessed work can no longer be submitted and will be recorded as “non-submission” and a late submission penalty will be applied to the student’s next assessment opportunity.

5.2.4 Late submission arrangements do not apply to examinations or similar scheduled and timed assessment events such as presentations or performances.

5.2.5 Reasonable Adjustment Plans (see the [Assessment and Feedback Policy](#) for further information) which have assessment adjustments for submission deadlines will normally be for a period of up to seven days and not subject to penalties for late submission of assessment within the adjusted deadline. Penalties for late submission will apply after the adjusted deadline has elapsed.

5.2.6 Where a student has valid reasons for submitting an assessment late and has a request for Exceptional Circumstances accepted through the [Exceptional Circumstances Procedure](#), the penalty applicable for late submission will be removed.

5.3 Exceptional Circumstances

5.3.1 Where a student’s ability to undertake or submit an assessment is seriously affected by exceptional circumstances (EC) the student may submit a request that their EC be taken into consideration by the University in respect of:

- i) late submission of assessed coursework; or
- ii) non-submission of assessed coursework; or
- iii) non-attendance at an examination or similar scheduled and timed assessment event.

5.3.2 The [Exceptional Circumstances Procedure](#) sets out the principles and requirements governing the submission of EC requests, how such circumstances shall be considered by Schools and the effect of a student’s EC request being accepted or rejected.

5.4 Academic Misconduct

- 5.4.1 Any attempt by a student to gain an unfair advantage in assessment shall be deemed academic misconduct.
- 5.4.2 Cases of suspected academic misconduct shall be investigated in accordance with the [Student Misconduct Procedure](#).

5.5 Module Mark

- 5.5.1 At levels 3, 4, 5 and 6 the pass mark for a module/component shall be 40%.
- 5.5.2 At level 7 the pass mark for a module/component shall be 50%.
- 5.5.3 Modules may be passed on aggregate (see 5.5.5). Professional bodies may require all assessment components to be passed (see 5.5.6).
- 5.5.4 There are two ways to calculate the module mark: Method A and Method B:
- 5.5.5 Method A uses weighted average marks; all components do not need to be passed. This is the standard method.
- 5.5.6 Method B uses weighted average marks, when specific components in the module must be passed in order to pass the module overall. This method is used exceptionally, e.g. a PSRB requirement.
 - 5.5.6.1 Graded components (those marked as “pass/fail”) must be passed to pass the module.
 - 5.5.6.2 If the module includes both marked and graded components, Method B is always applied.
- 5.5.7 The rounding of module marks shall be applied as follows:
 - a) All calculations to derive a module mark shall be accurate to two decimal places.
 - b) The module mark shall be determined by rounding the overall decimal mark to the nearest whole number (0.50 is rounded up).
 - c) The module mark shall always be recorded and used as a whole number.
- 5.5.8 For the purposes of module mark calculation, component marks recorded as Non-Submission (NS) shall be treated as 0%. Component grades recorded as NS shall be treated as fail (F) and the module mark calculated in the normal manner.
- 5.5.9 Where a student has undertaken a period of study, as part of a programme of the University, which is assessed by another institution, the module mark(s) will normally be recorded as pass or fail, with no transfer of marks or grades, except for modules which have been incorporated and approved as an integral part of a programme for which the module mark(s) may be recorded as a percentage mark, obtained via a marks translation process aligned to the relevant marking scale (see [Assessment and Feedback Policy](#)).

5.6 Module Grade

- 5.6.1 A student who has undertaken a module for which all the components are graded shall be given a module grade of either: Pass (P), Fail (F) or Non-Submission (NS) that represents a summary of their performance on that module.
- 5.6.2 Where all the components have been passed the module grade shall be a pass. Otherwise, the module grade shall be a fail.

- 5.6.3 Where all the component grades are recorded as Non-Submission (NS), the module grade shall be NS. Otherwise, the component grades recorded as NS shall be treated as a fail and the module grade calculated in the normal manner.
- 5.6.4 A module grade recorded as NS shall be treated as a fail for all subsequent purposes.
- 5.7 Module Attempts, Reassessment and Retake**
- 5.7.1 Students are required to attempt all assessment components for modules on which they are registered, which is deemed to be the first attempt.
- 5.7.2 Where they do not pass the module on first attempt, students will be offered a reassessment opportunity.
- 5.7.3 Where they do not pass the reassessment opportunity, students will have the opportunity to retake the module subject to payment of the appropriate fee. There is no further reassessment opportunity associated with a retake.
- 5.7.4 In addition to 5.7.1-3 above, a student can be offered an in-year retrieval assessment opportunity at levels 3 and 4, subject to specific programme requirements. If successful, the revised component mark will be capped at 40% (see [Assessment and Feedback Policy](#)).
- 5.7.5 A student who has failed a module which forms part or the whole of the project stage of a taught master's degree (60 credits) shall be permitted one reassessment opportunity only and shall not be permitted to retake the module.
- 5.7.6 A student who has been awarded compensation may be permitted to be reassessed in the next reassessment period or to retake the compensated module, provided the number of attempts permitted by the regulations has not been exhausted (see 6.2).
- 5.7.7 A student who rejected compensation that has been applied to a failed component and opted to be reassessed would receive the higher of the two marks, with the reassessed module component mark being capped if higher than the pass mark threshold. (See 6.2)
- 5.7.8 A student who has failed a placement module whose credit value is additional to the standard credit requirements for the award being studied shall be permitted one reassessment opportunity only and shall not be permitted to retake the module.
- 5.7.9 Notwithstanding their failure of the placement module, a student, who has accumulated the credits for progression to the next level or stage of the programme, shall be permitted to progress on a non-placement version of the programme, with the exception of degree programmes which incorporate a mandatory placement module as this is a core requirement of the programme.
- 5.7.10 A student who has failed the placement module within a three-year sandwich honours degree programme shall be permitted one reassessment opportunity only and shall not be permitted to retake the module. A student who does not pass the placement module at reassessment may transfer to a designated non-placement programme. A student who transfers to the designated non-placement programme after failing the placement reassessment shall undertake replacement level 5 modules as a third and final retake opportunity to progress to level 6.
- 5.7.11 Where a student has, at their first attempt, failed one or more modules undertaken as part of a period of study abroad and the arrangements of the hosting institution for reassessment of the module(s) do not align with the University's calendar, the student shall be permitted to undertake their retake opportunity with new replacement modules delivered by the University prior to their reassessment opportunity.
- 5.7.12 Where a student has been permitted reassessment in a failed component the maximum mark awarded for that component will be capped at the pass mark: 40% for levels 3, 4, 5, and 6 and 50% for level 7.

- 5.7.13 Where the module does not require the student to pass each component of assessment (Method A) and the module is failed if, following re-assessment, the capping of the component mark prevents the student from passing the module, the module mark will be capped rather than the component mark.
- 5.7.14 Where a module requires the student to pass one or more components of assessment (Method B) and a student has failed a must-pass component, the maximum mark for any re-assessed component will be the pass mark (40% for levels 3, 4, 5, and 6 and 50% for level 7). This mark will contribute to the overall module mark.
- 5.7.15 If upon reassessment the original component mark and the reassessed component mark are both under the pass mark, the higher of the two marks will be used in any subsequent module mark calculation.
- 5.7.16 Where a student has been reassessed on a graded module, a new component grade shall be given for each component that was failed. The module grade shall be determined from the components passed at first attempt and the new grades for the reassessed components.
- 5.7.17 A student may be required to undertake an alternative module if the original module is no longer available for the purposes of a retake attempt or may choose to undertake an alternative module deemed suitable by the University and subject to specific programme requirements. The substitute module taken, either by choice or through availability, shall be regarded as the student's retake attempt, capped the pass mark and no further assessment opportunities shall be permitted.
- 5.7.18 A student's retake of a module shall be subject to the same attendance and participation requirements as for students taking the module for the first time (see Regulation 4.4).
- 5.7.19 Where a student has been permitted to retake a module, the module mark shall be calculated from the new component marks and grades achieved at the point of retake. Marks or grades obtained from previous attempts may be carried forward where the pass mark had been already achieved, subject to PSRB requirements. The module mark shall be capped at the pass mark.
- 5.7.20 Where a student has been permitted to retake a graded module, the module grade shall be calculated entirely from new component grades achieved at the point of reassessment.
- 5.7.21 Where a student on the Pre-Registration Nursing Programmes (Undergraduate/Masters) has been permitted to retake a module which comprises a practice component (graded pass / fail), there is no requirement for the student to repeat the practice component if this has already been passed and the mark awarded for the retaken module will comprise the original practice component mark/grade.
- 5.7.22 A student who has passed a module shall not be permitted any further opportunity to be reassessed in any of the module's components of assessment or to retake the module, subject to the provisions of Regulation 5.7.19.
- 5.7.23 Where a student fails a component of a module but passes the module overall (and they are not "must pass" components), they are unable to resubmit the failed component in line with Regulation 5.7.21, unless an EC request has been accepted for absence or non-submission.
- 5.7.24 A student registered on a programme for which there is a higher threshold pass requirement for progression from level 3 to a route at level 4 and who has not achieved the specified level 3 pass requirement shall be permitted to be reassessed for each marked component where a mark lower than the attainment mark was achieved (including where the module has been passed) and each graded component that was failed, or to retake the module. For the purposes of progression, the module

mark after reassessment or retaking shall not be capped and a weighted average of the module marks achieved following reassessment or retaking the module(s) shall be used to calculate the student's attainment mark. Where a student has been reassessed or has retaken a module, the Student Information System shall record the student's capped mark after reassessment or retake. For the purposes of progression, a module mark shall not be capped after late submission of work and a weighted average of the original module marks achieved shall be used to calculate the student's attainment mark. The Student Information System shall record the student's capped mark as stipulated within the late submission regulations 5.2.

6 Credit, Progression and Posthumous/Aegrotat Awards

6.1 Award of Credit and Level Mark

- 6.1.1 A student who has passed a module (i.e. has achieved a module mark of at least 40% at levels 3, 4, 5 or 6 or 50% at level 7) shall be awarded the credits for that module.
- 6.1.2 At the end of each level, a student will be given a level mark, derived from the module marks at that level/stage of the programme, which represents a summary of the student's performance at that level/stage.
- 6.1.3 The level mark shall be calculated to two decimal places as the weighted average of the module marks for all the marked modules at that level of the programme. The level mark will not be rounded up or down to the nearest whole number. That is:
$$\text{Level mark} = (\text{sum of (module mark} \times \text{credit)}) \div (\text{credits at the level})$$

6.2 Compensation

- 6.2.1 Compensation refers to the mechanism by which a student who fails a module is nevertheless awarded credit for that module by the Programme Assessment Board on the grounds that the failure is marginal or offset by good performance elsewhere in their programme of study.
- 6.2.2 A student who has failed one or more modules shall be awarded credit for the module(s) by compensation if all of the following conditions have been met:
- i) the failed module(s) are not designated as ineligible for compensation in the programme and/or module specification;
 - ii) modules worth no more than 20 credits at undergraduate level and 30 credits at postgraduate level have been failed at each level;
 - iii) a module mark of at least 30% at undergraduate level and 45% at postgraduate level has been achieved in the failed module(s);
 - iv) none of the failed modules contains a graded component that has been failed;
 - v) modules at that level of the programme worth at least 120 credits have been undertaken;
 - vi) a level mark of at least 40% for undergraduate modules and 50% for postgraduate modules has been achieved.
- 6.2.3 Modules undertaken as part of the final 60 credit stage of a taught master's programme (the project stage) shall not be eligible for compensation.

6.3 Progression

- 6.3.1 A student who has accumulated the requisite credits for a level of a programme shall be permitted to progress to the next level of that programme, in line with PSRB requirements, unless additional progression requirements are set out in the programme specification.

Concurrent Study

- 6.3.2 Concurrent study is defined as allowing a student to register on more than one level of study at the same time, subject to the regulation 6.4.2.
- 6.3.3 Concurrent study may be permitted to allow a student to progress automatically to the next level of study, provided that:
- (a) the student has failed no more than 20 credits; and
 - (b) the failed module(s) are not pre-requisites for modules at the next level; and

- (c) any modules from the lower level that are being assessed concurrently must be passed or compensated before the student may progress to the next level at the end of the academic year.
- 6.3.4 Where concurrent study has been approved as an inherent or necessary feature of a programme (e.g. part-time or accelerated programmes or Pre-Registration Undergraduate/Masters Nursing programmes), a student shall be permitted to progress to the next level of the programme without having accumulated all the credits at the previous level if all the following conditions have been met:
- (a) the student has accumulated at least 60 credits at the previous level;
and
 - (b) the modules studied concurrently are at two adjacent levels.
- 6.3.5 A student who has started to study at the higher level may continue to study at the higher level provided the Programme Assessment Board awards all the required credits from the lower level.
- 6.3.6 Concurrent study for more than 20 credits will otherwise only be permitted where a student has made an appeal against a decision of the Programme Assessment Board or an Academic Misconduct Hearing or the Student Misconduct Panel and has been provisionally allowed to proceed to the next level pending the outcome of the appeal.

6.4 Posthumous and Aegrotat Awards

- 6.4.1 If a student dies before accumulating all the specified credit for the programme on which they are registered, they shall be eligible for the **posthumous award** of that qualification by Senate, provided:
- (a) they have accumulated at least two-thirds of the credits for the qualification; and
 - (b) the Programme Assessment Board, taking into account the evidence of the student's performance on their programme to date and the wishes of their immediate family, recommends the conferment of a posthumous award.
- 6.4.2 If a student is prevented from completing their taught qualification due to a terminal or debilitating medical condition, the Programme Assessment Board, in considering the evidence of the student's performance on their programme to date, may recommend the conferment of an Aegrotat award of that qualification by Senate, provided:
- 6.4.2.1 they have accumulated at least two-thirds of the credits for the qualification; and
 - 6.4.2.2 In offering the student the opportunity to accept the Aegrotat award, their registration on their programme of study is concluded if accepted, or they may choose to decline the award and remain on their programme of study. In accepting the Aegrotat award, the student will waive their rights to future assessment/reassessment opportunities.
- 6.4.3 Posthumous and Aegrotat awards shall be made without classification or Distinction or Merit and the certificate shall record that the qualification was awarded posthumously.

7 Programme Mark and Classification of Awards

7.1 Programme Mark

- 7.1.1 A student who has achieved the requisite credits required for a taught programme shall be given a programme mark that represents a summary of their performance on the programme, subject to the provisions of *Regulation 7.2*
- 7.1.2 A module mark shall contribute towards the calculation of the programme mark if:
- (a) the module has been approved by the University within the modular framework for taught programmes, as set out in section 2 of the *Regulations* and encompassing those programmes listed in *Regulation 2.1.7*; and
 - (b) the module mark has been ratified.
- 7.1.3 For undergraduate programmes, where the student's lowest marked module is worth more than 20 credits, an appropriately weighted proportion of that module mark shall be factored into the calculation to reflect student achievement equivalent to 100 credits.

7.2 Table E – Calculation of Programme Module Mark by Qualification

All qualifications awarded from 1 September 2028 will no longer discount credits or use multiple algorithms in the calculation of the programme mark.

Qualification	Minimum number of credits used in the Calculation of Programme Mark	Programme Mark Calculated to 2 decimal places (rounded up or down to nearest whole number)	Merit/Distinction Available
Foundation Certificate	120 credits at level 3	Weighted mean mark of best 100 credits	No
Higher National Certificate/ Certificate of Higher Education	120 credits at level 4	Weighted mean mark of best 100 credits	Yes
Higher National Diploma/ Diploma of Higher Education	120 credits at level 4 and 120 credits at level 5	(25% x (weighted mean mark for best 100 credits at level 4)) + (75% x (weighted mean mark for best 100 credits at level 5)) or Best 120 credits at level 5	Yes
Foundation Degree	120 credits at level 4 and 120 credits at level 5	(25% x (weighted mean mark for best 100 credits at level 4)) + (75% x (weighted mean mark for best 100 credits at level 5)) or Best 120 credits at level 5	Yes
Top-up Honours Degree	120 credits at level 6	Weighted mean mark of best 100 credits	No – see 7.3 below
Honours Degree	At least 100 credits at level 5 and 100 credits at level 6 for which module marks are given	Standard Programme Mark: (25% x (weighted mean mark for best 100 credits at level 5)) + (75% x (weighted mean mark for best 100 credits at level 6))	No – see 7.3 below
	Fewer than 100 credits at levels 5 or 6 for which module marks are given	Non-Standard Programme Mark: ((level 5 credits x level 5 mark) + (3 x level 6 credits x level 6 mark)) / (level 5 credits + (3 x level 6 credits))	No – see 7.3 below

Qualification	Minimum number of credits used in the Calculation of Programme Mark	Programme Mark Calculated to 2 decimal places (rounded up or down to nearest whole number)	Merit/Distinction Available
Ordinary Degree	120 credits at 5 and a minimum of 60 credits at level 6	$\frac{(\text{level 5 credits} \times \text{level 5 mark}) + (3 \times \text{level 6 credits} \times \text{level 6 mark})}{(\text{level 5 credits} + 3 \times \text{level 6 credits})}$	No
Integrated Master's Degree	At least 100 credits at level 5, at least 100 credits at levels 6 and 120 credits at level 7 for which module marks are given.	Standard programme mark: $(15\% \text{ level 5 (best 100 credits)} + 35\% \text{ level 6 (best 100 credits)} + 50\% \text{ level 7})$	No – see 7.3 below
	fewer than 100 credits at level 5 or level 6 or fewer than 120 credits at level 7 for which module marks are given shall use credits for which module marks are given	Non-Standard programme mark: $((3 \times (\text{level 5 credits} \times \text{level 5 marks})) + ((7 \times (\text{level 6} \times \text{level 6 marks})) + ((10 \times (\text{level 7 credits} \times \text{level 7 marks})) \div (3 \times \text{level 5 credits}) + (7 \times \text{level 6 credits}) + (10 \times \text{level 7 credits}))$	No – see 7.3 below
Graduate Certificate	40 credits at level 6 20 credits at level 4, 5 or 6	Weighted mean mark for 60 credits	Yes
Graduate Diploma	100 credits at level 6 20 credits at level 4, 5 or 6	Weighted mean mark of best 100 credits	Yes
Postgraduate Certificate	60 credits at level 7	$(\text{sum of (module marks from best 60 credits at level 7} \times \text{credit})) \div 60$	No
Postgraduate Diploma	120 credits at level 7	$(\text{sum of (module marks from best 120 credits at level 7} \times \text{credit})) \div 120$	Yes
Master's Degree	180 credits at level 7	$(\text{sum of (module mark} \times \text{credit})) \div 180$	Yes
Master of Architecture	240 credits at level 7	$(\text{sum of (module mark} \times \text{credit})) \div 240$	Yes

7.3 Classification of all Honours Degrees and Integrated Master's Degrees

7.3.1 The award of an honours degree or integrated master's degree shall be classified.

7.3.2 The class of degree shall be determined by the programme mark, according to the table below:

Minimum Programme Mark	Class of Degree
70%	first
60%	upper second
50%	lower second
40%	third

7.4 Postgraduate Diploma with Distinction or Merit

7.4.1 A student who is eligible for the award of a Postgraduate Diploma may be awarded that qualification with Distinction or Merit.

- 7.4.2 A student who has achieved a programme mark of at least 70% shall be awarded a Postgraduate Diploma with Distinction.
- 7.4.3 A student who has not been awarded a Postgraduate Diploma with Distinction but has achieved a programme mark of at least 60% shall be awarded a Postgraduate Diploma with Merit.

7.5 Taught Master's Degree with Distinction or Merit

- 7.5.1 A student who is eligible for the award of a taught master's degree may be awarded that qualification with Distinction or Merit.
- 7.5.2 A student who has achieved a programme mark of at least 70% shall be awarded a taught master's degree with Distinction.
- 7.5.3 A student who has not been awarded a taught master's degree with Distinction but has achieved a programme mark of at least 60% shall be awarded a taught master's degree with Merit.

7.6 Master of Architecture with Distinction or Merit

- 7.6.1 A student who is eligible for the award of a Master of Architecture may be awarded that qualification with Distinction or Merit.
- 7.6.2 A student who has achieved a programme mark of at least 70% shall be awarded a Master of Architecture with Distinction.
- 7.6.3 A student who has not been awarded a Master of Architecture with Distinction but has achieved a programme mark of at least 60% shall be awarded a Master of Architecture with Merit

7.7 Certificate/Diploma of Higher Education, Higher National Certificate/Diploma, Graduate Diploma/Certificate and Foundation Degree with Distinction or Merit

- 7.7.1 A programme mark of at least 70% is recognised by the award of Distinction for Certificate/Diploma of Higher Education, Higher National Certificate/Diploma, Graduate Diploma/Certificate and Foundation Degree.
- 7.7.2 A programme mark of at least 60% is recognised by the award of Merit for Certificate/Diploma of Higher Education, Higher National Certificate/Diploma, Graduate Diploma/Certificate and Foundation Degree.

8 Exceptional Circumstances Impacting Upon Assessment Processes

- 8.1 Exceptional circumstances are defined as those which are caused by external factors beyond the University's control which may impact adversely upon assessment processes. Whilst the University remains functional, exceptional circumstances may result in a delay in the determination of awards and/or the progression of students. The University does not hold a definitive list of exceptional circumstances, but examples would include industrial action resulting in assessment boycott, disruptive natural disasters such as flooding or epidemics of infectious diseases.
- 8.2 The University will undertake preparations for an effective response to exceptional circumstances to ensure that the academic standards of its programmes and integrity of its awards are maintained and its reputation is safeguarded. As such, the University will undertake reasonable action to expedite the conferment of final awards and progression of continuing students. It is expected that the application of *Regulations* for Emergency Circumstances will be rare and reserved for extreme occasions.
- 8.3 The Vice Chancellor will make a formal declaration at the beginning on the anticipated duration and at the end of any instance of exceptional circumstances.
- 8.4 Senate is responsible for the approval of *Regulations for Exceptional Circumstances* to determine awards and progression of continuing students where the University is, because of exceptional circumstances beyond its reasonable control, unable to apply the *Regulations* as approved for an academic year. In discharging its responsibilities, Senate may determine the following action by Programme Assessment Boards:
- i) Allow modifications to be made to previously approved arrangements for the marking and moderation of assessments;
 - ii) Allow recommendations to be made for the progression of students between levels/stages and the award of qualifications based upon less than complete profile of marks/grades. Recommendations will be made to students who have completed all required assessment and, through no fault of their own, have not had all their assessments marked and/or module marks ratified.
 - iii) Delay recommendations until further information is available.
- 8.5 The Regulatory Framework outlining the progression of students and the award of qualifications under Regulations for Exceptional Circumstances is set out under Appendix 1

Appendix 1 – Regulations for Exceptional Circumstances

Preamble

1. The Academic *Regulations* for Taught Programmes provide for Senate, because of exceptional circumstances beyond the University's reasonable control, to approve *Regulations for Exceptional Circumstances* which shall set out modifications to and/or general exceptions from the approved *Regulations* which shall apply to students for whom the provisions of the Academic *Regulations* for Taught Programmes are not able to be applied due to exceptional circumstances as specified and when their use has been invoked by the Vice Chancellor (See Section 12 of the *Regulations*).
2. These *Regulations for Exceptional Circumstances* have been approved by Senate to modify previously approved arrangements for the marking and moderation of assessments and to provide a framework for Programme Assessment Boards to confirm progression of students between levels/stages and the award of qualifications for students who, having undertaken all available assessments and, through no fault of their own, do not have a full profile of ratified marks available for presentation to the Programme Assessment Boards (hereafter referred to as the "affected students").
3. Wherever possible, the provisions of the Academic *Regulations for Taught Programmes* will take precedent and every effort should be made to present ratified component and module marks to the Assessment Boards.
4. If this is not possible, and when the Vice Chancellor has invoked the use of *Regulations for Exceptional Circumstances*, Assessment Boards should apply these in making its decisions regarding progression and awards or adopt the default position that no award may be conferred at that time.
5. There will be no reduction to a student's right of appeal under the University's Academic Appeals Procedure for a review of the decision made by an Assessment Board in applying these *Regulations for Exceptional Circumstances*.
6. Where, due to the specified exceptional circumstances, it is not possible to complete the internal and external verification requirements as outlined in the *Assessment and Feedback Policy*, *unverified* summative assessment briefs and marking schemes may be distributed to students, or assessment briefs/marketing schemes which have previously been verified, unless there are specific Professional, Statutory and Regulatory Body (PSRB) requirements that dictate otherwise.

Marking and Moderation

7. Where, due to the specified exceptional circumstances, it is not possible to complete the normal requirements for the internal and external moderation of marks as outlined in the *Assessment and Feedback Policy*, unrated marks shall be submitted to the Assessment Boards for consideration, unless there are specific Professional, Statutory and Regulatory Body (PSRB) requirements that dictate otherwise.
8. Where, due to the specified exceptional circumstances, it is not possible to complete programme-specific marking arrangements, including double-marking, which are over and above standard minimum practice outlined in the *Assessment and Feedback Policy*, marks shall be submitted to the Programme Assessment Boards for consideration, unless there are specific Professional, Statutory and Regulatory Body (PSRB) requirements that dictate otherwise.
9. Where, under the provisions of 4 and/or 5 above, unrated marks are presented to the Programme Assessment Board, these shall be treated as the confirmed component / module marks and progression / award decisions will be made on this basis.

Progression of Continuing Students

10. Where, due to the specified exceptional circumstances, affected undergraduate students do not have complete mark profiles in all modules, Programme Assessment Boards shall

permit those affected students who have accumulated at least two-thirds of the level/stage credits (typically 80 credits out of a 120-credit level/stage for UG) to progress to the next level/stage, except where there are unmet Professional, Statutory and Regulatory Body (PSRB) requirements, e.g. to ensure the attainment of professional competences prior to clinical placement.

11. Where, due to the specified exceptional circumstances, students registered on a master's programme, at the end of the 120-credit taught stage, have been unable to obtain the required 90 credits for modules within that stage, the affected students will be permitted to progress to the project stage of the programme. This is provided that 120 credits have been taken. Any missing marks will be added to the student's profile as soon as available, and any failed modules will be reassessed at the earliest opportunity.
12. Affected students permitted to progress under point 7 shall be credited with a '**pass**' for the remaining modules (those with incomplete marks) irrespective of any component marks. The stage average will be calculated from the marks of those modules with a complete profile of marks.
13. Affected students who have not met the criteria for progression set out in point 7 shall be required to undertake reassessment (or, where applicable after acceptance of a PMC, replacement assessment). Programme Assessment Boards should make reassessment decisions even where a student has insufficient complete modules to make a progression decision.
14. Where, due to the specified exceptional circumstances, affected students do not have complete mark profiles in 80 credits and thus the provisions of point 7 can't be applied, Programme Assessment Boards may ratify available component marks as module marks and affected students be permitted to progress to the next level if, the combination of complete module and component marks are judged to be equivalent to **2/3 of the stage assessment load**. In such circumstances, the relevant Associate Dean will provide the Chair of the relevant Board with guidance as to whether the appropriate threshold has been met.
15. Affected students permitted to progress under point 12 shall be credited with a pass for any remaining modules without marks. The stage average will be calculated from the marks of those modules used to determine progression.

Award of Qualifications and Programme Marks

16. Where, due to the specified exceptional circumstances, affected students on an undergraduate programme do not have complete marks profiles for all modules, Programme Assessment Boards shall permit affected students on the final 120 credit level/stage of an honours degree programme who have accumulated **at least two-thirds of the final level/stage credits** to be considered for a final qualification.
17. Affected students permitted for consideration of their final qualification under point 15 shall be credited with a pass for any remaining modules without marks. Their awards will be calculated from the marks of those modules used to determine their programme mark in accordance with the table below:

Table 1: Recommendations for final awards for affected students with less than 120 credits from the final level/stage of their undergraduate programme

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
100 credits at level 6, missing module mark for 20 credit module with component mark available for missing module.	Ratify available component mark as module mark and grant missing 20 credits if component is passed.	The weighting and significance of the missing component mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations.

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
	Award honours degree with programme mark calculated in standard way.	Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
100 credits at level 6, missing module mark for 20 credit module with no component mark available for missing module.	Award honours degree with programme mark calculated on basis of student's best 100 credits at level 5 and level 6 (as per section 9 of the <i>Academic Regulations</i> for Taught Programmes).	The weighting and significance of the missing module mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
80 credits at level 6, missing module mark for two 20 credit modules with a component mark available for each missing module.	Ratify available component marks as module marks and grant missing credits if components are passed. Award honours degree with programme mark calculated in standard way.	The weighting and significance of the missing component marks to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Are the available component marks of pass standard?
80 credits at level 6, missing module mark for a 40 credit module with a component mark available for the missing module.	Ratify available component mark as module mark and grant missing 40 credits if component is passed. Award honours degree with programme mark calculated in standard way.	The weighting and significance of the missing component mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard?
80 credits at level 6, missing module mark for two 20 credit modules with a component mark available for one of the two missing modules.	Award honours degree with programme mark calculated on basis of student's best 100 credits at level 5 and level 6 (as per section 9 of the <i>Academic Regulations</i> for Taught Programmes).	The weighting and significance of the missing component and module marks to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
80 credits at level 6, missing module mark for two 20 credit modules or one 40 credit module with no component mark available for the missing module(s).	No recommendation – decision deferred pending availability of missing mark(s).	

18. Where, due to the specified exceptional circumstances, affected students on a postgraduate programme do not have complete marks profiles for all modules, Programme Assessment Boards shall permit affected students on a Postgraduate Diploma programme who have accumulated **90 out of the 120 credits for the PgDip stage credits** to be considered for an exit qualification.

19. Affected students permitted for consideration of their PgDip qualification under points 17 shall be credited with a pass for any remaining modules without marks. Their awards will be calculated from the marks of those modules used to determine their programme mark in accordance with the table below:

Table 2: Recommendations for final awards for affected students with 90 credits out of the 120 credits of a Postgraduate Diploma programme

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
90 credits at level 7, missing module mark for 30 credit module with a component mark available for missing module.	Ratify available component mark as module mark and grant missing 30 credits if component is passed. Award PgDip with programme mark calculated in standard way.	The weighting and significance of the missing component mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
90 credits at level 7, missing module mark for 30-credit module with no component mark available for missing module.	Award PgDip with programme mark calculated in from the available 90 credits.	The weighting and significance of the missing component mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?

20. Where, due to the specified exceptional circumstances, affected students on a postgraduate programme do not have complete marks profiles for all modules Programme Assessment Boards shall permit affected students on a master's degree programme who have accumulated **150 out of the 180 credits for the master's degree (including all 60 credits from the Project Stage)** to be considered for a final qualification.
21. Affected students permitted for consideration of their final qualification under points 19 shall be credited with a pass for any remaining modules without marks. Their awards will be calculated from the marks of those modules used to determine their programme mark in accordance with the table below:

Table 3: Recommendations for final awards for affected students with 150 credits out of the 180 credits of a master's degree programme

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
150 credits at level 7, missing module mark for 30 credit module within PgCert/Dip stage with a component mark available for missing module.	Ratify available component mark as module mark and grant missing 30 credits if component is passed. Award Master's Degree with programme mark calculated in standard way.	The weighting and significance of the missing component mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard?

<i>Affected student's credit and module mark profile</i>	<i>Possible recommendation</i>	<i>Factors to be considered</i>
		Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
150 credits at level 7, missing module mark for 30 credit module within PgCert/Dip stage and no component mark available for missing module.	Award master's degree with programme mark calculated in from the available 150 available credits.	The weighting and significance of the missing component mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
150 credits at level 7, missing module mark for 30 credit module within Project stage with a component mark available for missing module.	Ratify available component mark as module mark and grant missing 30 credits if component is passed. Award master's degree with programme mark calculated in standard way	The weighting and significance of the missing component mark to: • The academic integrity of the qualification. • PSRB requirements. • Employability expectations. Is the available component mark of pass standard? Does the student's overall profile of marks suggest they were achieving a consistent level of pass standard?
150 credits at level 7, missing module mark for 30 credit module within Project stage with no component mark available for missing module.	Award PgDip ITQ – decision on award of master's degree deferred pending availability of missing mark.	

Treatment of missing marks that subsequently become available

22. Where, after the consideration of affected students under the *Regulations for Exceptional Circumstances*, missing component marks become available the original Programme Assessment Board decision should stand unless the newly available marks render an affected student eligible for a higher classification of degree than awarded under the *Regulations for Exceptional Circumstances*. Under these circumstances, the Assessment Board would reconsider the original decision and, if appropriate, the student would be issued with a new transcript and certificate.

Transcripts and Certificates

23. To avoid any disadvantage to affected students, e.g. in employability terms, through any delay in the conferment of a qualification or the production of associated certification, transcripts and certificates should be produced on the basis of decisions made in accordance with the *Regulations for Exceptional Circumstances*.