

# Academic Regulations

Fifteenth Edition  
September 2022





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## INTRODUCTION

### Academic Regulations - Fifteenth Edition (September 2022)

- (i) Revisions to the Academic Regulations, incorporated into this Fifteenth Edition, were approved by the Senate on 16<sup>th</sup> March, 15<sup>th</sup> June and 27<sup>th</sup> September 2022. These revisions have emerged for the following reasons:
- to address certain issues that have arisen during the academic year 2021/22;
  - to accommodate strategic priorities in line with ARU's Corporate Strategy: *Designing Our Future 2017-2026*;
  - as part of the annual update to improve clarity and to remove ambiguities and anomalies that have been brought to the attention of the Academic Regulations Subcommittee.
- (ii) The Fifteenth Edition is approved for implementation from **1<sup>st</sup> August 2022** (except where stated otherwise) and applies to all new learning for all students (new and existing) registered at all delivery points (including delivery by Academic Partners<sup>1</sup> in the UK and overseas) for all taught courses at all levels of learning, leading to an ARU award.
- (iii) 'New learning' in this context is defined as all modules whose delivery commences on, or after, 1<sup>st</sup> August 2022.

### Summary of Revisions and Amendments in the Fourteenth Edition (since Fourteenth Edition, August 2021)

- (iv) Updates to terminology following the review of the [Senate Code of Practice on Collaborative Provision](#), namely:
- *Associate College* to *Academic Partner*;
  - *Partially devolved governance* arrangement to *validation* arrangement;
  - *Integrated governance* arrangement to *franchise* arrangement.
- (v) Amendments to the regulations governing the ethical approval of research undertaken in level 6 and level 7 Major Project modules (Regulations 6.20 and 6.21).

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<sup>1</sup> 'Academic Partner' is ARU's new term for a collaborative partner institution (previously 'Associate College')

- (vi) Amends to the regulations governing the late submission of student work; specifically reducing the window for late submission from five to two working days, with effect from week 4 of Trimester 1, 2022/23 (Regulation 6.61).
- (vii) Amendments to the regulations governing short-term extensions; specifically reducing the default length of a short-term extension from ten to five working days, with effect from week 4 of Trimester 1, 2022/23 (Regulation 6.69).
- (viii) Amendments to the regulations relating to the introduction of self-certification as an acceptable form of evidence for the exceptional circumstances process (Regulations 6.128 and 6.129) *[NB: this revision was approved by the Senate in June 2020 but its introduction was delayed until 2022/23 due to the temporary suspension of the need to provide any evidence to support exceptional circumstances claims as part of ARU's range of measures during the Covid-19 pandemic].*
- (ix) Correction to the regulations governing discontinuation from postgraduate taught courses which were erroneously amended in the Fourteenth Edition (August 2021) when proposals originally intended only for undergraduates were applied to postgraduate taught provision also (Regulations 8.18 and 8.19).
- (x) Revisions to the regulations governing academic misconduct, specifically:
  - Reduction of the number of categories of academic misconduct from five to three (Regulation 10.20);
  - Confirmation that the [Guidance for the Investigation of Allegations of Misconduct in Research](#) document is only to be used for investigations into allegations of academic misconduct by postgraduate taught students and does not pertain to undergraduate students (Regulation 10.24);
  - Introduction of a points-based system for penalties for academic misconduct facilitating the eventual expulsion of a student who engages in academic misconduct on multiple occasions (Regulations 10.54 and 10.62).

**Paul Baxter**  
**Academic Registrar**

**August 2022**

## SECTION 1

### FOREWORD

#### (A) Introduction

- 1.1 These Academic Regulations were introduced in September 2006 and apply to all taught courses at all levels<sup>2</sup> leading to an Anglia Ruskin University (ARU) award, including courses offered in collaboration with an approved Academic Partner and BTEC awards conferred under ARU's Licence Agreement with Pearson Education Ltd (Edexcel). They also apply, where appropriate, to students registered for taught modules for which credit is awarded on successful completion but which by themselves do not lead to an ARU award. Such students are known as Associate Students or Visiting Students (see Regulation 2.27 for a definition of these terms).
- 1.2 The separate *Research Degrees Regulations* apply to ARU's research degrees including professional doctorates, higher doctorates and honorary degrees.
- 1.3 ARU's Academic Regulations are the definitive statement over all other ARU documents of the regulatory framework for courses leading to an ARU taught award at all levels. They are legally binding. In the unlikely event of any discrepancy between the Academic Regulations and any other ARU publication, the Academic Regulations take precedence and are applied in all cases. They have been approved by the Senate<sup>3</sup> and are reviewed annually by the Senate. This fifteenth edition of the Academic Regulations incorporates revisions approved by the Senate on 16<sup>th</sup> March, 15<sup>th</sup> June and 27<sup>th</sup> September 2022.
- 1.4 All taught courses leading to an ARU award are required to adhere to these Academic Regulations, unless the Senate has agreed otherwise. A separate bespoke set of regulations has been approved by the Senate for ARU's provision delivered in partnership with the Metropolitan Police Service and these are presented as **Appendix 1<sup>4</sup>**.

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<sup>2</sup> ARU's awards are conferred at levels 3-7, mapping to levels 3-7 in the QAA's *UK Quality Code for Higher Education* (May 2018). See Regulations 2.45 - 2.72 for details

<sup>3</sup> 12 October 2005, 8 February 2006, 26 April 2006, 14 June 2006, 11 July 2006, 29 November 2006, 7 February 2007, 13 June 2007, 25 June 2008, 25 June 2009, 24 June 2010, 22 June 2011, 25 April 2012, 20 June 2012, 19 June 2013, 26 February 2014, 18 June 2014, 25 February 2015, 22 April 2015, 17 June 2015, 15 June 2016, 5 April 2017, 14 June 2017, 22 November 2017, 13 June 2018, 27 March 2019, 12 June 2019, 20 November 2019, 17 June 2020, 17 March 2021, 16 June 2021, 16 March 2022, 15 June 2022 and 27<sup>th</sup> September 2022.

<sup>4</sup> ARU is part of a consortium of four awarding bodies delivering degree apprenticeships for which a single agreed regulatory approach is required across all provision

- 1.5 Under the provisions of ARU's Articles of Government, the Senate is responsible for ARU's academic standards. Throughout these Academic Regulations all references to ARU in the context of setting or maintaining academic standards should be understood to signify the Senate in the exercise of its responsibility for these matters.
- 1.6 The Senate has established an Academic Regulations Subcommittee which, through the Senate's Education Committee and Academic Standards & Quality Committee, is responsible for the day-to-day operation of the Academic Regulations and rules on issues of interpretation and/or ambiguity that may arise from time to time and between meetings of the Senate. The Subcommittee is responsible for proposing any amendments to the Academic Regulations to the Senate in June of each year.
- 1.7 ARU's Academic Regulations take full account of the UK Quality Code developed by the QAA to define and maintain academic standards in UK higher education.

#### **(B) Senate Codes of Practice**

- 1.8 These Academic Regulations provide the regulatory framework for setting and maintaining ARU's academic standards. They are complemented by a series of [Senate Codes of Practice](#) through which, in conjunction with other mechanisms, ARU's academic standards and quality of education are maintained, assured and enhanced.
- 1.9 Each Code of Practice is approved by the Senate for use throughout ARU and its UK and international Academic Partners. Throughout these Academic Regulations reference is made to the Senate Codes of Practice, where appropriate.
- 1.10 As of September 2022 the [Senate Codes of Practice](#) cover the following quality assurance policies:
  - Admissions;
  - Assessment of Students;
  - Collaborative Provision;
  - Curriculum Approval and Review;
  - External Examiners for Taught Courses.

## **SECTION 2**

### **ANGLIA RUSKIN UNIVERSITY AWARDS**

#### **(A) List of ARU Awards**

2.1 ARU confers the following awards:

##### **2.1.1 Undergraduate**

<b>Award Title</b>	<b>Nomenclature</b>
Bachelors Degree with Honours (commonly referred to as an “Honours Degree”), using only the following designations:	
Bachelor of Arts with Honours	BA (Hons)
Bachelor of Science with Honours	BSc (Hons)
Bachelor of Engineering with Honours	BEng (Hons)
Bachelor of Optometry with Honours	BOptom (Hons)
Bachelor of Osteopathy with Honours	BOst (Hons)
Bachelor of Laws with Honours	LLB (Hons)
Bachelors Degree (commonly referred to as an “Ordinary Degree”), using only the following designations:	
Bachelor of Arts	BA
Bachelor of Science	BSc
Bachelor of Engineering	BEng
Bachelor of Optometry	BOptom
Bachelor of Laws	LLB
Bachelor of Osteopathy	BOst
Bachelor of Medicine Bachelor of Surgery	MBChB
Graduate Diploma	Grad Dip
Graduate Certificate	Grad Cert
Professional Graduate Certificate in Education	PGCE (level 6)
Foundation Degree, using only the following designations:	
Foundation in the Arts	FdA
Foundation in the Sciences	FdSc
Foundation in Engineering	FdEng
Diploma of Higher Education	Dip HE
Higher National Diploma	HND
University Diploma	Univ Dip
Certificate of Higher Education	Cert HE
Higher National Certificate	HNC
Certificate of Education	Cert Ed
University Certificate	Univ Cert
Access Certificate	Acc Cert

### 2.1.2 Taught Postgraduate

Award Title	Nomenclature
Master's Degree, using only the following designations:	
Master of Arts	MA
Master of Science	MSc
Master of Business Administration	MBA
Master of Research	MRes
Master of Laws	LLM
Master of Fine Art	MFA
Master of Surgery	MCh
Master of Architecture	MArch
Master of Teaching & Learning	MTL
Master of Optometry	MOptom
Master of Public Health	MPH
Postgraduate Diploma	PG Dip
Postgraduate Certificate	PG Cert
Postgraduate Certificate in Education	PGCE (level 7)
Integrated Taught Master's Degree, using only the following designations:	
Master of Design	MDes
Master of Engineering	MEng
Master of Law	MLaw
Master of Osteopathy	MOst

### 2.1.3 Research Degrees

Award Title	Nomenclature
Doctor of Philosophy	PhD
Doctor of Philosophy by published work	PhD
Doctor of Business Administration	DBA
Doctor of Education	EdD
Doctor of Medicine by Research	MD (Res)
Master of Philosophy	MPhil
Master of Philosophy by published work	MPhil
Postgraduate Diploma in Professional Research	PG Dip Prof
Professional Master's	MProf
Professional Doctorate	DProf <sup>5</sup>

<sup>5</sup> A full list of approved Professional Doctorate programmes is contained in the [Research Degrees Regulations](#)

#### **2.1.4 Higher Doctorates**

Award Title	Nomenclature
Doctor of Letters	DLitt
Doctor of Science	DSc
Doctor of Technology	DTech
Doctor of Laws	LLD

#### **2.1.5 Honorary Degrees**

Award Title	Nomenclature
Master of Arts	Hon MA
Master of Science	Hon MSc
Doctor of Arts	Hon DA
Doctor of Letters	Hon DLitt
Doctor of Laws	Hon LLD
Doctor of Science	Hon DSc
Doctor of Technology	Hon DTech
Doctor of Business Administration	Hon DBA
Doctor of Education	Hon EdD
Doctor of Theology	Hon DTh
Doctor of Health Sciences	Hon DHSc
Doctor of Music	Hon DMus
Honorary Fellowship	

### **(B) Definitions**

These Academic Regulations incorporate the following definitions:

#### **Credit**

- 2.2 Credit is an educational currency. It measures the notional learning hours required to undertake a module, based on the ratio of 1 credit to 10 notional learning hours. Successful completion of a module leads to the award of an approved volume of credit at a prescribed level as set out in Regulation 2.24 (these parameters are known as a module's credit rating). Credits are accumulated as students progress through their period of study. Full-time undergraduate students normally take modules with a total value of 120 credits in one academic year. The volume of credit accumulated by full-time postgraduate students varies in relation to their period of study which may be less than one academic year.

## “Modules”

- 2.3 A **module** is a discrete body of learning leading to specified learning outcomes which are formally assessed. Student achievement in a module is assessed either by fine grading or on a pass/fail basis. Assessment normally takes place within, or at the end of, the period in which the module is delivered, unless an exception to this principle for a specific module, course or student cohort has been agreed at the approval stage and subsequently by the Senate (or a committee of the Senate acting on its behalf). A module is managed by a **Module Leader** who may be supported by one or more **Module Tutors**.
- 2.4 The academic content, intended learning outcomes and assessment methods for a module are summarised on a **Module Definition Form** (MDF). MDFs are formally approved during the Course (Re)Approval and/or Curriculum Revisions processes.
- 2.5 All modules are placed into one of the following types (for a description of each type, see the Notes of Guidance on completion of the MDF on [The Heron](#)):
- standard;
  - placement;
  - theory practice;
  - major project;
  - Ruskin.
- 2.6 A placement module incorporates placement activity e.g. supervised work experience, a sandwich year or a period of language study abroad. A placement module is **either** additional to the normal credit requirement for a course (in which case it is normally not formally assessed) **or** is included within the credit requirement for a course (in which case it is normally a compulsory module). A placement module is **either** assessed according to published assessment criteria (with the student awarded credit at the appropriate level and volume) **or** is not assessed in cases where the module is designed solely to define a volume of placement activity (with the student awarded “P credit” on successful completion of that activity). The credit status and assessment arrangements for a placement module within a particular course are applied equally to all students taking the module.
- 2.7 A module is categorised as either a **compulsory** or **optional module** when it is identified as a constituent module of a particular course (for a definition of these categories see the definition for “course”, Regulations 2.11 and 2.12).

2.8 A module may also be placed into one of the following categories:

- a **pre-requisite module** is one which a student must take and pass (or be awarded credit for) before proceeding to another specified module;
- a **co-requisite module** is one for which a student can enrol only if concurrently enrolled for one or more other specified modules (both/all modules are normally taken at the same time);
- a **restricted module** is one which for reasons such as law, safety, client protection or professional requirements may be taken only by students registered for a particular course;
- an **excluded module** is one which may not be taken in combination with one or more other modules.

#### “Elements”

2.9 An **element** of assessment is the primary tier of assessment in a module. Every assessed module has a minimum of one element. An element may comprise either a single assessment task or a collection of related assessment tasks (known as **components**) leading to a single mark (or pass/fail decision) for the element. Elements are subject to the qualifying mark (see Regulations 6.43 and 6.44 below). The number of elements permitted in a single module is stipulated in Regulations 6.26, 6.27 and 6.31 below.

#### “Components”

2.10 A **component** of assessment is the secondary (and lowest) tier of assessment in a module. Components exist where there are multiple assessment tasks which contribute to a single **element**. Therefore, a component articulates to an individual assessment task and cannot in itself comprise multiple assessment tasks. There is no limit to the number of components permitted in any one element although the volume of assessment for the module in its entirety does not exceed the limits detailed in Regulation 6.31 below. Components are not subject to any requirement to achieve a default minimum mark (unless required by a PSRB). There are two permitted models for the use of components (see Regulation 6.28 below).

## "Courses"

- 2.11 A **course** comprises an approved range of modules designed to prepare students for a named award. A student studying for such an award must be registered for the appropriate course. Each course is assigned an approved **course title** designed to reflect the course's curriculum content. A course contains a prescribed set of **compulsory** and **optional modules** whose interrelationship is consistent with the design principles set out in the Academic Regulations and is defined on a Course Specification Form. A **compulsory module** is one which a student is required to take and pass (or is awarded credit for) in order to qualify for the named award for which the student is registered. **Optional modules** are those contained within a list of modules from which a student selects and passes (or is awarded credit for) a specified number and at a specified level(s) in order to qualify for the named award and award title. A course is managed by a **Course Leader**. A course is assigned to a single **Discipline** for the purpose of curriculum management and delivery.
- 2.12 The **Course Specification Form** (CSF) contains a definitive statement of the intended learning outcomes (see below for a definition of "learning outcomes", Regulations 2.23 and 2.34) arising from successful completion of a particular course. The CSF summarises the structure of the course, comprising *years of study* (e.g. years 1, 2 and 3 for a typical full-time undergraduate honours degree course) and the constituent modules for each *year of study*, the learning and teaching methods that enable students to achieve the course learning outcomes, and the assessment methods that enable students to demonstrate their achievement. The CSF is formally approved during the academic approval process and an extract must be published to students in the appropriate Student Handbook<sup>6</sup>.

## "Discipline"

- 2.13 A **Discipline** is the generic term for a group of educationally-related courses which have been combined to provide an intermediate level of curriculum management. The identification of a named Discipline enables an academic school to manage consistently and efficiently the learning experience of significant numbers of students registered for the constituent courses, some of which may be delivered in a number of locations. Disciplines have a variety of substructures, ranging from clusters of small, normally cognate courses that can sensibly be managed as a single unit, to a single large course with an alternative substructure. A Discipline is managed by a **Deputy Head of School**.

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<sup>6</sup> In accordance with the requirements of the Competition & Markets Authority (CMA), a Course Information Sheet (CIS) is also provided for each course which is issued to individuals to whom an offer for admission is made and contains much of the information provided on the CSF.

## "Awards"

- 2.14 An **award** is the qualification (e.g. BA (Hons), BA, Dip HE, FdA, MSc, PGCE) conferred by ARU on a student on successful completion of a period of study (see Regulation 2.1).
- 2.15 A **named award** is the generic term for a particular award and an approved course title associated with that award (e.g. BSc (Hons) [award] Forensic Science [course title]). ARU does not confer unnamed awards.
- 2.16 An **integrated taught Master's degree** (e.g. MDes, MEng, MLaw, MOst) is awarded after full time study equivalent to at least four academic years, of which full time study equivalent to at least one academic year is at level 7 (see also Regulation 2.41). In this way, study at Bachelors level is integrated with study at Master's level and the course is designed to meet in full the level 6 and level 7 generic learning outcomes set out in Regulations 2.60 and 2.67. Such an award is an integrated 1<sup>st</sup> and 2<sup>nd</sup> cycle award under the Bologna Process. *[N.B. This definition is based on the QAA's UK Quality Code for Higher Education (May 2018)].*
- 2.17 A **framework award** is the generic term for a named award which, prior to the 14<sup>th</sup> Edition of the Academic Regulations (August 2021), was available in certain circumstances to students who have failed to satisfy the credit requirements of the course for which they were registered and who had been discontinued. The structure and content of a framework award was designed to ensure that it was available to the widest possible student constituency within a faculty. Framework awards are no longer available but continue to be supported by Faculties whilst existing students complete their studies. Framework awards are governed by the Academic Regulations, 13<sup>th</sup> Edition, August 2020, Section 8(B).
- 2.18 An **intermediate award** is conferred on a student who, having originally registered for a course leading to a higher award, has not completed that course for whatever reason including:
- academic failure;
  - preclusion from the award for disciplinary or professional reasons;
  - voluntary withdrawal for personal, health or other reasons.
- 2.19 An intermediate award is conferred only if a student has satisfied all the specific credit requirements for a designated stage within a course leading to a named award. An intermediate award bears the title of the original award (unless a professional, statutory or regulatory body (PSRB) requires otherwise).

- 2.20 An Ordinary Degree may be conferred on a student as an intermediate award only if the student has failed, for whatever reason, to complete all the credit requirements for an Honours degree but has otherwise achieved at least 300 credits (including at least 60 credits at level 6) as prescribed in the CSF for a named award.
- 2.21 A student on whom an intermediate award has been conferred may subsequently apply to register for a course leading to a higher award (which may or may not be the course for which the student originally registered), subject to the following conditions:
- evidence of ability to benefit from the study involved and to contribute to the learning experience of other students;
  - satisfaction of the admissions criteria for the course concerned at the time of re-registration, including an assessment of any proposed admission with prior learning and compliance with the maximum accredited prior learning (APCL) which may be claimed as the basis for such admission under Section 4 of the Academic Regulations;
  - re-registration and payment of the appropriate fee.
- 2.22 A **staged award** is conferred on a student at a defined point within the period of study for a higher award. It is conferred on successful completion of a subset of the specific credit requirements for the higher award on the understanding that the student is immediately proceeding to the higher award without re-registration. Staged awards are conferred only to satisfy a PSRB requirement (documentary evidence of which must be provided when the course is initially approved) and are not awarded in any other circumstances.

#### "Academic Standards"

- 2.23 ARU uses **learning outcomes** to define academic standards and the level of student achievement. Learning outcomes describe at a threshold level the knowledge, understanding, affective and transferable skills which students are expected to demonstrate on successful completion of a period of learning. Within ARU's modular curriculum structure, learning outcomes are expressed for both courses and modules. Student achievement of the learning outcomes for individual modules collectively contributes to student achievement of the learning outcomes of the course for which they are registered.
- 2.24 **Level** is an indicator of the academic standard at which a module is delivered and assessed. Level is also used to define the academic standard of an ARU award in terms of the knowledge, understanding and skills that an award holder is expected to demonstrate on successful completion of the associated course.

2.25 These Academic Regulations recognise the following five levels within the curriculum<sup>7</sup>:

Level 3	Higher education access level
Level 4	Equivalent to first year full-time undergraduate standard
Level 5	Equivalent to second year full-time undergraduate standard
Level 6	Equivalent to third and final year full-time undergraduate standard
Level 7	Equivalent to postgraduate taught standard, assuming Honours degree competencies

#### "Mode of Study"

2.26 Students' **mode of attendance** is the basis on which they are registered for a course:

- as a *full time* student registered to complete an award within the minimum period of registration, as prescribed in the Academic Regulations. A full-time undergraduate student normally takes modules with a total value of 120 credits over two trimesters in one academic year (180 credits over three trimesters in an extended academic year for a full-time postgraduate student). In doing so the student normally takes modules totalling 60 credits per trimester<sup>8</sup>. With the prior approval of the appropriate Director of Studies, and if the student understands and accepts the risks involved, a full-time undergraduate or postgraduate student may take a maximum additional 30 credits in any one academic year **solely** and explicitly in order to accommodate re-assessment with attendance or retake or replacement modules for which, in all cases, a student has enrolled under the Regulations governing re-assessment: see Regulations 6.85 - 6.94 below of these Academic Regulations). The format for the delivery of these additional 30 credits can be either: (a) over two trimesters (15 credits per trimester) OR; (b) a single 30 credit compulsory module in a single trimester. In exceptional cases (including cases where a student has been admitted to a particular course with prior certificated learning), and with the prior approval of the appropriate Director of Studies, a student may take modules totalling 75 credits per trimesters for reasons related to the personal circumstances of the student;

<sup>7</sup> ARU's levels of study map directly to Levels 3-7 in *the QAA's UK Quality Code for Higher Education* (May 2018)

<sup>8</sup> For a course delivered over three trimesters in one academic year, a full-time undergraduate student takes modules totalling 120 credits a year with a minimum of 30 and a maximum of 60 credits per trimester

- as a *part time* student registered to complete an award within the maximum period of registration, as prescribed in the Academic Regulations. A part-time undergraduate student normally takes modules with a total value of up to a maximum of 90 credits over two trimesters in one academic year (up to a maximum of 135 credits over three trimesters in an extended academic year for a part-time postgraduate student). In doing so the student normally takes modules totalling 45 or 60 credits in any one trimester.
- 2.27 With the approval of the Dean of the appropriate Faculty (or nominee), students may register at ARU to enrol for taught modules for which credit is awarded on successful completion but which by themselves do not lead to an ARU award. Such students are known as Associate Students or Visiting Students for which the following definitions apply:
- an *Associate Student* is a student admitted to ARU to enrol for one or more taught modules up to and including a credit value of 90 credits, undertaking all assessment tasks for which credit is awarded on successful completion. An Associate Student is a registered student in a named Faculty (but is not registered for an ARU award). Associate Students are subject to ARU's general entry requirements and are required to demonstrate that they have appropriate academic qualifications and/or experience to undertake the proposed modules. The Faculty is required to provide this evidence to the Admissions Office before enrolment takes place. An Associate Student who has accumulated 90 credits and who wishes to register for a course leading to an ARU award, must satisfy the specific entry requirements for that course and, in doing so, may submit an admission with prior learning application, based on the 90 credits already achieved. The normal processes for admission with prior learning are followed in such circumstances (see Section 4 of the Academic Regulations). The admission of all Associate Students is subject to the approval of the Dean of the appropriate Faculty (or a designated alternate). Also see Regulation 3.40;
  - a *Visiting Student* is a student registered for an award at a higher education institution abroad who is admitted to ARU for a trimester, academic year or any other delivery pattern approved by the Senate to enrol for one or more taught modules, undertaking all assessment tasks for which credit is awarded on successful completion. A Visiting Student is a registered student in a named Faculty (but is not registered for an ARU award). In certain cases Visiting Students are admitted under a formal agreement between ARU and an international Academic Partner or under exchange programmes. The admission of all Visiting Students is subject to the approval of the Dean of the appropriate Faculty (or a designated alternate).

- 2.28 All Associate Students and Visiting Students have access to the same services and facilities as other students and are governed by appropriate regulations within each Section of these Academic Regulations. Modules available to Associate Students and Visiting Students may be limited in certain circumstances e.g. in the case of Visiting Students by the terms of ARU's agreement with the international Academic Partner.

**"Transfer, Withdrawal and Discontinuation"**

- 2.29 The **Transfer** of a student from one course to another is student initiated and is not the result of a decision to discontinue a student from a course. A student may request the transfer from one course to another under Regulations 8.25 - 8.30.
- 2.30 **Withdrawal** from a course is student initiated (and can occur for a variety of reasons) or is the consequence of persistent non-engagement without explanation (ie: a student is deemed by ARU to have withdrawn if there has been poor or no engagement and no communication from the student or a response to attendance monitoring messages<sup>9</sup>). Withdrawal is not an outcome of the assessment process.
- 2.31 **Discontinuation** is a Tier 2 (Awards Board) assessment outcome and is therefore only relevant after academic failure. A student is discontinued when it is no longer possible to continue to study towards the intended award due to excessive academic failure. The consequence of discontinuation is either the conferment of an intermediate award or termination of the student's registration at ARU.

**"Module Information"**

- 2.32 Each module is supported by a suite of Module Information, usually via the appropriate learning management system. The Module Information contains various details about the operation of the module.

**(C) General Principles of the Undergraduate and Postgraduate Taught Curriculum**

- 2.33 These general principles reflect ARU's broad approach to curriculum design and development and inform the detailed design principles which follow (see Section 3 of these Academic Regulations).

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<sup>9</sup> Students for whom there is no record of engagement with ARU during weeks 3-9 of a Trimester and who have not responded to official communications are automatically withdrawn by the Academic Registrar in week 10 of the appropriate learning and teaching period

## Academic Standards

2.34 ARU's curriculum structure uses learning outcomes to define academic standards and the level of student achievement. Specifically:

- the primary level of student achievement is expressed in terms of intended learning outcomes at **course** level;
- intended learning outcomes at **module** level collectively contribute to student achievement of intended learning outcomes at course level<sup>10</sup>;
- intended learning outcomes at module level define a threshold level of learning which all students who successfully complete the module are expected to demonstrate. Module learning outcomes are developed with reference to ARU's Level Descriptors (levels 3-7), approved by the Senate (November 2006, updated September 2008, June 2011 and September 2012). Many students demonstrate learning above the threshold level. Such learning is calibrated in ARU's generic assessment criteria and marking standards (see the [Senate Code of Practice on the Assessment of Students](#)) which may be customised by Faculties and/or Schools for modules within a particular subject area.

## An Awards Framework

2.35 ARU's curriculum structure contains an awards hierarchy. Specifically:

- ARU's named awards are based on student achievement of clearly defined credit volumes at prescribed levels;
- attainment of credit which is insufficient to achieve a named award is recognised through provision of an academic transcript summarising a student's achievement in individual modules.

## University-Wide Regulatory Framework

2.36 ARU's curriculum structure ensures the comparability of academic standards across its named awards by applying a single set of Academic Regulations applies to all students registered in all Faculties and at all delivery points.

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<sup>10</sup> A maximum total of four learning outcomes are identified for a 15 credit module (this can be increased to five learning outcomes for a Ruskin Module) and a maximum total of six learning outcomes for modules with a larger credit volume

## Curriculum Structure

2.37 ARU's curriculum structure is modular and requires students to demonstrate their progression through levels of knowledge and understanding. Specifically:

- courses lead to a named award and comprise modules of a standard size or multiples thereof;
- each course has a structured framework which prescribes compulsory and optional modules;
- there are five levels of student learning and achievement in terms of the module (see Regulation 2.25);
- the levels are defined through ARU's Level Descriptors (levels 3-7);
- academic standards at each level are set and maintained through module-specific assessment criteria, related to module learning outcomes, to determine student achievement.

## Credit Accumulation

2.38 ARU's curriculum structure is based on the accumulation of credit during a student's period of study. Specifically:

- a student who successfully completes a module is awarded a mark of at least 40% and the associated volume and level of credit;
- failure in a module can be retrieved by re-assessment or the retaking or replacement of modules within prescribed limits, as defined in the Academic Regulations and the appropriate CSF (see Section 6 of these Academic Regulations);
- in certain circumstances and within prescribed limits (see Section 6 of these Academic Regulations) compensation is permitted for a failed module within an undergraduate course. Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student's period of study;

- credit volume for a module is based on the notional learning hours required for successful completion of the module, using the ratio 15 credits for 150 notional learning hours;
- the accreditation of prior certificated learning (APCL) and the accreditation of prior experiential learning (APEL) are recognised within prescribed limits, as defined in the Academic Regulations (see Section 4 of these Academic Regulations).

#### Transparency and Flexibility

2.39 ARU's curriculum structure is transparent and flexible. It provides opportunities for students to select optional modules from a designated range available within their course, as defined in the Academic Regulations. Specifically:

- ARU's Academic Regulations are widely available to all students;
- ARU and course-specific Student Handbooks provide guidance and advice to students, enabling them to make full use of the positive features of ARU's curriculum structure;
- students are permitted to vary their rate of learning within prescribed limits, as defined in the Academic Regulations;
- students are permitted to change courses and/or modules within prescribed limits, as defined in the Academic Regulations.

#### **(D) Curriculum Structure**

2.40 A course must contain a prescribed set of modules to fulfil the credit requirements for an ARU award as detailed in Regulation 2.41. The exceptions detailed in the footnotes to the table in Regulation 2.41 are for consideration and use during the design and developmental stages of a course only. Once a course has been approved, the credit requirements prescribed in the CSF apply in all cases and cannot be altered without further approval.

2.41 Credit Requirements for ARU awards:

Award	Total Credit for Award <sup>11</sup>	Level 3	Level 4	Level 5	Level 6	Level 7	Level P
Honours Degree <sup>12</sup>	360		120	120	120		
Honours Degree (with placement) <sup>12</sup>	480 <sup>13</sup>		120	120	120		120
Extended Honours Degree <sup>12</sup>	480	120	120	120	120		
Ordinary Degree <sup>12</sup>	300		120	120	60		
Ordinary Degree: Bachelor of Medicine Bachelor of Surgery	600		120	120	240		120
Foundation Degree <sup>12</sup>	240		120	120			
Diploma of Higher Education <sup>12</sup>	240		120	120			
Higher National Diploma <sup>12</sup>	240		120	120			
Higher National Certificate <sup>12</sup>	120		90	30			
Certificate of Education <sup>12</sup>	120		60	60			
Certificate of Higher Education	120		120				
Professional Graduate Certificate in Education (PGCE: Level 6)	120				120 <sup>14</sup>		
Graduate Diploma	90-120				90-120		
Graduate Certificate	60-75				60-75		
University Diploma	60-120			60-120			
University Certificate	60-105		60-105				
Access Certificate	60-120	60-120					

<sup>11</sup> Exceptions that exceed the total credit limit of all ARU's awards may be granted at the course (re)approval process, providing the minimum requirements detailed above are still satisfied. Such exceptions are initially highlighted to the relevant Faculty Management Team and the University Executive Team's Curriculum Planning Group at the planning approval stage and are subject to final Senate approval on an individual basis

<sup>12</sup> The normal structure of these awards comprises credits from more than one level. Exceptionally and subject to Senate approval on an individual basis at the course (re)approval process, the sub-totals of credit for each level indicated in the above table may be less than stated, with the reduced amount replaced by the same volume of credit from a **higher** level(s) (notwithstanding the other permitted variations detailed below)

<sup>13</sup> Usually reserved for (i) language courses containing a one year period of study abroad and (ii) courses containing a work placement sandwich year (see Regulation 2.6)

<sup>14</sup> May include up to 45 credits at level 7

Master's Degree (self-standing 2 <sup>nd</sup> cycle award under Bologna Process)	180					180 <sup>15</sup>	
Master's Degree (integrated 1 <sup>st</sup> and 2 <sup>nd</sup> cycle award under Bologna Process) <sup>12</sup>	480		120	120	120	120	
Postgraduate Diploma	120					120 <sup>15</sup>	
Postgraduate Certificate	60					60 <sup>15</sup>	
Postgraduate Certificate in Education (PGCE: Level 7)	60					60	

- 2.42 With certain exceptions, the postgraduate curriculum is structured into Stages corresponding to the following awards:

Stage One	Postgraduate Certificate (incorporating the Certificate in Management Studies - CiM)
Stage Two	Postgraduate Diploma (incorporating the Diploma in Management Studies - DMS)
Stage Three	Master's Degree

- 2.43 The Postgraduate Certificate in Education (Level 7) is a single stage award.

- 2.44 Some courses leading to an undergraduate award are approved as **Extended** courses. The CSF for an extended course includes additional modules of up to a maximum of 120 level 3 credits which is studied by students registered for the course in an additional academic year at the beginning of the course prior to the study of level 4 modules.

<sup>10</sup> The normal structure of these awards comprises credits from more than one level. Exceptionally and subject to Senate approval on an individual basis at the course (re)approval process, the sub-totals of credit for each level indicated in the above table may be less than stated, with the reduced amount replaced by the same volume of credit from a **higher** level(s) (notwithstanding the other permitted variations detailed below)

<sup>15</sup> May include no more than 30 credits at level 6 within this total

## (E) Academic Standard of ARU Awards<sup>16</sup>

- 2.45 The academic standard of an ARU award is defined in terms of the knowledge, understanding and skills that an award holder is expected to be able to demonstrate on successful completion of the associated course. Learning outcomes are used to describe appropriate levels of knowledge, understanding and skills for each award.
- 2.46 The academic standard of an ARU award is also defined through the credit requirements set out in Regulation 2.41. These requirements are expressed in terms of the volume and level of credit which a student must accumulate during their period of study for a particular award.
- 2.47 ARU's awards framework has been developed to reflect the expectations of the QAA's *Higher Education Credit Framework for England* (May 2021) and is reviewed periodically by the Senate to ensure currency with that framework, thereby ensuring that the standards of ARU's awards are comparable to those conferred by other UK higher education institutions.

### Awards at Level 3 (access)

- 2.48 The following generic learning outcomes apply to all awards at level 3:

#### 2.48.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has a given factual and theoretical knowledge base regarding the area being studied
  - Ethical issues: the learner is able to relate knowledge to personal beliefs and values

#### 2.48.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

- (a) Intellectual skills (generic)
- Analysis: the learner can analyse straightforward data with guidance using given classifications/principles

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<sup>16</sup> These Academic Regulations apply only to taught courses leading to an ARU award at levels 3-7. Separate Regulations apply to ARU's research degrees, including the definition of academic standards for those awards, available in the [Research Degrees Regulations](#)

- Synthesis: the learner can collect and sort ideas and information in a predictable and standard format
- Evaluation: the learner can evaluate data using defined techniques and tutor guidance
- Application: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in predictable, defined contexts requiring use of a limited range of standard techniques
- Autonomy in skill use: the learner is able to act effectively under guidance or supervision within defined guidelines

(c) Affective and transferable skills (generic)

- Group working: the learner can work effectively as a member of a team and recognise obligations to others for example, tutors, peers, and colleagues
- Learning resources: the learner can work within a defined context and can use and access a range of learning resources
- Self-evaluation: the learner can identify own strengths and weakness within given criteria
- Management of information: the learner can manage information and collect appropriate data from given sources and undertake simple supervised research tasks
- Autonomy: the learner can engage in self-directed activity with appropriate support
- Communications: the learner can communicate in a format appropriate to the task and report in a clear and concise manner
- Problem solving: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues
- Adaptation to context: the learner undertakes a given and clearly defined role
- Performance: the learner undertakes given performance tasks that may be complex
- Team and organisational working: the learner adapts own behaviour to meet obligations to others

- Ethical awareness and application: the learner has an awareness of the ethical issues in the main areas of study

#### 2.49 *Access Certificate (Access Cert)*

2.49.1 A student on whom an Access Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.48.

2.49.2 The credit requirements for an Access Certificate are defined in Regulation 2.41.

2.49.3 An Access Certificate is not classified.

2.49.4 An Access Certificate has no intermediate awards.

2.49.5 An Access Certificate cannot be conferred as an intermediate award within any other award.

#### Awards at Level 4 (undergraduate)

#### 2.50 The following generic learning outcomes apply to all awards at level 4:

##### 2.50.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology
  - Ethical issues: the learner can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values

##### 2.50.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

- (a) Intellectual skills (generic)
- Analysis: the learner can analyse with guidance using given classifications/principles

- Synthesis: the learner can collect and categorise ideas and information in a predictable and standard format
- Evaluation: the learner can evaluate the reliability of data using defined techniques and/or tutor guidance
- Application: the learner can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in predictable, defined contexts that require use of a specified range of standard techniques
- Autonomy in skill use: the learner is able to act with limited autonomy, under direction or supervision, within defined guidelines

(c) Affective and transferable skills (generic)

- Group working: the learner can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)
- Learning resources: the learner can work within an appropriate ethos and can use and access a range of learning resources
- Self-evaluation: the learner can evaluate own strengths and weakness within criteria largely set by others
- Management of information: the learner can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- Autonomy: the learner can take responsibility for own learning with appropriate support
- Communications: the learner can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- Problem solving: the learner can apply given tools/methods accurately and carefully to a well-defined problem and begins to appreciate the complexity of the issues in the discipline
- Adaptation to context: the learner relates own role to specified and externally defined parameters
- Performance: the learner undertakes performance tasks that may be complex and non-routine engaging in self-reflection

- Team and organisational working: the learner works effectively with others and recognises the factors that affect team performance
- Ethical awareness and application: the learner demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values

2.51 *University Certificate (Univ Cert)*

2.51.1 A student on whom a University Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.50.

2.51.2 The credit requirements for a University Certificate are defined in Regulation 2.41.

2.51.3 A University Certificate is not classified.

2.51.4 A University Certificate has no intermediate awards.

2.51.5 A University Certificate cannot be conferred as an intermediate award within any other award.

2.52 *Certificate of Higher Education (Cert HE)*

2.52.1 A student on whom a Certificate of Higher Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.50.

2.52.2 The credit requirements for a Certificate of Higher Education are defined in Regulation 2.41.

2.52.3 A Certificate of Higher Education is classified as pass, merit or distinction.

2.52.4 A Certificate of Higher Education has no intermediate awards.

2.52.5 A Certificate of Higher Education can be conferred as an intermediate award for successful completion of a designated stage within a Diploma of Higher Education, Foundation Degree, Ordinary Degree, Ordinary Degree: Bachelor of Medicine Bachelor of Surgery, Honours Degree or an Integrated Taught Master's Degree.

2.53 *Higher National Certificate (HNC)*

- 2.53.1 A student on whom a Higher National Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.50.
- 2.53.2 The credit requirements for a Higher National Certificate are defined in Regulation 2.41.
- 2.53.3 The particular focus of a Higher National Certificate is the development of knowledge and skills which are work related and vocationally relevant and which include appropriate employer links.
- 2.53.4 A Higher National Certificate is classified as pass, merit or distinction.
- 2.53.5 A Higher National Certificate has no intermediate awards.
- 2.53.6 A Higher National Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Higher National Diploma.

Awards at Level 5 (undergraduate)

2.54 The following generic learning outcomes apply to all awards at level 5:

2.54.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
  - Ethical issues: the learner is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

## 2.54.2 Intellectual (thinking), Practical, Affective and Transferable Skills

### (a) Intellectual skills (generic)

- Analysis: the learner can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
- Synthesis: the learner can reformat a range of ideas and information towards a given purpose
- Evaluation: the learner can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- Application: the learner can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

### (b) Practical skills (subject specific)

- Application of skills: the learner can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
- Autonomy in skill use: the learner is able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

### (c) Affective and transferable skills (generic)

- Group working: the learner can interact effectively within a team/ learning group, giving and receiving information and ideas and modifying responses where appropriate
- Learning resources: the learner can manage learning resources for the discipline and can develop working relationships of a professional nature within the discipline(s)
- Self-evaluation: the learner can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement
- Management of information: the learner can manage information and can select appropriate data from a range of sources and develop appropriate research strategies
- Autonomy: the learner can take responsibility for own learning with minimum direction

- Communications: the learner can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- Problem-solving: the learner can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner
- Adaptation to context: the learner identifies external expectations and adapts own performance accordingly
- Performance: the learner undertakes complex and non-routine performance tasks and analyses performance of self and others and suggests improvements
- Team and organisational working: the learner interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. The learner recognises and ameliorates situations likely to lead to conflict
- Ethical awareness and application: the learner is aware of personal responsibility and professional codes of conduct

## 2.55 *Higher National Diploma (HND)*

- 2.55.1 A student on whom a Higher National Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.54.
- 2.55.2 The credit requirements for a Higher National Diploma are defined in Regulation 2.41.
- 2.55.3 The particular focus of a Higher National Diploma is the development of knowledge and skills which are work related and vocationally relevant and which include appropriate employer links.
- 2.55.4 A Higher National Diploma is classified as pass, merit or distinction.
- 2.55.5 The Higher National Certificate is an intermediate award for successful completion of a designated stage within the Higher National Diploma.
- 2.55.6 A Higher National Diploma cannot be conferred as an intermediate award within any other award.

2.56 *University Diploma (Univ Dip)*

- 2.56.1 A student on whom a University Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.54.
- 2.56.2 The credit requirements for a University Diploma are defined in Regulation 2.41.
- 2.56.3 A University Diploma is not classified.
- 2.56.4 A University Diploma has no intermediate awards.
- 2.56.5 A University Diploma cannot be conferred as an intermediate award within any other award.

2.57 *Certificate of Education (Cert Ed)*

- 2.57.1 A student on whom a Certificate of Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.54.
- 2.57.2 The credit requirements for a Certificate of Education are defined in Regulation 2.41.
- 2.57.3 The award of a Certificate of Education is reserved for courses whose curriculum is substantially based on the study of education.
- 2.57.4 A Certificate of Education is classified as pass, merit or distinction.
- 2.57.5 A Certificate of Education has no intermediate awards.
- 2.57.6 A Certificate of Education cannot be conferred as an intermediate award within any other award.

2.58 *Diploma of Higher Education (Dip HE)*

- 2.58.1 A student on whom a Diploma of Higher Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.54.

2.58.2 The credit requirements for a Diploma of Higher Education are defined in Regulation 2.41.

2.58.3 A Diploma of Higher Education is classified as pass, merit or distinction.

2.58.4 The Certificate of Higher Education is an intermediate award for successful completion of a designated stage within the Diploma of Higher Education.

2.58.5 A Diploma of Higher Education can be conferred as an intermediate award for successful completion of a designated stage within an Ordinary Degree, Ordinary Degree: Bachelor of Medicine Bachelor of Surgery, Honours degree or an Integrated Taught Master's Degree.

2.59 *Foundation Degree (FdA, FdSc, FdEng)*

2.59.1 A student on whom a Foundation Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.54.

2.59.2 The credit requirements for a Foundation Degree are defined in Regulation 2.41.

2.59.3 The particular focus of a Foundation Degree is the development of skills and knowledge relevant to the workplace. Its design must be consistent with the core structure and content developed by ARU for all ARU Foundation Degrees.

2.59.4 The award of a Foundation in the Arts (FdA) is reserved for courses whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.

2.59.5 The award of a Foundation in the Sciences (FdSc) is reserved for courses whose curriculum is substantially based on science, mathematics, technology and their applications.

2.59.6 The award of a Foundation in Engineering (FdEng) is reserved for courses whose curriculum is substantially based on engineering and its applications.

2.59.7 A Foundation Degree is classified as pass, merit or distinction.

2.59.8 The Certificate of Higher Education is an intermediate award for successful completion of a designated stage within a Foundation Degree.

2.59.9 A Foundation Degree cannot be conferred as an intermediate award within any other award.

#### Awards at Level 6 (undergraduate)

2.60 The following generic learning outcomes apply to all awards at level 6:

##### *2.60.1 Knowledge and Understanding*

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge
- Ethical issues: the learner is aware of personal responsibility and professional codes of conduct, where applicable, and can incorporate a critical ethical dimension into the learner's work
- Sustainability: the learner has the awareness and ability to apply their knowledge and understanding and work with others to take action which promotes the principles of sustainability

##### *2.60.2 Intellectual (thinking), Practical, Affective and Transferable Skills*

(a) Intellectual skills (generic)

- Analysis: the learner can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- Synthesis: with minimum guidance the learner can transform abstract data and concepts towards a given purpose and can design novel solutions
- Evaluation: the learner can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance and can investigate contradictory information/ identify reasons for contradictions

- Application: the learner is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- Autonomy in skill use: the learner is able to act autonomously, with minimal supervision or direction, within agreed guidelines

(c) Affective and transferable skills (generic)

- Group working: the learner can interact effectively within a team/learning/professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- Learning resources: with minimum guidance the learner can manage own learning using full range of resources for the discipline(s) and can work professionally within the discipline
- Self-evaluation: the learner is confident in application of own criteria of judgement and can challenge received opinion and reflect on action and can seek and make use of feedback
- Information management: the learner can select and manage information, competently undertake reasonably straightforward research tasks with minimum guidance
- Autonomy: the learner can take responsibility for own work and can criticise it
- Communications: the learner can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- Problem solving: the learner is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution
- Adaptation to context: the learner locates his/her own role within poorly defined and/or flexible contexts requiring a level of autonomy
- Performance: the learner seeks and applies new techniques and processes to his/her own performance and identifies how these might be evaluated

- Team and organisational working: the learner works effectively within a team, supports or is proactive in leadership, negotiates in a professional context and manages conflict. The learner proactively seeks to resolve conflict
- Ethical awareness and application: the learner is aware of personal responsibility and professional codes of conduct and incorporates this into their practice
- Sustainability: the learner has developed the attitudes and skills to make informed decisions that reflect care, concern and responsibility for themselves, for others and the environment, now and in the future

**2.61 *Graduate Certificate (Grad Cert)***

- 2.61.1 A student on whom a Graduate Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.60.
- 2.61.2 The credit requirements for a Graduate Certificate are defined in Regulation 2.41.
- 2.61.3 A Graduate Certificate is not classified.
- 2.61.4 A Graduate Certificate has no intermediate awards.
- 2.61.5 A Graduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Graduate Diploma.

**2.62 *Graduate Diploma (Grad Dip)***

- 2.62.1 A student on whom a Graduate Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.60.
- 2.62.2 The credit requirements for a Graduate Diploma are defined in Regulation 2.41.
- 2.62.3 A Graduate Diploma is not classified.
- 2.62.4 The Graduate Certificate is an intermediate award for successful completion of a designated stage within a Graduate Diploma.

2.62.5 A Graduate Diploma cannot be conferred as an intermediate award within any other award.

2.63 *Professional Graduate Certificate in Education (PGCE: Level 6)*

2.63.1 A student on whom a Professional Graduate Certificate in Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.60.

2.63.2 The credit requirements for a Professional Graduate Certificate in Education are defined in Regulation 2.41.

2.63.3 The award of a Professional Graduate Certificate in Education is reserved for courses whose curriculum is substantially based on education studies and leads to recognition by the relevant professional, statutory and regulatory body.

2.63.4 A Professional Graduate Certificate in Education is classified as pass, merit or distinction.

2.63.5 A Professional Graduate Certificate in Education has no intermediate awards.

2.63.6 A Professional Graduate Certificate in Education cannot be conferred as an intermediate award within any other award.

2.64 *Ordinary Degree (BA, BSc, LLB, BOptom, BEng)*

2.64.1 A student on whom an Ordinary Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.60.

2.64.2 The credit requirements for an Ordinary Degree are defined in Regulation 2.41.

2.64.3 The award of a Bachelor of Arts (BA) is reserved for courses whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.

2.64.4 The award of a Bachelor of Science (BSc) is reserved for courses whose curriculum is substantially based on science, mathematics, technology, certain areas of business and management and their applications.

- 2.64.5 The award of a Bachelor of Laws (LLB) is reserved for courses whose curriculum is the specialised study of law.
- 2.64.6 The award of a Bachelor of Optometry (BOptom) is reserved for courses whose curriculum is the specialised study of optometry and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.64.7 The award of a Bachelor of Engineering (BEng) is reserved for courses whose curriculum is substantially based on engineering and its application.
- 2.64.8 An Ordinary Degree is classified as pass, merit or distinction.
- 2.64.9 The Certificate of Higher Education and Diploma of Higher Education are intermediate awards for successful completion of designated stages within an Ordinary Degree.
- 2.64.10 An Ordinary Degree can be conferred as an intermediate award for successful completion of a designated stage within an Ordinary Degree: Bachelor of Medicine Bachelor of Surgery, an Honours Degree and an Integrated Taught Master's Degree.
- 2.65 *Ordinary Degree: Bachelor of Medicine Bachelor of Surgery (MBChB)*
- 2.65.1 A student on whom an Ordinary Degree: Bachelor of Medicine Bachelor of Surgery is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.60.
- 2.65.2 The credit requirements for an Ordinary Degree: Bachelor of Medicine Bachelor of Surgery are defined in Regulation 2.41.
- 2.65.3 The award of a Bachelor of Medicine Bachelor of Surgery (MBChB) is reserved for courses whose curriculum is the specialised study of medicine and surgery, and their applications, and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.65.4 An Ordinary Degree: Bachelor of Medicine Bachelor of Surgery is not classified.

- 2.65.5 The Certificate of Higher Education, Diploma of Higher Education and Ordinary Degree are intermediate awards for successful completion of designated stages within an Ordinary Degree: Bachelor of Medicine Bachelor of Surgery.
- 2.65.6 An Ordinary Degree: Bachelor of Medicine Bachelor of Surgery cannot be conferred as an intermediate award within any other award.
- 2.66 *Honours Degree, Honours Degree (with placement) and Extended Honours Degree (BA (Hons), BSc (Hons), LLB (Hons), BOptom (Hons), BOst (Hons), BEng (Hons))*
- 2.66.1 A student on whom an Honours Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.60.
- 2.66.2 The credit requirements for an Honours Degree are defined in Regulation 2.41.
- 2.66.3 The award of a Bachelor of Arts with Honours (BA (Hons)) is reserved for courses whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.
- 2.66.4 The award of a Bachelor of Science with Honours (BSc (Hons)) is reserved for courses whose curriculum is substantially based on science, mathematics, technology, certain areas of business and management and their applications.
- 2.66.5 The award of a Bachelor of Laws with Honours (LLB (Hons)) is reserved for courses whose curriculum is the specialised study of law.
- 2.66.6 The award of a Bachelor of Optometry with Honours (BOptom (Hons)) is reserved for courses whose curriculum is the specialised study of optometry and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.66.7 The award of a Bachelor of Osteopathy with Honours (BOst (Hons)) is reserved for courses whose curriculum is the specialised study of osteopathy and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.66.8 The award of a Bachelor of Engineering with Honours (BEng (Hons)) is reserved for courses whose curriculum is substantially based on engineering and its application.

- 2.66.9 An Honours Degree is classified as first, upper second, lower second or third class honours.
- 2.66.10 The Certificate of Higher Education, Diploma of Higher Education and an Ordinary Degree are intermediate awards for successful completion of designated stages within an Honours Degree.
- 2.66.11 An Honours Degree can be conferred as an intermediate award for successful completion of a designated stage within an Integrated Taught Master's Degree.

#### Awards at Level 7 (postgraduate)

2.67 The following generic learning outcomes apply to all awards at level 7:

##### *2.67.1 Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has depth and systematic understanding of knowledge in specialised/applied areas and across areas and can work with theoretical/research-based knowledge at the forefront of their academic discipline
  - Ethical issues: the learner has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions
  - Sustainability: the learner has the awareness and ability to apply critically their knowledge and understanding and work with others to take proactive action which promotes the principles of sustainability
  - Disciplinary methodologies: the learner has a comprehensive understanding of techniques/methodologies applicable to their own work (theory or research-based)

##### *2.67.2 Intellectual (thinking), Practical, Affective and Transferable Skills*

- (a) Intellectual skills (generic)
- Analysis: the learner with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively

- Synthesis: the learner with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline/practice
- Evaluation: the learner has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- Application: the learner can demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice
- Autonomy in skill use: the learner is able to exercise initiative and personal responsibility in professional practice
- Technical expertise: the learner has technical expertise, performs smoothly with precision and effectiveness and can adapt skills and design or develop new skills or procedures for new situations

(c) Affective and transferable skills (generic)

- Group working: the learner can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members and is able to negotiate and handle conflict with confidence
- Learning resources: the learner is able to use full range of learning resources
- Self-evaluation: the learner is reflective on own and others' functioning in order to improve practice
- Management of information: the learner can competently undertake research tasks with minimum guidance
- Autonomy: the learner is independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development

- Communications: the learner can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- Problem solving: the learner has independent learning ability required for continuing professional study, making professional use of others where appropriate
- Adaptation to context: the learner autonomously adapts performance to multiple contexts
- Performance: the learner autonomously implements and evaluates improvements to performance drawing on innovative or sectorial best practice
- Team and organisational working: the learner works effectively with multiple teams as leader or member, clarifies and makes appropriate use of the capacities of team members resolving likely conflict situations before they arise
- Ethical awareness and application: the learner incorporates a critical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions
- Sustainability: the learner has developed the attitudes and skills and is able to apply their knowledge to make informed decisions and take actions that reflect care, concern and responsibility for themselves, for others and the environment, now and in the future

2.68 *Postgraduate Certificate in Education (PGCE: Level 7)*

- 2.68.1 A student on whom a Postgraduate Certificate in Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67.
- 2.68.2 The credit requirements for a Postgraduate Certificate in Education are defined in Regulation 2.41.
- 2.68.3 The award of Postgraduate Certificate in Education is reserved for courses whose curriculum is substantially based on education studies and includes the confirmation of Qualified Teacher Status (QTS) by the relevant PSRB.
- 2.68.4 A Postgraduate Certificate in Education is not classified.
- 2.68.5 A Postgraduate Certificate in Education has no intermediate awards.

2.68.6 A Postgraduate Certificate in Education cannot be conferred as an intermediate award within any other award.

2.69 *Postgraduate Certificate (PG Cert)*

2.69.1 A student on whom a Postgraduate Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67.

2.69.2 The credit requirements for a Postgraduate Certificate are defined in Regulation 2.41.

2.69.3 A Postgraduate Certificate is not classified.

2.69.4 A Postgraduate Certificate has no intermediate awards.

2.69.5 A Postgraduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Postgraduate Certificate in Education, Postgraduate Diploma or Master's Degree.

2.70 *Postgraduate Diploma (PG Dip)*

2.70.1 A student on whom a Postgraduate Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67.

2.70.2 The credit requirements for a Postgraduate Diploma are defined in Regulation 2.41.

2.70.3 A Postgraduate Diploma is classified as pass, merit or distinction.

2.70.4 The Postgraduate Certificate is an intermediate award for successful completion of a designated stage within a Postgraduate Diploma.

2.70.5 A Postgraduate Diploma can be conferred as an intermediate award for successful completion of a designated stage within a Master's Degree.

2.71 *Taught Master's Degree (MA, MSc, MBA, LLM, MOptom, MRes, MFA, MCh, MTL, MArch, MPH)*

- 2.71.1 A student on whom a taught Master's Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67. Although such students are expected to demonstrate each of the generic learning outcomes, certain Masters degrees may focus on particular aspects and may require students to demonstrate specific levels of knowledge, understanding and/or skills within the generic learning outcomes.
- 2.71.2 The credit requirements for a taught Master's Degree are defined in Regulation 2.41.
- 2.71.3 The award of a Master of Arts (MA) is reserved for courses whose curriculum is substantially based in art and design, the arts and humanities and areas of social sciences.
- 2.71.4 The award of a Master of Science (MSc) is reserved for courses whose curriculum is substantially based on science, mathematics, technology, certain areas of business and management and their applications.
- 2.71.5 The award of a Master of Business Administration (MBA) is reserved for courses whose curriculum is substantially based on business and/or management studies. The award is professional and practice related in character and, therefore, students are normally expected to have appropriate work experience prior to commencing their studies.
- 2.71.6 The award of a Master of Laws (LLM) is reserved for courses whose curriculum is the specialised study of law.
- 2.71.7 The award of a Master of Optometry (MOptom) is reserved for courses whose curriculum is the specialised study of optometry.
- 2.71.8 The award of a Master of Research (MRes) is reserved for courses whose curriculum is the specialised study of research methodology.
- 2.71.9 The award of a Master of Fine Art (MFA) is reserved for courses whose curriculum is the specialised study of fine art.

- 2.71.10 The award of a Master of Surgery (MCh) is reserved for courses whose curriculum is the specialised study of surgery.
- 2.71.11 The award of Master of Teaching and Learning (MTL) is reserved for courses in the Faculty of Health, Education, Medicine & Social Care whose curriculum follows the syllabus prescribed by the relevant PSRB.
- 2.71.12 The award of Master of Architecture (MArch) is reserved for courses whose curriculum is the specialised study of architecture.
- 2.71.13 The award of Master of Public Health (MPH) is reserved for courses whose curriculum is the specialised study of public health.
- 2.71.14 A taught Master's Degree is classified as pass, merit or distinction.
- 2.71.15 The Postgraduate Certificate and Postgraduate Diploma are intermediate awards for successful completion of a designated stage within a taught Master's Degree.
- 2.71.16 A taught Master's Degree cannot be conferred as an intermediate award within any other award.

2.72 *Integrated Taught Master's Degree (MDes, MEng, MLaw, MOst)*

- 2.72.1 A student on whom an integrated taught Master's Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67. Although such students are expected to demonstrate each of the generic learning outcomes, certain Masters degrees may focus on particular aspects and may require students to demonstrate specific levels of knowledge, understanding and/or skills within the generic learning outcomes.
- 2.72.2 The credit requirements for an Integrated Taught Master's Degree are defined in Regulation 2.41.
- 2.72.3 The award of a Master of Design (MDes) is reserved for courses whose curriculum is the specialised study of design.
- 2.72.4 The award of a Master of Engineering (MEng) is reserved for courses whose curriculum is the specialised study of engineering and its applications and leads to recognition by the relevant professional, statutory and regulatory body.

- 2.72.5 The award of a Master of Law (MLaw) is reserved for courses whose curriculum is the specialised study of law and legal practice and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.72.6 The award of a Master of Osteopathy (MOst) is reserved for courses whose curriculum is the specialised study of osteopathy and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.72.7 The Certificate of Higher Education, Diploma of Higher Education, an Ordinary Degree and an Honours Degree are intermediate awards for successful completion of designated stages within an Integrated Taught Master's Degree.
- 2.72.8 An Integrated Taught Master's Degree cannot be conferred as an intermediate award within any other award.



## **SECTION 3**

### **CURRICULUM STRUCTURES AND DURATION OF STUDY**

#### **(A) Design Principles for the Undergraduate and Postgraduate Taught Curriculum**

- 3.1 These design principles are the primary reference points for the development of the curriculum at all levels.
- 3.2 All taught courses are delivered and assessed in English except those involving the study of a modern foreign language and others specifically approved by the Senate on an exceptional basis (see Regulation 6.19 below).

#### Curriculum Structure

- 3.3 Faculties are responsible for prescribing the modular content for all courses. Compulsory and optional modules are identified for the total credit value of each award to which courses lead (as detailed in Regulation 2.41, column 2).
- 3.4 The structure of a course ensures an equal balance in volume of credit to be studied in each teaching period in an academic year, for example:

<b>Credits Per Year</b>	<b>Mode of Attendance</b>	<b>Delivered over...</b>	<b>Credit Balance</b>
120	Full-Time	Two Trimesters <sup>17</sup>	60 credits per Trimester
120	Full-Time	Three Trimesters <sup>18</sup>	45 credits in two Trimesters and 30 credits in a third Trimester
180	Full-Time	Three Trimesters <sup>19</sup>	60 credits per Trimester
90	Part-Time	Two Trimesters <sup>17</sup>	45 credits per Trimester
75	Part-Time	Two Trimesters <sup>17</sup>	45 credits in Trimester 1 and 30 credits in Trimester 2 or vice-versa
60	Part-Time	Two Trimesters <sup>17</sup>	30 credits per Trimester

<sup>17</sup> Most commonly Trimesters 1 and 2 or Trimesters 2 and 1 typically used for undergraduate courses

<sup>18</sup> Typically used for undergraduate accelerated courses

<sup>19</sup> Typically used for courses leading to the award of a Master's degree to be completed in a single year

- 3.5 The curriculum in level 4 (all teaching periods) for all undergraduate courses comprises a prescribed set of modules, **with no choice** except where:
- (a) provision is made in the approved CSF for students to take an English Language module or a module from the Anglia Language Programme (see Regulations 3.20 – 3.21 below). Such provision may be made EITHER in the first teaching period OR in the first **and** second teaching period;
  - (b) choice is restricted to modules delivered by a single School (normally the School responsible for delivery of the course) and does not occur in the first teaching period of level 4 (except with the prior approval of the Senate at the academic approval stage [*NB Such cases are considered as highly exceptional*]).
- 3.6 Thereafter the principle of module choice is maintained through the availability of optional modules within a course from which students make a selection based on their academic and professional interests and learning needs. The principle of module choice is subject to the following constraints for undergraduate courses leading to the awards of Cert HE, HNC, HND, Dip HE, Foundation Degree, Ordinary Degree and Honours Degree:

<b>Level</b>	<b>Compulsory modules (minimum)</b>	<b>Optional modules (maximum)</b>
4	90 credits	30 credits <sup>20</sup>
5	75 credits	45 credits
6	60 credits	60 credits

- 3.7 Teaching teams within Faculties are responsible for identifying pre/co-requisite modules and these are listed on the MDF.
- 3.8 Where module choice exists students are required to make their selection, in accordance with the course structure as articulated in the CSF, by no later than the Friday of teaching week 8 of the preceding teaching period in accordance with module enrolment procedures published by the Academic Registry. Different arrangements apply in cases where module choice is exceptionally available in the first teaching period of level 4, under Regulation 3.5(b) above.

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<sup>20</sup> These 30 credits of optional modules in level 4 must satisfy the exceptional circumstances set out under Regulation 3.5 above

- 3.9 A student who exceptionally wishes to choose optional modules listed in the CSF that lead to a module selection that does not accord with the modular delivery pattern as articulated in the CSF<sup>21</sup> is required to secure the explicit approval of the relevant Director of Studies. He/she makes a judgement, based on the student's academic record, about the student's likelihood to succeed, particularly in relation to the teaching period in which a higher volume of credit of study than the course structure specifies is being proposed.
- 3.10 ARU reserves the right to enrol students for an appropriate module(s) if they do not complete their module selection by the published deadline.
- 3.11 Once module delivery has commenced students are **not** permitted to change their module selection after the Friday of teaching week 1 of the teaching period, except in circumstances deemed by the Director of Studies to be exceptional. ARU makes no commitment to revise the teaching timetable to accommodate such changes in module selection, whatever the circumstances for those changes may be. *[NB: If a module is first delivered on the Friday of teaching week 1, students enrolled for that module are permitted to withdraw from that module and to enrol for an alternative module on the Monday of teaching week 2, if they so wish]*
- 3.12 Module delivery is governed by the following principles:
- the credit volume of all modules is a multiple of the 15 credit module and the minimum credit volume for a module is 15 credits (zero credit rated modules, usually used to assess competencies skills are also available);
  - the maximum credit volume for a module at levels 4, 5, 6 and 7 is 60 credits. The Senate has approved the use of modules at level 6 with credit volumes of 90 and 120 credits, specifically for use by the Faculty of Arts, Humanities & Social Sciences in art, media and design practice-based (full-time only) courses;
  - courses approved as an extended course with entry at level 3 may comprise a single level 3 module with a credit rating that accords with the maximum volume of level 3 credit available on the course (e.g. normally 120 credits for an extended course leading to the award of an honours degree which comprises 480 credits in total);

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<sup>21</sup> For example, a selection that proposes to study an uneven split of credit across two periods such as 45 credits in one period and 75 credits in another period instead of 60 credits in each period

- the 120 credits that constitute the level 4 curriculum comprise a maximum of five individual modules (discrete bodies of learning). A maximum of three of these five modules can attract a rating of 15 credits. This structure facilitates the following models of modules and credit at level 4:

A:	15   15   30   30   30	F:	15   15   30   60
B:	15   45   15   15   30	G:	15   45   60
C:	30   30   30   30	H:	30   30   60
D:	15   45   30   30	J:	30   45   45
E:	15   15   45   45	K:	60   60

- a 15 credit module may not be delivered across more than one trimester;
- modules of 30 or more credits may run across one or two trimesters but not across levels;
- 45, 60, 90 and 120 credit modules may be delivered across more than one trimester but not across levels;
- 90 and 120 credit (levels 3 and 6) modules cannot be delivered in a single trimester but are delivered over a minimum of two and a maximum of three trimesters (the latter within the same registration period/year of a course (see Regulation 3.43 below)).

3.13 On occasion, either in order to accommodate the requirements of a PSRB, or to accommodate the requirements of international Academic Partners operating in an alternative legal constitutional jurisdiction, variations to the standard credit volume for a module are permitted (and multiples thereof). These exceptions are approved at the academic approval stage by the Senate<sup>22</sup>. Such exceptions are initially highlighted to the relevant Faculty Management Team and the Corporate Management Team's Curriculum Planning Group at the Planning Approval stage, highlighting the resource implications to the relevant Faculty and associated Professional Services, and are subject to final Senate approval on an individual basis. Any Major Project modules incorporated into the structure of courses delivered in an alternative credit structure must be equal to, or greater than, a credit volume of 30.

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<sup>22</sup> The Senate has approved an exceptional course structure for courses leading to the award of Bachelor of Medicine Bachelor of Surgery. Each academic year comprises a single 120 credit module

3.14 Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning (APEL) may be used both for student admission with prior learning to a course and for subsequent exemption from a particular module(s) within the course for which a student is registered. However, prior learning/experiential learning may **not** be double counted. A particular APCL/APEL claim, if approved for admission with prior learning, may not subsequently be used for a different credit-related purpose.

### Part-time Course Delivery Models

3.15 Part-time courses are structured so that their delivery accords to one of three models:

- 60 credits per academic year (leading to a typical honours degree duration of 6 years)
- 75 credits per academic year (leading to a typical honours degree duration of 5 years)
- 90 credits per academic year (leading to a typical honours degree duration of 4 years)

**Appendix 3** provides further detail on these structures. On occasion, a course may be formally approved with a course delivery structure which is a hybrid of the above three models (e.g. 75 credits in years 1 and 2, 90 credits in year 3 and 60 credits in years 4 and 5). Part-time course structures do not allow students to choose varying volumes of credit from one academic year to the next.

### Curriculum Content

3.16 All courses leading to an undergraduate award at level 5 or above (including an Integrated Taught Master's Degree) reserve 15 credits at level 5<sup>23</sup>, for delivery in Trimester 1 (September – December) of the academic year, for students to engage in the Ruskin Module Scheme<sup>24</sup>. Ruskin Modules are 'breadth' modules which are interdisciplinary or transdisciplinary in nature. The inclusion of Ruskin Modules in the undergraduate curriculum allows students to:

- work collaboratively, respecting diversity, and being culturally sensitive;
- critically reflect on the limitations of a single discipline to solve wider societal concerns;

<sup>23</sup> In order to accommodate a single 15 credit Ruskin Module at level 5, the design of the level 5 curriculum includes either a minimum of two 15 credit modules or a 15 and a 45 credit module

<sup>24</sup> For entrants from September 2020 onwards at ARU and ARU London only. The introduction of the Scheme is deferred to a future point for distance learning and degree apprenticeship courses and for ARU provision delivered at Academic Partners

- create meaningful connections across disciplines, and apply new knowledge to key challenges;
  - participate as a responsible citizen in the life of local, national and global communities;
  - recognise, and critically reflect on issues of social responsibility, ethical conduct and sustainability;
  - encourage an appreciation of ambiguity.
- 3.17 Ruskin Modules, by their very nature, transcend disciplinary, and therefore ARU Faculty, boundaries. Consequently, Ruskin Modules are developed for all students and are not designed with specific courses in mind. Likewise, Schools cannot restrict the portfolio or range of Ruskin Modules to which students on any particular course have access.
- 3.18 All courses leading to the awards of an Honours Degree<sup>25</sup>, a Taught Master's Degree or Integrated Taught Master's Degree contain a Major Project module.
- 3.19 The learning for a Major Project module is mainly student managed rather than tutor led (see Regulation 6.20 below). The minimum and maximum credit volumes for a Major Project module are 30 and 60 credits respectively<sup>26</sup>. The structure of each course ensures that the Major Project module is delivered:
- in the final teaching period (Trimester) of any course leading to the award of a Taught Master's Degree or, if taught over a double period, completed in the final teaching period of the course (in accordance with Regulation 3.4 above);
  - in the final year of any course leading to the award of an Honours Degree.
- 3.20 English language modules are available as optional modules within relevant courses, as identified by Faculties, where the need arises from the recruitment and admissions policy (see Regulation 3.5 (a) above).
- 3.21 Modern foreign language modules are available as optional modules within relevant courses, as identified by Faculties, for students who wish to study a modern foreign language (see Regulation 3.5 (a) above).

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<sup>25</sup> For entrants from September 2020 onwards

<sup>26</sup> Except for those courses where modules at level 6 with a credit volume of 90 or 120 credits are permitted (see Regulation 3.12, bullet 2)

3.22 Students have the opportunity to study abroad either:

- for one teaching period at an approved Academic Partner or;
- for up to two teaching periods at an approved Academic Partner offering franchised delivery of the course for which they are registered.

Such students transfer back marks and associated credit in accordance with Grade Transfer Schemes for student exchange programmes (agreed at the relevant approval event) and, where appropriate, the European Credit Transfer System (ECTS).

- 3.23 Students registered on certain courses (including courses involving significant study of modern languages and courses leading to a dual award) are required to study abroad for a prescribed period as an integral part of their studies. The arrangements for the transfer of marks and associated credit for such students are set out in the relevant CSF. The transfer of any marks is subject to ARU's Credit and Grade Transfer Scheme for student exchange programmes.
- 3.24 Faculty-based, generic Independent Learning Modules (ILMs) are offered by Faculties, as appropriate, with Faculties taking responsibility for all aspects of the delivery of such provision. ILMs are available at levels 4, 5, 6 and 7.
- 3.25 ILMs are not listed on individual CSFs but can be taken by any student on any course at the discretion of the Director of Studies or Deputy Head of School where it is deemed to be in the best academic interests of the student. ILMs are not offered to students as a generic option as part of the module planning exercise.
- 3.26 A student may be enrolled to take up to a maximum credit volume of 30 credits of ILMs – either 30 credits at one level of study or two 15 credit ILMs from two different levels of study.

### Assessment of Students

- 3.27 Assessment policies and procedures are set out in Section 6 of these Academic Regulations and comply with the [Senate Code of Practice on the Assessment of Students](#).

## (B) Academic Calendar

3.28 ARU follows a standard academic calendar for all courses which:

- lead to an ARU award **and**;
- are delivered at ARU's main campuses: Cambridge, Chelmsford, Peterborough and London **and**;
- are attendance-based.

3.29 The academic calendar comprises:

- an induction period (known as Welcome Week) before teaching begins;
- periods of learning and teaching weeks;
- assessment periods, including examination periods and designated weeks for marking and moderation, Modular Assessment Panel (MAP) meetings, Exceptional Circumstances Panel meetings, ARU Awards Board meetings and Post Awards Board Panel meetings;
- appropriate breaks for Christmas and Easter.

3.30 Every course, and its constituent modules, is delivered in a standard pattern of teaching periods based on either:

- two periods in the academic year (September-December and January-April) known as Trimesters 1 and 2 OR;
- three periods in a complete 12 month period (September-December, January-April and May-August) known as Trimesters 1, 2 and 3.

Any exceptions to these delivery patterns require approval by the Senate.

3.31 Trimester 1 comprises 11 weeks of learning and teaching followed by a revision week and an examination, marking and moderation period.

- 3.32 Trimester 2 comprises 11 weeks of learning and teaching followed by a revision week and an examination, marking and moderation period.
- 3.33 Trimester 3 runs during the Summer Vacation period and comprises 11 weeks of learning and teaching followed by a revision week and an examination, marking and moderation period.
- 3.34 Full-time and part-time students normally commence their period of study in September or January (or occasionally May for course with a Trimester 3 entry point) and course structures and content reflect these common starting points. After initial registration the pattern of student learning varies, depending on their registration status and pace of learning.
- 3.35 Academic Partners, whether in the UK or overseas, delivering a curriculum leading to an ARU award are required to adopt an academic calendar which ensures that assessment outcomes are submitted at the appropriate time for consideration by the relevant Modular Assessment Panel and the ARU Awards Board within ARU.
- 3.36 The Senate is responsible for approving the academic calendar which is published at [www.aru.ac.uk/calendar](http://www.aru.ac.uk/calendar).

### (C) Period of Registration<sup>27</sup>

- 3.37 The minimum and maximum periods of registration for a course leading to an ARU award are detailed in the table in Regulation 3.38. These exclude any period(s) of intermission and/or resubmission of assessed work.

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<sup>27</sup> The maximum periods of registration were amended by the Senate in June 2021 and are only applicable to new entrants from September 2021. The maximum periods of registration details in the 13<sup>th</sup> Edition of the Academic Regulations (August 2020) apply to students admitted prior to September 2021

3.38 Minimum and Maximum Periods of Registration:

Awards	Total credit for award <sup>28</sup>	Minimum period of registration <sup>29, 30</sup>	Maximum period of registration <sup>29, 30, 31</sup>	
			Full-time	Part-time
<b>Undergraduate</b>		<b>(years unless stated otherwise)</b>		
Honours Degree <sup>32</sup>	360	3	5	9
Accelerated Honours Degree	360	2	4	n/a
Extended Honours Degree	480	4	6	10
Honours Degree (with placement)	480	4	6	10
Ordinary Degree	300	2½	5	9
Ordinary Degree: Bachelor of Medicine Bachelor of Surgery	600	5	7	n/a
Foundation Degree, Diploma of Higher Education, Higher National Diploma	240	2	4	7
Certificate of Higher Education, Higher National Certificate, Certificate of Education, Professional Graduate Certificate in Education (PGCE: Level 6)	120	1	3	5
Graduate Diploma	90 - 120	1	3	5
Graduate Certificate	60 - 75	1 trimester	2	4
University Diploma	60 - 120	1 trimester	3	5
University Certificate	60 - 105	1 trimester	3	5
Access Certificate	60 - 120	1 trimester	3	5
<b>Postgraduate</b>				
Master's Degree (integrated 1 <sup>st</sup> and 2 <sup>nd</sup> cycle award under the Bologna Process)	480	4	6	10
Master's Degree (self-standing 2 <sup>nd</sup> cycle award under the Bologna Process)	180	1	5	9
Postgraduate Diploma	120	1	3	5
Postgraduate Certificate, Postgraduate Certificate in Education (PGCE: Level 7)	60	1 trimester	2	4

<sup>28</sup> Regulation 2.41 provides for exceptions to these credit volumes in certain circumstances

<sup>29</sup> References to "years" are to an "academic year" commencing in September (or the equivalent period for courses with a start date other than September) and exclude any period of accredited prior certificated learning (APCL) or accredited prior experiential learning (APEL) on which **initial** registration may be based

<sup>30</sup> Details of the minimum and maximum periods of registration for students admitted with APCL and/or APEL are contained in **Appendix 3**

<sup>31</sup> The maximum period of registration can be exceptionally extended by up to one year by the Director of Studies

<sup>32</sup> The minimum and maximum periods of registration for a 480 credit extended honours degree are 4 and 12 years respectively. Admission with credit to these awards is not available

- 3.39 The ARU Awards Board confers the highest award for which a student is eligible. In certain circumstances the award may be an intermediate award rather than the award for which a student was originally registered (see Regulation 2.18). Students who fail to complete the award for which they are registered within the maximum period of registration may formally apply for re-admission and re-registration (for which an appropriate registration and tuition fee is charged). The credits previously awarded are considered for the accreditation of prior learning but are not automatically approved for specific credit.
- 3.40 The maximum period of registration for an associate student is three years. The minimum period of registration is a single trimester. These limits apply irrespective of the volume of credit an associate student is studying (15-90 credits).

#### **(D) General Requirements for Students**

3.41 To qualify for the conferment of an ARU award students must:

- satisfy, and provide evidence that they have fulfilled, ARU's entry requirements in accordance with Section 4 of these Academic Regulations;
- be registered for a course leading to an approved ARU award. A student is not permitted to register concurrently for more than one taught course leading to an ARU award;

**either**

- regularly attend those taught elements as may be prescribed (for modules delivered by standard face-to-face delivery methods);

**or**

- fulfil the learning requirements prescribed in Student Handbooks and/or the Module Information (for modules delivered by blended, work-based or distance);
- undertake and successfully complete in accordance with Section 6 of these Academic Regulations the assessment and, where applicable, re-assessment processes for the course for which they are registered and its associated modules;

- satisfy the credit requirements of the course for which they are registered in terms of the volume and level of credit, as prescribed in the Academic Regulations;
- have paid the appropriate tuition fees for their studies and met all their financial obligations to ARU.

#### **(E) Student Registration**

- 3.42 Students must complete ARU's registration process at the commencement of their period of study and annually thereafter until they are considered by the ARU Awards Board for the highest award for which they are eligible.
- 3.43 At initial registration, and at each subsequent registration process, students commence a "registration period" which extends for no more than 12 months.

#### **(F) Intermission**

- 3.44 Registered students may apply for a period of intermission of up to 12 calendar months during which they may suspend their studies for personal reasons (e.g. health, financial). This period may be extended in exceptional cases (e.g. to cover maternity leave) but only with the prior approval of the appropriate Director of Studies. Students must seek advice and support from their Student Adviser or Deputy Head of School (or the equivalent postholder in an Academic Partner) before any prolonged absence from their studies.
- 3.45 Any period of intermission must have an approved start and an approved return date which, in the latter case, must take full account of the academic coherence and requirements of the course for which the student is registered. The approved start and return dates may not necessarily coincide with the published start date and end date of a trimester.
- 3.46 The intermission of a student which commences in the first teaching period of the first year of study may, in actual fact, constitute the deferral of the start of the course to a future period, rather than intermission. Such cases are determined by a variety of detailed considerations, and on an individual basis. Therefore, advice is sought from the Academic Registry to determine the correct process for recording a student's absence in these circumstances.

- 3.47 Any period of intermission must be authorised in writing and in advance by the appropriate Student Adviser or Deputy Head of School (or the equivalent postholder in an Academic Partner). ARU is unable to guarantee to students that the course for which they originally registered will still be available when they resume their studies.
- 3.48 During an approved period of intermission students remain registered students for their course at ARU and are entitled to have access to certain ARU facilities and systems.
- 3.49 Intermittent students who do **not** return to re-register for their course within 20 working days after the approved date of return from their period of intermission are assumed to have withdrawn from their course. Withdrawal under these circumstances does not prevent a student from subsequently seeking re-admission to the course at ARU from which they have been withdrawn (see Regulation 4.13).
- 3.50 Students who experience difficulties with their studies due to personal reasons and/or who are considering withdrawing from ARU should seek the advice of a Student Adviser or Deputy Head of School (or the equivalent postholder in an Academic Partner) about the most appropriate course of action before formally completing ARU's withdrawal form.



## **SECTION 4**

### **ADMISSIONS**

#### **(A) Principles**

4.1 ARU has sole discretion to determine:

- the entry criteria for each course which may include criteria defined by a PSRB;
- the admission of an individual applicant to a particular undergraduate or postgraduate course against the entry criteria for that course.

#### **(B) Age of Entrants**

4.2 There is no lower age limit for admission to ARU. However, the admission of a student who is under 18 years of age when registering for a course is only permitted when the required procedures have been implemented. These include completion of consent forms by the parent/guardian of the student and the appointment of a designated person (usually the personal tutor) to undertake an advisory role for the student; this person will have been vetted by obtaining a satisfactory enhanced level Disclosure and Barring certificate via ARU.

4.3 ARU may set a higher minimum age limit for certain courses if required to do so by a PSRB.

4.4 There is no upper age limit for admission to ARU's undergraduate or postgraduate courses.

#### **(C) General Entry Requirements**

4.5 ARU sets, makes explicit and publishes the entry requirements for each undergraduate and postgraduate course and the means by which the eligibility of each applicant is assessed.

4.6 These entry requirements include the educational qualifications (including minimum grades to be achieved) and the knowledge and skills required for admission.

4.7 Applicants are admitted to ARU based on an assessment that:

- they are able to benefit from the study involved;

- they have the capacity to complete the course on which they are registered and to achieve the prescribed standard for the award;
  - they satisfy the specific entry requirements for the course.
- 4.8 This assessment is based on a range of factors including applicants' educational, professional and personal experiences and competencies and their potential contribution to the course. Applicants will also be considered on their ability to be self-organised and to work well independently and with others, their motivation to learn and their demonstration of interest in the subject area.
- 4.9 The decision to admit an applicant is based solely on an assessment of the merit of each individual case.
- 4.10 ARU seeks to ensure that all applicants are considered on an equitable basis and that no applicants are considered less favourably due to their nationality, race or ethnicity, gender, marital status, disability, sexuality, political or religious beliefs, criminal record<sup>33</sup> or other unjustifiable grounds.
- 4.11 Applicants admitted to ARU must provide evidence that they have satisfied the entry requirements and documentary evidence that they have obtained the prescribed educational qualifications, including ARU's English language requirements if a student's first language is not English (see Regulation 4.23 below), before registering at ARU.
- 4.12 Applicants for admission to ARU must have completed the application process in the period up to and including the Friday of the second teaching/learning week of the first trimester, as appropriate, to the course on which they wish to register. Such applicants must satisfy Regulation 4.11.
- 4.13 A student who has been discontinued from a course by the ARU Awards Board because of academic failure is not permitted to apply for re-admission to the same course<sup>34</sup> unless **all** the following criteria have been met:
- at least 6 months has lapsed between the date of discontinuation and the date of the application for re-admission;

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<sup>33</sup> See Regulations 4.49-4.60 for details of the process

<sup>34</sup> Accordingly, a student who is admitted to a different course after an Awards Boards decision of 'discontinued' may not be transferred back to the original course from which they were discontinued once registration has been completed until a minimum of six months has elapsed since the discontinuation decision was made

- the student is able:
  - to provide clear evidence of a change in personal circumstances since the date of discontinuation;
  - to demonstrate a positive commitment to resume study at higher education level;
  - to demonstrate an enhanced knowledge-base and/or relevant experience e.g. based on employment in the period since the date of discontinuation;
- the student has been formally interviewed by at least two members of academic staff whose decision to re-admit the student is unanimous.

#### **(D) Specific Entry Requirements**

Integrated Taught Master's Degree, Honours Degree, Ordinary Degree, Ordinary Degree: Bachelor of Medicine Bachelor of Surgery, Diploma in Higher Education, Certificate in Higher Education, Graduate Diploma and Graduate Certificate

4.14 The minimum academic qualifications required for admission to level 4 of ARU's awards are one of the following:

- (a) passes in two subjects at GCE or VCE Advanced level and passes at grade C or above in three other subjects at GCSE level;
- (b) a pass in a VCE Vocational Double Award and passes at grade C or above in three other subjects at GCSE level;
- (c) the following pass grades in a BTEC National qualification:
  - Award (6 units): P or above in two awards;
  - Certificate (12 units): PP or above;
  - Diploma (18 units): PPP or above;
 and in all cases passes at grade C or above in three other subjects at GCSE level;
- (d) passes at grade C or above in four subjects at Scottish Highers;
- (e) passes at grade C or above in two subjects at Scottish Advanced Highers;
- (f) passes at grade C3 or above in four subjects at Higher Level in the Irish Leaving Certificate;
- (g) at least 80 UCAS tariff points in the CACHE level 3 Diploma in Child Care and Education;
- (h) pass in an Access Course approved by an Authorised Validating Agency or evidence of an equivalent learning achievement approved by the Senate (or a committee of the Senate acting on its behalf);
- (i) successful completion of the European or International Baccalaureate;

- (j) any other academic qualification or combination of qualifications (including combinations involving GCE or VCE Advanced Subsidiary level and/or Key Skills qualifications) deemed by the Senate (or a committee of the Senate acting on its behalf) to be equivalent in breadth and depth to one of the above. In considering other qualifications the Senate takes account of the UCAS Tariff.
- 4.15 All UK applicants normally hold one of the above qualifications to qualify for admission. Exceptionally, evidence of an equivalent learning achievement may be considered to qualify for admission, provided the applicant demonstrates achievement of the required level of knowledge and skills e.g. through documentary evidence, personal interview, written work, relevant work experience, or a combination of these factors **and/or** the applicant meets the entry requirements of a course accredited by a PSRB. These exceptional cases are formally considered by a committee of the Senate acting on its behalf and require approval before the student registers for a course leading to an ARU award. Appropriate processes have been established by the committee to ensure that such decisions are timely. An analysis of admissions decisions made under this delegated responsibility is considered annually by the committee on behalf of the Senate.

#### Higher National Certificate and Higher National Diploma

- 4.16 The minimum academic qualifications required for admission to level 4 of ARU's awards are one of the following:
- (i) pass in one subject at GCE or VCE Advanced Level and passes at grade C or above in three other subjects at GCSE level;
  - (ii) a P grade or above in a BTEC National Award (6 units) and passes at grade C or above in three other subjects at GCSE level;
  - (iii) passes at grade C or above in two subjects at Scottish Highers;
  - (iv) passes at grade C or above in one subject at Scottish Advanced Highers;
  - (v) passes at grade C3 or above in two subjects at Higher Level in the Irish Leaving Certificate;
  - (vi) successful completion of the European or International Baccalaureate;
  - (vii) pass in an Access Course approved by an Authorised Validating Agency or evidence of an equivalent learning achievement approved by the Senate (or a committee of Senate acting on its behalf);
  - (viii) any other academic qualification or combination of qualifications (including combinations involving GCE or VCE Advanced Subsidiary level and/or Key Skills qualifications) deemed by the Senate (or a committee of the Senate acting on its behalf) to be equivalent in breadth and depth to one of the above. In considering other qualifications the Senate takes account of the UCAS Tariff.

behalf) to be equivalent in breadth and depth to one of the above. In considering other qualifications the Senate takes account of the UCAS Tariff.

- 4.17 All UK applicants normally hold one of the above qualifications to qualify for admission. Exceptionally, evidence of an equivalent learning achievement may be considered to qualify for admission, provided the applicant demonstrates achievement of the required level of knowledge and skills e.g. through documentary evidence, personal interview, written work, relevant work experience, or a combination of these factors **and/or** the applicant meets the entry requirements of a course accredited by a PSRB. These exceptional cases are formally considered by a committee of the Senate acting on its behalf and require approval before the student registers for a course leading to an ARU award. Appropriate processes have been established by the committee to ensure that such decisions are made in a timely fashion. An analysis of admissions decisions made under this delegated responsibility is considered annually by the committee on behalf of the Senate.

#### Foundation Degree

- 4.18 In accordance with the QAA's Framework for Higher Education Qualifications for UK Degree-Awarding Bodies, the educational requirements for admission to a Foundation Degree are not expressed in terms of standard educational qualifications but are benchmarked against recognised national awards.
- 4.19 The minimum benchmark level of attainment required for admission to level 4 of a Foundation Degree is equivalent to FE level 3 achievement, comprising two years of full-time education post 16 years of age.
- 4.20 Applicants who do not satisfy Regulation 4.19 may be admitted, provided they demonstrate, through documentary evidence, personal interview, written work, relevant work experience or a combination of these factors that they have achieved the required level of knowledge and skills in other ways e.g. experiential learning.

#### Postgraduate Courses

- 4.21 The minimum qualification required for admission to a postgraduate course is one of the following:
- a UK Honours Degree;

- an academic or professional qualification approved by the Senate (or a committee acting on its behalf) as equivalent in breadth and depth to a UK Honours Degree;
- extensive relevant practical experience, either on its own or taken in combination with other qualifications, deemed by the Senate (or a committee acting on its behalf) as evidence that an applicant possesses the appropriate knowledge and skills equivalent to an Honours Degree.

*[NB Course proposal teams are required at the academic approval stage to indicate if they wish to admit applicants under bullet 3 so that an appropriate reference can be made in the outcome report considered by the Senate (or a committee acting on its behalf)]*

### International Applicants

- 4.22 International applicants must possess educational qualifications which are deemed by ARU to be equivalent to those specified in Regulations 4.14 - 4.21 for admission to the appropriate course and level of study.

### **(E) Applicants for Whom English is not the First Language**

- 4.23 Applicants whose first language is not English are required to demonstrate proficiency in the English language before they are admitted to ARU through possession of one of the English language qualifications listed below (unless they can provide satisfactory evidence that they have been taught and examined through the medium of English):

<b>Entry to Levels 3, 4 and 5</b>	<b>Entry to Levels 6 and 7</b>
GCSE English language C	GCSE English language C
IELTS 6 (overall band score) or 5.5 (where an English Language module is specified on the CSF which students are required to pass and for which compensation is not permitted under Regulations 6.104 - 6.111 in the event of failure)	IELTS 6.5 (overall band score)
Any other equivalent qualifications approved by the Senate's Admissions Policy Subcommittee	

- 4.24 For the purpose of these Academic Regulations the above qualifications represent benchmark standards of English language proficiency for admission to ARU. Applicants may satisfy ARU's English language requirements through possession of a qualification deemed by the Senate (or a committee of the Senate acting on its behalf) to be equivalent to one of the above.
- 4.25 The specific English language entry requirements for certain courses may require a higher level of achievement than that stated in Regulation 4.23 above.
- 4.26 Applicants admitted with credit under a formal agreement between ARU and an international Academic Partner are not required to satisfy the English language requirements set out in Regulation 4.23 above. Their admission is based on a recommendation from the Academic Partner which includes an assessment of their English language proficiency.
- 4.27 International applicants who satisfy ARU's English language entry requirements may be required, when they first register at ARU, to take a diagnostic English language test set by ARU. The test is designed to assist ARU in its provision of on-going learning support to such students, including provision of an English language module during the first trimester of their period of study.

## (F) Accreditation of Prior Learning

*[NB: The following Regulations relate solely to admission with prior learning and do **not** apply to cases where a student subsequently wishes to submit an additional claim for accredited prior certificated learning (APCL) or accredited prior experiential learning (APEL) for exemption from a particular module(s) within the course for which the student is registered. Prior learning/experiential learning may **not** be double counted.]*

### General

- 4.28 Students may be admitted with credit to a particular undergraduate or postgraduate course through the accreditation by ARU of prior certificated learning (APCL) or prior experiential learning (APEL). Students seeking admission with prior learning based on APCL or APEL are **not** permitted to register for a course leading to an ARU award until such admission has been approved in writing.

- 4.29 Students seeking admission with prior learning may combine APCL and APEL up to a total of two thirds of the total credit requirement for the course on which they wish to register, of which no more than half of the total credit requirement may be based on APEL.
- 4.30 ARU award certification indicates if an award which has been conferred includes APCL or APEL credit.
- 4.31 The award certificate refers to the existence of the associated academic transcript.

#### Accredited Prior Certificated Learning (APCL)

- 4.32 Students seeking admission with prior learning based on APCL may be granted no more than two thirds of the total credit requirement for the course to which the application has been made.
- 4.33 Learning for which APCL is sought must have been completed within five years (60 months) of submission of an admission with prior learning application. For certain courses the five-year period of currency may be reduced in view of advancements in the subject area. If the learning is beyond the five-year currency limit, applicants are required to provide evidence of updating of their professional knowledge and practice. This evidence comprises **all** the following:
- CV: to cover employment history, focussing on how the applicant has maintained their knowledge and practice since qualifying with the award(s) for which they are seeking credit;
  - *Evidence of successful completion of relevant CPD training*, if applicable;
  - *Reflective statement*: detailing how knowledge and practice has remained up to date;
  - *An employer reference*: on institutionally headed paper or, exceptionally, an email directly from the employer's institution, confirming that the applicant's job and CPD has enabled them to keep up to date with information and current practices in the subject area in which the applicant is intending to study.
- 4.34 Students admitted with APCL credit who subsequently transfer for whatever reason to a course leading to an award comprising a lower volume of credit are required to complete at least one third of the total credit requirement for the new award by taking ARU modules contained within the CSF for that award.

4.35 A qualified health or social care professional may seek admission, based on APCL, to a level 6 award at ARU but to defer his/her registration until additional ARU credit has been awarded for successful completion of a free-standing module(s) or short course(s), taken as part of the applicant's continued professional development (CPD). Such admission is considered only:

- if the APCL comprises a relevant level 5 award, totalling no more than 240 credits, which is accredited for professional registration;

**and**

- if the student is a registered professional within the Nursing & Midwifery Council, Health & Care Professions Council or other PSRB deemed to be appropriate by the Dean of Faculty (or nominee);

**and**

- if the additional CPD learning prior to the deferred registration is no more than 60 credits at level 6.

In such cases the free standing module(s) or short course(s) which comprises the additional credit undertaken prior to the deferred registration must be identical to the level 6 credits (as defined in the CSF) of the course for which registration is being deferred. The maximum period of registration in which a student must complete the free standing module(s) or short course(s) of CPD learning prior to the deferred registration **AND** the necessary level 6 modules to achieve a level 6 award (following the deferred registration) is three years (in accordance with Regulation 3.37, footnote 30).

4.36 Admission with prior learning based on APCL is formally considered by Faculty Admissions Tutors under the responsibility delegated by the Senate. Faculty Admissions Tutors are supported in this work by the relevant Faculty AP(E)L Adviser. Any decision to admit a student with credit based on APCL must be made before the student formally commences the course. Complex applications are considered by the Faculty AP(E)L Adviser. An audit of a sample of admissions decisions made by Faculty Admissions Tutors under this delegated responsibility is considered annually by the Senate (or a committee of the Senate acting on its behalf).

4.37 Faculty Admissions Tutors consider individual applications for admission with APCL credit with reference to course tariffs approved by the Senate (or a committee of the Senate acting on its behalf).

- 4.38 The marks or grades obtained for accredited prior learning, including such learning which has resulted in the conferment of an award, do **not** contribute to the algorithm used to determine the classification of an ARU award.

#### Accredited Prior Experiential Learning (APEL)

- 4.39 Students seeking admission with prior learning based on APEL may be granted no more than half of the total credit requirement for the course on which they wish to register.
- 4.40 Currency is assessed through the portfolio or agreed alternative evidence submitted for assessment.
- 4.41 Students admitted with APEL credit who subsequently transfer for whatever reason to a course leading to an award comprising a lower volume of credit are required to complete at least one half of the total credit requirement for the new award by taking ARU modules contained within the CSF for that award.
- 4.42 Admission with prior learning based on APEL is formally considered by the Senate (or a committee of the Senate acting on its behalf). The same arrangements apply to encapsulation<sup>35</sup> and to the credential evaluation of international programmes of study or programmes which are not delivered by a higher education institution.

#### Credit Not Awarded by ARU

*[NB The following Regulations are subject to ARU's progressive implementation of the Bologna Process]*

- 4.43 The Senate has approved a range of recognised awards and qualifications conferred by higher education institutions and other educational bodies, both within the UK and overseas, as the basis for admission with prior learning to specific courses at ARU. Full details of this course tariff database are held by the Admissions Office.
- 4.44 Marks or grades from accredited prior learning, including such learning which has resulted in the conferment of an award, are not transferable to an ARU award and are therefore not used to classify the award.

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<sup>35</sup> Encapsulation is the process used by applicants/students who have competence-based or professional awards which they wish to be considered towards APCL. If there is a deficit in their previous learning (ie: it is at a lower level than that required for higher education) applicants/students are able to use an encapsulation to demonstrate that the work they have previously completed can be developed further to make it equivalent to higher education level

- 4.45 Students admitted with credit may not be awarded an Honours Degree unless they have been awarded a minimum of 120 credits of new learning at level 6.
- 4.46 Students seeking admission with prior learning based on APEL are required to prepare and submit a portfolio (or equivalent) of evidence for consideration by the Senate (or a committee of the Senate, acting on its behalf).

Credit Awarded by ARU (including learning undertaken at Academic Partners)

- 4.47 Students who have successfully completed modules when registered for an ARU course leading to a named award which has **not** been conferred and who then apply for admission with prior learning to a course leading to a subsequent ARU award, may transfer to the second course such ARU credits and their associated marks or grades as are permitted by the CSF, subject to the provisions of Regulation 4.33. If the first named award **has** been conferred, the credits, but not the associated marks or grades, may be transferred to the second award. The relevant Deputy Head of School is responsible for ensuring that the appropriate Student Handbook sets out the implications for credit and grade transfer in such cases, particularly the implications for students if the first award has been conferred.
- 4.48 Students who have successfully completed an ARU Ordinary degree which has been conferred and who subsequently apply for admission with prior learning to a course leading to an ARU Honours Degree are required to complete as new learning a minimum of 120 credits at level 6.

**(G) Applicants with a Criminal Conviction**

- 4.49 A criminal conviction does not normally preclude an applicant from admission to a course offered by ARU unless:
- the course leads to employment in an occupation covered by the Rehabilitation of Offenders (Exceptions) Order 1975;
  - the applicant may in the view of ARU pose a threat to staff, students or clients of ARU.

- 4.50 All applicants must declare any “relevant”<sup>36</sup> criminal conviction in their application.
- 4.51 Applicants for courses in the areas of teaching, medicine, law, accountancy, actuarial, insolvency, healthcare, social work, veterinary science, pharmacy, osteopathy, optometry and professions or others involving work with children or vulnerable adults, including the elderly or sick people, are required to declare any criminal conviction, including spent sentences and cautions (including verbal cautions) and bind over orders. The professions to which the courses listed above are associated are exempt from the Rehabilitation of Offenders Act (1974) (ie: convictions are not spent). ARU is a registered user of the Disclosure and Barring Service and uses it as an additional admissions process when considering such applicants<sup>37</sup>.
- 4.52 In dealing with all disclosures of a criminal conviction, ARU observes the principles of the Rehabilitation of Offenders Act and all data protection legislation.
- 4.53 The appropriate Admissions Officer writes to an applicant on declaration of an offence, requesting that the applicant writes to the Director of Corporate Marketing (or nominee) with details of the date of the conviction, nature of the offence and the sentence received. The Admissions Officer also invites the applicant to provide any comments and/or other background information e.g. reports from probation officers or social workers to support their application.
- 4.54 The Admissions Officer forwards the applicant’s file, including a copy of the letter requesting further information, to the Director of Corporate Marketing (or nominee). On receipt of the file and any further information provided by the applicant, the Director of Marketing (or nominee) determines whether:
- it is safe to proceed with the application, namely to an offer of an interview or an offer of a place in accordance with the admissions procedures used for all applicants;

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<sup>36</sup> “Relevant” is defined as criminal offences involving any kind of violence, offences concerning the intention to harm or resulting in actual bodily harm, the unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking, offences involving firearms, arson or those listed in the Sex Offences Act 2003 or the Terrorism Act 2006. Convictions that are spent (as defined by the Rehabilitation of Offenders Act 1974) are not considered to be relevant. If you have spent or unspent convictions from a court outside Great Britain, additional checks may be carried out depending on the records available in respect of the applicable country. A criminal records check may show all spent and unspent convictions including (but not limited to) cautions, reprimands, final warnings, bind over orders or similar, and to the extent relevant the course, may also show details of minor offences fixed penalty notices, penalty notices for disorder, ASBOs or VOOS” (*UCAS Admissions Guide and Decision Processing Manual, 2015*).

<sup>37</sup> Guidance for Managers on use of the Disclosure Service is published by the Office of the Secretary and Clerk. Detailed procedures for considering and deciding on such cases are published by the relevant Faculty.

- it is unsafe to proceed any further with the application in view of the additional information received.
- 4.55 The Director of Corporate Marketing (or nominee) may on occasion request an interview with the applicant in person in order to reach a decision on this matter.
- 4.56 In serious cases or where there is significant doubt, the Director of Corporate Marketing (or nominee) refers the case to a Panel comprising the Director of Corporate Marketing (or nominee), a Deputy Vice-Chancellor and the Director of Student & Library Services (or nominee). A member of the Vice-Chancellor's Group may act in the absence of one or more of these Panel members.
- 4.57 The Director of Corporate Marketing (or nominee) or, where appropriate, the Panel uses the following criteria in determining whether the application may proceed:
- a duty of care towards ARU;
  - the nature of the course to which the candidate has applied;
  - the date, nature and seriousness of the offence committed;
  - the circumstances of the offence;
  - any history of repeat offending;
  - whether the applicant has provided evidence of sustained non-offending following the conviction and/or subsequent good behaviour;
  - supporting documentation from probation officers, social workers or any other professional staff.
- 4.58 The Director of Corporate Marketing (or nominee) formally records the final decision and conveys it in writing to the applicant.
- 4.59 The application is formally rejected if the final decision is that it is unsafe to proceed with the application.
- 4.60 An applicant may appeal to the Vice-Chancellor against the decision of the Director of Corporate Marketing (or nominee), if the applicant can provide further evidence which was not, for good reason, provided to the Director of Corporate Marketing (or nominee) at the time of the original request.

## **(H) Disabled Applicants and Applicants with Specific Learning Difficulties**

- 4.61 Applicants with a disability or specific learning difficulties are considered using the same entry requirements as for all other applicants.
- 4.62 Such applicants are strongly encouraged to disclose the nature of their disability or specific learning needs on their application form or to contact ARU's Student Services directly to enable ARU to consider the provision of appropriate support for their studies.
- 4.63 Applicants who disclose a disability or specific learning difficulties on their application form are referred to ARU's Student Support Services for an assessment of their individual needs.
- 4.64 In making such an assessment, ARU abides by all current legislation governing this area and makes any reasonable adjustments to enable the applicant, if successful, to attend ARU.
- 4.65 Any needs identified as a result of the assessment are conveyed, on a confidential basis, to other appropriate Faculties and/or Professional Services within ARU.
- 4.66 An analysis of students admitted under these arrangements is conducted annually by the Admissions Office for consideration by the Senate (or a committee of the Senate acting on its behalf).

## **(J) Fraudulent Applications**

- 4.67 ARU may withdraw an offer made on the basis of an application which is proven, or the University has a reasonable belief, to contain fraudulent information or where key information has been omitted.
- 4.68 Any registered student suspected, following investigations, to have been admitted on the basis of fraudulent information, or omitting key information, may be subject to our student disciplinary procedures as found in the *Rules, Regulations and Procedures for Students*

## **SECTION 5**

### **STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES**

#### **(A) Student Conduct**

- 5.1 ARU's [Rules, Regulations and Procedures for Students \(RRPS\)](#) are approved and published by the Board of Governors. The RRPS detail non-academic related regulations with which students are required to comply during their period of registration as a student at ARU.
- 5.2 Certain regulations contained within the RRPS do not apply to students registered at an Academic Partner as local arrangements are appropriate and therefore apply, as agreed between ARU and the Academic Partner and documented in the relevant written agreement. Academic Partners are responsible for ensuring students are informed of those aspects of the RRPS which do not pertain to them and the local alternative arrangements that apply instead.
- 5.3 Students who are in breach of the RRPS (or any local alternative arrangements) may be liable to disciplinary action under ARU's Student Disciplinary Procedures (full details of which are set out in the RRPS) or an Academic Partner's equivalent procedures.
- 5.4 ARU publishes a [Student Charter](#) which sets out ARU's commitments to, and expectations of, students.

#### **(B) Student Rights**

- 5.5 Students have the right to:
  - be informed about the basis for determining their degree classification and/or their overall level of achievement in the award for which they are registered, as set out in these Academic Regulations (see Section 8);
  - be informed about the assessment methods and assessment criteria for the individual modules they are taking (see Section 6);
  - be provided with teaching and/or tutorial guidance in preparation for the assessment of the award for which they are registered and of the individual modules they are taking;

- be assessed and, where appropriate, be re-assessed in accordance with the Academic Regulations (see Section 6);
- request a review of an examiner's decision if there is evidence of any irregularity in the conduct of the assessment process or if a student's performance has been affected by personal circumstances which, for valid reasons, could not be notified to the examiners before the examiner's decision was taken, and to have that request formally considered by the body authorised to consider such requests (see Section 9);
- to submit any exceptional circumstances claim in accordance with these Academic Regulations (see Sections 6 and 7);
- be consulted (but not necessarily individually) on any proposed changes to the Academic Regulations governing student continuation and assessment which relate to students currently registered on courses to which those changes apply and which may directly affect individual students;
- seek redress through the appropriate channels if ARU, without valid cause, has failed to provide the teaching and/or tutorial guidance specified in these Academic Regulations or has failed to provide reasonable alternative arrangements or has failed to provide information on assessment processes, procedures and methods as required by the [Senate Code of Practice on the Assessment of Students](#).

### **(C) Student Responsibilities**

5.6 Students have the following responsibilities:

- to attend regularly those taught elements as may be prescribed by the Faculty, unless sickness or other valid circumstances pertain;
- to participate in learning activities in those taught elements in an appropriate way;
- to attend the prescribed scheduled assessment activities (e.g. examinations; presentations) and to submit work for assessment in accordance with the Academic Regulations, without committing an assessment offence or otherwise seeking to gain unfair academic advantage;

- to ensure they are aware of the Academic Regulations that pertain to the delivery of their course and modules including any revisions and updates that are made during their period of registration which are notified to students via My.ARU and students' ARU e-mail accounts.



## **SECTION 6**

### **ASSESSMENT**

#### **(A) Introduction**

6.1 These Academic Regulations provide the regulatory framework for ARU's assessment processes. Policies and procedures for the detailed implementation and quality assurance of those processes are set out in the [\*Senate Code of Practice on the Assessment of Students\*](#) which has been designed to complement, and read in conjunction with, the Academic Regulations.

#### **(B) Purpose of Assessment**

6.2 The purpose of assessment is to:

- enable students to demonstrate whether they have achieved the intended learning outcomes of the modules, and therefore the course, for which they are registered;
- measure and grade the outcome of students' learning in terms of knowledge acquired, understanding developed and skills gained;
- provide students with formal and informal feedback on their learning, thereby helping them to improve their performance;
- provide the necessary evidence to determine whether students are eligible to proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practice.

#### **(C) Principles**

6.3 Students are registered for a course leading to an award and are required to present themselves for assessment (including re-assessment) at the appropriate time.

6.4 The assessment of students in terms of their eligibility for an ARU award is based on their achievement in the assessment of prescribed modules within the course for which they are registered.

- 6.5 ARU's standard referencing in written work, as far as possible, is the Harvard Referencing System. Where this system is not appropriate to particular disciplines, Course Leaders produce written outlines of alternative referencing systems for distribution to students.
- 6.6 Level 4 modules delivered in the first teaching period of a course are assessed using methods other than a controlled conditions examination, unless required by a PSRB.
- 6.7 An "examination" is defined as a method of assessment which is administered by the Academic Registry (or by the equivalent unit in an Academic Partner acting on behalf of, and in consultation with, the Academic Registry) under time constrained controlled conditions, is normally timetabled during the published examination weeks at the end of the teaching period and is subject to the Regulations 6.145 - 6.172 below governing the conduct of ARU examinations. An "in-class test" may be used as an alternative to a written examination (including for a level 4 module in the first teaching period) and may be held at the end of the teaching period **provided that** the test is assessing specific learning outcomes for that module which cannot be assessed in other ways (e.g. practical skills) and/or the test is part of a staged, time constrained assessment instrument (e.g. a series of computer based in-class tests).
- 6.8 For any "in-class test", the Module Leader publishes as part of the Module Information, any relevant regulatory requirements. These will be within the spirit of those used for formal examinations and are only required to state what is necessary for the particular in-class test based on the nature of the module and subject matter. As a minimum, they must state: (i) the period of time up to which students arriving late can be admitted; (ii) the period of time towards the end of the examination in which students are no longer permitted to leave; (iii) what supporting materials (if any) are permitted to be taken into the in-class test by students
- 6.9 Students are responsible for ensuring that they submit all items of assessment by the prescribed deadlines and present themselves for examination on the published dates.
- 6.10 On successful completion of a module students are awarded a module result and an approved volume of credit at a defined level. The accumulation of credit at appropriate level(s) is used to determine whether students are eligible to continue/proceed to the next stage of their award, to qualify for an award, and/or have demonstrated competence to practise.

- 6.11 Decisions on the outcome of all assessment processes, whether for an individual or a group of students, are made only by:
- a formally constituted MAP established by the Senate (for the approval of module results), attended by one or more External Examiners and reporting to the ARU Awards Board;
  - the formally constituted ARU Awards Board established by the Senate (for the determination of award outcomes), also attended by External Examiners and reporting to the Education Committee on behalf of the Senate.
- (see Section 7 of these Academic Regulations for the terms of reference and membership of MAPs and the ARU Awards Board).
- 6.12 The determination of award classifications and other levels of overall student achievement is based on a University-wide system of arithmetic calculation (see Section 8 of these Academic Regulations for details). There is no discretion to:
- alter students' marks or results after they have been formally approved by a MAP;
  - adjust the arithmetic calculation used to determine an award classification (see Section 8 for details of the algorithm(s) used for each award).

#### **(D) Equity and Clarity in Assessment**

- 6.13 Equity and clarity are key principles governing ARU's assessment procedures (see [Senate Code of Practice on the Assessment of Students](#)).
- 6.14 Mechanisms to ensure their fulfilment, as well as the accuracy of individual marks, include (for details see Glossary to the [Senate Code of Practice on the Assessment of Students](#)):
- the systematic use of published assessment criteria and marking standards;
  - marking schemes.
- 6.15 Faculties (and Schools within each Faculty) are responsible for ensuring that no individual student or group of students is disadvantaged by the nature of an assessment task or the marking system used.

## **(E) Objectivity and Independence in Assessment**

- 6.16 ARU's assessment procedures are also governed by the principles of objectivity and independence.
- 6.17 Mechanisms to ensure their achievement include (for details see Glossary to the [Senate Code of Practice on the Assessment of Students](#)):
- anonymous marking, wherever practicable;
  - double marking in certain circumstances;
  - a uniform system of internal and external moderation.
- 6.18 Faculties and Schools are responsible for ensuring that ARU policies on objectivity and independence in assessment are effectively implemented and consistently applied.

## **(F) Language of Assessment**

- 6.19 The language of assessment for all courses leading to an ARU award is English unless otherwise approved by the Senate. Examples of such exemptions include (this is not an exhaustive list):
- appropriate assessment methods in modern foreign languages;
  - appropriate stages of dual awards;
  - students transferring certificated prior learning in certain circumstances.

## **(G) Ethical Approval for Research**

- 6.20 Students undertaking a Major Project module (see Regulations 3.18 and 3.19) which includes elements of assessment based on research are required to comply with ARU's ethical approval requirements unless an exemption has been obtained<sup>38</sup>. Where it is available, students use ARU's on-line research ethics system<sup>39</sup>. There are two possible

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<sup>38</sup> Individual Module Leaders can seek approval from the relevant Head of School and Chair of the Faculty Research Ethics Panel to exempt a Major Project module from the ethical approval processes on the basis that the module's intended learning outcomes are such that all research to be undertaken by students enrolled for the module would fall into the green (low risk) category

<sup>39</sup> Available for ARU delivered students (but not students studying at Academic Partners) from 2022/23

routes for approval, as described below (students are advised which is the appropriate route for their particular module).

**EITHER:** (a) Standard ethical approval process

- (i) students complete and submit ethics applications via the online research ethics system. The application is checked by their supervisors within the system, before being directed onto the relevant ethics committee for review. Students cannot start their research until they have received ethical approval from either the School Research Ethics Panel (SREP) or the Faculty Research Ethics Panel (FREP)<sup>40</sup>
- (ii) students using the paper-based process submit their ethics application and accompanying documentation, via their supervisors, to the relevant SREP or FREP as a minimum requirement. If students' research ethics applications fall under the 'green' category, the form needs to be submitted to the SREP for information only<sup>41</sup>. If the research falls under the yellow, red or purple category<sup>42</sup>, students are required to wait for ethical approval from the SREP or FREP before starting their research. In the case of research falling under the purple category, this will require ethical or governance approval from an external body but may also need approval by the FREP.

**OR** (b) Block ethical approval process

the Module Leader will have applied for block ethical approval from the FREP. Students' proposed research is required to fall within the parameters of this approval. Students apply via the online ethics system where available, or, alternatively, complete the Stage 1 Research Ethics Application Form and submit this and accompanying documents to their supervisors. Students wait until their supervisors confirm that their research falls within the defined ethical approval, prior to starting their research.

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<sup>40</sup> The exception to this is research which falls under the 'green' category. If students have applied using the online ethics system, they do not need to obtain ethical approval, but must wait for confirmation from their supervisors that they can start their research

<sup>41</sup> For the paper-based process for 'green' applications, ethical approval is not required but confirmation from the SREP should be received before students start their research

<sup>42</sup> Undergraduate and postgraduate taught students do not generally carry out research falling under the red or purple categories

- 6.21 All students, using both the standard and block ethical approval process, are required to submit evidence of passing the on-line ethics training course with their Stage 1 application<sup>43</sup>.

## (H) Module Assessment

[NB These Regulations apply equally to modules at all levels except where otherwise stated]

- 6.22 A module must be assessed by at least one assessment task<sup>44</sup> unless it is a non-assessed placement module for which “P credit” is awarded (see Regulation 2.6). The number of assessment tasks and the weighting to be assigned to each task is specified on the MDF and is published to students as part of the Module Information.
- 6.23 Exceptionally, the method of assessment for a module may vary depending on its delivery method (e.g. face-to-face, distance learning, blended learning or work-based learning). Such variants are considered at the approval stage. The basis on which the variants are used is set out in the Notes of Guidance for the MDF (available from the Academic Registry's webpages).
- 6.24 Assessment tasks are assigned as either elements of modules – the primary tier of assessment - or components of elements – the secondary tier of assessment (see definitions in Regulations 2.9 and 2.10 above). The operational relationship between elements and components is detailed in **Appendix 4**.

### Elements

- 6.25 Every assessed module has at least one element. Each element is directly linked to one or more of the module’s intended learning outcomes, as stated on the MDF, and allows students to demonstrate the achievement of each of the module’s learning outcomes. The Course Approval process explicitly maps each constituent module to the course intended learning outcomes, as stated on the CSF, and therefore allows students, by passing the course’s constituent modules, to demonstrate the achievement of each of the course’s intended learning outcomes.

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<sup>43</sup> Further details about ethical approval requirements are in the Code of Practice for Applying for Ethical Approval at ARU, which can be found on the [research ethics website](#), along with the link to access the online ethics training course

<sup>44</sup> Except for 120 credit modules at level 3 – see Regulation 6.27

- 6.26 At levels 4, 5, 6 and 7, there is a maximum of two elements for a 15 credit module and a maximum of three elements for modules of a higher credit. The Major Project is normally assessed by a single element.
- 6.27 At level 3, there is a minimum of four and a maximum of eight elements for a 120 credit module.

### Components

- 6.28 On occasion, elements are assessed by multiple individual assessment tasks, known as components. The Senate has approved two operational models for components<sup>45</sup>:
- (a) '**standard**' model: where an element comprises multiple individual tasks which are all expected to be completed with each allocated a percentage weighting (or pass/fail status) to determine the element mark;
  - (b) '**best of**' model: where an element comprises multiple individual tasks of which a student is expected to complete a specified number (e.g. four of six). The element mark for a student who chooses to complete more than the specified number of tasks (by using each individual opportunity offered for the maximum number of tasks) is determined by the best performing specified number of tasks (e.g. the four best marks out of six marks) with each carrying an equal weighting (e.g. 25%).

- 6.29 There is no limit to the number of components permitted in any one element although the volume of assessment for the module in its entirety does not exceed the limits detailed in Regulations 6.30 and 6.31 below.

### Volume of Assessment

- 6.30 A module's volume of assessment directly relates to its credit volume. The assessment workload normally approximates to one third of the notional learning hours for the module as reflected in its approved credit rating<sup>46</sup>.
- 6.31 The following tariffs, defining the minimum and maximum volume of module assessment in relation to credit volume, apply to modules contributing to all taught courses (lower volumes of assessment are permitted where agreed through course/module approval processes)<sup>46</sup>:

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<sup>45</sup> A diagrammatic representation of these two models is provided in **Appendix 4**

<sup>46</sup> Due to the nature of the qualification, the Senate has exempted courses leading to the award of Bachelor of Medicine Bachelor of Surgery from the provisions of this regulation

Credit Volume	Assessment Elements	Non-word-based tasks, eg artefact, composition, performance (minimum time allocation)	Examination equivalence (maximum)	Word-based tasks (maximum)
15 credits	1 (strongly recommended) or 2 maximum	50 hours <sup>47</sup>		Up to 3,000 words <sup>48</sup>
30 credits	3 maximum	100 hours <sup>47</sup>	<u>Up to 1 hour equivalence per 5 credits</u>  (but individual examinations not to exceed 3 hours, irrespective of credit volume)	Up to 6,000 words <sup>48</sup>
45 credits		150 hours <sup>47</sup>		Up to 9,000 words <sup>48</sup>
60 credits		200 hours <sup>47</sup>		Up to 12,000 words <sup>48</sup>
90 credits		300 hours <sup>47</sup>		Up to 18,000 words <sup>48</sup>
120 credits	4 minimum <sup>49</sup> and 8 maximum	400 hours <sup>47</sup>		Up to 24,000 words <sup>48</sup>
Major Project: 30 credits	1 (strongly recommended) or 2 maximum	150 hours	Not applicable	Up to 10,000 words <sup>50</sup>
Major Project: 45 credits		200 hours		Up to 12,000 words <sup>50</sup>
Major Project: 60 credits		250 hours		Up to 15,000 words <sup>50</sup>
Major Project: 90 credits		350 hours		Up to 18,000 words <sup>50</sup>
Major Project: 120 credits		450 hours		Up to 20,000 words <sup>50</sup>

<sup>47</sup> Following a national norm that a third of all study hours allocated to a module are assigned to assessment

<sup>48</sup> Based on a linear approach of 1,000 words per 5 credits

<sup>49</sup> Level 3 only

<sup>50</sup> Based on a higher ratio of words per credits in recognition of the nature of the Intended Learning Outcomes of Major Project modules

- 6.32 The word limits and examination duration equivalence for any module whose credit rating is not 15, 30, 45, 60, 90 or 120 credits (as permitted by Regulation 3.13) is determined in accordance with the following principles and approved at the academic approval stage by the Approval Panel and confirmed in the written report to the Senate (or a committee of the Senate, acting on its behalf)<sup>51</sup>:
- a word limit ratio for written assignments of 200 words per one credit for taught modules;
  - an examination length ratio of up to 1 hour equivalence per 5 credits (but individual examinations not to exceed 3 hours, irrespective of credit volume);
  - Other non-written forms of assessment (e.g. presentations, artefacts etc.) are achieved within the notional hours set aside for assessment as defined in the relevant MDF (normally one third of the total teaching and learning hours).
- 6.33 All assessment tasks are marked on a fine graded or pass/fail basis, as defined on the MDF.
- 6.34 The pass mark for modules which are fine graded is 40% at both undergraduate and postgraduate level.
- 6.35 Bands of marks, based on a percentage scale, are used for all assessment tasks which are fine graded.
- 6.36 A module result is determined by calculating a weighted arithmetic mean of the mark of each element. A module result is rounded to the nearest integer (i.e. less than 0.5 is rounded down and greater than or equal to 0.5 is rounded up).
- 6.37 The mark for an element is determined by one the following methods:
- the mark of the single assessment task assigned to the element;
  - calculating a weighted arithmetic mean of the mark of each component assigned to the element (component operational model (a) - see Regulation 6.28);
  - calculating the mean mark for the best performing minimum number of tasks assigned to the element (component operational model (b) - see Regulation 6.28).

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<sup>51</sup> Due to the nature of the qualification, the Senate has exempted courses leading to the award of Bachelor of Medicine Bachelor of Surgery from the provisions of this regulation

- 6.38 In addition, the results for modules contributing to a Higher National Certificate/ Diploma are classified, as required by the License Agreement with Pearson. The following classifications, consistent with the classifications used for HNC/D awards, are used for these module results:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

- 6.39 Assessment criteria and marking standards (see [Senate Code of Practice on the Assessment of Students](#) for a definition of these terms) are used to define and evaluate student achievement in the completion of assessed work for an individual module.
- 6.40 Generic assessment criteria and marking standards, approved by the Senate, are published to staff and students in ARU publications, including the [Senate Code of Practice on the Assessment of Students](#).
- 6.41 The generic assessment criteria and marking standards may be customised, as appropriate, by Module Leaders and/or Heads of School, for use within the Faculty and are published to staff and students on individual Module Canvas sites.
- 6.42 Students taking a module which is graded on a pass/fail basis must satisfy the criteria for a pass, as defined in the assessment criteria for that module.
- 6.43 Students must achieve a qualifying mark of at least 30% in each item of assessment within a module which is fine graded in order to gain an overall pass for the module and to be awarded the associated volume and level of credit. A higher qualifying mark may be set only in exceptional circumstances e.g. to take account of the requirements of a PSRB or where a particular course learning outcome is assessed by a single item of assessment within an identified module which must be passed for that reason.
- 6.44 Students who have not achieved the qualifying mark in each assessment element are deemed to have failed the module and are referred for re-assessment in all element(s) where less than 40% has been achieved, even if the aggregate mark for the module is 40% or higher.

- 6.45 Students who fail to present themselves for initial assessment at the appropriate time (e.g. attend an examination/presentation, submit work, etc.) are deemed to have failed the module at the first attempt.
- 6.46 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module unless, in the case of undergraduate students, they satisfy the criteria for compensation. *[NB: Compensation is applied at the earliest point when students become eligible: see the Regulations governing compensation for details].*
- 6.47 Students must pass (or be awarded credit for) any module categorised as a compulsory module within the course for which they are registered (see Regulations 6.95 - 6.103 for the consequences of failing a compulsory module).
- 6.48 Students who have already passed a module may not be re-assessed in or retake that module in order to improve their module result unless credit awarded for passed modules has been annulled as a consequence of a *Cannot Proceed - Repeat Year of Study* progression decision (see Regulation 8.11.1 below).
- 6.49 The ARU Awards Board is not permitted to amend a module result which has been agreed by a MAP.
- 6.50 In extraordinary circumstances, and when the exceptional circumstances process and/or the identification of alternative means of assessment have been exhausted, the Chair of the Senate, acting on behalf of the Senate and on the recommendation of the ARU Awards Board, may award an aegrotat pass in a module, provided there is sufficient evidence that the student would have achieved the appropriate level of knowledge, understanding and skills if it had not been for illness or other valid cause. A module result is not awarded and the credits are recorded as aegrotat (AG) credits on the student's record. An annual report on the use of such credits within each Faculty is submitted to the Senate in Trimester 1.
- 6.51 In extraordinary circumstances the Chair of the Senate, acting on behalf of the Senate and on the recommendation of the ARU Awards Board, may exempt a student from a specified volume of credit at a particular level. A mark is not awarded and the credits are recorded as exempted (EC) credits on the student record system. An annual report on the use of such credits within each Faculty is submitted to the Senate in Trimester 1.

## **(J) Submission of Work for Assessment**

- 6.52 The submission of work for assessment is the responsibility of the student alone.
- 6.53 The time by which all assessment tasks are submitted (via any method of submission) on a specified deadline day is 2:00pm. Later times cannot be set.
- 6.54 For any individual assessment task where the method of submission is electronic (e.g. via Canvas), the student may submit multiple versions up to the published (or extended) submission deadline. The final version to have been submitted and received ahead of the published (or extended) submission deadline, appropriately date and time stamped, is the version of the work that is marked. Any other versions previously submitted are disregarded and, therefore, not marked<sup>52</sup>.
- 6.55 For any individual assessment task where the method of submission is physical (e.g. via the iCentres or the relevant Faculty Office), a student is only permitted to make a single submission. Work, once submitted, cannot be retrieved to make alterations nor replaced by subsequent versions.
- 6.56 Students are required to ensure that:
- all written assignments (including reports associated with practice or workplace assessments) are received by the published deadline (on or before the due date) in the appropriate administrative office (e.g. i-Centre) or submitted via the appropriate electronic systems (e.g. Canvas). The published Module Information advises students of the designated method for submission of work (see Regulations 6.54 and 6.55 above). Where work is submitted to a physical location, all pages, including the Assignment Cover Sheet, are securely fastened (e.g. stapled or bound);
  - they receive an Assignment Receipt duly notarised and dated as proof of submission. Without proof of submission, ARU takes no responsibility for any assignment that goes missing. The assignment is deemed a failure in such circumstances;
  - they retain a copy of all assessment tasks submitted for assessment or re-assessment;

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<sup>52</sup> This regulation allows students, ahead of the published (or extended) submission deadline, to replace previously submitted versions where, for example, a user error has occurred (e.g. the work has been submitted against the wrong module, etc.)

- they retain all marked assessment tasks, together with cover sheets and tutor comments, until the relevant meeting of the ARU Awards Board and the period of appeal has expired (see Section 9 of these Academic Regulations);
  - they resubmit marked work if required by ARU for moderation by an external examiner or for any other reason considered valid by the Senate.
- 6.57 Students are also required to ensure that all non-written work for assessment (e.g. an artefact, a musical performance, preparation of electronic data) is presented in the required format, by the published deadline and at the prescribed location.
- 6.58 Students should ensure that, where practicable, they retain a copy of the non-written work submitted.
- 6.59 Students should also ensure that such work is retained with tutor comments for moderation by an external examiner or for any other reason considered valid by the Senate.
- 6.60 An individual student is entitled to seek, in advance of the deadline, an extension to the published deadline (see Regulations 6.65 - 6.72 and 6.75 - 6.79 below).
- 6.61 Students can submit assessment tasks late (ie: after the published or extended deadline), up to two working days after the published (or extended) deadline, only if there has been no submission by the published (or extended) deadline. The following penalty is applied for late submission:

<b>Late work submitted...</b>	<b>Penalty</b>
on the correct date but after 2:00pm (ie: before midnight)	a reduction of 10% of the available marks for the assessment task
on the next or subsequent days before 2:00pm on the second working day after the published (or extended) deadline	the mark for the assessment task is capped at 40%

- 6.62 Students cannot submit an assessment task in the two working days late period in order to replace an assessment task that has been submitted on-time by the published (or extended) deadline.
- 6.63 Students cannot submit assessment tasks more than two working days after the published (or extended) deadline. A mark of zero is awarded for the relevant task.

- 6.64 In the event of any disruption to, or failure of, electronic systems which are used to facilitate the submission of student work, the Academic Registrar (or nominee) is responsible for determining what action, if any, is necessary to mitigate system failures (e.g. amended submission deadlines and the publication of information to students).

#### (K) Short Term Extensions<sup>53</sup>

- 6.65 A student may request a maximum of one short term extension to a submission deadline per assessment task (as defined on the MDF) when circumstances outside the student's control have arisen which prevents submission or are likely to result in significant underperformance if the original deadline is enforced.
- 6.66 The purpose of a short term extension is to allow a student, for acceptable reasons, to defer the submission of the task to a later date but to ensure that the task is submitted in time to be processed and assessed by the appropriate MAP in the originally identified assessment period (e.g. Trimester 1).
- 6.67 Students submit their request to a Student Adviser (or to an appropriate member of staff in an Academic Partner) **before** the submission deadline. Student Advisers (or a designated staff member in an Academic Partner approved by the relevant Director of Studies) consider such requests under the supervision and delegated authority of the Director(s) of Studies for the Faculty.
- 6.68 Student Advisers (or the designated staff member in an Academic Partner) have delegated authority to approve an extension request. Student Advisers are permitted to request, at their discretion, evidence to support short term extension requests, especially where a student is regularly seeking multiple short term extensions (ie: for many different assessment tasks on numerous occasions).
- 6.69 All extensions are for a default period of five working days. A student is permitted to submit the work earlier than the expiry date of the extension period.

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<sup>53</sup> In this context, these Academic Regulations refer to extensions for individual students and do not cover revised submission deadlines which apply to an entire cohort of students (sometimes referred to, incorrectly, as cohort extensions)

6.70 The following are acceptable reasons for such a request:

- short-term illness;
- a short-term illness of any person for whom the student has a responsibility for care;
- authorised absence from ARU (or Academic Partner) during teaching weeks;
- an enforced change in employment circumstances for which only short term notice was given;
- other reasons considered acceptable by the Student Adviser (or the designated staff member in an Academic Partner).

6.71 The following are **not** acceptable reasons for such a request:

- academic workload;
- misreading the instructions on submission deadlines in the MDF, on the Learning Management System or on the timetable;
- computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work);
- unauthorised absence from ARU (e.g. holiday taken during teaching weeks).

6.72 If a student's circumstances require additional time beyond the expiry date of the original short term extension, the student can seek a long term extension (see Regulations 6.75 - 6.79 below) or submit an exceptional circumstances claim (see Regulations 6.112 - 6.142) as no further short-term extensions can be granted. Consequently, the assessment task is processed and assessed by the appropriate MAP at a future assessment period (as determined by ARU in line with the academic calendar).

6.73 A short term extension cannot be granted to extend the period of two working days in which students can submit late work (see Regulations 6.61 and 6.63 above).

6.74 To ensure that the formal decision on a student's performance for the initial and re-assessment attempts at a module is made using the appropriate marks for each assessment task and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason the initial assessment of an element for which a short term extension has been granted must be completed by the student, and considered by the MAP, before any re-assessment in any other element(s) of the module can be undertaken.

## (L) Long Term Extensions<sup>54</sup>

- 6.75 A student may request a long term extension to a submission deadline per assessment task (as defined on the MDF). Long term extensions of up to one year are considered and approved if, in the view of the Student Adviser and the Director of Studies for the Faculty (or nominee), the student is experiencing personal or professional difficulties and use of other measures would:
- result in significant disadvantage to the student's academic performance and/or ability to complete scheduled (re)assessment tasks;
  - exacerbate an existing health problem or result in additional stress related problems;
  - fail to address the underlying problem or issue which is unpredictable in nature.
- 6.76 Students submit their request **before** the submission deadline. All requests for long term extensions submitted by students registered at an Academic Partner for a course leading to an ARU award are submitted to the designated staff member in the Academic Partner for joint consideration by a Student Adviser **and** the relevant Director of Studies (or nominee).
- 6.77 A long term extension may also be considered and approved where there are practice-related issues which can be resolved only through additional time for completion.
- 6.78 Long term extensions are viewed as exceptional solutions and are used only in circumstances where officers are confident that the individual case merits such action.
- 6.79 All long term extensions are considered on a confidential basis.
- 6.80 A long term extension cannot be granted to extend the period of five working days in which students can submit late work (see Regulations 6.61 and 6.63 above).
- 6.81 To ensure that the formal decision on a student's performance for the initial and re-assessment attempts at a module is made using the appropriate marks for each assessment task and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason the initial assessment of an element for which a long term extension has been granted must be completed by the student, and considered by the MAP, before any re-assessment in any other element(s) of the module can be undertaken.

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<sup>54</sup> In this context, these Academic Regulations refer to extensions for individual students and do not cover revised submission deadlines which apply to an entire cohort of students (sometimes referred to, incorrectly, as cohort extensions)

## **(M) Exceeding Word Limits**

- 6.82 A written assignment must not exceed the maximum word limit set for that assignment. Students are required to enter an accurate word count on the Assignment Cover Sheet.
- 6.83 When a written assignment is marked, the excessive use of words beyond the stated word limit is reflected in the academic judgement of the piece of work which results in a lower mark being awarded for the piece of work. The MDF for a module which is graded on a pass/fail basis must specify whether submission of a written assignment exceeding the word limit results in failure in the module.
- 6.84 In determining the text to be included within the maximum word limit, the following items are excluded:
- abstracts;
  - data;
  - tables;
  - figures;
  - diagrams;
  - in-text references/citations (e.g. "(Baxter 2021: 73-84)")<sup>55</sup>
  - footnotes/endnotes used for reference purposes and kept within reasonable limits;
  - list of references and/or bibliography;
  - appendices.

## **(N) Module Re-Assessment: Number of Attempts, Form, Timing and Module Result**

- 6.85 Students who fail a module at the first attempt are permitted **one** further opportunity to pass the module, subject to:
- the Academic Regulations governing compensation which apply only to undergraduate students;
  - the outcome of any exceptional circumstances claim;
  - the provisions of Regulations 6.95 - 6.102 below.

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<sup>55</sup> This Regulation only refers to the citation and not the full actual indented quotation which is therefore included in the word count

6.86 The appropriate MAP determines the form and timing of re-assessment for each module on the following basis:

- either** (a) the form of re-assessment follows the method(s) of assessment specified in the MDF for those elements where the student achieved less than 40% (or failed a pass/fail element). Exceptionally, an alternative method of re-assessment is provided e.g. where the original method of assessment can no longer be repeated for an individual student;
- or** (b) the re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area e.g. laboratory work for a science-based subject).

6.87 For an element which comprises components of assessment and requires re-assessment following module failure at the initial attempt, the re-assessment of such an element which is identified under Regulation 6.86 (a) affords students the opportunity to be re-assessed in all constituent components of the element.

6.88 The academic calendar provides formal default opportunities for the re-assessment of modules as follows:

- Trimester 1 modules are re-assessed in Trimester 2;
- Trimester 2 modules are re-assessed in Trimester 3;
- Trimester 3 modules are re-assessed in Trimester 1 of the following academic year.

Alternative arrangements for ARU modules taught overseas are approved by the Senate, where applicable). The ARU Awards Board determines the earliest appropriate re-assessment point for each student.

6.89 Students who fail to present themselves for re-assessment at the appropriate time (e.g. attend an examination/presentation, submit work, etc.) are deemed to have failed the assessment task(s) being re-assessed.

6.90 The outcome and mark of an element at re-assessment is determined by one the following methods:

- the mark of the assessment task assigned to the element where the element comprises a single task only;

- calculating a weighted arithmetic mean of the mark of each component assigned to the element based on the highest mark(s) achieved in each component, whether achieved at the initial or re-assessment attempt (component operational model (a) - see Regulation 6.28);
  - calculating the mean mark for the best performing minimum number of tasks assigned to the element based on the highest mark(s) achieved in each component, whether achieved at the initial or re-assessment attempt (component operational model (b) - see Regulation 6.28).
- 6.91 In determining whether a student has passed a module on re-assessment the arithmetic calculation is based on the highest mark(s) achieved in each element, whether at the initial or re-assessment attempt.
- 6.92 The module result for a student who passes a module at re-assessment is capped at 40%.
- 6.93 On occasion (usually in the Faculty of Health, Education, Medicine & Social Care), the outcomes of the first attempt at modules which include the assessment of a placement element are required to be confirmed before the formal meeting of the relevant MAP takes place. The nature of placement assessment necessitates that re-assessment of the element(s) needs to occur as soon as possible in the same academic year (as it can frequently be problematic to secure re-assessment placement opportunities in schools or hospitals). Where re-assessment needs to be confirmed before the relevant MAP meets, a sub-group of the relevant MAP is convened which checks the outcomes of first attempts at placement elements only prior to the re-assessment placement being undertaken. The quorum of the sub-group of the MAP comprises the Chair (the relevant Head of School) and 50% of the module leaders whose modules are being considered. An external examiner is not required to be present at the sub-group meeting but a written report of the sub-group's deliberations is sent to the relevant external examiners for information.
- 6.94 Formal ratification of the first attempt outcomes of the relevant modules is made at the appropriate full meeting of the relevant MAP which receives a report of the sub-group's deliberations. This arrangement is reserved for elements of assessment which include placements and cannot be extended to consider other forms of assessment.

## (P) Retaking or Replacing a Failed Module After Re-assessment<sup>56</sup>

- 6.95 The Regulations governing the retaking or replacement of modules detailed below are subject to Regulations 8.2 - 8.17 below which govern progression and discontinuation and take precedence. The regulations in this section do not apply to undergraduate students who have received a *Cannot Proceed – Repeat Year of Study* progression decision.
- 6.96 Any undergraduate student who fails a 15, 30, 45, 60 or 90 credit module<sup>57</sup> after re-assessment, and any postgraduate taught student who fails a 15 or 30 credit module after re-assessment, is permitted:
- either (a) to retake the same module, whether compulsory or optional (except as stipulated in Regulation 6.99 below);
- or (b) if the failed module is classified as an optional module, to replace it with an alternative module at the same level from the list of optional modules set out in the relevant CSF (subject to availability).
- 6.97 It therefore follows that a 120 credit module can neither be retaken nor replaced.
- 6.98 When retaking a module, or taking a replacement module, a student is required to fully engage with the module in its entirety, attending all scheduled learning and teaching sessions (as appropriate to the mode of delivery). The student is entitled to an initial attempt at all assessment elements and, if unsuccessful, one further re-assessment attempt to pass the module as defined in Regulation 6.85.
- 6.99 A level 7 Major Project module (of any credit value) cannot be retaken<sup>58</sup>. A student who has failed on re-assessment a level 7 Major Project module is **not** permitted to take as a retake or replacement module an alternative level 7 Major Project module with a higher or lower credit value and, in the latter case, to take additional optional modules to make up any credit shortfall.

<sup>56</sup> Regulations 6.95 - 6.102 apply only to students registered for a course leading to a named award. Associate Students or Visiting Students cannot retake or replace a failed module

<sup>57</sup> Where modules with credit volumes which differ to the standard 15/30 credit structure have been approved for delivery by the Senate (see Regulation 3.13), the volume of credit that a student can retake or replace in any one module cannot exceed 90 credits for an undergraduate student (except for courses leading to the award of Bachelor of Medicine Bachelor of Surgery (see Regulation 6.103)) or 30 credits for a postgraduate taught student

<sup>58</sup> A level 6 Major Project module can be retaken or replaced

- 6.100 The module result for the first attempt at a retaken module under Regulation 6.95 (a) is capped at 40%. Marks achieved for individual assessment elements undertaken on the original take are **not** carried forward to the retake of the module<sup>59</sup>.
- 6.101 The module result for the first attempt at a replacement module under Regulation 6.95 (b) is **not** capped.
- 6.102 Zero credit rated modules<sup>60</sup> can be retaken on no more than two occasions (ie: restricting the total number of assessment attempts at any such module to a maximum of six). Where the requirement of a PSRB restricts the opportunities for retaking such modules further, this is approved by the Senate's ASQC and recorded on the relevant CSF(s).
- 6.103 Students studying a course leading to the award of Bachelor of Medicine Bachelor of Surgery (where modules have a credit value of 120 credits; see Regulation 3.13, footnote 22 above) and who have failed both the initial and re-assessment attempts of a module are permitted to retake a module. There is no facility for modules to be replaced. The following requirements apply:
- (a) two of the three elements of the module's assessment (a professional portfolio, an objective structured clinical examination and a single best answer examination) must have been passed;
  - (b) students may only retake one module throughout the entire duration of their course (ie: a student cannot retake a subsequent module later in their course). Failure at both the initial and re-assessment attempts for a second module, including a retake opportunity, will lead to a student's discontinuation from the course;
  - (c) the requirements for retaking a module, as detailed in Regulation 6.98, apply.

## (Q) Compensation

- 6.104 Compensation for a failed module is considered, in certain circumstances and in accordance with the following principles and criteria, by the ARU Awards Board. Compensation is applied at the earliest point in the assessment process when the student becomes eligible for consideration.

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<sup>59</sup> Except for placement elements of a module. In recognition of the difficulties in securing high quality placements, where a module which includes a placement element is being retaken and the placement element was passed at either the initial or re-assessment point of the module, the outcome of the placement element CAN be carried forward to the retake of the module. Academic elements of the module CANNOT be carried forward

<sup>60</sup> Such modules are most commonly used to assess competencies

- 6.105 The principle of compensation applies to all undergraduate courses (and levels 4-6 for courses leading to the award of Integrated Taught Masters Degrees) except those courses containing fewer than 120 credits. Compensation may be excluded from other courses (or element(s) within them) only if exclusion is required by a PSRB (for which written evidence is required at the academic approval stage).
- 6.106 If the principle of compensation is excluded from a particular course and/or module an appropriate reference must be made on the CSF and/or MDF.
- 6.107 Compensation is based on a student's overall performance in the course for which the student is registered and is considered at levels 3, 4, 5 and 6.
- 6.108 Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student's period of study and is exercised within the following limits:

Award	Limits to volume and level of compensation <sup>61</sup>
Honours Degree (and levels 4-6 of Integrated Taught Masters Degrees)	Maximum of 45 credits for entire course (only for levels 4-6 of Integrated Taught Masters Degrees) and maximum of 30 credits at any one level
Ordinary Degree Foundation Degree Diploma of Higher Education Higher National Diploma	Maximum of 30 credits for entire course and maximum of 30 credits at any one level
Higher National Certificate Certificate of Higher Education Professional Graduate Certificate in Education (PGCE: level 6)	Maximum of 15 credits for entire course
Graduate Diploma (if at least 120 credits) University Diploma (if at least 120 credits) Access Certificate (if at least 120 credits)	Maximum of 15 credits for entire course

<sup>61</sup> Students who are transferred to a course leading to a lower award are permitted to transfer the volume and level of any compensation they have already been granted, even though the volume and level may exceed the maximum permitted for the lower award

6.109 Compensation for a failed module is considered by the ARU Awards Board only if **all** the following criteria have been satisfied when applied to an individual student:

- ARU modules totalling at least 75 credits (including any credit awarded for prior learning) have been passed at the level for which compensation is being considered;
- the credit weighted mean result of the best performing, passed, fine graded modules, totalling 75 credits (but excluding any non-graded credit awarded for prior learning) is 45% or higher;
- the qualifying mark has been achieved in all items of assessment for the module(s) for which compensation is being considered.

6.110 If **all** the above criteria have been satisfied, the ARU Awards Board:

- compensates the failed module;
- retains the module result at the failed level;
- classifies the module result as a “Pass (by compensation)”;
- awards the appropriate volume of credit for the module.

6.111 Compensation is not discretionary. If **all** the above criteria have been satisfied, the ARU Awards Board must compensate a student for a failed module at the earliest point when the student becomes eligible for consideration. If a student is eligible for compensation in more than one failed module, the following principles are applied by the ARU Awards Board (subject to the limits to the volume and level of compensation defined in Regulation 6.108):

- the module with the larger credit volume is compensated first;
- if two or more modules with the same credit value are eligible for compensation, the module(s) with the highest result(s) is/are compensated first.

#### **(R) Exceptional Circumstances<sup>62</sup>: Procedure in the Event of Illness or Other Valid Cause**

6.112 The Exceptional Circumstances process is the method by which ARU makes allowance for any matter or situation which may have seriously affected a student’s performance in an assessment task(s) (including a task submitted for re-assessment).

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<sup>62</sup> Formerly titled ‘Mitigation’ or ‘Mitigating Circumstances’

## Eligibility

6.113 Exceptional circumstances must have had a seriously adverse effect on the student's performance **and** have been unanticipated and beyond the student's control.

6.114 The following reasons are considered as acceptable grounds for an exceptional circumstances claim:

- a serious personal illness which is not a permanent condition;
- the death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care;
- sudden or unforeseen circumstances beyond the reasonable control of the student.

6.115 The following reasons are **not** considered acceptable as grounds for an exceptional circumstances claim:

- family, work, financial or other general problems which lie outside of the circumstances identified in Regulation 6.114;
- poor awareness of ARU's Academic Regulations;
- being unaware of, or misunderstanding, a submission deadline or the date of an examination;
- computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work).

6.116 A disability which emerges during a student's studies may be considered under the exceptional circumstances process at the most recent assessment point after it emerges. Following diagnosis and assessment of the effects of the condition ARU makes allowance and in doing so normally enables the student to be assessed on the same basis as other students. However, it is acknowledged that, on occasion, a student may experience an exacerbation or 'flare up' of a long-term condition and the Exceptional Circumstances Panel considers such cases appropriately (see Regulation 6.123, footnote 64 below).

6.117 An exceptional circumstances claim is considered only in sudden or unexpected circumstances. Students are strongly encouraged to disclose recurrent problems affecting their performance in assessment so that ARU can provide appropriate help and/or make allowance with regard to the assessment process. Such recurrent problems, if disclosed by a student, are considered on a strictly confidential basis.

- 6.118 Exceptional circumstances claims are submitted by the student, or in extraordinary circumstances (e.g. when a student has been hospitalised) by a Director of Studies or Student Adviser on behalf of the student, **no later than five working days** after the published (or extended) submission deadline for the assessment task or the date on which an examination was held. Extraordinarily, if the documentary evidence in support of a claim cannot be provided by the submission deadline, the claim is submitted within the deadline but without the documentary evidence. In such circumstances the evidence is submitted within a further ten working days (see Regulation 6.135).
- 6.119 In extraordinary cases a student may request when submitting an exceptional circumstances claim that the detail of the claim is not disclosed to the ARU Exceptional Circumstances Panel which considers the claim (see Regulations 6.123 - 6.142 for details of the process for considering claims). In such cases only the Chair of the ARU Exceptional Circumstances Panel has access to the detail of the claim and submits a recommendation to the Panel for consideration.
- 6.120 An exceptional circumstances claim, once considered by the Exceptional Circumstances Panel, **cannot** be withdrawn.
- 6.121 An exceptional circumstances claim against an (initial or re-assessment) attempt at an assessment task for which a penalty for academic misconduct under Regulations 10.59 and 10.60 below has been applied **cannot** be considered. The claim is deemed null and void.
- 6.122 Any penalty for academic misconduct under Regulations 10.59 and 10.60 below which is determined (following the conclusion of the academic misconduct process) for an attempt (initial or re-assessment) at an assessment task for which an exceptional circumstances claim has earlier been approved deems the outcome of the exceptional circumstances process null and void. The penalty for the academic misconduct is therefore applied.

### Consideration

- 6.123 Exceptional circumstances claims are considered against two criteria:
- the basis of the claim is an acceptable ground (see Regulations 6.114 and 6.115 above);  
**and**  
• the claim is supported by documentary evidence (see Regulation 6.128 below).

- 6.124 An exceptional circumstances claim is successful only if both the above criteria are satisfied.
- 6.125 Students are strongly recommended to seek advice from the Student Advice Service in Student & Library Services on the completion of an exceptional circumstances claim, including advice on the type of evidence that the ARU Exceptional Circumstances Panel is most likely to expect to receive in support of a particular claim.
- 6.126 Exceptional circumstances claims are considered by the ARU Exceptional Circumstances Panel without knowledge (whether by staff or students) of any mark attained by students and, within the context of the ARU Exceptional Circumstances Panel, in confidence.
- 6.127 The constitution and terms of reference of the ARU Exceptional Circumstances Panel are as set out in Section 7 of these Academic Regulations.

### Evidence

- 6.128 All exceptional circumstances claims are supported by documentary<sup>63</sup> evidence which accompanies the claim wherever practicable. The nature of the evidence to be provided varies appropriately given the nature of the claim but most typically manifests itself as follows (this is not an exhaustive list):
- (a) In the case of illness, a certificate or letter from a medical professional<sup>64</sup>;
- Students can self-certify illness in support of an exceptional circumstances claim. However, self-certification can only be used to support a specified number of distinct<sup>65</sup> individual claims throughout the entire period of a student's registration for a course, as shown below:

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<sup>63</sup> Photographs are not normally an acceptable form of evidence.

<sup>64</sup> Such evidence includes a letter of support from ARU's Disability & Dyslexia Service (DDS) in Student & Library Services, particularly in cases where a student has experienced an exacerbation or 'flare up' of a long term condition. Students seeking a supporting letter from DDS must have registered with the Service in advance of the exceptional circumstances claim, have provided medical evidence of their health condition, and agreed to the Summary of Reasonable Adjustments document that is subsequently created

<sup>65</sup> A distinct claim can range from one assessment task in one module to multiple assessment tasks in multiple modules. For the purpose of the use of self-certification as supporting evidence, the number of assessment tasks covered by an individual claim is irrelevant.

<b>Level of course</b>	<b>Maximum number of distinct<sup>65</sup> individual claims that can be supported by self-certification in a single course registration</b>
Undergraduate	3 (normally once per level of study for a typical honours degree student)
Postgraduate	2

Thereafter, an exceptional circumstances claim can only be approved by the Panel if it is supported by a certificate or letter issued by a medical professional<sup>64</sup>.

- (b) In the case of bereavement, normally a death certificate or, if not available, other evidence as deemed appropriate by the Exceptional Circumstances Panel.

6.129 On occasion, a student may submit evidence from a third party. Such evidence can only be submitted with the express permission of the third party and a student submitting an exceptional circumstances claim is required to declare that such permission has been obtained.

### Consequences

6.130 The outcome of a successful exceptional circumstances claim is that:

- any mark achieved for the relevant assessment task(s) is annulled<sup>66</sup>;
- the student is required to take either the initial attempt (or the re-assessment attempt) in the assessment task(s) which was the subject of the exceptional circumstances claim at a time determined by ARU. In certain circumstances the student may be required to re-attend the module in order to be assessed in the assessment task which was the subject of the exceptional circumstances claim;
- the module result will not be capped unless it is a further attempt at the re-assessment attempt following a previous failure.

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<sup>66</sup> For exceptional circumstances claims that relate to assessment tasks for which work has been submitted late (see Regulation 6.61), the Exceptional Circumstances Panel may, at its discretion, determine the outcome of a successful claim to be the removal of the penalty that has been applied for late submission rather than annulment of the mark achieved. Such a decision is based on the circumstances outlined in the exceptional circumstances claim and is not based on the mark that has been awarded for the work which remains undisclosed to the Panel

- 6.131 To ensure that the formal decision on a student's performance for the initial and re-assessment attempts at a module is made using the appropriate marks for each assessment element and at the appropriate point, the various assessment elements for an individual module must remain synchronised. For this reason assessment in a mitigated assessment task must be completed by the student, and considered by the MAP, before any re-assessment in another non-mitigated element(s) of the module can be undertaken<sup>67</sup>.

#### Late Exceptional Circumstances Claims

- 6.132 A student may submit a late exceptional circumstances claim (defined as a claim which is submitted after the standard deadline specified in Regulation 6.118 above) for the attention of the ARU Exceptional Circumstances Panel.
- 6.133 In addition to the detail of the exceptional circumstances claim and the supporting evidence (in accordance with Regulation 6.123 above), a student is also required to provide an explanation for the late submission of the exceptional circumstances claim, supported by appropriate documentary evidence. The explanation is required to cover the entire period of time that has elapsed between the submission of the late exceptional circumstances claim and the published (or extended) submission deadline date of assessed work and/or the date on which an examination was held.
- 6.134 Late exceptional circumstances claims are considered by the ARU Exceptional Circumstances Panel.
- 6.135 The Panel first determines if the student has provided a valid reason for why the claim was submitted late. Poor awareness of ARU's Academic Regulations, or a student choosing not to submit an exceptional circumstances claim by the standard deadline in order to wait for the publication of results, are not acceptable or valid reasons for the submission of a late claim. This is not an exhaustive list<sup>68</sup>.

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<sup>67</sup> In the very rare and complex circumstances where a successful exceptional circumstances claim in one assessment element of a module is countered by an extremely poor performance or non-submission/attendance in another assessment element of the same module (in the same period), the successful exceptional circumstances claim becomes irrelevant and disadvantageous to the student. In such circumstances, the Post Awards Board Panel (in agreement with the Academic Registrar as Chair of the ARU Awards Board) may void the successful exceptional circumstances outcome so as not to disadvantage the student by causing further unnecessary delay

<sup>68</sup> In accordance with Regulation 6.118, waiting for the availability of documentary evidence in support of a claim which cannot be provided by the submission deadline is not an acceptable reason for the late submission of an exceptional circumstances claim. Such claims are required to be submitted within the appropriate deadline without the documentary evidence. In such circumstances the evidence must be submitted within a further ten working days

- 6.136 If the Panel believes that no valid reason (supported by documentary evidence) has been provided to explain the late submission of a claim, it is rejected<sup>69</sup>.
- 6.137 If the Panel is satisfied that a valid reason for the late submission of the claim has been provided (and supported by documentary evidence), the Panel considers the detail of the exceptional circumstances claim itself, applying the criteria in Regulation 6.123 above.
- 6.138 The consequences of the approval of a late exceptional circumstances claim are the same as for a claim submitted and considered in accordance with the standard deadline, as detailed in Regulation 6.130 above. It should be noted that the timing of any (re)assessment that is permitted as a consequence of a successful late exceptional circumstances claim may be different to the timing allocated to students who submitted a exceptional circumstances claim at the appropriate juncture (e.g. a late exceptional circumstances claim pertaining to Trimester 2 is likely to mean that the further (re)assessment that a successful exceptional circumstances claim permits will not occur during the standard Trimester 2 (re)assessment period in Trimester 3).
- 6.139 The requirements for evidence for a late exceptional circumstances claim are the same as for a claim submitted and considered in accordance with the standard deadline, as detailed in Regulation 6.128 above. The maximum number of distinct exceptional circumstances claims that can be evidence by self-certification applies to both on-time and late exceptional circumstances claims combined.
- 6.140 A late exceptional circumstances claim, once considered by the Exceptional Circumstances Panel, **cannot** be withdrawn.
- 6.141 Any credit attained as a student continues and fully engages with the course whilst a late exceptional circumstances claim is being progressed is declared null and void if the late exceptional circumstances claim is eventually rejected and where the original decision of the Awards Board to discontinue the student remains unchanged. Therefore, any such credit attained cannot contribute to the conferment of an intended or intermediate award.

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<sup>69</sup> It is acknowledged that, on occasion, the complexity of an exceptional circumstances claim means that the nature of the exceptional circumstances cited by the student can themselves provide an explanation for the lateness of the claim and the Panel reserves its right to use its discretion to consider all late claims in this context.

- 6.142 A student may **not** submit an academic appeal which presents exceptional circumstances to explain that performance in an assessment was adversely affected by illness or other factors unless evidence is provided that a corresponding exceptional circumstances claim has been duly submitted to the ARU Exceptional Circumstances Panel but was not considered in accordance with the Academic Regulations governing the exceptional circumstances process.
- 6.143 A late exceptional circumstances claim against an (initial or re-assessment) attempt at an assessment task for which a penalty for academic misconduct under Regulations 10.59 and 10.60 below has been applied **cannot** be considered. The claim is deemed null and void.
- 6.144 Any penalty for academic misconduct under Regulations 10.59 and 10.60 below which is determined (following the conclusion of the academic misconduct process) for an attempt (initial or re-assessment) at an assessment task for which a late exceptional circumstances claim has earlier been approved deems the outcome of the late exceptional circumstances process null and void. The penalty for the academic misconduct is therefore applied.

#### **(S) Conduct of ARU Examinations (including examinations held at locations outside ARU or overseas)**

##### Introduction

- 6.145 These Academic Regulations apply only to formal invigilated examinations held at ARU or to examinations administered by an Academic Partner, whether in the UK or overseas.
- 6.146 In certain circumstances not covered by a formal agreement with an Academic Partner ARU is willing to permit a student or group of students to sit or resit an examination at a location outside ARU (including an overseas location). Such examination(s) are conducted in accordance with these Academic Regulations and the Guidelines published in the [Senate Code on Practice on the Assessment of Students](#). The relevant Head of School is responsible for making the detailed arrangements.

##### Student Attendance at Examinations

- 6.147 Students are responsible for presenting themselves at the correct examination room in good time before the examination is due to begin. If an examination is held outside ARU, students are required to comply with any local instructions in addition to these Academic Regulations.

- 6.148 Students who fail to attend an examination for whatever reason are required to contact a Student Adviser (or the appropriate member of staff at an Academic Partner) for advice as soon as possible (see also Regulations 6.112 - 6.144 above concerning exceptional circumstances).
- 6.149 Students arrive at the examination room ten minutes before the stated time of the examination and may only enter the room when instructed to do so by an invigilator.
- 6.150 Students are permitted to enter the examination room up to 30 minutes after the official start of the examination, but not normally thereafter. Additional time for any student arriving after the start of an examination is not permitted in any circumstances.
- 6.151 Students are admitted to the examination room only on production of their student ID card (or other means of identification containing a recent photograph, deemed acceptable to ARU) which they place in a prominent position on their desk. The invigilator uses the ID card as evidence of identity when completing the attendance register.
- 6.152 Students do not leave their place without the prior permission of an invigilator. This will not be given in the first 30 minutes or the last 15 minutes of an examination.
- 6.153 Students wishing to leave the examination room temporarily seek the prior permission of an invigilator and are liable to be accompanied throughout their absence by the invigilator or another person designated by the invigilator. A student observes any condition set by an invigilator when permitting that student temporarily to leave the examination room. Any student who leaves the examination room without the prior permission of an invigilator is deemed to have withdrawn from the examination and cannot be re-admitted.
- 6.154 Students wishing to leave the examination room permanently before an examination has ended first attract the attention of an invigilator to ensure that their scripts are collected and secured by the invigilator. They take care not to disturb other students when leaving and observe the Academic Regulations governing the conduct of examinations until they are outside the room. A student whose script has been collected and secured by an invigilator in this way cannot be re-admitted to the examination room. Students are not permitted to leave the examination room during the last 15 minutes of an examination.

#### General

- 6.155 On entering the examination room, students are subject to the authority of the invigilators and must act according to their instructions.

- 6.156 Once in the examination room, students neither have in their possession nor make use of, any book, manuscript, calculator or other electronic device (e.g. laptop device, mobile telephone, smart watch, tablet device – this is not an exhaustive list) or any other aid which has not been approved prior to the start of the examination. Students whose first language is not English are normally permitted to take into the examination room a single-volume, bilingual dictionary (without annotation) except where the examination is in an applied English language or modern foreign language subject.
- 6.157 The approved use of calculators, specified reference books or other equipment for certain examinations is published by the relevant academic school and in the rubric for the examination question paper. The examination rubric define precisely the type of calculator, title of book(s) and/or type of equipment permitted in each case. The use of electronic dictionaries or translators is not permitted.
- 6.158 Students who bring unauthorised items to their places by mistake inform an invigilator as soon as they discover the presence of such items.
- 6.159 Coats, hats, bags, mobile telephones and electronic devices (see Regulation 6.156 above), which are switched off, and similar items are deposited in the examination room as directed by an invigilator. All such items are deposited at the sole risk of the student.
- 6.160 Students only use the official examination stationery provided. Students are not permitted to remove any script, rough work, official stationery or equipment from the room. Examination question papers may be removed by students from the room, unless stated otherwise.
- 6.161 Unless otherwise authorised in the examination rubric, students use only blue or black ink in completing the examination answer book(s). A pencil may be used only for the drawing of diagrams.
- 6.162 During the examination students do not communicate in any way with any person other than an invigilator.
- 6.163 A student is permitted to attract an invigilator's attention by raising his/her hand. A student does not leave his/her place without the prior permission of an invigilator.
- 6.164 Smoking (which includes vaping and electronic cigarettes) is not permitted in the examination room.

- 6.165 A student who, in the opinion of the invigilators, causes any disturbance and continues to do so after warning, is required to leave the examination room and cannot be re-admitted. Examples of a disturbance include disruption caused by a mobile telephone, shouting, talking, whispering, eating and/or drinking (this is not an exhaustive list).
- 6.166 Students are given a warning when 30 minutes and five minutes of the examination are still remaining.
- 6.167 Students do not start writing, other than to complete the identification details on the answer book, until given permission to do so by an invigilator.
- 6.168 Students stop writing as soon as they are instructed to do so at the end of the examination. An invigilator determines the end of the examination.
- 6.169 At the end of the examination students remain seated and silent until all scripts have been collected and until dismissed from the examination room by an invigilator.

#### Breaches of Academic Regulations Governing Examinations

- 6.170 A student whom an invigilator believes to be using unfair means (including unauthorised aids, copying or communicating with others) is so informed by the invigilator and the answer book is marked at the appropriate place. Unless required to leave the examination room under any other Regulation, the student is permitted to continue the examination.
- 6.171 A student breaching any of these Academic Regulations is considered in accordance with the regulations governing academic misconduct (see Section 10 of these Academic Regulations).

#### Variations to the Academic Regulations Governing Examinations

- 6.172 If the nature of an examination makes necessary any variation to these Academic Regulations, students are informed of such variation by the invigilators before the start of the examination.

## **(T) Individual Assessment Requirements**

6.173 Special arrangements may be needed for those students assessed to have a permanent or long-term disability or who suffer a temporary disability or disposition during the examination period. Any variation in the approved assessment methods for a module takes full account of:

- “reasonable adjustments” for the student, as determined by Student Services in accordance with ARU’s policies for supporting students with a disability;
- the intended learning outcomes of the course and/or module for which the student is registered/enrolled

6.174 Guidelines are contained in the [\*Senate Code on Practice on the Assessment of Students\*](#).

6.175 An analysis of the number of students and the nature of the individual assessment requirements covered by these arrangements is conducted annually by Student Services for consideration by the Senate (or a committee of the Senate acting on its behalf).

## **SECTION 7**

### **ASSESSMENT PANELS AND AWARDS BOARD<sup>70</sup>**

#### **(A) Introduction**

- 7.1 ARU operates a two-tiered assessment process for its undergraduate and postgraduate taught courses.
- 7.2 Decisions on the outcome of all assessment processes, whether for an individual or group of students, are made by:
- a formally constituted Modular Assessment Panel (MAP) established by the Senate (for the approval of module results), attended by one or more external examiners, and reporting to the ARU Awards Boards;
  - the formally constituted ARU Awards Board established by the Senate (for the determination of award outcomes), attended by external examiners.
- 7.3 The constitutions of the MAPs and the ARU Awards Boards are set out in the following Regulations and in the [\*Constitution of the Academic Committee Structure\*](#) document.
- 7.4 The ARU Awards Board delegates to a single ARU Exceptional Circumstances Panel responsibility for considering all exceptional circumstances claims submitted under the appropriate Regulations and for determining the outcome in all cases.
- 7.5 The ARU Awards Board delegates to School Post Awards Board Panels responsibility for reviewing the academic progress of students registered in the School.

#### **(B) Modular Assessment Panels (MAPs)**

- 7.6 The terms of reference for MAPs are:
- to ensure that appropriate academic standards are set for all assessed work for modules within their remit (including consideration of mean marks, standard deviation, and comparisons with student achievement in previous years and/or assessment periods);

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<sup>70</sup> Reference to the ARU Awards Board should be taken to include a Professional Awards Board

- to consider and approve assessment marks;
- to consider the appropriateness of mark ranges in the context of anticipated or normative mark standards and to moderate where appropriate;
- to consider and approve module results and the award of the associated credit;
- to determine for a student who has failed a module at the first attempt the form and timing of re-assessment on the following basis:
  - either** (a) the form of re-assessment is normally a resit of the failed assessment task(s). Exceptionally, an alternative method of re-assessment is provided (e.g. where the original method of assessment can no longer be repeated for an individual student);
  - or** (b) the re-assessment is undertaken after further attendance (where deemed necessary in view of the subject area e.g. laboratory work for a science-based subject);
- to identify those modules for which incomplete marks have been submitted for referral to the Dean of Faculty for action, where appropriate;
- to consider any matters referred to the MAP by the Vice-Chancellor (or nominee) or the Senate;
- to ensure that decisions on module results are accurately recorded and are available to the ARU Awards Board.

7.7 The constitution<sup>71</sup> for MAPs is:

- The Head of School responsible for the modules under consideration [Chair];
- The Module Leader for each module under consideration or a named substitute with authority to speak on behalf of the Module Leader;
- Deputy Head(s) of School;
- External Examiner(s) appointed by the Senate;

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<sup>71</sup> Where the Senate has approved the establishment of separate MAPs for collaborative provision at certain Academic Partners, the constitution of the MAP will vary appropriately (see [Senate Code of Practice on Collaborative Provision](#))

- Representatives from Academic Partners which deliver a curriculum under an *integrated governance* arrangement (see the [Senate Code of Practice on Collaborative Provision](#)) that is not delivered at ARU's main campuses;
  - Representatives from other UK Academic Partners, where appropriate;
  - Specified, practice-based internal assessors, where appropriate.
- 7.8 The quorum for meetings of MAPs is 50% of the Module Leaders (or their named substitute) whose modules are under consideration. The following members must attend for the decisions of a meeting to be valid unless unforeseen circumstances exceptionally prevent attendance, in which case appropriate alternative arrangements should be made provided the circumstances arise a sufficient time in advance of the meeting:
- The Head of School responsible for the modules under consideration;
  - At least one of the External Examiner(s) appointed by the Senate.
- 7.9 The Academic Registry provides an Executive Secretary to all MAPs.
- 7.10 All MAPs meet before the ARU Awards Boards.
- 7.11 In assessment periods when the volume of business for any individual MAP is significantly low (e.g. the Trimester 2 resit period), the Academic Registry, in consultation with the relevant Faculty, may convene two or more MAPs from the same Faculty at the same time in the format of a 'Joint MAP' meeting. Amendments to the constitution of the MAP to accommodate this arrangement (ensuring appropriate representation from the relevant ARU Schools and external examiner engagement) are held by the Academic Registry.
- 7.12 On occasion, the MAP receives a report from a sub-group of the MAP convened since the MAP's last formal meeting to consider the outcomes of placement assessment. The MAP is required to consider and ratify the module outcomes in the normal way noting that re-assessment is already underway following the deliberations of the sub-group (see Regulations 6.93 - 6.94).

### **(C) The ARU Exceptional Circumstances Panel**

- 7.13 The ARU Exceptional Circumstances Panel is responsible to the ARU Awards Board with delegated responsibility to consider all exceptional circumstances claims.

- 7.14 The ARU Exceptional Circumstances Panel's term of reference is to consider all exceptional circumstances claims and to determine the outcome in all cases in accordance with the Regulations governing exceptional circumstances.
- 7.15 The constitution for the ARU Exceptional Circumstances Panel is:
- Academic Registrar Chair;
  - Directors of Studies (including Assistant/Deputy Directors of Studies) from each Faculty<sup>72</sup>
  - Principal, ARU London (or nominee);
  - Principal, ARU Peterborough (or nominee);
  - Director of Student & Library Services (or nominee).
- 7.16 The quorum for meetings of the ARU Exceptional Circumstances Panel is five members which must include at least one representative from each Faculty.
- 7.17 The Academic Registry provides an Executive Secretary to the ARU Exceptional Circumstances Panel.
- 7.18 The ARU Exceptional Circumstances Panel meets on a monthly basis throughout the academic year and reports to the ARU Awards Board.

#### **(D) The ARU Awards Board**

- 7.19 The terms of reference for the ARU Award Board are:
- to receive the approved module results and the award of the associated credit for all students registered at ARU;
  - to consider the application of compensation for a failed module on an individual student basis;
  - to consider and approve the formal progression decision for each student (where appropriate – see Section 8(A) below) and the continuation or discontinuation of each student registered at ARU<sup>73</sup>;

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<sup>72</sup> For staff development purposes, a Course Leader from each Faculty (as agreed in advance with the appropriate Director of Studies) may attend meetings as an observer but may not participate in the Panel's deliberations

- exceptionally, on the recommendation of the Chair of the ARU Exceptional Circumstances Panel, to consider any issue referred by the ARU Exceptional Circumstances Panel;
- to assess whether students are eligible for an award and to recommend to the Senate the conferment of such awards, with the appropriate classifications if applicable;
- to assess, where appropriate, whether students have demonstrated competence to practise and to advise the Faculty Director(s) of Studies whether such students should be recommended by ARU to a PSRB for inclusion on the appropriate professional register;
- to consider any matters referred to the ARU Awards Board by the Vice-Chancellor (or nominee) or the Senate.

7.20 The constitution for the ARU Awards Board is:

- Academic Registrar Chair
- Pro-Vice-Chancellors and Deans of Faculty or one Deputy Dean per Faculty);
- One Director of Studies from each Faculty;
- Pro-Vice-Chancellor (International & Partnerships)
- One representative from any UK Academic Partner operating under a *validation* arrangement (see the [Senate Code of Practice on Collaborative Provision](#));
- External Examiners appointed by the Senate

7.21 The following have the right to attend meetings of the ARU Awards Board but **not** to vote:

- Director of Student & Library Services (or nominee);
- Assessment Manager, Academic Registry

7.22 The quorum for meetings of the ARU Awards Board is eight members who must include one representative from each Faculty and at least one external examiner.

7.23 The Academic Registry provides an Executive Secretary to the ARU Awards Board.

<sup>73</sup> The withdrawal of a student through persistent non-attendance is not an outcome of the assessment process (see Regulation 2.30) and does not lead to an Awards Board decision of *discontinued*. The appropriate withdrawal process should be completed. The Awards Board may confer, where appropriate, an intermediate award for such students once the withdrawal process has been completed

7.24 The ARU Awards Board meets after the MAPs.

#### (E) School Post Awards Board Panels

7.25 Each School Post Awards Board Panel is a subcommittee of the ARU Awards Board with delegated responsibility to review student academic progress.

7.26 The terms of reference for School Post Awards Board Panels are:

- to review the academic achievement of students registered within the School and determine the necessary future actions for students for whom the ARU Awards Board has made one of the following decisions:
  - Cannot Confer Intended Award;
  - Cannot Proceed (*Repeat Year of Study and Retrieval Package Required*);
  - Defer;
  - Discontinue;
  - Proceed Trailing;
  - Refer;
- to review the academic profile of any student for whom the ARU Awards Board was unable to make a decision or for any student the ARU Awards Board has specifically referred to the Panel;
- to determine that an individual student who has failed a module at the first attempt should be required to undertake the method of re-assessment, as agreed by the MAP, following further tuition. Such decisions are made where, in the opinion of the Panel, the student's performance to date suggests that the likelihood of successful retrieval of first attempt failure in the module(s) concerned without further tuition is low<sup>74</sup>. These decisions are subject to the limits prescribed in the Regulation 2.26;
- to determine, in cases where the total volume of module re-assessment for an individual student (as proposed by each MAP) is excessive, a revised schedule of (re)assessment in terms of timing, form and attendance requirements, in order to ensure that an individual student's assessment load in any one assessment period is reasonable and appropriate;

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<sup>74</sup> A student is entitled to request to undertake further tuition prior to undertaking the re-assessment in a module where it has not been explicitly required by the MAP or School Post Awards Panel

- to oversee the completion of retrieval packages for students for whom the ARU Awards Board has made a decision of *Cannot Proceed* or *Cannot Confer Intended Award*;
  - to approve cases where a Deputy Head of School has provisionally approved the transfer of a student's registration from one course to another course (not necessarily within the School) and for which any conditions of transfer have been met and to approve the transfer of credit and associated marks or grades.

7.27 The constitution for School Post Awards Board Panels is:

- Deputy Dean of Faculty or Director of Studies **Chair**
  - All Deputy Heads of School within the School
  - All Course Leaders within the School **Vice-Chair**

7.28 The quorum for meetings of School Post Awards Board Panels is either one third of the total membership or four members, whichever is the greater, and must include either a Deputy Dean or a Director of Studies.

7.29 The Academic Registry provides an Executive Secretary to all School Post Awards Board Panels.

7.30 School Post Awards Board Panels meet after the ARU Awards Board, MAPs and ARU Exceptional Circumstances Panel have met.

#### **(F) External Examiners**

7.31 External examiners are appointed by, and are responsible to, the Senate as the body which authorises conferment of ARU awards and to the Vice-Chancellor as Chair of the Senate.

7.32 No award of ARU is conferred without the participation in the assessment process of at least one of the external examiners appointed to membership of the ARU Awards Board. This requirement includes the conferment of any award recommended under Chair's Action (see the Regulations governing delegation of authority).

- 7.33 At least one external examiner is appointed to full membership of each MAP. Membership of the ARU Awards Board includes three external examiners appointed by the Senate. Additional external examiners may be appointed to ensure that the subject areas for which a MAP is responsible are adequately covered by the subject expertise of the external examiners and/or to satisfy the requirements of a PSRB.
- 7.34 External examiners who are appointed to membership of the ARU Awards Board are required to endorse the results of the assessment process leading to the conferment of an award by appending their signature to the results documentation presented at those meetings which they attend. An external examiner who exceptionally does not wish to endorse the results, either in general or for a particular student, is required to give his/her reasons in a separate written report to the Academic Registrar in accordance with the [Senate Code of Practice on External Examiners for Taught Courses](#).
- 7.35 Policies and procedures for the detailed implementation of ARU's external examining system and its fulfilment of national requirements and expectations are set out in the [Senate Code of Practice on External Examiners for Taught Courses](#) which has been designed to complement, and be read in conjunction with, these Academic Regulations.

#### **(G) Delegation of Responsibility (Chair's Action)**

- 7.36 A MAP or the ARU Awards Board may delegate its responsibilities to the respective Chair in relation to recommendations concerning an individual student(s), subject to the prior approval of the external examiner(s).
- 7.37 Delegated responsibility is exercised only in exceptional cases, for example:
- to correct errors in the assessment marks and/or module results presented to a MAP;
  - to approve changes to a student's assessment marks and/or module results following an academic appeal;
  - to recommend conferment of an award in the light of the above;
  - to consider module results and/or the conferment of an award for a very small number of students where it is not practical to reconvene a MAP or the ARU Awards Board.

## **SECTION 8**

### **STUDENT PROGRESSION AND CONTINUATION AND THE CONFERMENT OF AWARDS**

#### **(A) Student Progression<sup>75</sup>**

8.1 Students progress from one *year of study* (see Regulation 2.12) to the next *year of study* for the course for which they are registered, provided they continue to satisfy ARU's general requirements for students (see Regulation 3.41 above governing the general requirements for students), enrol for modules selected from within the prescribed set of modules for their course, satisfy any pre-requisites or other academic requirements for module enrolment and meet the requirements for progression as detailed in this Section.

#### **Undergraduate Awards - General**

- 8.2 The Awards Board makes a formal annual progression decision for all students (for the subsequent attention of the School Post Awards Board Panel) at the designated progression point for each course<sup>76</sup>.
- 8.3 The following progression requirements (Regulations 8.4 - 8.13 below) apply to all students registered for a course leading to any of the following intended awards:
- Certificate of Higher Education<sup>77</sup>;
  - Higher National Diploma;
  - Diploma of Higher Education;
  - Foundation Degree;
  - Ordinary Degree;
  - Honours Degree;
  - Integrated Master's Degree.
- 8.4 The range of formal 'Progression Decisions' available to the ARU Awards Board for undergraduate students is as below:

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<sup>75</sup> ARU introduced a formal progression scheme for all undergraduate courses which applied to all entrants from September 2012. The academic continuation and progression of any remaining students who commenced their current course pre-September 2012 is not governed by the regulations in Section 8(A) but is governed by the Academic Regulations, 10<sup>th</sup> Edition, August 2017, Section 8(B)

<sup>76</sup> Progression decisions for students registered on a full-time accelerated honours degree delivered on a Trimester basis are made at the end of the delivery of each level (usually at the end of the second and fourth trimesters) instead of a year of study basis

<sup>77</sup> Progression from one year of study to the next only applies to the intended award of Certificate of Higher Education when delivered on a part-time basis or approved as an extended course

<b>Progression Decision</b>	<b>Description</b>
Confer Intended Award	The student has satisfied all requirements for the intended award as detailed in the Course Specification Form and the intended award is conferred
Cannot Confer Intended Award	The student has reached the expected end of the course but is required to extend the period of study to complete (re)assessment outstanding and/or is required to re-take or replace a module(s)
Proceed	A student has passed all modules in the current year of study and may proceed to the next year of study
Proceed Trailing <sup>78</sup>	A student has attained a minimum threshold volume of credit at the current year of study and may proceed to the next year of study with (re)assessment outstanding and/or is required to re-take or replace a module(s)
Refer <i>[only for use at the Trimester 2 Awards Board]</i>	A student has not satisfied the progression criteria for the year of study due to academic failure but may attain sufficient credit after Trimester 2 (re)assessment
Defer <i>[only for use at the Trimester 2 Awards Board]</i>	A student has not satisfied the progression criteria for the year of study due solely to approved exceptional circumstances but may attain sufficient credit after Trimester 2 (re)assessment
Cannot Proceed – Repeat Year of Study <i>[can only be used once in a single course registration]</i>	A student has not satisfied the progression criteria for the year of study. The student may remain on the course but is required to repeat the entire year of study. The student's registration period on the course will be extended by the minimum of one year
Cannot Proceed – Retrieval Package Required	A student has not satisfied the progression criteria for the year of study. The student may remain on the course but agrees a retrieval package with the Course Leader. The student's registration period on the course will be extended by the minimum of one trimester
Discontinued	A student has exceeded the volume of credit in which both the initial and re-assessment attempts of modules can be failed

<sup>78</sup> Further decisions of *Proceed with Referral* and *Proceed with Deferral* exist under the Proceed Trailing category to allow, for statistical purposes, the differentiation of students who have academic failure and students who have approved exceptional circumstances. These further decisions are only used at the Trimester 2 Awards Board. Where a student's module results include a combination of academic failure and approved exceptional circumstances, a decision of *Proceed with Referral* is made

Decision Deferred	A progression decision cannot be made (e.g. data is missing from the student's academic profile or pending the outcome of procedures related to alleged academic misconduct)
Refer to Fitness to Practise	The student has been referred under the Fitness to Practise procedures within the <i>Rules, Regulations and Procedures for Students</i> .

### Undergraduate Awards - Full-time Progression

- 8.5 For courses approved as an extended course with entry at level 3, in order to be awarded a *Proceed* decision and progress from level 3 to level 4, a student is required to attain all level 3 credits. There is no provision to trail any level 3 credits into level 4. Therefore, the progression decision *Proceed Trailing* cannot be applied to a year of study based on level 3 credits.
- 8.6 In order to be awarded a *Proceed* or *Proceed Trailing* decision and be permitted to progress from Year 1<sup>79</sup> to the next year of study, a student must have been awarded 90 or more credits (including credit awarded for accredited prior learning)<sup>80</sup>. The *Proceed* decision is made when all modules for the year of study have been passed. The *Proceed Trailing* decision is made when modules totalling 90-105 credits in the year of study have been passed.
- 8.7 In order to be awarded a *Proceed* or *Proceed Trailing* decision and be permitted to progress from Year 2<sup>81</sup> to the next year of study, a student must have been awarded 210 or more credits<sup>82</sup>, including 90 or more credits at level 5 (including credit awarded for accredited prior learning). The *Proceed* decision is made when all modules for the year of study have been passed. The *Proceed Trailing* decision is made when modules totalling 90-105 credits in the year of study have been passed.
- 8.8 Under no circumstances may a student proceed (trailing) to the next year of study whilst trailing more than 30 credits of modules which require retrieval (from any year or level) in order to prevent a student from accruing excessive volumes of credit which have not been passed.

<sup>79</sup> Year 2 for an extended course

<sup>80</sup> For an extended course, the figure of 90 is increased by the total volume of level 3 credit included as part of the extended element of the course (normally  $90 + 120 = 210$ )

<sup>81</sup> Year 3 for an extended course

<sup>82</sup> For an extended course, the figure of 210 is increased by the total volume of level 3 credit included as part of the extended element of the course (normally  $210 + 120 = 330$ )

- 8.9 A student who fails both the initial and re-assessment attempts for modules totalling 105 or more credits in the year of study is discontinued from the course and may be eligible to receive an intermediate award (see Regulations 8.63 - 8.67 below).
- 8.10 For use at the Trimester 2 meeting of the Awards Board only<sup>83</sup>, a progression decision of *Refer* is made when a student has not satisfied the progression criteria for the year of study due to academic failure but has the opportunity to attain sufficient credit to satisfy the progression criteria after the completion of the Trimester 2 re-assessment process. Where the reason for not satisfying the progression criteria is due solely to approved exceptional circumstances at the initial assessment attempt, a *Defer* progression decision is made<sup>84</sup>.
- 8.11 A student for whom the criteria in Regulations 8.5 - 8.10 above do not apply is not permitted to register for the next year of study. However, the student's registration on the course can continue in one of two ways:

#### 8.11.1 *Cannot Proceed – Repeat Year of Study*

- (a) This progression decision is made when a student has failed both the initial and re-assessment attempts of modules totalling 60-90 credits in the current year of study;
- (b) The student is required to take the entire year of study again;
- (c) The *Cannot Proceed – Repeat Year of Study* progression decision can only be made once within a single course registration<sup>85</sup>. Thereafter, a *Cannot Proceed – Retrieval Package Required* decision is made;
- (d) No marks or credit attained in the original attempt at the year of study are carried forward with any credit attained (ie: for passed modules) annulled;
- (e) The expected completion date of the student's registration is extended by one year;

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<sup>83</sup> This progression decision is only available to the Awards Board in Trimester 2 as a further opportunity is available for (re)assessment prior to the start of the next year of study (ie: during the summer vacation). Such opportunities are not available elsewhere in the academic calendar (e.g. between Trimester 1 and Trimester 2 and Trimester 3 and Trimester 1)

<sup>84</sup> Where a student's module results include a combination of academic failure and approved exceptional circumstances, a decision of *Refer* is made

<sup>85</sup> Therefore, a student studying a course leading to the award of an honours degree can only repeat one of the years of study that comprise the course in accordance with the CSF and the CIS

- (f) By repeating the year of study, the student is not deemed to be retaking or replacing modules and, therefore, is not subject to the capping of module marks at the initial attempt during the repeat year (and receives the true marks attained) although re-assessment attempt(s) are capped;
- (g) Exceptionally, the Director of Studies, in consultation with the Academic Registrar, may agree an alternative to repeating the entire year of study by requiring the (capped) retrieval of failed modules only where repeating the entire year of study is impossible<sup>86</sup>.

#### 8.11.2 A *Cannot Proceed – Retrieval Package Required*

- (a) This progression decision is made for all remaining full-time students for whom any other progression decision described above is not valid, including where the criteria for a *Cannot Proceed – Repeat Year of Study* decision have been satisfied but the decision has been previously made for the student within the same course registration (see Regulation 8.11.1(c));
- (b) In discussion with a Student Adviser and/or the Course Leader/Deputy Head of School, a retrieval package is constructed for the student in which the timing of outstanding (re)assessment for modules is agreed. The retrieval package also includes, where appropriate, the re-taking or replacing of modules which have been failed after re-assessment;
- (c) The student remains registered on the same course but, depending on the volume of credit, studies for a reduced number of hours for the duration of the retrieval package;
- (d) The expected completion date of the student's registration is extended by the length of the retrieval package;
- (e) All retrieval packages are approved by the appropriate Director of Studies who can require a student to undertake further tuition in one or more modules (after failure at the initial attempt) prior to undertaking the re-assessment attempt to which the student is entitled as part of the retrieval package<sup>87</sup>.

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<sup>86</sup> For example, an international student unable to secure an extended Visa

<sup>87</sup> A student is entitled to request to undertake further tuition prior to undertaking the re-assessment in a module where it has not been explicitly required by the MAP, School Post Awards Board Panel or Director of Studies

## Undergraduate Awards - Part-time Progression

- 8.12 The requirements for part-time progression are based on the same principles as used for full-time progression and the same range of progression decisions are used for part-time students (see Regulation 8.4 above).
- 8.13 In accordance with Regulation 2.26 above, a part-time student can study 60, 75 or 90 credits in any one year of study, as stipulated on the CSF and in accordance with Regulation 3.15 and **Appendix 3**. Consequently, the threshold credit volumes for part-time progression decisions are adjusted to reflect the smaller total volume of credit studied by a part-time student. These are detailed in the table below (and include credit awarded for accredited prior learning). The credit volume values shown are substituted into the equivalent regulations for full-time progression above (Regulations 8.6, 8.7, 8.9 and 8.11.1(a)) and are referenced in the table below:

Credit Volume During the Year of Study	Threshold Credit Volumes for Part-time Progression Decisions		
	Credit volume to be <u>attained</u> for a <i>Proceed Trailing</i> decision	Credit volume to be <u>failed</u> at both initial and re-assessment attempts for a <i>Discontinuation</i> decision	Credit volume to be <u>failed</u> at both initial and re-assessment attempts for a <i>Cannot Proceed – Repeat Year of Study</i> decision
	(for Regulations 8.6 and 8.7)	(for Regulation 8.9)	(for Regulation 8.11.1(a))
90	60 - 75	90	45 - 75
75	60	75	45 - 60
60	45	60	30 - 45

## Other Undergraduate Awards

- 8.14 Courses leading to the award of Bachelor of Medicine Bachelor of Surgery are required to satisfy progression requirements from one year of the course to the next. The unique modular structure of the course (see Regulation 3.13, footnote 22 above) requires all 120 credits to be passed in order to secure progression to the following year of the course. Therefore, the following progression decision cannot be made for students registered for such courses: Proceed Trailing; Proceed with Referral; Proceed with Deferral.

8.15 As the structure of the ARU awards listed below only contain modules from a single level of study, there are no formal requirements from progression from one year of study to the next for courses leading to the following intended undergraduate awards:

- Access Certificate;
- University Certificate;
- Higher National Certificate;
- Certificate of Education;
- University Diploma;
- Graduate Certificate;
- Graduate Diploma;
- Professional Graduate Certificate in Education.

8.16 A student who fails both the initial and re-assessment attempts for modules totalling 105 or more credits on a course leading to one of the intended awards listed below is discontinued from the course and may be eligible to receive an intermediate award (see Regulations 8.63 - 8.67 below):

- Higher National Certificate;
- Certificate of Education;
- Professional Graduate Certificate in Education.

8.17 The total credit volume for courses leading to the intended awards of Access Certificate, University Certificate, University Diploma, Graduate Certificate, Graduate Diploma is variable (see Regulation 2.41 above). A student registered for such a course is discontinued when both the initial and re-assessment attempts for modules totalling the threshold volume of credit specified in the table below is reached, and may be eligible to receive an intermediate award (see Regulations 8.63 - 8.67 below):

Total credit volume for award	Credit volume to be <u>failed</u> at both initial and re-assessment attempts for a <i>Discontinuation</i> decision
60	60
75	75
90	90
105	90
120	105

## Postgraduate Taught Awards

- 8.18 The structure of courses leading to the ARU postgraduate taught awards listed below only contain modules from a single level of study and, therefore, there are no formal requirements from progression from one year of study to the next:
- Postgraduate Certificate in Education;
  - Postgraduate Certificate;
  - Postgraduate Diploma;
  - Master's Degree.
- 8.19 A student who fails both the initial and re-assessment attempts for modules totalling 45 or more credits on a course leading to one of the intended postgraduate taught awards listed in Regulation 8.18 above is discontinued from the course and may be eligible to receive an intermediate award (see Regulations 8.63 - 8.67 below).

## **(B) Accredited Prior Learning**

- 8.20 For any ARU award to be conferred, either as an intended or an intermediate award, a minimum of one third of the total credit volume for the award (e.g. 100 credits for an ordinary degree) must have been studied and passed as new learning whilst registered at ARU (including its Academic Partners).
- 8.21 Marks or grades from accredited prior learning external to ARU and its Academic Partners (i.e. credit **not** awarded by ARU), including such learning which has resulted in the conferment of an award, do **not** contribute to the algorithm used to determine the classification of an ARU award.
- 8.22 Marks or grades from accredited prior learning within ARU and its Academic Partners (i.e. credit awarded by ARU) are transferred to the ARU award on which the student is registered and contribute, where appropriate, to the algorithm used to determine the classification of the ARU award **provided that:**
- the accredited prior learning is identical to the level and volume of the modules contained in the CSF against which it is mapped;
  - the accredited prior learning has **not** previously contributed to the conferment of an ARU award.

- 8.23 The relevant Deputy Head of School is responsible for ensuring that the appropriate Student Information sets out the implications for credit and grade transfer in such cases, particularly the implications for students if the accredited prior learning has contributed to the conferment of an ARU award.
- 8.24 For those awards where the classification is calculated on the basis of marks or grades from two or more levels (HNC, HND, Ordinary Degree, Honours Degree and Integrated Master's Degree), any AP(E)L credit awarded at the higher level is included in the total credit volume used to calculate the award classification and is not substituted by an increased volume of credit at the lower level(s) (see Regulations 8.39, 8.41, 8.49, 8.51 and 8.61 below).

### **(C) Student-Initiated Course Transfer**

- 8.25 A student whose academic progress is satisfactory but who wishes to transfer registration from one course to another (which may be a course at a higher or lower level of learning than the current course) must submit a request, in writing, to the Deputy Head of School responsible for the course to which transfer is sought **before** completion of the original course and conferment of the associated award. The reasons for such a request may be academic, professional, personal or a combination of factors.
- 8.26 The Deputy Head of School evaluates, in each case, whether the modules successfully completed by the student, and those modules which the student has taken but in which the student is scheduled to be (re) assessed, provide sufficient preparation and overlap of material to enable the student, with further study, to achieve the learning outcomes for the course to which transfer is being proposed.
- 8.27 If the transfer is provisionally approved, the Deputy Head of School submits a recommendation to the School Post Awards Board Panel(s) responsible for the course on which the student is currently registered and for the course to which transfer has been provisionally approved. The Deputy Head of School confirms the credit and associated marks which can be transferred with the student and any conditions that must be set and satisfied (e.g. to pass some or all remaining assessments for modules which the student has taken and in which the student is scheduled to be (re) assessed).

- 8.28 On receipt of the Deputy Head of School's recommendation, the School Post Awards Board Panel(s) responsible for the course on which the student is currently registered undertakes its normal duties and, if any conditions of transfer have been satisfied, formally approved the transfer of the student's registration, credit and associated marks or grades (see Regulation 4.47).
- 8.29 In cases where the student is transferring from a lower level to a higher level award (e.g. Foundation Degree to Honours Degree), the ARU Awards Board does not confer any award even if the credit requirements of the original intended award (or any associated intermediate award) have been satisfied.
- 8.30 A student cannot be transferred to a course which leads to an award at a higher level if the registration on the original course has been discontinued by the ARU Awards Board as a consequence of academic failure.

#### **(D) Eligibility for an Award**

- 8.31 Students are considered for an ARU award by the ARU Awards Board if they have satisfied the general requirements for students set out in Section 3 and in particular have satisfied the credit requirements of the course for which they are registered in terms of the volume and level of credit, as defined in Regulation 2.41, and the requirements of the relevant CSF.

#### **(E) Classification of Awards**

- 8.32 Algorithms for determining the classification for all awards which apply to all courses are detailed in Regulations 8.33 - 8.62 below.
- 8.33 When determining a degree or award classification the arithmetic mean is rounded to the nearest integer, i.e. less than 0.5 is rounded down and greater than or equal to 0.5 is rounded up.
- 8.34 The following awards are not classified:
- Access Certificate;
  - University Certificate;
  - University Diploma;
  - Graduate Certificate;

- Graduate Diploma;
- Ordinary Degree: Bachelor of Medicine Bachelor of Surgery;
- Postgraduate Certificate;
- Postgraduate Certificate in Education (Level 7).

- 8.35 The principle of non-classification applies equally to those of the above awards whose upper credit limit may, with the Senate's approval, exceed 120 credits on an individual course basis (see Regulation 2.41).
- 8.36 An award is classified only if at least two thirds of the modules used in the calculation of the arithmetic mean are fine graded.

#### *Certificate of Higher Education (Cert HE)*

- 8.37 If a student is eligible for a Certificate of Higher Education, the award classification is determined by calculating the credit weighted arithmetic mean of all module results at levels 3 or 4 (or higher).
- 8.38 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

#### *Higher National Certificate (HNC)*

- 8.39 If a student is eligible for a Higher National Certificate, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 120 credits. The calculation must include the results for all level 5 modules (or higher) and the highest results from the appropriate number of level 4 modules to achieve the required total of 120 credits. *[NB: Any AP(E)L credit at level 5 (or higher) is included in the 120 credits and is not substituted by an increased volume of level 4 credit – see Regulation 8.24 above].*

- 8.40 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Higher National Diploma (HND)*

- 8.41 If a student is eligible for a Higher National Diploma, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 120 credits. The calculation must include the results for all level 5 modules (or higher) and the highest results from the appropriate number of level 4 modules to achieve the required total of 120 credits. [NB: Any AP(E)L credit at level 5 (or higher) is included in the 120 credits and is not substituted by an increased volume of level 4 credit – see Regulation 8.24 above].

- 8.42 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Foundation Degree (FdA, FdSc, FdEng) and Diploma of Higher Education (Dip HE)*

- 8.43 If a student is eligible for a Foundation Degree or Diploma of Higher Education, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all-modules at level 5 (or higher).

- 8.44 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Certificate of Education (Cert Ed)*

8.45 If a student is eligible for a Certificate of Education the award classification is determined by calculating the credit weighted arithmetic mean of all module results.

8.46 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Professional Graduate Certificate in Education (PGCE: Level 6)*

8.47 If a student is eligible for a Professional Graduate Certificate in Education the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all modules at level 6 or higher.

8.48 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Ordinary Degree (BA, BSc, BEng, BOptom, LLB)*

8.49 If a student is eligible for an Ordinary Degree, the award classification is determined by calculating the credit weighted arithmetic mean of module results totalling 165 credits. The calculation must include the results for all level 6 modules and the highest results from the appropriate number of level 5 modules to achieve the required total of 165 credits. *[NB: Any AP(E)L credit at level 6 (or higher) is included in the 165 credits and is not substituted by an increased volume of level 5 credit – see Regulation 8.24 above].*

8.50 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Honours Degree (BA (Hons), BSc (Hons), BEng (Hons), BOptom (Hons), LLB (Hons))*

8.51 If a student is eligible for an Honours Degree, the award classification is determined as follows:

#### 8.51.1 Algorithm A1 – Arithmetic Mean

- The credit weighted arithmetic mean of the best module results totalling 180 credits at levels 5 and 6 of which a minimum of 105 credits are at level 6. *[NB: Any AP(E)L credit at level 6 (or higher) is included in the 180 credits and is not substituted by an increased volume of level 5 credit – see Regulation 8.24 above];*
- If the outcome of Algorithm A1 places a student into one of the following three borderline categories (48.0 – 49.49%, 58.0 – 59.49% and 68.0 – 69.49%), the student's performance is then considered under Algorithm B1 (as detailed in Regulation 8.51.2 below).
- For students who do not fall into one of the borderline categories specified above, the outcome of Algorithm A1 is used to determine the award classification as specified in Regulation 8.52 below.

#### 8.51.2 Algorithm B1 – Preponderance and Exit Velocity

- Algorithm B1 allows a student to be considered for elevation to the next higher classification if the student's performance under Algorithm A1 satisfies the conditions stipulated in Regulation 8.51.1 bullet 2;
- A student is elevated to the next higher classification if the student's academic profile contains module results for at least 120 credits from levels 5 and 6 for which marks have been awarded in that higher classification (or above) and where a minimum of 90 of these credits are at level 6.

8.52 The following classifications are determined by the above calculations:

First class honours	70%+
Upper Second class honours	60% - 69%
Lower Second class honours	50% - 59%
Third class honours	40% - 49%
Fail	0% - 39%

#### *Honours Degree (BOST (Hons))*

8.53 If a student is eligible for a Bachelor of Osteopathy with Honours Degree, the award classification is determined as follows<sup>88</sup>:

##### 8.53.1 Algorithm A2 – Arithmetic Mean

- The credit weighted arithmetic mean of the best module results totalling 180 credits at levels 5 and 6 of which a minimum of 150 credits are at level 6. [NB: *Any AP(E)L credit at level 6 (or higher) is included in the 180 credits and is not substituted by an increased volume of level 5 credit – see Regulation 8.24 above*];
- If the outcome of Algorithm A2 places a student into one of the following three borderline categories (48.0 – 49.49%, 58.0 – 59.49% and 68.0 – 69.49%), the student's performance is then considered under Algorithm B2 (as detailed in Regulation 8.538.53.2 below).
- For students who do not fall into one of the borderline categories specified above, the outcome of Algorithm A2 is used to determine the award classification as specified in Regulation 8.54 below.

##### 8.53.2 Algorithm B2 – Preponderance and Exit Velocity

- Algorithm B2 allows a student to be considered for elevation to the next higher classification if the student's performance under Algorithm A2 satisfies the conditions stipulated in Regulation 8.538.53.1 bullet 2;

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<sup>88</sup> Students registered on the previous (now discontinued) 480 credit version of the award are classified in accordance with the corresponding regulations published in the Ninth Edition of the Academic Regulations (July 2016)

- A student is elevated to the next higher classification if the student's academic profile contains module results for at least 150 credits from levels 5 and 6 for which marks have been awarded in that higher classification (or above) and where a minimum of 120 of these credits are at level 6.

8.54 The following classifications are determined by the above calculations:

First class honours	70%+
Upper Second class honours	60% - 69%
Lower Second class honours	50% - 59%
Third class honours	40% - 49%
Fail	0% - 39%

*Postgraduate Diploma (PG Dip)*

8.55 If a student is eligible for a Postgraduate Diploma, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all level 7 modules.

8.56 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Taught Master's Degree (MA, MSc, MBA, LLM, MOptom, MRes, MCh, MTL, MArch, MPH)*

8.57 If a student is eligible for one of the above taught Masters Degrees, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all level 7 modules.

8.58 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Taught Master's Degree (MFA)*

- 8.59 If a student is eligible for the above taught Master's Degree, the award classification is determined by calculating the credit weighted arithmetic mean of the module results for all level 7 modules.
- 8.60 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

*Integrated Taught Master's Degree (MDes, MEng, MLaw, MOst)*

- 8.61 If a student is eligible for one of the above Integrated Taught Masters Degrees, the award classification is determined by calculating the credit weighted arithmetic mean of the best module results totalling 240 credits at levels 5, 6 and 7. The calculation must include the results for all level 7 modules and a minimum of 105 credits at level 6. [NB: Any AP(E)L credit at level 7 is included in the 240 credits and is not substituted by an increased volume of level 6 (and, if necessary, level 5) credit – see Regulation 8.24 above].

- 8.62 The following classifications are determined by the above calculation:

Distinction	70%+
Merit	60% - 69%
Pass	40% - 59%
Fail	0% - 39%

**(F) Intermediate Awards**

- 8.63 A student who is either discontinued from a course due to academic failure or voluntary withdrawal receives the highest intermediate award for which they are eligible (see Regulation 2.18 above).
- 8.64 Section 2(E) details all intended awards and the corresponding intermediate awards which are available.

- 8.65 If no intermediate award is available, the student is issued with a transcript which details the academic credit that has been achieved and the student's registration with ARU is terminated.
- 8.66 If a student wishes to seek re-admission to the course from which the student has been discontinued, a student is required to satisfy the criteria listed in Regulation 4.13 above.
- 8.67 An intermediate award cannot be conferred on a student who is expelled from ARU as a consequence of academic misconduct (see Regulation 10.54 below).

#### **(G) Aegrotat Awards**

- 8.68 At the discretion of the ARU Awards Board an unclassified but named aegrotat award may be conferred on a student provided that:
- there is sufficient evidence that the student would have achieved the appropriate level of knowledge, understanding and skills if it had not been for illness or other valid cause and;
  - the student has already been awarded two thirds of the credit total required for the award under consideration.
- 8.69 Where the course title is linked to PSRB requirements, the name of the aegrotat award conferred is as prescribed on the CSF.
- 8.70 An aegrotat award is not available for the following qualifications:
- Access Certificate;
  - University Certificate;
  - University Diploma;
  - Graduate Certificate;
  - Graduate Diploma;
  - Higher National Certificate;
  - Higher National Diploma.
- 8.71 A student has the right to refuse an aegrotat award and to seek to be assessed for the original award.

## **(H) Posthumous Awards**

8.72 In the event of a student's death, the Senate, on the recommendation of the ARU Awards Board, may confer an unclassified but named posthumous award provided that:

- there is sufficient evidence that the student would have achieved the appropriate level of achievement and competence **and**;
- the student has already been awarded two thirds of the total credit required for the award under consideration.



## **SECTION 9**

### **ACADEMIC APPEALS**

#### **(A) Introduction**

- 9.1 This section of the Academic Regulations describes ARU's academic appeals policy for all students registered on an award conferred by ARU, including all students registered at a UK or international Academic Partner and students registered on distance learning courses. All appeals, including those from students registered at UK and international Academic Partners are administered by ARU. Appeals from students registered at international Academic Partners may require special arrangements in order to administer the appeal. Students registered on dual awards will submit their appeal to the institution responsible for administering the assessment against which the student is appealing. Regulation 9.44 provides a summary of the appeals process for publication to students in the form of a flowchart.
- 9.2 The Academic Regulations are applied fairly and consistently and in accordance with ARU's equal opportunities policy. The *Research Degrees Regulations* (available at [www.aru.ac.uk/researchregs](http://www.aru.ac.uk/researchregs)) provide an appeals process at each of the assessment points including for a review of an examination decision in certain circumstances and these procedures are published in the *Research Degrees Regulations*.
- 9.3 In dealing with an academic appeal, privacy and confidentiality are assured unless disclosure is necessary to progress the appeal.
- 9.4 The principal method of communication with an appellant throughout the academic appeals process is the appellant's ARU e-mail account and eVision (the latter is used for the official publication of outcomes and results related to the assessment process). Written letters are sent as e-mail attachments. Communication is not conducted via postal services except for the final outcome.
- 9.5 If the behaviour of an appellant becomes threatening or abusive during the course of the internal resolution process or a Panel Hearing, the Director of Studies or Panel Chair respectively is empowered to suspend the process and refer the matter to the Secretary & Clerk under the disciplinary procedures contained within the *Rules, Regulations and Procedures for Students*. The appeal process may resume at a later date, pending the outcome of the disciplinary process.

## **(B) Grounds for an Appeal**

- 9.6 A student has the right to appeal against a decision of the ARU Awards Board (or a Modular Assessment Panel) on the following grounds:
- that there has been a material administrative error;
  - that an assessment task(s) was not conducted in accordance with the Academic Regulations governing the course, or that some other material irregularity has occurred<sup>89</sup>.
- 9.7 A student has the right to appeal against the outcome of either the academic appeals of academic misconduct processes on the grounds that the process was not conducted in accordance with the Academic Regulations governing the process, or that some other material irregularity has occurred.
- 9.8 A student may **not** appeal on any ground which:
- disputes only the academic judgement of the ARU Awards Board concerning the student's performance in any academic work and/or work-based component of the course;
  - presents evidence of exceptional circumstances to explain that performance in an assessment was adversely affected by illness or other factors unless evidence is provided that a corresponding exceptional circumstances claim has been duly submitted to the ARU Exceptional Circumstances Panel but has not been considered in accordance with the Regulations governing the exceptional circumstances process (Regulations 6.112 - 6.144 and 7.13 - 7.18 above).

## **(C) Submitting an Appeal**

- 9.9 A student wishing to exercise a right of appeal must give notice in writing, using the appropriate proforma which is obtainable from [My.ARU](#) to the Academic Registrar<sup>90</sup> within 25 working days of the date of the meeting of the ARU Awards Board, Academic Appeals

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<sup>89</sup> This includes an appeal which cites the grounds that the Academic Regulations relating to the mitigation process (6.112 - 6.144 and 7.13 - 7.18) have been applied incorrectly, supported by appropriate evidence

<sup>90</sup> Throughout Section 9, responsibilities assigned to the Academic Registrar may be delegated by the Academic Registrar to a nominee (usually the Academic Registry's Examinations & Academic Appeals Manager)

(Stage 2) Panel Hearing or Academic Misconduct (Stage 2) Panel Hearing<sup>91</sup>. This proforma must state the grounds and evidence on which the student wishes to appeal.

- 9.10 In very exceptional circumstances, and with the explicit agreement of the Chair of the Senate acting on the advice of the Academic Registrar, an appeal outside the normal time limits may be considered in accordance with the Academic Regulations governing academic appeals.
- 9.11 A student wishing to appeal on the grounds that there has been a material administrative error or that the assessments were not conducted in accordance with the Academic Regulations is required to send to the Academic Registrar such documentary evidence as is appropriate to support the appeal. Such evidence must be sent to the Academic Registrar at the same time as the proforma is completed. The Academic Registrar also notifies the student's Director of Studies that an appeal has been submitted.
- 9.12 The Academic Registrar has the right to call for additional written evidence from the appellant and/or ARU staff and to include any such additional evidence as he/she thinks is conducive to a better informed judgement.
- 9.13 Once an appeal has been lodged with the Academic Registrar, the appellant may continue and fully engage with his/her course<sup>92</sup>, undertaking placements and/or elements of assessment or re-assessment without prejudice to the outcome of the appeal, provided that in doing so the appellant does not put him/herself or others at risk. The final decision regarding attendance at ARU or in a placement remains with the Director of Studies who may take action in accordance with the Fitness to Practise Regulations within the *Rules, Regulations and Procedures for Students*.
- 9.14 Any credit attained as an appellant continues and fully engages with the course whilst an academic appeal is being progressed (as permitted in Regulation 9.13) is declared null and void if the appeal is eventually dismissed and where the original decision of the Awards Board was to discontinue the appellant (ie: the Awards Board's original decision is upheld). Therefore, any such credit attained cannot contribute to the conferment of an intended or intermediate award.

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<sup>91</sup> International students for whom a discontinuation decision has been made by the Awards Board and who are studying under a Tier 4 Visa are required to submit their academic appeal within ten working days in order to avoid the withdrawal of the sponsorship of their Tier 4 Visa (in line with UKVI requirements). If the appeal is not submitted within these ten working days, such students should make arrangements to leave the UK but are entitled to submit their academic appeal within the standard 25 working days deadline

<sup>92</sup> This regulation does NOT permit an appellant to proceed to the next level/stage/year of his/her course unless the requisite volume of credit has been attained in accordance with Regulations 8.1-0

## (D) Initial Scrutiny

- 9.15 The Academic Registrar acknowledges receipt of the formal notice of appeal. Two staff, from a pool of the Academic Registrar, Deputy Academic Registrar, Examinations and Academic Appeals Manager and the Quality Assurance Manager undertake an initial scrutiny of the completed appeal<sup>93</sup> upon receipt by the Academic Registry within 15 working days of the date of receipt of the notice of appeal. The Academic Registrar **dismisses the appeal** without further action where:
- (a) the criteria for grounds for an academic appeal are not satisfied;
  - (b) there is either no evidence provided to support the appeal, or that such evidence is clearly not timely.
- 9.16 All other appeals which satisfy the grounds for an academic appeal and for which timely and appropriate evidence has been provided are progressed to Stage 1 for investigation at Faculty level.
- 9.17 In exceptional circumstances the Academic Registrar may appoint an Investigating Officer from the Senate's Academic Regulations Subcommittee who has neither taught the appellant nor been closely associated with the appellant in any other way. The Investigating Officer has the right to call for additional written evidence from the appellant or ARU staff and to include any such additional evidence as he/she thinks is in the interests of a just outcome. The Investigating Officer reviews the written evidence within 15 working days of the date of receipt of the notice of appeal.
- 9.18 The Academic Registrar notifies an appellant of the outcome of an appeal dismissed under Regulation 9.15 above in writing. This notification includes an explanation for why the appeal has been dismissed and confirms which staff undertook the initial scrutiny. The notification also informs the appellant that he/she can request a review of the decision to dismiss the appeal. Such requests are made by the appellant in writing to the Academic Registrar within ten working days of the date of the notification of the outcome.

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<sup>93</sup> A completed appeal refers to the form having been completed in full and all evidence to support the appeal having been submitted

- 9.19 On receipt of a request for a review of the initial scrutiny outcome, the Academic Registrar appoints a Director of Studies from a Faculty which is not associated with the course on which the student is registered to review the original decision within ten working days of the request being made<sup>94</sup>.
- 9.20 If the outcome of the review supports the original decision made under Regulation 9.15 above, the Academic Registrar **dismisses the appeal** in writing within ten working days of the review being concluded.
- 9.21 If the outcome of the review does not support the original decision made under Regulation 9.15 above, the appeal is processed in accordance with Regulation 9.22 below.

#### (E) Stage 1: Investigating an Appeal

- 9.22 All academic appeals which, following initial scrutiny, satisfy the grounds for an academic appeal and for which timely and appropriate evidence has been provided, are forwarded to the Director of Studies in the relevant Faculty for his/her consideration. If the Director of Studies agrees that there is a ground for an appeal, the Academic Registrar **upholds the appeal** and notifies the appellant of the decision within ten working days.
- 9.23 If the Director of Studies is minded to contest the appeal, he/she initiates an internal resolution process within the Faculty<sup>95</sup>. Under the internal resolution process the Director of Studies meets the appellant to discuss the appeal and to seek to resolve it at a local level. The appellant may be accompanied at the meeting by a friend. A written record of the discussion is kept by the Director of Studies and the outcome arising from that discussion is reported by the Director of Studies to the Academic Registrar clearly stating whether or not the appeal is upheld or dismissed. The internal resolution meeting takes place within 15 working days after referral from the initial scrutiny stage. If the appellant does not attend the meeting, the Director of Studies is not required to re-arrange the meeting but proceeds to consider the appeal. The Director of Studies is permitted to dismiss the appeal on the grounds that the appellant has not engaged with the internal resolution process.

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<sup>94</sup> At his/her discretion, the Director of Studies may contact the student to discuss the appeal as part of the review

<sup>95</sup> An internal resolution process meeting is conducted in the most appropriate medium for the appellant. The process does not necessarily have to be conducted by a face-to-face meeting. A telephone call, video-conference, Skype interaction (or other appropriate method) is considered to help expedite the process (including for an appellant studying at an international Academic Partner or on a module delivered by distance or blended learning etc.)

- 9.24 If, following the conclusion of the internal resolution process, the appeal is no longer contested by the Director of Studies, the Academic Registrar **upholds the appeal** and notifies the appellant of the decision within ten working days. In such cases, and where appropriate, the Chair of the ARU Awards Board (or nominee) arranges for the ARU Awards Board (or a small subcommittee)<sup>96</sup> to review its decision in the light of the additional information provided through the appeals process within 15 working days of the date of the letter upholding the appeal.
- 9.25 If, following the conclusion of the internal resolution process, the appeal remains contested by the Director of Studies, the Academic Registrar **dismisses the appeal** and notifies the appellant of the decision (including an explanation for why the appeal has been dismissed) within ten working days.
- 9.26 Following the dismissal of an appeal at Stage 1 (under Regulation 9.25 above), an appellant who wishes to continue to pursue the appeal has the right to request that the appeal is referred to a Stage 2 Appeals Panel Hearing if:
- the appellant has engaged with the internal resolution process
- and;**
- additional evidence, which was not presented previously, is subsequently submitted by the appellant. The additional evidence must be related to the grounds and reasons cited in the original submission of the appeal. The submission of additional evidence at this stage of the process cannot be used by the appellant as an opportunity to change the grounds of the appeal (e.g. citing alternative material administrative error).
- 9.27 An appellant wishing to exercise the right to request a Stage 2 Appeals Panel Hearing is required to notify the Academic Registrar, in writing, and supply the required additional evidence, within 15 working days of the date of the communication confirming the Stage 1 outcome. No arrangements are made to conduct a hearing until the additional evidence is submitted. If no further evidence has been received by this deadline, the request for a hearing, and therefore the academic appeal, is dismissed.

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<sup>96</sup> The Subcommittee comprises three members (including the Chair or nominee) plus two other members of the school in which the appellant is based, who have not had previous involvement in the appeal

## **(F) Stage 2: Appeals Panel Hearing**

9.28 The membership of an Appeals Panel comprises:

- a member of the Senate's Academic Regulations Subcommittee<sup>97</sup> (other than the Investigating Officer for the case) who acts as Chair of the Panel;
- an academic member of staff of ARU who is not a member of the Faculty in which the appellant is registered nor has taught the appellant or in any other way been closely associated with the appellant;
- a student nominated by the President of the Students' Union in consultation with the Secretary of the Panel.

The Academic Registry's Examinations & Academic Appeals Manager acts as Secretary to the Appeals Panel but is not a Panel Member.

9.29 The following, *inter alia*, have the right to be present and to speak at sittings of the Appeals Panel:

- the Director of Studies for the Faculty in which the appellant who has initiated the academic appeal is registered;
- the President of the Students' Union (or an elected representative of the Students' Union), unless the appellant objects;
- the appellant and the friend or a representative of the Students' Union.

9.30 The Academic Registrar convenes a meeting of a Stage 2 Appeals Panel in no fewer than ten, or no more than 20, working days and:

- calls a meeting of the Appeals Panel as far as possible to the convenience of all parties;
- ascertains from the appellant whether there is any objection to the attendance of the President of the Students' Union at the meeting of the Appeals Panel;
- gives notice to the appropriate Director of Studies and the President of the Students' Union (or an elected representative of the Students' Union) of the date, time and place of the meeting;

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<sup>97</sup> Or other senior and experienced member of academic staff as agreed by the Chair of the Academic Regulations Subcommittee

- gives notice to the appellant stating:
  - (i) the nature of the appeal;
  - (ii) the date, time and place of the hearing of the Appeals Panel and its membership;
  - (iii) that the appellant has a right to be heard at the hearing accompanied, if the appellant so wishes, by a friend;
  - (iv) that in the appellant's unavoidable absence, the appellant may appoint, in writing, a proxy (who may be a member of the Students' Union) to represent the appellant at the hearing;
  - (v) that the appellant has a right to submit a written statement or written evidence for consideration by the Appeals Panel and that evidence may be presented by the Secretary of the Appeals Panel and the Director of Studies;
  - (vi) that the appellant is responsible for informing witnesses in support of the case of the details of the hearing of the Appeals Panel and for securing their attendance at the hearing;
  - (vii) that the appellant is responsible for informing the Secretary of the Appeals Panel as soon as possible of the names of witnesses the appellant proposes to call and whether the appellant wishes to be accompanied by a friend, and if so the name of the friend;
- provides members of the Appeals Panel, the appellant, the Director of Studies and the President of the Students' Union (or an elected representative) with copies of all relevant documentation.

- 9.31 If two or more appellants are the subject of a particular case, the Appeals Panel decides whether the interests of each appellant individually would be prejudiced by hearing the appeal jointly. If the Panel is of the opinion that the appeal might be prejudiced or that the proceedings could not easily or fairly be conducted in regard to two or more appellants together, it continues to conduct the cases individually.
- 9.32 The hearing is formal in nature but neither ARU nor the appellant whose appeal is being heard is legally represented during the conduct of a hearing.
- 9.33 Exceptionally, in the event of the unavoidable absence of a Panel member (e.g. due to illness), in order to reduce the inconvenience to the appellant, the Panel Hearing may proceed with two members provided that:
- one of the two members is a member of the Academic Regulations Subcommittee or a member of staff approved to act as the chair of a hearing and;
  - the appellant has no objections to proceeding with a two member Panel.

- 9.34 ARU reserves the right to involve such other individuals as it thinks appropriate to the presentation of the case, including, where appropriate, representation from any PSRB which has formally accredited the course for which the appellant is registered.
- 9.35 The hearing is conducted in the following sequence:
- the appellant or friend in support of the case. The evidence may be in writing and/or witnesses may be called;
  - witnesses in support of the appellant;
  - the Director of Studies with a view to demonstrating that the appeal should not be upheld. The evidence may be in writing and/or witnesses may be called;
  - witnesses in support of the Director of Studies;
  - final statement by the appellant or friend or representative of the Students' Union;
  - final statement by the Director of Studies.
- 9.36 All Panel members have the right to put questions to any person attending the hearing.
- 9.37 The Director of Studies and witnesses, the appellant and friend have the right to be present during the taking of evidence. All have the right to put questions to the witnesses and to each other, except that none has the right to put questions on the others' final statements.
- 9.38 If the appellant does not appear at the hearing, the Appeal Panel may proceed to deal with the appeal in the appellant's absence provided the Panel is satisfied that the Secretary has properly notified the appellant of the hearing.

#### Powers of the Appeals Panel

- 9.39 The Appeals Panel, having heard the appeal, may conclude one of the following outcomes:
- (a) **uphold the appeal** and refer the matter to the ARU Awards Board (or a reconvened academic appeals or assessment offences panel hearing) with an instruction to reconsider its decision in the light of the findings of the hearing, if it is satisfied that in relation to the individual appellant there has been a material administrative error, or that the assessments were not conducted in accordance with the Academic Regulations or that some other material irregularity occurred;

*[NB: the normal expectation is that the ARU Awards Board (or reconvened academic appeals or assessment offences panel hearing) upholds the Appeal Panel's decision and acts accordingly. If the ARU Awards Board is not prepared to reconsider its original decision, a formal written statement of its reasons for not doing so, must be submitted to the Academic Registrar]*

- (b) **uphold the appeal** and declare void the appropriate MAP/Awards Board decision(s) and determine the most appropriate method(s) to address the issues raised within the context of the specific academic appeal, if it is satisfied that an administrative error or material irregularity has occurred which has affected one (or more) candidate.

*[NB: the Panel may choose to seek the advice of the Academic Registrar in determining the most appropriate method(s) for addressing the issues raised]*

- (c) **dismiss the appeal** if it is satisfied that the appellant has failed to establish the ground of the appeal;
- (d) **dismiss the appeal** if it is satisfied that the appellant has established the ground of the appeal but it nevertheless is of the opinion that the ground, as established, either is of insufficient weight to have influenced the ARU Awards Board or is not of such a kind as ought to have influenced the ARU Awards Board.

- 9.40 The Secretary notifies the appellant of the Panel's decision in writing within ten working days.
- 9.41 If an appeal is upheld, the Secretary forwards the Panel's conclusions to the ARU Awards Board for consideration. The Chair of the ARU Awards Board (or nominee) arranges for the ARU Awards Board (or a small subcommittee<sup>98</sup>) to review its decision (where appropriate) in the light of the additional information provided through the appeals process within 15 working days of the date of the Secretary's letter to the appellant upholding the appeal. The appellant is, at the earliest possible opportunity, notified of the ARU Awards Board's decision.
- 9.42 A report of the hearing is produced by the Academic Registry and is submitted to the Senate's Academic Regulations Subcommittee for information.

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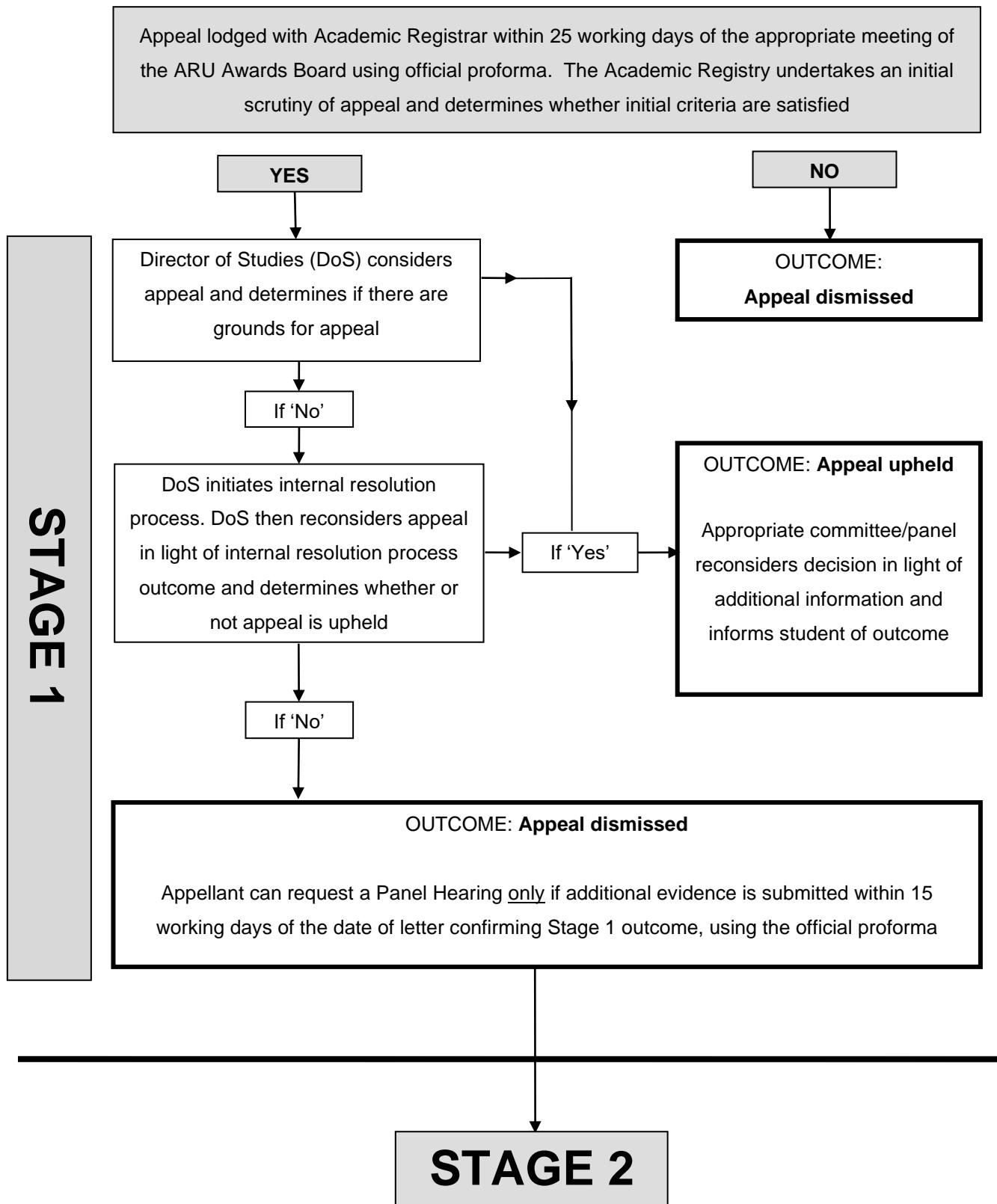
<sup>98</sup> The Subcommittee comprises three members (including the Chair or nominee) plus two other members of the school in which the appellant is based, who have not had any previous involvement in the appeal

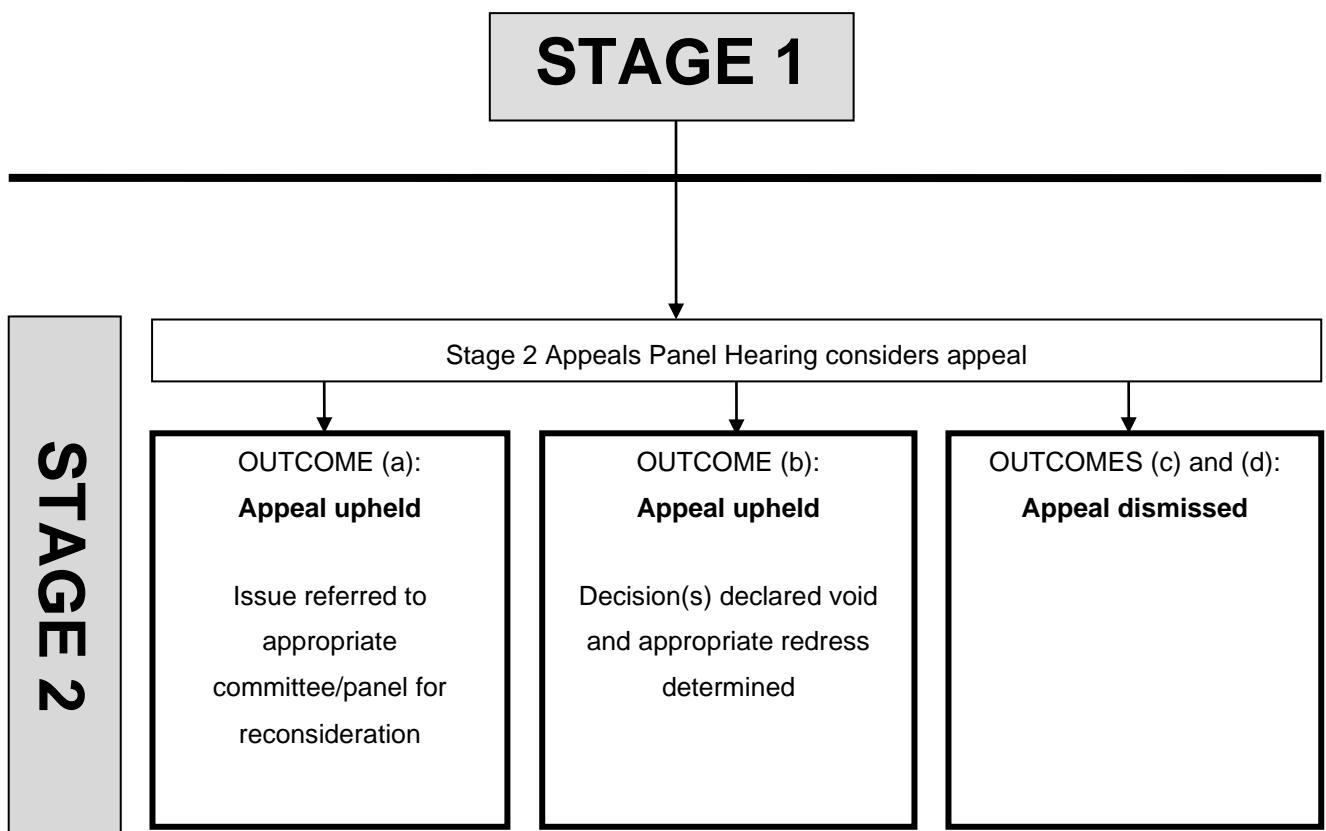
## **(G) Office of the Independent Adjudicator**

9.43 If an appellant is not satisfied with the outcome of the appeals process, the appellant may make representation to the Office of the Independent Adjudicator for Higher Education (OIA). For these purposes, the final communication to the appellant under Regulations 9.20 and 9.40 also serves as the 'Completion of Procedures Letter' required under OIA procedures.

#### 9.44 A Summary of the Appeals Procedures for Publication to Students

If you believe you have grounds to appeal, you should initially consult Student Services and/or the Students' Union. If, after those consultations, you still wish to submit a formal appeal, you should obtain the appropriate proforma from [My.ARU](#). The only grounds on which you may appeal against a decision are detailed in Regulations 9.6-9.8.







## **SECTION 10**

### **ACADEMIC MISCONDUCT**

#### **(A) Introduction**

- 10.1 As an academic community, ARU recognises that the principles of integrity, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines these principles weakens the community, both individually and collectively, and diminishes ARU's values. ARU is committed to ensuring that every student and member of staff is made aware of the responsibilities he/she bears in maintaining the highest standards of academic integrity and how those standards are protected.
- 10.2 This section of the Academic Regulations describes ARU's policy for managing alleged academic misconduct by students registered for an undergraduate or postgraduate taught award conferred by ARU, including all students registered at a UK or international Academic Partner, students registered on distance learning courses and students registered for Part 1 of a Professional Doctorate programme. All Academic Partners are required to forward to the Academic Registrar any case of alleged academic misconduct for investigation by ARU, as set out in these Regulations.
- 10.3 The Senate has approved procedures for dealing with alleged academic misconduct and these are conducted under the auspices of the Academic Regulations Subcommittee which is formally responsible for the investigation of all such cases. Responsibility for the process is exercised through the following staff:
- As Chair of the Academic Regulations Subcommittee, the **Academic Registrar** is responsible to the Senate for the oversight and operation of the process at institutional level;
  - Each Faculty's **Director of Studies** is responsible to the Academic Regulations Subcommittee (through its Chair) for the oversight and operation of the process at Faculty level, including the leadership of the Faculty's team of Academic Integrity Leads;
  - Each Faculty appoints a number of **Academic Integrity Leads** (AILs) each of whom conducts the investigation into each alleged instance of academic misconduct in accordance with the procedures detailed below. A Director of Studies may act in the capacity of an AIL at any point in the academic misconduct process.

- 10.4 The consideration of alleged academic misconduct, determining whether such misconduct has occurred and the determination of any penalty that is required if an allegation is upheld is not a matter for the ARU Awards Board. Once the process for alleged academic misconduct case has been concluded, the Awards Board merely implements the outcome of the process with regard to the student's academic profile.
- 10.5 The Academic Registry maintains a record of all academic misconduct and penalties and presents this information to the Academic Regulations Subcommittee on an annual basis.
- 10.6 The principal method of communication with a student throughout the academic misconduct process is the student's ARU e-mail account and e:Vision (the latter is used for the official publication of outcomes and results related to the assessment process). Written letters are sent as e-mail attachments. Communication is not conducted via postal services except for the issuing of Completion of Procedures Letters in accordance with procedures for the Office of the Independent Adjudicator (see Regulation 10.61 below).
- 10.7 If the behaviour of a student becomes threatening or abusive during the process detailed below, then the Academic Registrar, Director of Studies (following referral from an AIL) or Panel Chair is empowered to suspend the process and refer the matter to the Secretary & Clerk under the disciplinary procedures contained within the [Rules, Regulations and Procedures for Students](#). The process may resume at a later date, pending the outcome of the disciplinary process.

## **(B) Definitions**

“Academic misconduct”

- 10.8 For the purpose of these Academic Regulations academic misconduct is the generic term used to define cases where a student(s) has sought to gain unfair academic advantage in the assessment process for him/herself or another student(s).
- 10.9 Academic misconduct may be committed in relation to work undertaken for any assessment method used by ARU and its Academic Partners.

10.10 There are many forms of academic misconduct including (this is not an exhaustive list):

(i)	any relevant breaches of the Academic Regulations governing the Conduct of ARU Examinations (including causing a disturbance, and continuing to do so after warning) during an examination
(ii)	taking unauthorised material into the examination room
(iii)	impersonating another student
(iv)	submitting someone else's work as one's own (known as "plagiarism": see below for a definition)
(v)	submitting work that has already been assessed for another (or the same) module at ARU or another institution unless it is clearly referenced and appropriate to the assessment task
(vi)	falsifying data
(vii)	obtaining an examination paper in advance of its authorised release
(viii)	the unauthorised and unattributed submission of an assessment item which has been produced by another student or person
(ix)	failure to obtain appropriate ethical approval where required
(x)	the behaviour of one or more students which may result in the poor academic performance of another student or students
(xi)	any attempt to bribe or provide inducements to members of ARU staff, or to internal or external examiners in relation to the assessment process in its entirety
(xii)	any attempt which, if enacted, is designed to undermine or breach the Academic Regulations

10.11 Plagiarism and collusion are common forms of academic misconduct. They are defined as follows:

#### "Plagiarism"

10.11.1 Plagiarism is the submission of an item of assessment containing elements of work produced by another person(s) in such a way that it could be assumed to be the student's own work. Examples of plagiarism are:

- the verbatim copying of another person's work without acknowledgement;
- the close paraphrasing of another person's work by simply changing a few words or altering the order of presentation without acknowledgement;

- the unacknowledged quotation of phrases from another person's work and/or the presentation of another person's idea(s) as one's own.
- 10.11.2 Copying or close paraphrasing with occasional acknowledgement of the source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own.
- 10.11.3 Plagiarised work may belong to another student or be (purchased) from a published source such as a book, report, journal or material available on the internet.

#### “Collusion”

- 10.11.4 Collusion occurs when two or more individuals collaborate to produce a piece of work to be submitted (in whole or in part) for assessment and the work is presented as the work of one student alone.
- 10.11.5 If students in a class are instructed or encouraged to work together in the pursuit of an assignment, such group activity is regarded as approved collaboration. However, if there is a requirement for the submitted work to be solely that of the individual, joint authorship is not permitted. Students who, improperly, work collectively in these circumstances have engaged in collusion.

### **(C) Initial Reporting of Suspected Academic Misconduct**

- 10.12 Any suspicion of academic misconduct identified for assessed work which is not a formal examination (see Regulation 6.7 above for ARU's definition of an examination) is reported directly to the Faculty's Director of Studies, copied to the relevant Module Leader, within 20 working days<sup>99</sup> of the published submission (or extended) deadline for consideration under Regulations 10.17 and 10.18.
- 10.13 A new suspicion of academic misconduct which is brought to the attention of the Faculty's Director of Studies after 20 working days<sup>99</sup> have passed since the original submission (or extended) deadline can only be progressed if new evidence which leads to the allegation emerges that was not previously available. The Faculty Director of Studies must be satisfied that a case for progressing the allegation exists, based only on the new evidence.

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<sup>99</sup> This is extended to 30 working days for Major Project modules

- 10.14 Where a suspicion of academic misconduct is brought to the attention of the Faculty's Director of Studies after 20 working days<sup>100</sup> have passed since the original submission (or extended) deadline, and the circumstances in Regulation 10.13 above do not apply, the case itself is not pursued further as academic misconduct. The piece of work progresses to be marked unless the Director of Studies determines that there is sufficient evidence to suggest that to continue to process the assessment task would undermine the integrity of any credit that may be awarded for the module in question. In such cases, no penalty is applied, and no academic misconduct is recorded against the student, but it may be necessary to require the student to complete the assessment task again in order to replace the original piece of work (without academic penalty) to ensure that any credit eventually awarded is valid.
- 10.15 On occasion, an allegation pursued under Regulation 10.13 above may, if proven, require the retraction of credit previously awarded for the module(s) in question. In such cases, the Academic Registrar (as Chair of the Academic Regulations Subcommittee) seeks the authority of the Vice-Chancellor (as the Chair of the Senate) to retract the credit and amend the student's academic record accordingly.
- 10.16 A student whom an invigilator believes to be using unfair means during a formal examination (including unauthorised aids, causing a disturbance, copying or communicating with others) or breaches any other examination regulation (Regulations 6.145-6.172 above) is so informed and the answer book is marked at the appropriate place. Unless the candidate is required to leave the examination room under any other Regulations, the candidate is permitted to continue the examination and a report is made by the invigilator to the Academic Registry's Examinations & Academic Appeals Manager at the end of the examination who then refers the allegation to the relevant Director of Studies.

#### **(D) Stage 1: Faculty Investigation**

- 10.17 On receipt, the Director of Studies refers the case of suspected academic misconduct to one of the Faculty's AILs who, in turn, is responsible to the Director of Studies for determining if there is sufficient evidence that academic misconduct has occurred. In reaching this conclusion, the AIL may:

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<sup>100</sup> Or 30 working days for Major Project modules

- (a) seek the opinion of a second AIL within the Faculty;
  - (b) seek the opinion of the Director of Studies;
  - (c) through the Director of Studies, consult the Chair of the Academic Regulations Subcommittee who may ask a member of the Subcommittee (who is not a member of the Faculty concerned) to consider the issue and provide a second opinion to the Director of Studies;
  - (d) in cases where it is deemed appropriate, invite the student to attend a viva-voce examination. The invitation is issued as soon as is practicably possible. The purpose of the examination is to test the student's knowledge and understanding of the piece of work which may be subject to an allegation. The examination is conducted by the AIL and a second member of academic staff with appropriate subject expertise.
- 10.18 Where the AIL believes that no academic misconduct of any nature has occurred a formal allegation is not made against the student and no further action is taken.
- 10.19 On occasion, where the AIL identifies poor practice that does not warrant the application of a penalty, the assessment task which is subject to the allegation is, instead, referred back to the Module Leader for marking in accordance with the published marking scheme and assessment criteria. In such cases, academic misconduct is not deemed to have formally occurred (although the marking process to which the work is referred back may lead to a deduction of marks that leads to a failed assessment task). Typically, this may include small errors in correctly applying referencing, attribution or paraphrasing conventions. Examples include:
- Citations and references are included where appropriate, but the correct referencing conventions have not been applied;
  - Occasional word-for-word copying of short phrases or close paraphrasing of sentences from another source, with in-text attribution to the source material included
- 10.20 Where the AIL believes that academic misconduct has occurred, he/she determines the extent of the alleged academic misconduct and places it into one of the three categories of academic misconduct below:

Category	Definition
<b>A</b>	<p>Misconduct where the majority of the work would still be evident as the student's own if the inauthentic material were removed. There may be inadequate application of referencing, attribution or paraphrasing conventions or of independent working expectations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Occasional instances of poorly paraphrased or closely copied work, without in-text attribution to the source material;</li> <li>• Several instances of poorly paraphrased or closely copied work, with attribution to the source material;</li> <li>• Similarities with another student's work which suggests that ideas were shared to an inappropriate extent.</li> </ul>
<b>B</b>	<p>Misconduct where a significant proportion of the work is inauthentic, but the student's own work is evident and is of comparable significance. There may be a significant failure to correctly apply referencing, attribution or paraphrasing conventions or of independent working expectations.</p> <p>Examination regulations or independent working expectations are breached.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Significant use of poorly paraphrased work, whether attributed to the source material or not;</li> <li>• Copying of numerous sentences from other sources, whether attributed to the source material or not;</li> <li>• Source material which contributes significantly to the work is not acknowledged;</li> <li>• Similarities with another student's work which suggests that materials or analyses were shared to an inappropriate extent.</li> <li>• Source material/s which contribute substantially to the work or provide the basis for the work is not acknowledged.</li> <li>• Similarities with another student's work which suggests that the work was produced by one student and copied by another or that the work was produced jointly;</li> <li>• Unauthorised materials are imported into an examination.</li> </ul>

<b>Exceptionally Serious</b>	<p>Very serious misconduct including<sup>101</sup>:</p> <ul style="list-style-type: none"> <li>• the purchasing of work prepared by another individual<sup>102</sup>;</li> <li>• falsifying data;</li> <li>• serious ethical breaches;</li> <li>• impersonation;</li> <li>• unauthorised access to an examination paper;</li> <li>• use of unauthorised materials imported into an examination.</li> </ul>
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- 10.21 When the AIL determines that the alleged academic misconduct falls under the *Exceptionally Serious* category, he/she seeks advice from the Director of Studies, an AIL from another Faculty, the Academic Registrar and a representative of the Students' Union. In order for the alleged academic misconduct to be deemed as *Exceptionally Serious*, all three academic staff are required to agree.
- 10.22 Within fifteen working days of referral by the Director of Studies<sup>103</sup>, the AIL sends a formal notification to the student, via the ARU student e-mail account, which:
- reports the fact of the allegation, stating the category of academic misconduct (*A*, *B* or *Exceptionally Serious*) in accordance with Regulation 10.20 above;
  - details the specifics of the alleged academic misconduct, including copies of any relevant documentary evidence;
  - details the default penalty to be applied in accordance with Regulation 10.62 below;
  - **where the allegation is the first incidence of academic misconduct**, summons the student to a meeting<sup>104</sup> with the AIL to explain where the academic misconduct has occurred as part of an educative approach to avoiding future academic misconduct **AND** invites the student to undertake ARU's on-line Academic Integrity Course;

<sup>101</sup> This is not an exhaustive list

<sup>102</sup> Commonly referred to as 'contract cheating'

<sup>103</sup> The Academic Integrity Lead can extend this period by a further ten working days, if required, to conclude his/her consideration of the suspected academic misconduct (including accommodating the necessary arrangements for a viva-voce examination). The fact of the extension is notified to the student within the original fifteen working days

<sup>104</sup> The meeting with the Academic Integrity Lead is conducted in the most appropriate medium for the student (e.g. physical meeting at campus; a telephone conversation; a video-conference interaction (e.g. via MS Teams), etc.)

- **where the allegation is a second or subsequent incidence of academic misconduct**, directs the student to arrange to meet with the relevant Module Leader to discuss the allegation further and reminds the student of good academic practice and advises them that further support on understanding the allegation, and how to avoid future allegations, is available from Study Skills+, the University Library, Module Leaders, Course Leaders, Personal Development Tutors and the Students' Union.

10.23 Within five working days of either the meeting with the AIL (where the allegation is the first incidence of academic misconduct) or the date of the formal notification of the allegation of academic misconduct to the student (where the allegation is a second or subsequent incidence of academic misconduct), the student provides a response to the allegation which:

- (a) accepts the allegation and, only for the student's first incidence of academic misconduct, the student either:
  - confirms that he/she has completed ARU's on-line Academic Integrity Course;
  - or
  - declines the opportunity to undertake ARU's on-line Academic Integrity Course;

**or**

  - (b) requests additional time (normally 5 working days) to seek (further) advice from the Students' Union Advice Service;

**or**

  - (c) denies the allegation completely or challenges the category of academic misconduct to which the allegation has been assigned (*A*, *B* or *Exceptionally Serious*).

10.24 In cases where the allegation against a postgraduate taught student includes misconduct in research relating to research ethics or ethical approval (covered under Regulation 10.10 (ix)), the investigation is conducted by reference to the [Guidance for the Investigation of Allegations of Misconduct in Research](#) document. On occasion, individual cases will lead to some ambiguity as to whether an allegation for a taught student does relate to ethical issues and, therefore, whether it should be referred to the [Guidance for the Investigation of Allegations of Misconduct in Research](#). Where such ambiguity exists, cases are referred to the Academic Registrar and Director of the Research & Innovation Development Office (RIDO) to discuss and who will determine the appropriate way forward on a case-by-case

basis. The [\*Guidance for the Investigation of Allegations of Misconduct in Research\*](#) document does not pertain to undergraduate students.

- 10.25 In the event of the student responding in accordance with Regulation 10.23(a), the AIL concludes the process by writing to the student<sup>105</sup>, via the ARU student e-mail account, confirming:
- the final details of the academic misconduct, including the nature of the academic misconduct (e.g. plagiarism, collusion, etc.) in accordance with Regulation 10.10 above;
  - the penalty to be applied (see Regulations 10.51 - 10.60 and 10.62 below).
- 10.26 In the event of the student responding in accordance with Regulation 10.23(c) above, the allegation is referred to the Academic Registrar for consideration under Stage 2: Panel hearing, which is conducted in accordance with Regulations 10.31 - 10.50.
- 10.27 In the event of the student declining or failing to attend the meeting with the AIL (where the allegation is the first incidence of academic misconduct), the student forfeits the opportunity both to deny the allegation and challenge the category of academic misconduct to which the allegation has been allocated (and, therefore, the level of penalty). The student is deemed to have accepted the allegation but not undertaken ARU's Academic Integrity Course and the prescribed penalty is applied accordingly.
- 10.28 If a student fails to provide a response following the meeting with the AIL (where the allegation is the first incidence of academic misconduct), the student is deemed to have accepted the allegation but not undertaken ARU's Academic Integrity Course and the prescribed penalty is applied accordingly.
- 10.29 If a student fails to provide a response to the formal notification of the allegation of academic misconduct (where the allegation is a second or subsequent incidence of academic misconduct), the student is deemed to have accepted the allegation and the prescribed penalty is applied accordingly.
- 10.30 The student's academic record on ARU's student record system is amended accordingly (but no reference to the academic misconduct appears on the academic transcript).

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<sup>105</sup> The Academic Registry provides templates for the notifications which are copied to [academic.registry@aru.ac.uk](mailto:academic.registry@aru.ac.uk)

## **(E) Stage 2: Panel Hearing**

- 10.31 A student is referred to Stage 2 under the provisions of Regulation 10.26, after either denying the allegation completely or challenging the category of academic misconduct to which the allegation has been assigned (*A*, *B* or *Exceptionally Serious*).
- 10.32 On receipt of notice of the student's intention to deny or challenge the allegation of academic misconduct, the student is required to submit to the Academic Registrar a written statement which details the student's reasoning for denying or challenging the allegation within 15 working days. A failure to provide such a statement leads to all arrangements for Stage 2 being discontinued and the allegation concluded under Stage 1 with the student deemed to have accepted the allegation and the prescribed penalty being applied accordingly.
- 10.33 The Academic Registrar convenes a Panel<sup>106</sup> to hear the allegation to give the student an opportunity to present his/her case that either (i) the alleged academic misconduct did not occur or; (ii) the extent of the alleged academic misconduct is such that it warrants the designation of a lower category of academic misconduct.
- 10.34 The Academic Registry is responsible for arranging and servicing Panel hearings. The Panel comprises:
- a member of the Academic Regulations Subcommittee<sup>107</sup> (who acts as Chair);
  - a member of academic staff of ARU who is not a member of the Faculty in which the student is registered nor has taught the student or in any other way have been closely associated with the student<sup>108</sup>;
  - a student nominated by the President of the Students' Union in consultation with the Executive Secretary.

The Academic Registrar appoints an Executive Officer who minutes the Panel hearing.

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<sup>106</sup> A Panel hearing is conducted in the most appropriate medium for the student. A video-conference interaction (or other appropriate method) is considered if it is not possible for a student to attend ARU's main campuses in the UK (e.g. a student studying at an international Academic Partner or on a module delivered by distance or blended learning etc.)

<sup>107</sup> Normally a Director of Studies or other senior and experienced member of academic staff as agreed by the Chair of the Academic Regulations Subcommittee

<sup>108</sup> Normally an Academic Integrity Lead

10.35 In addition, the following have the right to be in attendance:

- the President of the Students' Union (or an elected representative of the Students' Union);
- the presenter(s) of the case (Module Leader (where appropriate), the investigating AIL and Director of Studies);
- the student whose case is being heard and friend or a representative of the Students' Union.

10.36 Neither ARU nor the student whose case is being heard is legally represented during the conduct of a hearing.

10.37 The Panel hearing is formal in nature and takes place as soon as possible and no later than two months after the student has responded to the allegation in Stage 1 (see Regulation 10.26).

10.38 Exceptionally, in the event of the unavoidable absence of a Panel member (e.g. due to illness), in order to reduce the inconvenience to the student, the Panel Hearing may proceed with two members provided that:

- one of the two members is a member of the Academic Regulations Subcommittee or a member of staff approved to act as the chair of a hearing and;
- the student whose case the Panel has been convened to hear has no objections to proceeding with a two member Panel.

10.39 ARU reserves the right to involve such other individuals at the hearing as it thinks appropriate to the presentation of the case.

10.40 The hearing is conducted in the following sequence:

- Director of Studies (or nominee) presenting the allegation with a view to demonstrating that academic misconduct has occurred. The evidence may be in writing and/or witnesses may be called;
- witnesses in support of the allegation;
- the student (or friend) with a view to rejecting the allegation and demonstrating that the alleged academic misconduct has either not occurred or that the categorisation of the alleged academic misconduct is incorrect. The evidence may be in writing and/or witnesses may be called;
- witnesses in support of the student;

- final statement by Director of Studies (or nominee) and witnesses;
  - final statement by student (or friend) who is the subject of the allegation.
- 10.41 The members of the Panel have the right to put questions to any person attending the hearing.
- 10.42 The Director of Studies (or nominee) and witnesses, the student who is the subject of the allegation and friend, have the right to be present during the taking of evidence. All have the right to put questions to the witnesses and to each other, except that neither has the right to put questions on the others' final statements.
- 10.43 If the student who is the subject of the allegation does not appear at the hearing, the Panel may proceed to deal with the allegation in the student's absence provided the Panel membership is satisfied that the student has received proper and timely notification of the Panel hearing.
- 10.44 In reaching its decision, the Panel sits in private and considers whether the case has been proved.
- 10.45 If the Panel concludes that the case has not been proved, the allegation is dismissed and no further action is taken.
- 10.46 If the Panel concludes that academic misconduct has been proved, the appropriate penalty, as prescribed in Regulation 10.62, is applied.
- 10.47 The Executive Officer notifies the student of the Panel's conclusion, in writing, within ten working days of the Panel hearing.
- 10.48 The Academic Registrar, as Chair of the Academic Regulations Subcommittee, formally confirms the outcome of the Panel hearing to the student in writing within ten working days of the deadline and this is copied to the student's file and Director of Studies. The student's academic record on ARU's student record system is amended accordingly (but no reference to the academic misconduct appears on the academic transcript).
- 10.49 In all cases where academic misconduct is proved at a Panel hearing, the student subsequently meets with an AIL to discuss the academic misconduct as part of an educative approach to help prevent future misconduct.

10.50 A report of the hearing is submitted to the Academic Regulations Subcommittee for information.

## (F) Penalties

10.51 Whether determined during Stage 1 or Stage 2, the penalties to be applied for a confirmed case of academic misconduct are set in accordance with the category of academic misconduct to which the case has been assigned (see Regulation 10.20 above) and are specified in Regulation 10.62 below.

10.52 Where a confirmed case under categories *A* and *B* is the first incidence of academic misconduct for an individual student, and completion of the on-line Academic Integrity Course has been confirmed, the default penalty assigned to the category of academic misconduct is reduced to the next immediate lower category (e.g. the penalty for a category *B* case is amended to be the penalty assigned to category *A* case). For a category *A* case, the outcome of a reduced penalty is for the piece of work which is subject to the allegation to be referred to the marking process (see Regulation 10.19). Cases of academic misconduct under the *Exceptionally Serious* category cannot have the penalty reduced.

10.53 Where the academic misconduct includes misconduct in research (covered under Regulation 10.10 (ix)), the student is required to destroy data collected for the research (if the process has started). If the penalty permits a further opportunity to be (re)assessed, the student is required to:

- resubmit an ethics application for a new project;
- receive education about the importance of obtaining ethical approval or of the importance of good conduct in research.

10.54 In addition to the penalty which is applied for an individual case of academic misconduct, a points-based system operates where a default value of 'misconduct points' is stored on the student's record, the value of which is determined by the level of penalty applied to each case of academic misconduct. Consequently, if a student engages in multiple cases of category *B* and/or *Exceptionally Serious* academic misconduct during the course registration period, the student record continues to accrue further 'misconduct points'. The 'misconduct points' are allocated as indicated below:

<b>Misconduct assigned to category...</b>	<b>Penalty level applied</b>	<b>Misconduct points</b>
A	reduced to <i>referred for marking</i>	0
A	A	0
B	reduced to A	1
B	B	3
Exceptionally Serious	Exceptionally Serious	6

- 10.55 When the cumulative total of ‘misconduct points’ for confirmed academic misconduct reaches 9 (or more), additional intervention is triggered with the referral of the student to ARU’s various study support services and notification to the Personal Development Tutor of the multiple cases of academic misconduct.
- 10.56 When the cumulative total of ‘misconduct points’ for confirmed academic misconduct reaches 12 (or more), the penalty to be applied for the most recent case of academic misconduct is automatically the recommended expulsion of the student from ARU.
- 10.57 Where the prescribed penalty is the recommended expulsion of the student, the Academic Registrar is required to present the recommendation to the Vice-Chancellor who considers the request. A student who is expelled under the academic misconduct process receives a transcript detailing the credit he/she has attained. However, as part of the penalty, any intermediate award that the volume of academic credit attained may attract (see Regulation 8.63) is not conferred.
- 10.58 If during Stage 1 or 2 of the process, the student provides evidence of extenuating circumstances that the student asserts directly led to academic misconduct being committed, such information does NOT impact on the decision of the Director of Studies, AIL or Panel as to whether or not the academic misconduct has occurred. However, if the Director of Studies or AIL (during Stage 1) or Panel (during Stage 2) believes that, as a result of the extenuating circumstances, the prescribed penalty is exceptionally inappropriate, the Director of Studies (following consultation with two other Directors of Studies and the Academic Registrar) or the Panel can, at his/her/its discretion, review the default penalty and propose a lower penalty (including a reduction in the value of misconduct points allocated to the case) in light of the extenuating circumstances presented by the student. The application of the lower penalty must be supported by relevant documentary evidence. The Academic Regulations Subcommittee monitors the extent to which such discretion is exercised.

- 10.59 An exceptional circumstances claim, submitted under Regulations 6.112 - 6.142 above, against an (initial or re-assessment) attempt at an assessment task for which a penalty has been applied **cannot** be considered. The Exceptional Circumstances claim is deemed null and void.
- 10.60 Any penalty for academic misconduct which is determined (following the conclusion of the process) for an attempt (initial or re-assessment) at an assessment task for which an exceptional circumstances claim under Regulations 6.112 - 6.142 above has earlier been accepted deems the outcome of the exceptional circumstances process null and void. The penalty for the academic misconduct is therefore applied.

#### **(G) Office of the Independent Adjudicator**

- 10.61 If a student is not satisfied with the decision of the Panel Hearing, the student may make representation to the OIA. For these purposes, where appropriate, the Academic Registrar will issue to the student a 'Completion of Procedures Letter' required under OIA procedures.

## 10.62 Description of Penalties for Academic Misconduct

Category	COMMITTED AT INITIAL ASSESSMENT	COMMITTED AT RE-ASSESSMENT
A	<ul style="list-style-type: none"> <li>The student's work is returned for marking in accordance with normal procedures (including the possibility of a fail mark) to take account of the academic misconduct</li> <li>The element to which the assessment task contributes is capped at 40%</li> <li>0 or 1 misconduct point(s) are added to the student's record in accordance with Regulation 10.54 above</li> </ul>	<ul style="list-style-type: none"> <li>The student's work is returned for marking in accordance with normal procedures (including the possibility of a fail mark) to take account of the academic misconduct</li> <li>The element to which the assessment task contributes is capped at 40%</li> <li>0 or 1 misconduct point(s) are added to the student's record in accordance with Regulation 10.54 above</li> </ul>
B	<ul style="list-style-type: none"> <li>A mark of 0% is awarded for the element to which the assessment task contributes and the initial attempt for the module is failed</li> <li>Resubmission of the task is permitted at the re-assessment attempt for the module subject to regulations governing re-assessment in Section 6</li> <li>1 or 3 misconduct point(s) are added to the student's record in accordance with Regulation 10.54 above</li> </ul>	<ul style="list-style-type: none"> <li>A mark of 0% is awarded for the element to which the assessment task contributes and the re-assessment attempt for the module is failed<sup>109</sup></li> <li>Any permitted retake or replacement module is capped at 40%</li> <li>1 or 3 misconduct point(s) are added to the student's record in accordance with Regulation 10.54 above</li> </ul>
Exceptionally Serious	<ul style="list-style-type: none"> <li>A mark of 0% is awarded for the element to which the assessment task which contributes</li> <li>Resubmission of the task is permitted at the re-assessment attempt for the module subject to regulations governing re-assessment in Section 6</li> <li>The arithmetic outcome of the algorithm for determining the classification of the final award is reduced by ten percentage points<sup>110</sup></li> <li>6 misconduct points are added to the student's record</li> </ul>	<ul style="list-style-type: none"> <li>A mark of 0% is awarded for the element to which the assessment task contributes and the re-assessment attempt for the module is failed<sup>109</sup></li> <li>Any permitted retake or replacement module is capped at 40%</li> <li>The arithmetic outcome of the algorithm for determining the classification of the final award is reduced by ten percentage points<sup>110</sup></li> <li>6 misconduct points are added to the student's record</li> </ul>

<sup>109</sup> Compensation of the module is not permitted

<sup>110</sup> This penalty cannot lead to a failed award (e.g. the arithmetic outcome cannot be reduced further than 40%)



## **SECTION 11**

### **RESULTS, CONFERMENT, AWARD CERTIFICATES AND TRANSCRIPTS<sup>111</sup>**

#### **(A) Publication of Results**

- 11.1 The Academic Registrar is responsible for the publication to students (including students registered at a UK or international Academic Partner) of all module results and all decisions on student continuation and the conferment of an ARU award. No other member of staff is authorised to release such results or decisions unless the Senate has agreed otherwise.
- 11.2 The publication of module results and decisions on student continuation and the conferment of an ARU award is normally made electronically to students individually via e:Vision and/or a letter to individual students. Under no circumstances may results and/or decisions be released to students by telephone.
- 11.3 No results or decisions are published until the full cycle of ARU's two-tiered assessment process has been completed, as set out in Section 7 of these Academic Regulations. Results and/or decisions are published only after they have been approved by the formally constituted ARU Awards Board whose decisions have been endorsed by the signature of at least one External Examiner on the results documentation in accordance with the [Senate Code of Practice on External Examiners for Taught Courses](#).
- 11.4 The Academic Registrar publishes during each teaching/learning period a final date by which the results and decisions related to that period will be communicated to students.
- 11.5 Students are entitled to receive feedback from module tutors on assessed work when it is returned to them. Such feedback clearly states that the mark awarded for the assignment is provisional and is subject to internal and external moderation and that the final mark for an item of assessment and the overall module result is published by Academic Registrar (or nominee) only after they have been approved by the ARU Awards Board.

#### **(B) Conferment of ARU Awards**

- 11.6 The authority to confer an award on behalf of ARU rests solely with the Senate. The Senate may delegate its responsibility for such matters to the ARU Awards Board. No

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<sup>111</sup> These Academic Regulations do **not** cover the provision of Certificates of Credit or Certificates of Attendance which are requested by certain PSRBs for students completing certain modules which do not lead to an ARU award

certificates, records, transcripts or similar documentation may be issued in the name of ARU unless prior authorisation has been given by, or on behalf of, the Senate.

- 11.7 An ARU award may be conferred only on students who have satisfied the general requirements for students, as set out in Regulation 3.41 of these Academic Regulations, and who have subsequently been recommended for the conferment of an award by the formally constituted ARU Awards Board.
- 11.8 Conferment of an award is withheld from any student who has not fulfilled a legitimate requirement of ARU, including the settlement of any outstanding debt to ARU or to an Academic Partner at which the student has studied in partial or complete fulfilment of the academic requirements of the course for which the student is registered.

### **(C) Award Certificates**

11.9 ARU provides an award certificate to each student on whom it confers an award.

11.10 Such certificates record:

- the name of Anglia Ruskin University;
- the full name of the student as entered on ARU's Student Record System. It is the responsibility of the student to ensure that this information is correctly entered;
- the full award title as defined in Regulation 2.1 of these Academic Regulations;
- the approved course title;
- any award classification, as appropriate (e.g. upper second class honours, merit or distinction);
- the month and year of the ARU Awards Board meeting at which the recommendation to confer the award was made;
- subject to the prior approval of the Senate, the name of any Academic Partner with whom ARU has collaborated in relation to the named award; *[NB: this currently does not apply to any Academic Partner]*
- a reference to the existence of a transcript, if the principal language of instruction for the award is not English and/or the language of assessment is not English<sup>112</sup>
- an appropriate reference if the award includes credit based on accredited prior certificated learning (APCL) or accredited prior experiential learning (APEL).

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<sup>112</sup> This reference is to satisfy the expectations of the QAA's *UK Quality Code for Higher Education* (May 2018). The requirement does not apply to courses (or their constituent modules) relating to the study of a foreign language where the principal language of assessment is also the language of study

- 11.11 The certificate bears the signature of the Vice-Chancellor.
- 11.12 The Academic Registrar is responsible for the provision of all award certificates, prepared in secure conditions and in a format designed to minimise the risk of forgery.
- 11.13 The Academic Registrar is also responsible for maintaining a record of the names of all recipients of an academic award conferred by ARU.

#### **(D) Transcripts**

*[NB The provision, structure and content of transcripts are aligned to the Bologna Process, including provision of the “Diploma Supplement” and informed by the Higher Education Achievement Report (HEAR)]*

- 11.14 The purpose of a transcript is to provide a formal, verifiable and comprehensive record of a student's learning. It is designed to meet the needs of those who require such information, including employers, PSRBs and admissions tutors at higher education institutions.
- 11.15 ARU routinely provides all students with an individual, updated transcript on completion of the assessment cycle at the end of each teaching/learning period.
- 11.16 The transcript contains:

- the full name of the student as entered on ARU's Student Record System. It is the responsibility of the student to ensure that this information is correctly entered;
- the full award title (and associated nomenclature) and course title for which the student is currently registered;
- a record of the outcome of every module in which the student has been assessed (whether or not the student has passed the module) with details of the module title, level, credit volume, module result and date of completion;
- where appropriate, the award conferred on the student. This may be an intermediate award rather than the award for which the student was originally registered;
- the date of publication of the transcript, namely the month and year of the ARU Awards Board meeting at which the most recent module results were confirmed;
- the name of any Academic Partner with whom ARU has collaborated in relation to the named award;

- a reference to the principal language of instruction for the award if this is not English<sup>113</sup>;
  - a reference to the language of assessment for the award if this is not English<sup>113</sup>;
  - an appropriate reference to the award of any credit based on APCL or APEL.
- 11.17 The reverse of the transcript contains a glossary of terms and abbreviations used in the transcript.
- 11.18 All transcripts are published by the Academic Registry in accordance with these Academic Regulations and are subject to any detailed guidelines agreed by the Senate or published by external bodies or agencies.

#### **(E) Retracting ARU Credit or an Award after Conferment**

- 11.19 On rare occasions, it may become apparent that ARU credit has been awarded to, and/or an ARU award has been conferred on, a student who was admitted to ARU on the basis of forged documents or who has gained unfair advantage in some other way. Alternatively, some other form of deception has occurred.
- 11.20 In the event that such evidence comes to light, the matter is referred to the Secretary & Clerk who considers the evidence and is responsible for determining whether a case exists against the holder of the credit and/or award. Where the Secretary & Clerk considers there to be insufficient evidence, the matter is dropped and no further action is taken.
- 11.21 If the Secretary & Clerk considers that a case does exist, he/she discusses the matter with the Vice-Chancellor who together determine the most appropriate action to take. In reaching this decision, the Vice-Chancellor and Secretary & Clerk consider the need to maintain the integrity and reputation of ARU's awards and academic standards. Such action can include the retraction of any or all credit and/or awards already awarded or conferred by ARU and formal notification of such action to relevant PSRBs. The Academic Registrar maintains a record of such decisions and these are reported to the next scheduled meeting of the Senate.

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<sup>113</sup> This reference is to satisfy the expectations of the QAA's *UK Quality Code for Higher Education* (May 2018). The requirement does not apply to courses (or their constituent modules) relating to the study of a foreign language where the principal language of assessment is also the language of study

# **APPENDICES**



**Bespoke Regulations for Metropolitan Police Service Provision<sup>114</sup>****1      Section 1 – Introduction****1.1    The Course Specific Regulations**

- 1.1.1 The following regulations have been agreed as Harmonised Regulations for the Police Constable Degree Apprenticeship (PDCA) and Degree Holder Entry Programmes (DHEP): BSc (Hons) Professional Policing Practice and Graduate Diploma in Professional Policing Practice.
- 1.1.2 The programmes are awarded by the four Higher Education Institutions that comprise the Collaboration Partner Universities: Anglia Ruskin University, Brunel University London, University of East London and University of West London.
- 1.1.3 To ensure consistency and the parity of treatment across the four universities offering the awards, these programme-specific regulations and aligning processes apply. This is to ensure that all Metropolitan Police Service officers are treated equally and operate under the same conditions regardless of the university to which they are assigned.
- 1.1.4 The Collaboration Partner Universities approve the Regulations and any amendments at their most Senior Academic Committee; typically the Senate or the Academic Board.

**1.2    Scope of the Course Specific Regulations**

- 1.2.1 These Regulations take effect from the registration of the first cohort of students in September 2020 and will apply to all PCDA and DHEP students at all Collaboration Partner Universities.

**1.3    Award of Academic Credit**

- 1.3.1 Academic Credit at Levels 4, 5 and 6 will be awarded either against Assessment Blocks or against Modular Blocks. Please refer to the Assessment Handbook or Programme Handbook for further details.

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<sup>114</sup> ARU is part of a consortium of four awarding bodies delivering degree apprenticeship for which a single agreed regulatory approach is required across all provision

## **Appendix 1**

### **1.4 Admissions**

- 1.4.1 Please refer to Metropolitan Police Service entry requirements agreed by Collaboration Partner Universities, Babcock and MPS.**

## **2 Section 2 - Registration and Attendance**

### **2.1 Maximum Period of Registration**

- 2.1.1 The full-time PCDA runs over 3 years; the maximum period of registration is 6 years. The part-time PCDA will run for 4 years 7 months; the maximum period of registration is 8 years.**
- 2.1.2 The full-time DHEP runs over 2 years; the maximum period of registration is 4 years. The part-time DHEP standard length is 3 years, with maximum registration period of 6 years.**
- 2.1.3 If the maximum period of registration has been reached before the student has fulfilled the requirements for the award to which their programme leads, they will be withdrawn from the programme and consideration given to any appropriate exit awards.**
- 2.1.4 In exceptional circumstances an extension to the maximum period of registration may be agreed with the approval of Metropolitan Police Service, Babcock International and the relevant Collaboration Partner University.**
- 2.1.5 Standard modular and assessment block credit size will consist of 20, 30, 40 and 60 credits.**

### **2.2 Attendance**

- 2.2.1 All students are expected to maintain 100% attendance with authorised exceptions,  
**Please refer to Student Handbook for further detail****
- 2.2.2 Students following the PCDA programme are required to complete a minimum of 20% off the job learning during their contracted working hours.  
**Please refer to Student Handbook for further detail****

### 3 Section 3 – Assessment

#### 3.1 Reasonable Adjustments

- 3.1.1 Reasonable adjustment to assessment compensates for any restriction imposed by a disability and/or long standing/chronic condition, provided this does not compromise the achievement of the learning outcomes.

**Please refer to the Student Handbook for further details.**

Refer also to <https://www.oliahe.org.uk/resources-and-publications/good-practice-framework/supporting-disabled-students/>

#### 3.2 Extensions to assessment deadlines

- 3.2.1 In exceptional circumstances extensions may be granted where the student has submitted evidence of unforeseen circumstances that will impact them from submitting on time.

**Please refer to Collaboration Extensions Policy**

#### 3.3 Late Submission of Assessment

- 3.3.1 If the student does not submit by the deadline date or extended deadline date the following penalties will apply:

- a) if the assessment is late up to a **maximum of 48 hours** from the original or agreed extended deadline, the assessment mark will be capped at the pass mark for the element of assessment;
- b) if the assessment is late **over 48 hours** from the original or agreed extended deadline, the piece of work will be deemed as a Non Submission.

- 3.3.2 A student unable to complete assessment by the specified date due to medical or other reasons beyond their control, should refer to Section 3.14 Extenuating Circumstances.

#### 3.4 Pass Mark

- 3.4.1 The pass mark for each element of assessment except the End Point Assessment is 40%.

## **Appendix 1**

3.4.2 The pass mark for each element of assessment within the End Point Assessment (EPA) element of the PCDA as set by the Institute of Apprenticeships and Technical Education is:

3.4.2.1 Presentation = minimum 50%

3.4.2.2 Evidence Based Project = minimum 50%

3.4.2.3 OCP Professional discussion = Pass/Fail

### **3.5 Reassessment (Resit)**

3.5.1 Students who at first assessment do not pass a module or assessment block are entitled to a reassessment opportunity (resit).

3.5.2 Only the failed elements of assessment may be re-sat.

3.5.3 The maximum mark which will be awarded for a module block or assessment block in any re-assessment is the pass mark.

3.5.4 Where a student achieves a lower standard in reassessment than in first assessment, the higher mark will stand.

3.5.5 A reassessment is not permitted for any module block or assessment block where a pass mark has been achieved.

3.5.6 The scheduling of any reassessment will be determined by the Collaboration Partner Universities in conjunction with Babcock.

### **3.6 Retake**

3.6.1 Students who, after a reassessment (resit) do not pass a module block or assessment block will be offered the opportunity to retake a module block or study block subject to the limits detailed below in 3.6.3 and a further resit opportunity outlined in 3.5

3.6.2 A student may not retake any module block or assessment block that has already been passed.

3.6.3 Students being reassessed in module blocks or assessment blocks are restricted to the following maximum retake values:

**PCDA**

- Level 4 – Maximum of 100 credits can be retaken
- Level 5 – Maximum of 60 credits can be retaken
- Level 6 - Maximum of 30 credits can be retaken

Please note that the EPA credits are not included in the maximum retake value at Level 6.

**DHEP**

- Maximum of 40 credits can be retaken

**3.7 EPA Resits and Retakes**

3.7.1 These are permitted in accordance with the Apprenticeship Standard requirements and requirements of The College of Policing, including timescales. To aid national consistency, no more than three resits / retakes per element will be permitted.

**3.8 Compensation/Condonement**

3.8.1 No compensation or condonement is permitted on either the PCDA or the DHEP.

**3.9 Progression Requirements for PCDA**

3.9.1 To progress from one Level of study to the next, a student must meet all course, module and/or assessment block requirements at their current Level of study.

3.9.2 Until the student completes all the requirements of a Level, including the resit or retake of a module or assessment block, they may not progress to the next Level – a failed module or assessment block may not be trailed.

3.9.3 In order to progress to the End Point Assessment, a student must have successfully completed all requirements for Level 4 and Level 5, and the first 60 credits of Level 6.

## **Appendix 1**

### **3.10 Award Requirements – PCDA BSc (Hons) Professional Policing Practice**

**3.10.1** To be eligible for the award of the BSc (Hons) Professional Policing Practice, a student must:

**3.10.1.1** Study and pass modules or assessment blocks to a total value of 360 credits, comprising 120 credits at each level.

**3.10.1.2** Achieve a minimum average mark of 40% overall, an average of 50% in the numerically graded elements of the End Point Assessment, and a pass in the pass/fail elements of the End Point Assessment.

### **3.11 Degree Algorithm and Classification of Award for PCDA**

**3.11.1** For the BSc (Hons) Professional Policing Practice, the Level 4 module and assessment block grades do not contribute to the final degree classification.

**3.11.2** Only the Level 5 and Level 6 credits carrying numerical grades will contribute to the final classification. Elements graded pass/fail do not contribute to the calculation.

**3.11.3** The Classification of the PCDA is based on the total weighted marks for Level 5 and Level 6 calculated up to two decimal points, then rounded up or down to the nearest whole number, giving a whole number average mark.

**3.11.4** Level 5 modules are weighted at one third and Level 6 modules are weighted at two thirds.

**3.11.5** The method of calculation is:

- Each element mark  $\times$  assessment weighting = weighted element mark (held to 2 decimal places)
- Sum of weighted element marks for each modular/assessment block = modular/assessment block mark (held to 2 decimal places)
- Sum of modular/assessment block mark  $\times$  module credits  $\div$  total level credits = level mark (held to 2 decimal places)
- Level 5 total mark  $\div$  3  $\times$  1 = Level 5 weighted mark (held to 2 decimal places)
- Level 6 total mark  $\div$  3  $\times$  2 = Level 6 weighted mark (held to 2 decimal places)
- Level 5 weighted mark + Level 6 weighted mark = Total weighted mark (Round up or down, 0 decimal places)

Worked example:

Student Example	Level 5										Level 6																			
	PAB501			PAB502			PBM506				PAB601			PMB606			PMB607													
Module Code	40			60			20				30			30			60													
<b>Assessment Weighting</b>	30%	40%	30%	40%	30%	30%	50%	50%	50%	50%	25%	25%	30%	40%	30%	Pass/ Fail	70%	30%												
Assignment Mark	99.00	89.00	98.00	94.00	89.00	83.00	90.00	94.00	89.00	88.00	98.00	91.00	78.00	86.00	Pass	99.00	99.00													
Weighted Element	29.70	35.60	29.40	37.60	26.70	24.90	45.00	47.00	44.50	22.00	24.50	27.30	31.20	25.80	n/a	69.30	29.70													
Assessment Marks (Assessment/Module Block)	94.70			89.20			92.00				91.00			84.30			99.00													
Assessment Marks Weighted	31.57			44.60			15.33				22.75			21.08			49.50													
Total Marks	91.50												93.33																	
Level Weighting (1/3 Level 5 and 2/3 Level 6)	30.50												62.22																	
Total (rounded)													93																	
Classification													1st																	

### 3.12 Exit Awards

3.12.1 Where a student is unable to complete the full programme of study for the PCDA, an exit award will be made where possible.

#### **Requirements for an Award of Certificate of Higher Education in Policing Studies**

To be eligible for this award, a student must:

- Study and pass modules or assessment blocks to a total value of 120 credits at Level 4 or higher

#### **Requirements for an Award of Diploma of Higher Education in Policing Studies**

To be eligible for this award, a student must

- Study and pass modules or assessment blocks to a total value of 240 credits, comprising 120 credits at both Level 4 and Level 5.

#### **Requirements for an Award of Ordinary Degree in Policing Studies**

To be eligible for this award, a student must

- Study and pass modules or assessment blocks to a total value of 300 credits, comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6.

**There is no exit award for the DHEP Graduate Diploma in Professional Policing Practice; a transcript of credit will be issued.**

## **Appendix 1**

### **3.13 Classification and Grade Boundaries**

**3.13.1** Classification is made according to the following scale:

#### **PCDA Grade Boundaries**

70% or higher - First

60 – 69% - 2:1

50 – 59% - 2:2

40 – 49% - Third

39% or lower – Fail

**3.13.2** The PCDA End Point Assessment is not awarded separately from the Degree Apprenticeship award, but an additional classification is made as follows based on the outcome from the EPA:

<b>OCP Professional Discussion</b>	<b>Evidenced-based Project</b>	<b>Presentation / Discussion</b>	<b>Grade</b>
<100% of 13 assessment criteria met	<50%	<50%	Fail
100% of 13 assessment criteria met	50%-69%	50%-69%	Pass
100% of 13 assessment criteria met and measurably beyond the minimum required standard	70%+	70%+	Distinction

#### **3.13.3 DHEP Grade Boundaries**

40% or higher – Pass

39% or lower – Fail

### **3.14 Extenuating Circumstances Provision**

**3.14.1** The Collaboration Partner Universities recognise that students may encounter difficulties during their programme and provision is made by all of the Collaboration Partner Universities to support students experiencing difficulties.

3.14.2 Students are advised to seek support firstly from their employer, who will be able to offer a wider range of support especially developed for Police Officers. All Collaboration Partner Universities also offer wellbeing and disability support through their student services, including academic support.

3.14.3 Extenuating circumstances is a process by which the members of the Collaboration Partner Universities make allowances for matters that have had a serious and unanticipated impact on a student's performance in an assessment or element(s) of assessment in ways which could not have been anticipated or controlled.

**Please refer to the Collaboration Extenuating Circumstances Policy**

## **4 Section 4 Assessment Panels and Assessment Board**

### **4.1 Assessment Panels**

4.1.1 Assessment Panels will be held at each progression point and will be responsible to the individual Collaboration Partner's Academic Board/Senate for considering the academic performance of students on each of the modular/assessment blocks; confirming the integrity and fairness of the assessment process, including marking/grading and moderation, taking into account records and reports, including those from external examiners and confirming the marks/grades achieved by students and submitting such marks/grades to the Assessment Board.

4.1.2 Assessment Panels shall comprise a Chair from the individual Collaboration Partner, relevant academic staff and External Examiners. External Examiners shall be appointed to the programmes by the individual collaboration partners as defined in the *Assessments Panels and Boards Policy*.

4.1.3 Assessment Panels shall not confirm marks/grades until it is satisfied with the integrity and fairness of the assessments and the results of those assessments. Where the Assessment Panel has insufficient confidence in the integrity and fairness of the outcomes, it shall take appropriate action. The Assessment Panel may require reconsideration by assessors of the marks/grades for the cohort. Only in very exceptional circumstances may the Assessment Panel scale marks/grades and must record the justification and rationale for such adjustments. Marks/grades for an individual student may not be adjusted, unless they have been wrongly recorded.

## **Appendix 1**

### **4.2 Assessment Boards**

- 4.2.1 Assessment Boards will be held at each progression point and will be responsible to the Collaboration Partner's Academic Board/Senate for decisions to be taken about the academic performance and progression of students, including, where appropriate, recommendations for awards and their classification and reassessment, including in cases where there are accepted extenuating circumstances.
- 4.2.2 Assessment Boards shall comprise a Chair from the individual Collaboration Partner; Chair or nominated representative of the Extenuating Circumstances Panel; Chair of the Panel; Programme Director from each Collaborative University Partner; external examiner(s); any other relevant academic staff and at least one senior member of the Universities' professional staff, who will ensure that the proceedings are carried out in accordance with the regulations.
- 4.2.3 The Board may empower the Chair to take such action as they see fit outside of a Board meeting where decisions are deferred at a meeting of the Board.

### **5 Section 5 Student Conduct**

#### **5.1 Student Conduct - Non-Academic**

- 5.1.1 All students are required to conduct themselves responsibly and with respect to other people, including students, members of staff, visitors to the University, and members of the public.

- 5.1.2 Students on the PCDA and DHEP programmes must adhere to the expected conduct of their employer at all times, including during attendance at University.

**Please refer to the Student Handbook**

#### **5.2 Student Conduct – Academic Offences**

- 5.2.1 Any improper activity or behaviour by a student which may give that student, or another student, an academic advantage in an assessment will be considered to be an academic offence.

**Please refer to the Student Handbook**

**5.3 Academic Appeals**

- 5.3.1 A student has the right to appeal against a decision of the Collaboration Partner University's Assessment Panel and/or Awards Panel.
- 5.3.2 A student may not appeal on grounds that dispute the academic judgement of the Assessment Panel or Assessment Board concerning performance in any academic work and/or work-based component of the course.

**Please refer to the Student Handbook**



**Minimum and Maximum Periods of Registration for Students  
Admitted with Accredited Prior Learning (APL)**

Regulation 3.37 sets out the standard minimum and maximum periods of registration for all awards and refers users to this appendix for further information with regard to students admitted with APL.

Award	Admitted with...	To study...	Minimum Period	Maximum Period	
				Full-time	Part-time
	(credits)		(years)		
Honours Degree	240	120	1	3	3
	180-225	135-180	1½	3½	4½
	120-165	195-240	2	4	6
	60-105	255-300	2½	4½	7½
	15-45	305-345	3	5	9
Ordinary Degree	180-195	105-120	1	3½	4½
	120-165	135-180	1½	4	6
	60-105	195-240	2	4½	7½
	15-45	255-285	2½	5	9
Foundation Degree / Dip HE / HND	120-150	90-120	1	3	4
	60-105	135-180	1½	3½	5½
	15-45	195-225	2	4	7
Acc Cert / Cert HE / Cert Ed / HNC / Univ Dip / PGCE (Level 6) / PG Dip / Grad Dip	60-75	45-60	½	2	3
	15-45	75-105	1	3	5
Univ Cert	45-60	45-60	½	2	3
	15-30	75-90	1	3	5
Grad Cert	15-45	30-60	½	2	4
PG Cert / PGCE (Level 7)	15-30	30-45	½	2	4
Masters (second cycle)	120	60	½	2	4
	60-105	75-120	1	3½	6½
	15-45	135-165	1	5	9
Masters (first and integrated)	300-315	165-180	1½	3	3
	240-285	195-240	2	3½	4
	180-225	255-300	2½	4	5
	120-165	315-360	3	4½	6
	60-105	375-420	3½	5	8
	15-45	435-465	4	6	10

## **Appendix 2**

Please note that these periods apply to all students, irrespective of the mode of study (ie: there is no differential between full-time and part-time students) and exclude any periods of intermission and additional time required as a result of exceptional circumstances.

### **Part-time Course Delivery Models**

Regulations 3.15 and 8.13 refer to the course delivery models that are permitted for part-time courses, including the cumulative total of credit for each year of such courses. The tables below detail these structures for the three models of part-time delivery based on a typical honours degree course. The same principles are applied to courses leading to other awards. The full-time model is provided to facilitate comparison.

60 credit (6 year) part-time model

<b>Year</b>	<b>Credit Allocation</b>	<b>Cumulative Total</b>
1	60 credits at level 4	60
2	60 credits at level 4	120
3	60 credits at level 5	180
4	60 credits at level 5	240
5	60 credits at level 6	300
6	60 credits at level 6	360

75 credit (5 year) part-time model

<b>Year</b>	<b>Credit Allocation</b>	<b>Cumulative Total</b>
1	75 credits at level 4	75
2	45 credits at level 4 and 30 credits at level 5	150
3	75 credits at level 5	225
4	15 credits at level 5 and 60 credits at level 6	300
5	60 credits at level 6	360

## **Appendix 3**

90 credit (4 year) part-time model

<b>Year</b>	<b>Credit Allocation</b>	<b>Cumulative Total</b>
1	90 credits at level 4	90
2	30 credits at level 4 and 60 credits at level 5	180
3	60 credits at level 5 and 30 credits at level 6	270
4	90 credits at level 6	360

120 credit (3 year) full-time model

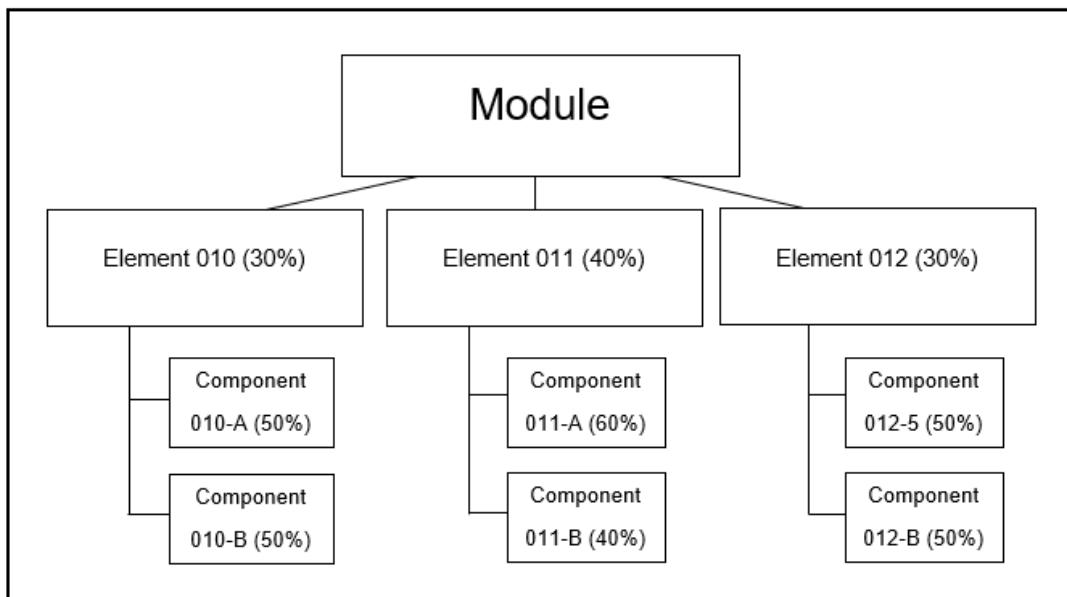
<b>Year</b>	<b>Credit Allocation</b>	<b>Cumulative Total</b>
1	120 credits at level 4	120
2	120 credits at level 5	240
3	120 credits at level 6	360

## Operational Models for Component Assessment

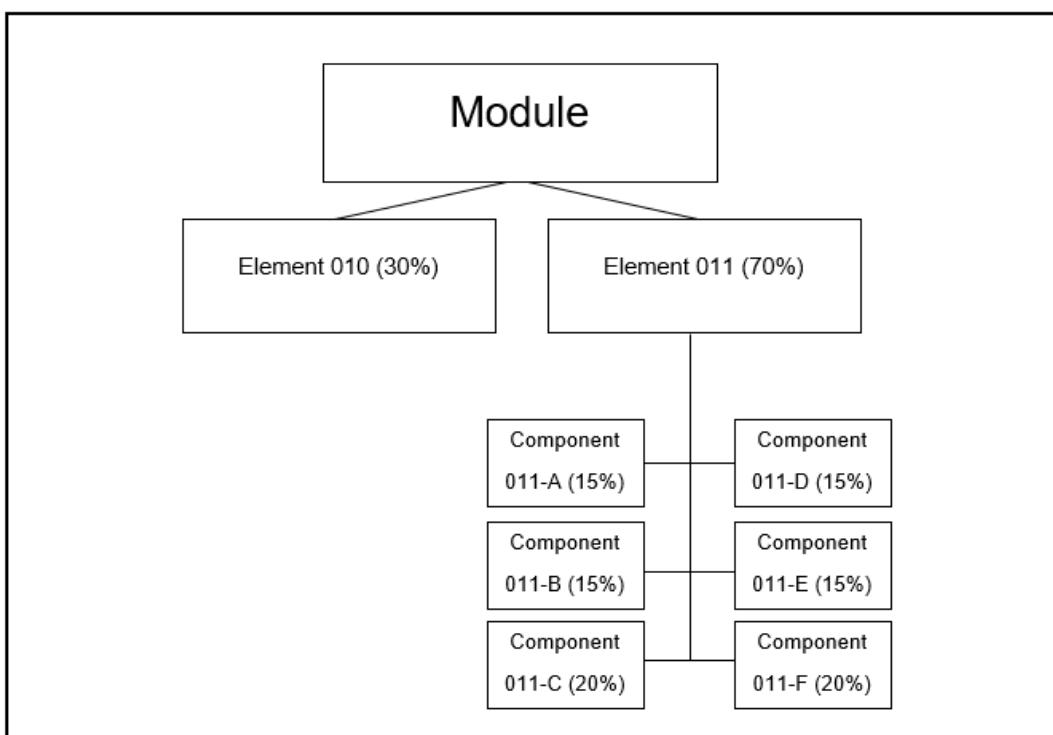
### **Model (a): ‘standard’ model:**

In this model, an element comprises multiple individual tasks which are all expected to be completed. Each is allocated a percentage weighting (or pass/fail status) to determine the element mark.

#### **Example A1: multiple elements, with multiple components**



#### **Example A2: multiple elements, 010 with a single assessment task and 011 with six components**



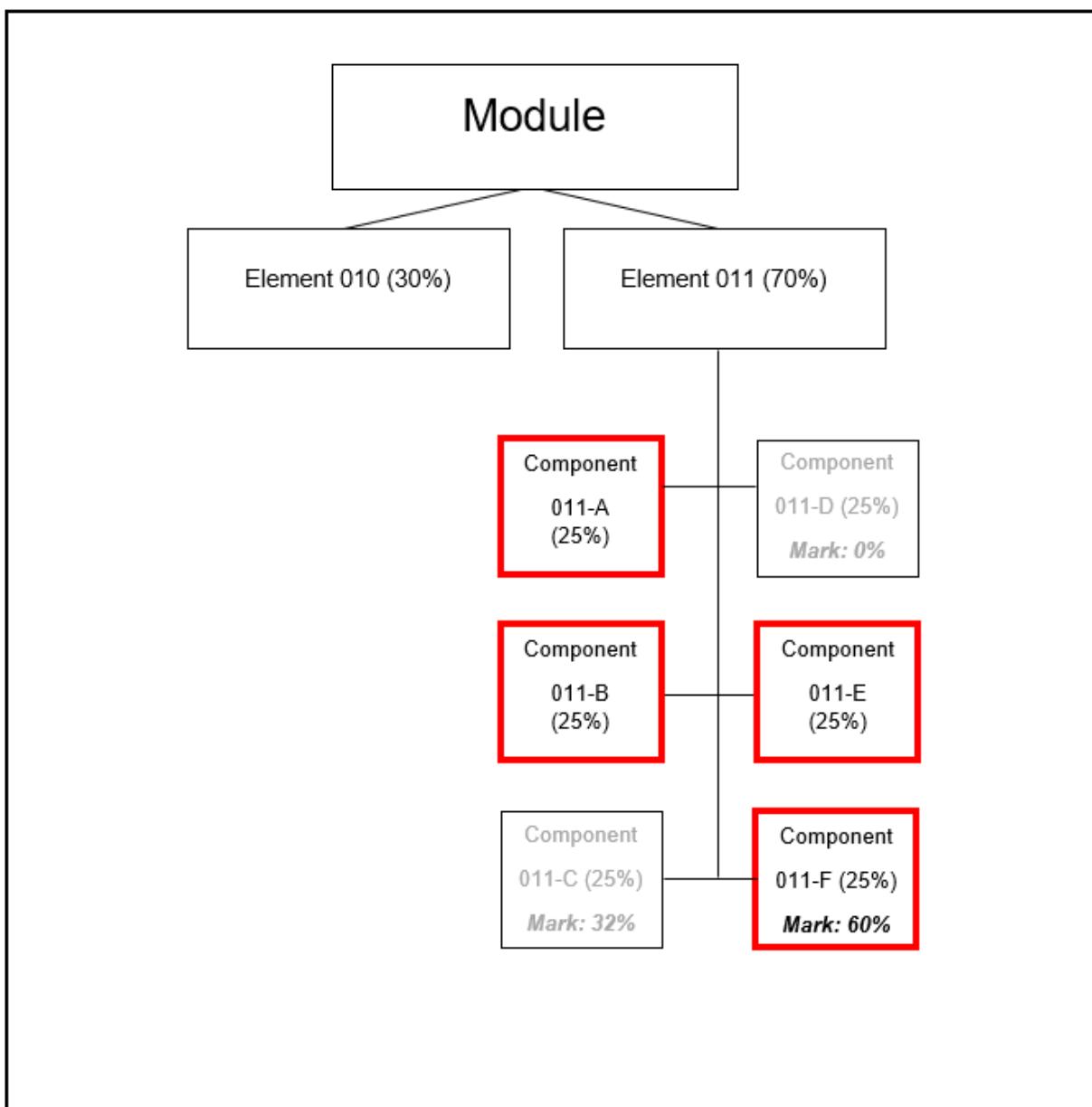
## Appendix 4

### Model (b): ‘best of’ model

In this model, an element comprises multiple individual tasks of which a student is expected to complete a specified number (e.g. four of six). The element mark for a student who chooses to complete more than four tasks is determined by the best performing four tasks with each carrying an equal weighting (e.g. 25%).

In Example B below, element 011 provides six opportunities for assessment with the final element mark calculated as an arithmetic mean of the best four marks from the six opportunities (components A, B, E and F)

**Example B**



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The Academic Regulations are administered by the:

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Bishop Hall Lane  
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