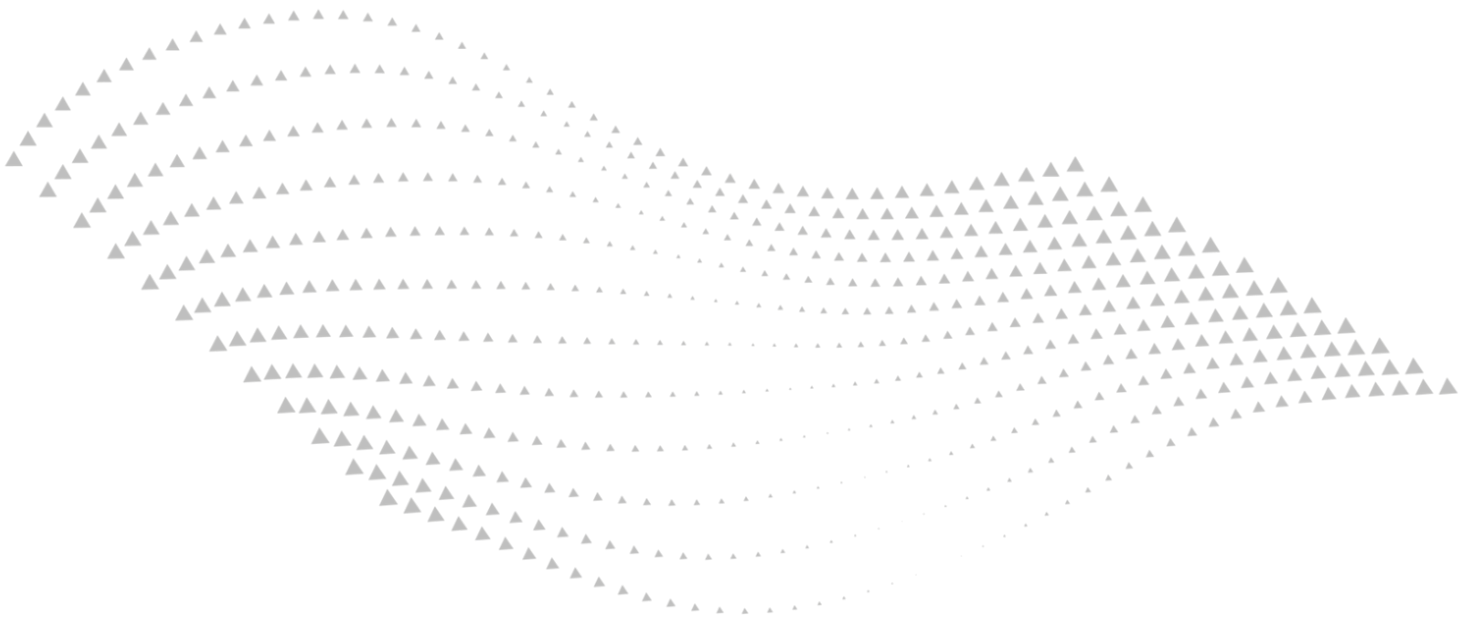


BIMM  
UNIVERSITY

A university  
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industries

# Academic Regulations



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## Glossary & General Principles

### Glossary

**Academic Board:** Academic Board is responsible for academic governance, academic standards and quality, and the student experience.

**Academic Credit:** A credit value is normally assigned to each module that indicates the amount of learning undertaken, and a specified credit level indicates the relative depth of learning involved. Credit is awarded once a student has successfully completed a module in recognition of the amount and depth of learning that has been achieved. Credits are then accumulated towards the total credit required for a course of study and a qualification.

**Academic Level:** The relative complexity, depth of study, and autonomy required in relation to a module in the context of its discipline. Each module shall be assigned a level from the following scale:

- Level 4: Certificate
- Level 5: Diploma
- Level 6: Degree
- Level 7: Masters

**Academic Misconduct:** Academic misconduct is any activity that gives a student an unfair academic advantage over others.

**Academic Year:** A period normally running from September to August. The years of study of most courses follow academic years, and policies and regulations are normally written by academic year.

**Advanced Standing:** Prior certified study from another institution deemed equivalent to the University modules from which exemption is sought.

**Assessment:** Coursework that students are required to complete and submit, and which contributes in whole or in part to module marks and awards.

**Automatic Compensated Credit:** Compensation of failed academic credits is a measure to reduce the need for Re-sit or Repeat where a student has demonstrated academic ability through passing the requisite number of academic credits. This applies to undergraduate degree courses only.

**Award:** The different types of awards offered by BIMM University, as specified within these Academic Regulations.

**Chair:** A Chair of a meeting or Exam Board helps the meeting to run smoothly and efficiently and ensures that the meeting operates within the authorised Terms of Reference.

**College Principal:** The College Principal has responsibility for all matters relating to their College within the University.

**Core Module:** A module that must be taken to meet requirements for progression or award.

**Course:** A course is an approved and validated combination of modules leading to an award by the University.

**Course Handbook:** The Course Handbook contains detailed information about how a course is taught and managed, and how students will be assessed.

**Course Leader:** A Course Leader provides academic leadership for a course of study and resolves issues relating to the course.

**Coursework:** Coursework is work produced by a student during a course of study and is usually assessed in order to count towards a module mark.

**Cycle of Assessment:** All modules provide a single cycle of assessment comprising of one first attempt (or Sit) and one Re-sit attempt. Where a module has been failed, a repeat assessment cycle may be offered by the Exam Board, comprising a further Sit and Re-sit opportunity, with the exception of Trailed Re-sits, which involve a single additional Re-sit attempt.

**Deferral:** A period of deferral is a temporary postponement of studies from the end of one academic year to the beginning of another. Deferral is normally only permitted for one academic year.

**ECTS:** The European Credit Transfer & Accumulation System ([ECTS](#)) is a student-centred system based on the student workload required to achieve the objectives of a course of study. Its aim is to facilitate the recognition of study periods undertaken by students through the transfer of credits across institutions. A full-time undergraduate academic workload is deemed to be 60 ECTS, which is normally equivalent to 120 UK credits.

**Enrolment:** A process by which individuals become students of the University. New students normally pre-enrol prior to enrolment and returning students must re-enrol each year.

**Exam Board:** The University operates a three-tier Exam Board system, where definitive decisions on matters related to student attainment, progression and awards are made by Module Boards, Progress Boards and Award Boards, each with specified remits in relation to academic standards.

**External Examiner:** A professional academic from outside the University who monitors the assessment process for fairness and the assurance of academic standards.

**Field of Study:** The description of the group of modules in a particular discipline studied by a student. This is represented in the title of the award conferred upon a student.

**Fitness to Study:** Fitness to study relates to an individual's capacity to participate fully and satisfactorily as a student, in relation to academic studies and student life generally.

**Intermission:** A period of intermission is a temporary postponement of studies from an agreed point in one academic year to normally the start of the same semester/trimester in the next. Intermission is normally only permitted for a maximum period of twelve months.

**Invigilated Examinations:** These are examinations which are conducted under formal examination conditions and supervised by an Invigilator.

**Lead Lecturer:** Lead Lecturers provide academic leadership for a module of study and resolve any issues relating to the module at a College level.

**Mitigated Intermission:** Where a student has been unable to meet progression requirements before the start of the next academic year due to having incomplete Sits or Re-sits on more than one module, they may be required to intermit their studies and complete those assessments before the end of that next academic year.

**Mitigating Circumstances (Mitigation):** Sudden and unforeseen conditions that temporarily prevent a student from undertaking an assessment, or significantly impact on student performance in an

assessment, including late submission.

**Module:** An approved block of learning and teaching leading to the award of academic credit and forming part of a course of study.

**Module Guide:** A module guide includes information about how a module is taught and assessed and the intended learning outcomes for the student. Students can access this information via the VLE.

**Module Mark:** The overall module result, which may be an aggregate of marks from two elements of assessment, which may be weighted. It is rounded up or down to the nearest whole number.

**Non-Submission:** If a student does not submit their assessment, it is classed as a 'Non-Submission'. A 'Non-Submission' is counted as an assessment attempt.

**Option Module:** A module which may be chosen from a list available on a particular course of study, allowing variation and student choice within the curriculum.

**Overall Mark:** The weighted mark of a student's achievement, calculated in accordance with the regulations for the award, on which the classification of the award is based. It is rounded up or down to the nearest whole number.

**Plagiarism:** The University defines plagiarism as the use, without acknowledgement, of the intellectual work of others, and the presenting as new and original an idea or product derived from an existing source in work submitted for assessment.

**Prerequisite Module:** A specified module that must be taken and passed before a second specified module can be taken.

**Progression:** The process of moving from one level of study to the next.

**Reasonable Adjustments:** Reasonable adjustments are the support requirements for an individual student and are summarised in a student's Individual Support Plan.

**Recognition of Prior Certified or Experiential Learning (RPCEL):** This refers to the formal recognition of prior learning at postgraduate level gained outside the Institute through formally assessed and certified courses or other experience.

**Recognition of Prior Learning (RPL):** This refers to the formal recognition of prior learning at undergraduate level gained outside the Institute through formally assessed and certified courses, in accordance with the European Credit Transfer & Accumulation System ([ECTS](#)).

**Registration:** A process by which a student signs up for a course of study.

**Repeat Year:** The repeat of normally more than one module following failure at a previous attempt, including as a result of Non-Submission. Repeat Years involve re-enrolment, attendance, payment of tuition fees, completion of all elements of any modules not passed in the previous year, including the submission of all assessments.

**Re-sit:** The repeat of a module assessment following module failure at a previous attempt, including as a result of Non-Submission. Re-sits do not involve the repeat of attendance for the module. The assessment mark is capped at the pass mark. Where the original assessment involves collaborative work that may be difficult to replicate outside of term-time, an alternative mode of assessment of equal weighting will be set.

**Re-sit Modes:** The approved Module Guide will identify the relevant modes of assessment for Re-sit. Where a student has failed both assessment elements, they will take a single mode of assessment, weighted at 100%, that meets all learning outcomes for the module.

**Rounding of Marks:** The mark for a module, stage or overall award shall be a whole number rounded up ( $\geq 0.5$ ) or down ( $\leq 0.4$ ).

**Sit:** A student's first attempt in a cycle of assessment, which is uncapped.

**Trailed Credit:** Where a student has achieved a minimum of 90 credits, they may be allowed to progress with the offer of a trailed repeat module assessment cycle with attendance for one module with a maximum value of 30-credits. The module mark will be capped.

**Trailed Re-sit:** Where a student has achieved a minimum of 90 credits, they may be allowed to progress with the offer of a trailed re-sit on one module with a maximum value of 30 credits. This will involve a single mode of assessment, weighted at 100%, that meets all learning outcomes for the module, and the module mark will be capped.

**UKVI:** UK Visas & Immigration, which is part of the Home Office.

**Withdrawal:** When a student withdraws from their studies, it means that they are leaving their course of study completely, with no intention of returning at a later date.



## General Principles

The general principles governing these academic regulations are:

**Principle 1:** The adoption of UK sector norms as specified in the QAA HE National Framework for Higher Education Qualifications (FHEQ), including the requirement that students achieve the credit requirement as set out in the University's [Academic Framework](#).

**Principle 2:** The requirement of 120 credits for progression on undergraduate awards, subject to specific rules on compensation, trailed credit and trailed re-sits. Progression does not normally apply to taught postgraduate awards, which are considered as one level.

**Principle 3:** The [Academic Framework](#) sets out the volume and level of credit required to achieve each BIMM University award.

**Principle 4:** Categorical Marking Schemes will be used for modules on all taught courses with pass thresholds at 40% at levels 4-6 and 50% at level 7 for classification purposes at both undergraduate and postgraduate level.

**Principle 5:** Re-sits are permitted on all undergraduate and postgraduate levels.

**Principle 6:** Where a student has failed a module and takes a Re-sit opportunity, the assessment mark will be capped. Where the Re-sit opportunity has not been taken, the original mark will stand.

**Principle 7:** A Repeat Year for undergraduate and postgraduate courses is permitted where students meet the required criteria. Where granted, students will be subject to a Repeat Year Learning Agreement.

**Principle 8:** All students are given a fair and equal opportunity to demonstrate academic achievement.

**Principle 9:** The University considers individual mitigating circumstances to be sudden and unforeseen conditions that temporarily prevent a student from undertaking an assessment, or significantly impact on student performance in an assessment, including late submission. As such, the measure of severity is not about impact on the student but the impact on the assessment.

**Principle 10:** Ongoing or longer-term conditions or circumstances are not, in themselves, mitigating circumstances as they are not sudden, unforeseen and temporary. Students will be referred to Student Support for consideration of any reasonable adjustments which can be made. Ongoing or longer-term conditions may give rise to valid mitigating circumstances impacting on assessment only if they are first confirmed/diagnosed or become suddenly, unexpectedly and markedly worse at a particular assessment point. In all such cases, the exceptional circumstances process may be followed. Claims for circumstances not impacting on an ongoing or longer-term condition may also be made via the mitigating circumstances process, but no claim of mitigating circumstances can be made citing lack of fitness to study. All claims must be specifically linked to a module assessment and must be sudden, unforeseen and temporarily impact on assessment.

## **1. Introduction to the Academic Regulations**

### **1.1. What are the Academic Regulations?**

- 1.1.1. These academic regulations guarantee the standards of BIMM University awards, and Academic Board is responsible for their maintenance. They apply to all academic awards that BIMM University Limited has the right to make under powers granted through the Higher Education & Research Act (2017).
- 1.1.2. These awarding powers allow BIMM University Limited to grant degrees, diplomas, certificates and other academic awards to students who have successfully completed courses which the University has set, approved, monitored and reviewed, and who have passed its assessment.

### **1.2. Applicability & Scope**

- 1.2.1. These regulations take effect from the start of Academic Year 2022/23 and supersede all previous iterations thereof.
- 1.2.2. These regulations shall apply to all students enrolled and registered for courses leading to a BIMM University award, including courses delivered under franchise provision.
- 1.2.3. The University reviews and reserves the right to amend these Academic Regulations annually in preparation for the next Academic Year. Such changes will be made in response to national quality and standard frameworks or when they are of benefit to students.
- 1.2.4. All staff and students must adhere to these Academic Regulations.
- 1.2.5. The University treats all students fairly and equally and takes strict measures to avoid bias in its processes. The University makes reasonable adjustments to its processes when necessary to make sure that a student is not disadvantaged because of any specific characteristics protected by law.
- 1.2.6. The Chair of Academic Board, or authorised nominee, is allowed to use their discretion when applying these Academic Regulations in exceptional circumstances, as long as any variation is reasonable, is agreed by Academic Board and is clearly recorded.
- 1.2.7. Academic Board is responsible for the management of the academic standards, the quality of courses leading to BIMM University awards and the approval of these Academic Regulations.

### **1.3. Academic Credit Accumulation Scheme**

- 1.3.1. A student must undertake an approved course of study, or approved combination of modules according to the course specifications and meet the compulsory and core elements for progression from one year of study to the next and for an award.
- 1.3.2. Courses are carefully constructed combinations of academically coherent core and option modules whose successful completion leads to an award.
- 1.3.3. Students who have been awarded qualifications from the University may not subsequently present themselves for re-examination for that award in the same subject of study.

### **1.4. Award of Academic Credit**

- 1.4.1. The award of academic credit relates to achievement in individual modules. Academic credit shall be awarded to students who meet the requirements to pass the module in question.
- 1.4.2. The academic credit awarded shall be that approved for the module; the amount of academic credit awarded shall not vary in accordance with the level of achievement. The level of achievement shall be reflected by the module mark.

### **1.5. Courses & Modules**

- 1.5.1. Courses at the University may be defined by levels of study and are comprised of a specified

number of modules, weighted by credit at a designated level, which provide a coherent learning experience, with an explicit set of learning outcomes, that leads to a BIMM University award. FHEQ levels 4, 5, 6 and 7 are set out in the University's [Academic Framework](#), which specifies the volume needed at each level to qualify for a particular award.

- 1.5.2. The University's courses are comprised of modules, which are defined as self-contained, formally structured and credit-bearing units of study, with a coherent and explicit set of intended learning outcomes and assessments. Modules must have appropriate intended learning outcomes set at the FHEQ level showing clear progression between levels.

## 2. Enrolment

### 2.1. Enrolment & Re-enrolment

- 2.1.1. Applicants for all undergraduate courses must normally demonstrate a broad general education, including acceptable levels of literacy equivalent to at least grade C or 4 (applicants holding newly reformed GCSEs in England) in GCSE English Language. Applicants must normally achieve a minimum of two full A-level passes or a full pass in a Level 3 BTEC National Diploma (e.g., PP) or Level 3 BTEC Extended Diploma (e.g., PPP), or equivalent.
- 2.1.2. Applicants to postgraduate courses at the University will be required to have achieved an undergraduate degree at 2:2 or above in a creative industry-related subject, or significant professional experience in the creative arts/industries.
- 2.1.3. Students must enrol with the University at the beginning of their studies and re-enrol at the beginning of each following academic year of their course, in accordance with instructions issued by the University. Entry requirements are set at the course approval stage and detailed in the course specification. The University's policy on the [Recognition of Prior Practice](#) (RPP) provides a route by which applicants can be exempted from particular entry requirements.
- 2.1.4. The student's name recorded at enrolment and registration will normally be the name in their passport. For international students and those with another immigration status, it is mandatory that the University registers the student as named in their passport.
- 2.1.5. All letters, transcripts, certificates and awards shall be issued in the name under which a student is enrolled. The University requires students to produce documentary evidence of identity upon initial enrolment, and this may be required in advance.
- 2.1.6. Any request to record a change of name must be made in writing, or by any other valid means, and supported by appropriate documentary evidence. The University shall not issue revised documents for those who change their names after receiving an award, except where there has been an administrative error or following gender transition. In all cases, original copies must be returned to the University before a replacement can be issued.
- 2.1.7. Students are required to notify the University of their permanent home and term-time addresses upon enrolment and must inform the University in writing of any subsequent changes of address.
- 2.1.8. Students who have not complied with all University requirements for enrolment or re-enrolment may not attend or use University facilities. Students who do not complete re-enrolment or do not produce the required documents by specified deadlines may be withdrawn from their course at the University.
- 2.1.9. In exceptional circumstances, a student may be registered for a course of study but not enrolled (normally where they have deferred or intermitted). Where termination of a student's registration occurs, enrolment is also terminated.
- 2.1.10. No student shall be permitted to enrol on the same level of study more than twice, even where they have transferred from another course within the University.
- 2.1.11. Students shall only be permitted to repeat a level where it has previously been failed, except where they opt to withdraw and re-apply to start a different course of study. In such instances, if an exit award was made, no credit may be carried over and no assessments may be resubmitted; any common modules already passed must be completed again. If an exit award was not made, credit for common modules may be carried over. In both situations, such students will have a status of Level Repeat.

### 2.2. Concurrent Study

- 2.2.1. A student currently registered for one full-time qualification of the University may not concurrently be registered for another full-time degree, diploma or certificate, either at the University or at any other institution.

### **2.3. Student ID Cards**

- 2.3.1. All students shall be issued with a Student ID Card that includes a photograph showing the full head and face. There shall be no head covering in the photograph, unless it is worn for cultural, religious or medical reasons.
- 2.3.2. Students shall carry their ID Card at all times when on University premises, or when participating in off-site activities of the University.

### **2.4. Course Transfers**

- 2.4.1. An enrolled student may request to transfer onto a different course of study within the University, but the submission of such a request does not guarantee that a transfer will be granted. Students are asked to note the following basic principles, which apply to all transfers:
  - a) Standard entry requirements for the 'new' course must be met.
  - b) Transfers must comply with the permitted course transfer routes and deadlines, as detailed in the University's [HE Course Transfer Policy & Procedure](#).
  - c) The availability of places on the 'new' course cannot be guaranteed.
  - d) Students should refer to Student Support for advice on any implications of a change of course of study to their funding.
  - e) International students must check with the University's International Team for guidance on their visa status and UKVI compliance prior to requesting a transfer.
  - f) Students may only transfer course once over the duration of their University registration.
- 2.4.2. All transfer requests shall be considered by the relevant Course Leaders, taking into account the abovementioned principles and the student's academic achievement.

### **2.5. Modes of Study**

- 2.5.1. A student enrolled with the University shall undertake the course in accordance with the specified mode of study. A change of mode is permissible where appropriate and available on a particular course of study. The following modes of study apply:
  - a) Full-time.
  - b) Part-time.
- 2.5.2. Where a change of mode is available on an undergraduate course of study, students may request to change mode between levels of study only up until the start of the final year of that course.
- 2.5.3. Where a change of mode is available on a postgraduate course of study, students may request to change mode between trimesters only up until the start of the final trimester of that course. Where such requests are approved and a student has outstanding Sits/Re-sits on modules from the previous trimester, they must be completed as normal.
- 2.5.4. Students should also refer to Student Support regarding any implications of a change of mode of study to their funding.

### **3. Attendance, Engagement & Student Conduct**

#### **3.1. Attendance & Engagement Requirements**

- 3.1.1. Students are expected to regularly attend all forms of learning activity associated with their course of study, and to engage in their course as required by the University's [Student Engagement Policy](#).
- 3.1.2. International students on Student Visas have additional requirements in relation to attendance, which are also detailed in the University's [Student Engagement Policy](#).
- 3.1.3. Engagement refers to the expectations of the University related to a student's engagement, whether on-site or remote, with the learning, teaching and assessment requirements of their course of study specified in the Course Handbook and/or Module Guides.
- 3.1.4. The University shall publish semester and trimester dates [here](#).
- 3.1.5. Each student shall ensure that they are registered for the correct number of modules and the appropriate choice of modules. Students should ensure they comply with the requirements of attendance, learning and assessments.
- 3.1.6. All students are required to engage with all assessment tasks for the modules for which they are registered, as prescribed in the relevant Module Guides.

#### **3.2. Student Conduct**

- 3.2.1. Students are required to comply with the [Student Code of Conduct](#) and [all other Codes, Policies & Procedures of the University](#).

## 4. Assessment

### 4.1. Assessment Principles

- 4.1.1. The purpose, structure, associated learning outcomes, type and format of assessment and reassessment, including relevant weightings and thresholds, where applicable for each module, shall be set out in the approved module and course specifications as approved by the delegated authority of Academic Board.
- 4.1.2. Students will be informed via the Module Guides of the arrangements for learning and teaching, the module content, and the assessment and reassessment requirements at the start of each academic year. Students must make themselves available during the entire academic year, including re-sit periods (available [here](#)) and should not make any holiday plans during these times until marks have been confirmed by the Exam Boards, after which they will normally be given at least two weeks' notice of any re-sits required.
- 4.1.3. All assessments that contribute towards the classification of an award shall also be subject to External Examiner approval, unless weighted at 30% or less of the overall module mark.
- 4.1.4. Students must adhere to published dates and deadlines for all assessments.
- 4.1.5. Where a student is unable to participate in any assessment on the specified date, due to medical or other reasons beyond their control, they should refer to the [Exceptional Circumstances Policy](#).
- 4.1.6. All material submitted for assessment shall be the student's own work (excluding where group work specifically forms part of the assignment). All quotations from the published or unpublished work of other persons or organisations must be properly attributed, both at the appropriate point in the text and in the bibliography. Study skills resources are available [here](#).
- 4.1.7. Where a module is no longer taught, related assessment(s) shall normally be offered for one year after the discontinuation date of the relevant module. Exam Boards may offer alternative forms of assessment beyond that date, if required.
- 4.1.8. Reasonable adjustments for students may be made on the advice of Student Support on an individual basis to compensate for any restriction imposed by a disability and/or unforeseen circumstances, provided this does not compromise the achievement of the learning outcomes. Special arrangements for individual examinations must be approved by Student Support and notified to Exams Teams.
- 4.1.9. Any alternative assessment must be approved by the External Examiner, Head of Education, Course Leader and Lead Lecturer, and the relevant Exam Board will be notified.
- 4.1.10. Where a member of academic staff or an invigilator suspects a student of committing an academic offence, the allegation shall be investigated in accordance with the [Academic Integrity Policy](#).

### 4.2. Assessment Schedule & Timetable

- 4.2.1. Colleges shall inform students of the arrangements and requirements for assessment at the start of each semester.
- 4.2.2. Colleges shall make the assessment timetable available for students, detailing the dates, times, and venues of all practical assessments, examinations and submissions for their registered modules. The full assessment timetable shall be published at least two weeks before the first assessment or examination occurs.
- 4.2.3. Students shall be responsible for informing themselves of the dates, times, and venues of their assessments and examinations, including re-sits, checking the details of their personal timetables and making enquiries on possible clashes or omissions. Students must adhere to all such published dates and deadlines.

### 4.3. Assessments

- 4.3.1. Assessments are tasks that students are required to complete and submit, which contribute in whole or in part to module marks and awards. Types of coursework can include:
- a) **Written:** A report, essay, review, analysis, case study, creative or professional written brief, research proposal or project.
  - b) **Practical:** A performance, clinical, educational or practice-based assessment.
  - c) **Examination:** A supervised written paper, multiple choice questions or online task.
  - d) **Oral:** An individual or group presentation, discussion, marketing/sales pitch, performance or teaching exercise.
  - e) **Portfolio:** Normally, a series of written or creative tasks or artefacts collated as part of one assessment.
  - f) **Artefact:** A single piece of work, such as a visual, audio, software, composition, design or artistic output.
- 4.3.2. Students shall be informed of any penalties applied to the late submission of assessments in accordance with the information provided below.
- 4.3.3. Students should refer to the Module Guide and/or Assessment Brief regarding any assessment requirements and any penalties which may apply.
- 4.3.4. Where a student submits a recording, composition or lyrics that are not in the English language, a translation must also be provided for the purposes of marking, moderation and external examination.

#### 4.4. Penalties for Late Submission of Assessment

- 4.4.1. Submission dates for coursework are final and are not open to negotiation with Lecturers, Lead Lecturers or Course Leaders. All coursework should be submitted via the means specified in the Module Guide and/or Assessment Brief.
- 4.4.2. Students will not be granted extensions on deadlines unless they have a registered disability to assure an equitable system for staff or students. The University expects students to prepare and plan for assessments in a well-organised way, allowing good time for the possibility of minor illness and the range of other normal hurdles in life.
- 4.4.3. To reflect the expectation that work will be submitted on time, the University operates a system of graduated penalties for lateness, which will be applied as follows:
- a) If the assessment is late **up to twenty-four hours** from the deadline, ten percentage points will be deducted from the mark awarded.
  - b) If the assessment is late **up to seven days** from the deadline, it will be capped at the pass mark.
  - c) If the assessment is late **over seven days** from the deadline, the work will not be marked, and the student will receive a mark of 0%.
- 4.4.4. Marks may be reduced by lateness penalties to, but not beyond, the assessment pass mark. This means that students will not be required to Re-sit assessments they have academically passed as a result of lateness penalties.
- 4.4.5. Where a fail mark has been awarded to an assessment that was submitted late, no penalty will be applied that would reduce the mark further.
- 4.4.6. Delays in typing or failure of IT software or hardware will not constitute acceptable reasons for non-submission or late submission of coursework.
- 4.4.7. A student unable to complete an assessment by the specified date due to medical or other reasons beyond their control should refer to the [Exceptional Circumstances Policy](#).
- 4.4.8. Late submissions for Re-sits are not permitted, as such assessments will already be capped at the pass mark.

#### 4.5. Assessments with Published Word Count Requirements

- 4.5.1. Word counts must be stated at the beginning of all written assessments. The word count required for a written assessment is published to students, and a variation of +/-10% from the



specified figure is permitted without incurring a marking penalty.

4.5.2. The limits as stated include quotations in the text, but do not include the bibliography, footnotes/endnotes, appendices, abstracts, maps, illustrations, transcriptions of linguistic data, or tabulations of numerical or linguistic data and their captions. Students are required to state the word count on their submission, and any excess in word count should not confer an advantage over other students who have adhered to the brief.

4.5.3. In accordance with this regulation, penalties will be applied as follows:

<b>Deviation from Word Count:</b>	<b>Marks Penalty:</b>	<b>Notes:</b>
<b>More than 20% above word count</b>	In excessive cases, deduction of 10 percentage points, short of causing assessment failure if work is of Pass standard, and additional work beyond the allowed 10% margin should be disregarded for assessment purposes.	Marker need only consider work up to 10% beyond the designated word count and discount content beyond that to ensure equity across the cohort.
<b>&gt;10 to 20% above word count</b>	Deduction of 10 percentage points, short of causing assessment failure if work is of Pass standard.	
<b>+ or - 10% of word count</b>	No marking penalty for work that is up to 10% above or below the published word count.	
<b>&gt;10% to 20% below word count</b>	Deduction of 10 percentage points, short of causing assessment failure if work is of Pass standard.	Marker must consider if the work has been sufficiently developed to achieve the learning outcomes.
<b>More than 20% below word count</b>	Deduction of 20 percentage points, short of causing assessment failure if work is of Pass standard.	Marker must consider if the work has been sufficiently developed to achieve the learning outcomes, in the knowledge that work falling very significantly short of the assessment requirement should not normally be considered as Pass standard.

#### **4.6. Assessments with Published Time Requirements**

4.6.1. This section provides guidelines to Lecturers where the published time requirement for an assessment is either exceeded or not fully met by the student. In this context, it defines the allowable margins on either side of the published time limit in which there would be no marks penalty (similar to the +/- 10% rule for word counts in written assessments) as well as clarification on penalties for work that exceeds these margins. It should be noted that this is

intended for guidance purposes, within which academic judgment may be exercised as appropriate to individual cases.

- 4.6.2. This will apply to the majority of assessments with published time requirements, including:
- a) In-person assessments, e.g., music performances, practical assessments, presentations.
  - b) Relevant components of assignment briefs with time limit requirements such as studio productions / mixes, recorded compositions and audio/visual or audio only submissions.

- 4.6.3. This will not apply to:
- a) Timed examinations which have their own assessor-controlled time parameters e.g., a timed group examination such as music theory, a practical studio exam etc.
  - b) Assessments that were validated to allow a range of possible submission timings, e.g., an assessment which asks for ‘between 5-10 minutes of audio’.
  - c) Assessments that require adherence to a strict pre-determined time allowance, e.g., an assessment which asks for precisely 30 seconds of music for an advertising jingle.

- 4.6.4. In accordance with this regulation, penalties will be applied as follows:

<b>Deviation from Time Requirement:</b>	<b>Marks Penalty:</b>	<b>Notes:</b>
<b>More than 20% above time requirement</b>	In excessive cases, deduction of 10 percentage points, short of causing assessment failure if work is of Pass standard, additional work beyond the allowed 10% margin should be disregarded for assessment purposes.	Marker need only consider work up to 10% beyond the designated time requirement and discount content beyond that to ensure equity across the cohort.
<b>&gt;10 to 20% above time requirement</b>	Deduction of 10 percentage points, short of causing assessment failure if work is of Pass standard.	
<b>+ or - 10% of time requirement</b>	No marking penalty for work that is up to 10% above or below the published time requirement.	
<b>&gt;10% to 20% below time requirement</b>	Deduction of 10 percentage points, short of causing assessment failure if work is of Pass standard.	Marker must consider if the work has been sufficiently developed to achieve the learning outcomes.
<b>More than 20% below time requirement</b>	Deduction of 20 percentage points, short of causing assessment failure if work is of Pass standard.	Marker must consider if the work has been sufficiently developed to achieve the learning outcomes, in the knowledge that work falling very significantly short of the assessment requirement should not normally be considered as Pass standard.

#### **4.7. Oral & Practical Assessments**

- 4.7.1. Oral examinations shall be conducted by academic staff from a cognate subject area.
- 4.7.2. Students may only bring authorised materials to oral or practical assessments. The possession or use of unauthorised materials shall constitute an academic offence under the [Academic Integrity Policy](#).
- 4.7.3. The recording by students of oral or practical assessments is forbidden, but such assessments will be recorded by staff for the purposes of moderation and external examination only.

#### **4.8. Invigilated Examinations**

- 4.8.1. All in-person examinations will be invigilated, and students will remain under continuous supervision for the duration of each examination. Any incidents or abnormalities that occur during an examination shall be recorded and reported by the Invigilator.
- 4.8.2. The clarification of examination questions by the Invigilator shall be limited to the correction of misprints or typographical errors and shall be announced to all students. Under no circumstances shall the Invigilator discuss the content of the examination paper with students.
- 4.8.3. Students found to have cheated or committed some other form of academic offence will be dealt with in accordance with the [Academic Integrity Policy](#).
- 4.8.4. Students who arrive late, but within 30 minutes of an examination commencing, will be allowed to join the examination, but no extra time will be allowed. No student will be admitted to the room more than 30 minutes after the start of an examination. Arrival more than 30 minutes late will be deemed as absence from the examination, for which a mark of zero is recorded. However, students will have the opportunity to present evidence in mitigation of the absence for consideration by the Mitigating Evidence Committee. Students may not leave the examination room during the first 30 minutes or the last 10 minutes of an examination.
- 4.8.5. A record of attendance will be taken prior to the start of the examination. At the end of the examination session, the Invigilator will report any absences to the Exams Team. A record of the scripts submitted by each student will be made on the attendance register, which must be submitted to the Exams Team.

#### **4.9. Guidelines for Submitting Coursework**

- 4.9.1. Unless otherwise specified in the Module Guide and/or Assessment Brief, written submissions should conform to the following guidelines:
  - a) A4 page size, submitted in a format permitted by the VLE.
  - b) 11 or 12-point type in a clear font, such as Arial, Calibri or Tahoma.
  - c) A cover sheet containing the student number, the module name, the assessment number/title and the word count must be included.
  - d) Each page must include the student number in the header and a page number in the footer.
  - e) All written work should include a reference list and be correctly referenced using the University's Harvard Referencing Guide, which is available [here](#).
  - f) All written work is expected to be readable, clearly expressed and correctly spelled (the use of a UK spell checker and proof-reader are advised).
  - g) Electronic data files should be checked to ensure they are in the correct format and meet file size requirements, as detailed in the relevant Module Guide and/or Assessment Brief.
- 4.9.2. When a student submits a file, they will be asked to confirm that they wish to upload the file. It is the student's responsibility to check carefully that they are submitting the correct file, in the correct format, within any specified file size limits, by the deadline and to the correct submission point published on the VLE.
- 4.9.3. If a student does submit a file which fails to meet the requirements listed above and the deadline has not yet passed, the file may be re-submitted. If, however, the deadline has passed and a resubmission has been made, the original file submitted will be marked and a lateness

penalty will be applied. This may result in a low or fail mark, depending on what was submitted and whether the Marker was able to open it or not.

4.9.4. All digitally stored work must be backed up twice by students to avoid loss.

#### **4.10. Assessment & Anonymity**

4.10.1. The marking of assessed work shall be conducted via student numbers rather than names as far as reasonably practicable (for some types of assessments, anonymity is impossible, such as presentations and performances). Student numbers must be used in the marking of submissions and unseen examinations that contribute to progression and award.

4.10.2. Students should submit written work identified only by student number and not name. It is the student's responsibility to remember to use their number. The marking of assessed work will then be conducted anonymously via this student number as far as reasonably practical, although examiners cannot guarantee that they will not recognise the work, particularly where tutorial support has been given. Student numbers will be used in the marking of unseen examinations.

4.10.3. Students should use their student number on all written, digital and notated submissions. Submissions containing a student's name may be returned for removal. Student numbers will also be used to return marks when done via email.

4.10.4. In cases where adhering to anonymity causes significant issues of concern, an exemption may be sought. A request, with rationale, should be submitted to the Higher Education Learning, Teaching & Enhancement Committee.

#### **4.11. Assessment & Confidentiality**

4.11.1. These are the University's general principles on confidentiality in assessment:

- a) The content of unseen examination papers must not be revealed in advance to students.
- b) Access to students' marks before and after Exam Boards should be restricted to members of staff who require access in their work capacity only.
- c) Members of staff are not permitted to inform students of their recommended classification/award outcome or overall module results before these are published. However, this does not preclude providing provisional assessment marks and feedback to students, based on the marking criteria for the assessed work, indicating areas of strength and weakness, and does not preclude a discussion with a student who has failed to achieve an award prior to publication of results.
- d) Discussions at Exam Boards are strictly confidential, though this does not preclude publishing decisions or providing students with a rationale following a Board decision.

#### **4.12. Protocol Relating to Personal Interest and/or Knowledge**

4.12.1. The following should be observed in relation to personal interest and/or knowledge of a student:

- a) If there is any personal interest, involvement or relationship between a Marker and a student, the Marker should not mark the student's work and should declare the interest to the Head of Education.
- b) Members of Exam Boards must likewise declare any such personal connection with a student being assessed, either in advance to the Chair of the Exam Board or at the meeting before the student is considered.
- c) Advocacy is not permitted on behalf of students about whom a Marker has special knowledge (such as personal or academic lecturer). Board members' knowledge of exceptional circumstances affecting students should not be discussed regardless of whether a student has made a mitigation claim within the published timeframe.

#### 4.13. Moderation & Double-Marking

- 4.13.1. All formally assessed work at levels 5, 6 and 7 is to be systematically moderated/double-marked, based on a sample across the full spread of grades, to verify overall marking standards.
- 4.13.2. All assessments that contribute to the award (levels 5, 6 and 7), with the exception of those weighted at 30% or less of the module total, are subject to moderation/double-marking. Any assessment of modules that do not contribute to the award (level 4) will not be subject to moderation/double-marking and will be marked by one Lecturer\*.
- 4.13.3. In the table below, 'scripts' refers to all assessments, whether practical, written or project-based, and there ten separate marks 'bandings' (0-9, 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, 90-100).

Level	Moderation Requirements
4	None required*.
5	10% of scripts (minimum of two from each banding; maximum of 50 in total) across the full range of First Markers, subject to availability.
6	For all 15 credit modules, 10% of scripts (minimum of two from each banding; maximum of 50 in total) across the full range of First Markers, subject to availability.  For all 30/45 credit modules, all scripts will be double marked.
7	For all 15/30 credit modules, 10% of scripts (minimum of two from each banding; maximum of 50 in total) across the full range of First Markers, subject to availability.  For all 45/60 credit modules, all scripts will be double marked.

\*Whilst assessments at level 4 are not subject to moderation, marking by new Lecturers or on new modules or courses will be monitored as appropriate (this may include double marking) until competence in the application of appropriate standards has been demonstrated. Lecturers will only engage in solo marking after completing training provided by the University.

- 4.13.4. The procedure for moderation of assessments is as follows:
  - a) The First Marker marks to the appropriate criteria and scheme, annotates scripts as necessary, clearly states how the mark has been arrived at and provides feed forward.
  - b) The Moderator reviews a percentage of scripts, as outlined in the above table, to ensure that the marking criteria/scheme have been applied consistently and at the right pitch by the First Marker(s) and to evaluate the quality of feedback and feed forward elements. For small batches of scripts, a sufficient number should be reviewed to assess the appropriateness of First Marker(s) work.
  - c) If no issues are identified by the Moderator, they complete the moderation form by clearly identifying student and module data and stating that the process has been completed satisfactorily.
  - d) Where a moderator identifies a non-categorical provisional mark, it should be changed to the closest available categorical mark. Where such a provisional mark falls in the middle of two categorical marks, it should be changed to the higher mark. For example:
    - (i) 61 -> 62
    - (ii) 60 -> 62
    - (iii) 59 -> 58

- e) If the Moderator identifies a problem with the consistency of marks awarded by a First Marker, this is reported to the Course Leader and/or Head of Education, all that First Marker's scripts are double marked, and the new marks are agreed, recorded on the moderation coversheet and amended in the original location.
  - f) If the Moderator identifies a problem with the quality of feedback written by a First Marker, this is reported to the Course Leader and/or Head of Education, one of whom works with that First Marker in revisiting and improving their feedback. This process will be recorded on the moderation coversheet.
  - g) If the Moderator finds a problem with pitch (i.e., consistently over or under-marking) the Moderator will report this to the Course Leader and Head of Education, and a recalibration will be agreed in consultation with the External Examiner, but the markers do not need to second mark all scripts. The recalibration is annotated on the moderation coversheet and marks are amended in the original location.
- 4.13.5. All practical assessments will be recorded, and the First Marker will attend and mark the performances of all students. Moderation of these marks will be carried out later using the recordings.
- 4.13.6. Once the internal moderation/double-marking process has been completed, external moderation is carried out by External Examiners.
- 4.13.7. The requirements detailed above constitute the minimum moderation requirements for the University. Additional moderation may be carried out if, for whatever reason, a Head of Education deems it appropriate to do so.
- 4.13.8. The procedure for double marking of assessments is as follows:
- a) The First Markers mark to the appropriate marking criteria, annotate scripts as necessary, clearly state how the mark has been arrived at and provide feedback.
  - b) The Double Marker independently marks all the scripts.
  - c) The two markers meet and agree a single set of marks with agreed feedback.
  - d) If the markers cannot agree marks, the Course Leader or External Examiner may be asked to adjudicate.

#### **4.14. Return of Marks & Feedback to Students**

- 4.14.1. The University aims to return provisional marks and feedback to students via the VLE no later than 15 working days of the submission deadline/final performance date (i.e., 21 calendar days plus public holidays). Please note that this period will be extended by a week over the Winter Break to reflect the fact that the University closes completely at this time, thus losing those working days.
- 4.14.2. Students who submit work after published deadlines should note that they may not receive provisional marks and feedback until 15 working days after they submit (where extensions are granted) or until 15 working days after the close of the late submission window (for late submissions).
- 4.14.3. If, for any legitimate reason, the University is unable to return provisional marks and feedback within 15 working days, the affected students will be communicated with in a clear and timely manner to make them aware both of the reason for the delay and of the proposed new return date.
- 4.14.4. It should be noted that provisional marks are for guidance only, as the external examination process may result in marks being revised, and that final marks are confirmed by the Module Board.

## **5. Undergraduate Regulations**

### **5.1. Scope of Undergraduate Regulations**

- 5.1.1. These regulations shall apply to all students enrolled and registered for undergraduate courses leading to a BIMM University award, including courses delivered under franchise provision.

### **5.2. The Assessment Cycle**

- 5.2.1. An assessment cycle for a module comprises one Sit (a first attempt) and, where necessary, one Re-sit (a second attempt). All marks must be approved by the appropriate Module Board before any Re-sit occurs.
- 5.2.2. A repeat assessment cycle for a module comprises one further Sit and, where necessary, one further Re-sit in cases of Repeat Years or Trailed Credit (see 5.6), or a single further Re-sit in cases of Trailed Re-sits (see 5.7). These options are offered on the explicit authority of the Progress Boards only.
- 5.2.3. For all undergraduate awards, there shall be a maximum of two permitted assessment cycles for each module, i.e., if a student fails a Re-sit, they may repeat the module one further time only. Trailed Credit and Trailed Re-sits (see 5.6 and 5.7) both equate to a second permitted assessment cycle.

### **5.3. Module Passes**

- 5.3.1. The minimum pass mark for undergraduate modules is 40% on all courses. Aggregated module marks are rounded up or down to the nearest whole number; for example, a mark of 39.5% or above will be rounded up to 40%, while a mark of 39.4% or below will be rounded down to 39%.
- 5.3.2. The module requirements, outlined in the Module Guide, shall specify any elements of assessment that must be taken and that are optional. If a module has multiple elements of assessment, all elements are aggregated to one overall module mark based on the specified weightings.
- 5.3.3. A student may not re-sit assessment(s) within a module or repeat the module as a whole where the module has already been passed, unless the exception outlined under 2.1.11 applies.
- 5.3.4. Failure to submit to assessment is classed as Non-Submission.
- 5.3.5. The academic credit for a module is achieved either by securing the minimum pass mark or by the award of automatic compensated credit by the Progress or Award Board.

### **5.4. Re-sits**

- 5.4.1. A Re-sit is an opportunity to retrieve an initial failed assessment following failure at a previous attempt, including Non-Submission, without having to repeat the original period of teaching and learning. Re-sit opportunities will only be offered where the module pass mark has not been achieved.
- 5.4.2. Where a Re-sit is completed, the assessment mark will be capped at the minimum pass mark of 40% to ensure that students offered Re-sits do not have an unfair opportunity to improve their mark.
- 5.4.3. Where a Re-sit is completed following a failed first Sit, the highest mark will stand. For example, where a first Sit of an element achieved a higher mark than the Re-sit attempt, the first Sit mark will be reinstated.
- 5.4.4. Where a Re-sit Mode is completed and results in a lower module mark than previously achieved, the original module mark will stand.
- 5.4.5. Where a student chooses not to undertake the Re-sit, the first Sit mark will be retained.
- 5.4.6. A student due to Re-sit shall normally attempt the failed assessment only, and the marks for any assessment passed at the first attempt shall stand.

- 5.4.7. Where a student has failed both assessments on a module, they shall be required to complete the specified 100%-weighted Re-sit Mode.
- 5.4.8. Where a student has failed a Re-sit attempt, they may be offered the opportunity to repeat the module, as defined below.

## 5.5. Repeat Years

- 5.5.1. A Repeat Year involves a second assessment cycle on normally more than one module following failure at a previous attempt, including as a result of Non-Submission. Repeat Years involve re-enrolment, attendance, payment of tuition fees, completion of all elements and the submission of all assessments on any modules not passed at the first attempt.
- 5.5.2. There is no automatic right to a Repeat Year at any level, and students will be required to have attempted Sit or Re-sit opportunities during the first assessment cycle to qualify for a Repeat Year offer.
- 5.5.3. A student offered a Repeat Year will be required to agree to and abide by the conditions set out in a Repeat Year Learning Agreement, which will include a requirement for a minimum level of attendance and engagement. The University may commence withdrawal proceedings against any student in breach of their Agreement.
- 5.5.4. No student shall be permitted to repeat the same level of study more than once, even where they have transferred from another course at the University, and shall only be permitted to repeat where the level has been failed, apart from the exception set out at 2.1.11. In offering a Repeat Year to a student who has previously repeated a different level of study, the Board should be mindful of the maximum period of registration. Where a Board does not offer a Repeat Year to a student who has engaged with the first assessment cycle, the rationale for this decision must be clearly laid out in the minutes.
- 5.5.5. Repeat module marks will replace those from the first attempts.
- 5.5.6. Where a Repeat Year is undertaken, students must attempt the same modules that they originally attempted, except in the case of option modules; in which case, an alternative option module may be chosen. However, should a student change to a different option module for a Repeat Year, it will still be treated as a repeat attempt.
- 5.5.7. No marks from a first assessment cycle on failed modules may be carried forward for Repeat Years, which will require the submission of all assessments on repeated modules.
- 5.5.8. If a student fails or does not submit to assessment for repeated modules and has not met the requirements to qualify for compensation, no further opportunities to retrieve the credit will be available, and the Progress Board may offer the student the opportunity to progress towards an ordinary degree, as outlined at 5.11.4.
- 5.5.9. Transcripts shall list both the first and second attempt on a module.
- 5.5.10. Where a student on a Repeat Year is presented to a Progress Board without any evidence of engagement with assessment, they will be withdrawn from the course.

## 5.6. Trailed Credit

- 5.6.1. Where a student has failed a single module, with a maximum value of 30 credits, and achieved a mark of **less than 30%** for that failed module, the Progress Board will offer the student (following any Re-sit offered) the opportunity to progress to the next level of study with the offer of Trailed Credit.
- 5.6.2. Trailed Credit will involve a second full assessment cycle with attendance for a single module with a maximum value of 30-credits in each level.
- 5.6.3. Trailed Credit may be offered to enable progression to levels 5 or 6, will be capped at the pass mark, and will provide students with a final opportunity to retrieve credit for the module in question.
- 5.6.4. Module marks achieved for a trailed module will replace those from the first attempt.
- 5.6.5. Where Trailed Credit is offered, the student must attempt the same module as originally



attempted, except where it relates to an option module; in which case, an alternative option module may be chosen. However, even where an alternative option module is chosen, 5.6.7 will apply.

- 5.6.6. No marks from a first assessment cycle on a failed module may be carried forward for Trailed Credit, which will require the submission of all assessments on the trailed module.
- 5.6.7. If a student fails the Trailed Credit, or does not submit to assessment, and has not met the requirements to qualify for compensation, no further opportunities to retrieve the credit will be available and, if all other modules have been passed, the Progress Board will offer the student the opportunity to progress towards an ordinary degree, as outlined at 5.11.4.
- 5.6.8. Transcripts shall list both the first and second attempt on a module.

## **5.7. Trailed Re-sits**

- 5.7.1. Where a student has failed a single module, with a maximum value of 30 credits, and achieved a mark of **30% or more** for that failed module, the Progress Board has discretionary authority to offer the student (following any Re-sit offered) the opportunity to progress to the next level of study with the offer of a Trailed Re-sit.
- 5.7.2. A Trailed Re-sit will involve a single assessment, weighted at 100%, that meets all learning outcomes for the module. Trailed Re-sits will normally take place before the Winter Break in the following academic year.
- 5.7.3. Trailed Re-sits may be offered to enable progression to levels 5 or 6, will be capped at the pass mark and will provide students with a final opportunity to retrieve credit for the module in question.
- 5.7.4. Where a Trailed Re-sit is offered, students will be entitled to opt for the Trailed Credit route instead, should they prefer to do so.
- 5.7.5. Where a Trailed Re-sit is offered, it will apply to the subsequent academic year only. If a student decides to defer or intermit their studies prior to completion of the Trailed Re-sit, that option will be replaced by an offer of Trailed Credit, to be taken up when the student returns from deferral or intermission.
- 5.7.6. If a student fails a Trailed Re-sit, or does not submit to assessment, and has not met the requirements to qualify for compensation, the highest mark achieved will be retained, no further opportunities to retrieve the credit will be available, and the Progress Board will offer the student the opportunity to progress towards an ordinary degree, as outlined at 5.11.4.

## **5.8. Automatic Compensated Credit**

- 5.8.1. Automatic compensated credit is applied at each level of study of undergraduate degree courses for a marginal fail (in accordance with 5.8.4), where the student has demonstrated academic ability through achieving the requisite number of academic credits in the level.
- 5.8.2. Where a student has not achieved 120 credits in the level but has achieved a mark of 35-39% for the failed module(s), either prior to or following any Re-sit opportunities, then up to 30 credits at Level 4 or 15 credits at each of Levels 5 and 6 will automatically be granted by compensation, provided that the remaining credits in the same level meet the pass threshold.
- 5.8.3. Compensation is not discretionary to the Exam Board and is referred to as Automatic Compensated Credit. A student who receives compensated credit on a module ratified by the Exam Board will not be entitled to a Re-sit or Repeat of that module. The student shall be awarded the credit for the module, and the actual mark achieved will stand for progression and award classification purposes.
- 5.8.4. A maximum of 30 credits at Level 4 or 15 credits at each of Levels 5 and 6 may be awarded by automatic compensation. Compensation will be applied at the Progress or Award Board where the criteria are met.
- 5.8.5. In all cases, compensated credit will not be applied automatically where the criteria have not been met or where more than 30 credits at Level 4, or more than 15 credits at each of Levels 5

and 6 have been failed, or where a module has been failed as a result of academic misconduct.

- 5.8.6. Transcripts shall clearly identify the credits attained by compensation.
- 5.8.7. Students on Top-Up Degrees will not qualify for the award of compensated credit.

### **5.9. Second Re-sits at the Level of Award**

- 5.9.1. Where a student in the final level of a course has failed to meet the award requirements as a result of failing a single module and doesn't qualify for compensated credit (following any Re-sit offered), a Second Re-sit opportunity will be offered by the Progress Board where there is evidence of engagement with the Re-sit on the module in question.
- 5.9.2. A Second Re-sit will involve a single mode of assessment, weighted at 100%, that meets all learning outcomes for the module. Second Re-sits will normally take place before the Winter Break in the following academic year.
- 5.9.3. Second Re-sits will be capped at the pass mark and will provide students with a final opportunity to retrieve credit for the module in question.
- 5.9.4. Students offered Second Re-sits may opt for a Repeat Year instead, but the Repeat Year option will not be available after an offer of Second Re-sits is accepted.
- 5.9.5. Where a student accepts the offer of a Second Re-sit and fails it, or does not submit to assessment, the highest mark achieved will be retained, no further opportunities to retrieve the credit will be available, and the student will be considered for an exit award.
- 5.9.6. Second Re-sits may not be offered on modules completed under Trailed Re-sit or Trailed Credit regulations.

### **5.10. Progression Requirements**

- 5.10.1. Students are required to achieve 120 credits to progress to the next level, subject to regulations on Compensation, Trailed Credit and Trailed Re-sits.
- 5.10.2. Where 120 credits have not been achieved, the mechanisms available to enable students to progress or achieve an award include Automatic Compensated Credit, Trailed Credit or Trailed Re-sits, subject to the requirements for those mechanisms, as set out above, being met.

### **5.11. Failure to Meet Progression Requirements**

- 5.11.1. Where 90 credits or more have been achieved but the requirements for automatic compensated credit, trailed credit or trailed re-sits have not been met, the student may not progress. A Repeat Year will be offered to a student who has engaged with Sit or Re-sit opportunities and will not exceed the maximum period of registration as a result of repeating the year. A clear minute must record the rationale in all cases where a Repeat Year has not been offered.
- 5.11.2. Where less than 90 credits have been achieved, the student may not progress, but a Repeat Year will be offered to a student who engaged with Sit or Re-sit opportunities and will not exceed the maximum period of registration as a result of repeating the year.
- 5.11.3. Where a student has been unable to meet progression requirements before the start of the next academic year due to having incomplete Sits or Re-sits on more than one module, they may be required to intermit their studies and complete those assessments before the end of that next academic year. Such students will have a status of Mitigated Intermission.
- 5.11.4. Where a student has exhausted opportunities to retrieve credit on a single module with a maximum value of 30 credits (following engagement with assessment via Trailed Credit, Trailed Repeat or a Repeat Year), the Progress Board will offer them the opportunity to progress towards an ordinary degree. Students who take this option will only be enrolled on a sufficient number of modules at Level 6 to enable them to achieve 300 credits.
- 5.11.5. Even where mitigating circumstances have been approved, students should be aware that, where they have been unable to meet progression requirements before the start of the next academic year due to having incomplete Sits or Re-sits on more than one module, they will be

- required to intermit and complete those assessments before the end of the next academic year.
- 5.11.6. Where a student has not achieved any credits and did not engage with Sit or Re-sit opportunities during the first assessment cycle, they will be withdrawn by the Progress Board and will not be entitled to re-apply for entry in the subsequent academic year.

## 5.12. Named Awards

- 5.12.1. Students are registered on a course of study leading to a specified award.
- 5.12.2. The naming of an award will depend on the combination of subjects studied and the amount of specialisation. The naming of awards is determined by a minimum proportion of credits being taken in a particular field of study and the requirements specified at the point of validation.
- 5.12.3. The minimum requirements for the naming of awards are as follows:
- a) **Single Honours:** This is a degree comprising a main area of study from a single subject, which may include option modules from outside the main area of study.
  - b) **Joint Honours:** This is a degree comprising two main areas of study, with an even split of core credits across all levels of the course. Joint Honours combinations available to students will only be via those entry routes for which learning outcomes have been mapped through the formal validation process. The joint elements of study will be recognised equally in the course title and degree certificate, e.g., BA (Hons) Music Business & Event Management.

## 5.13. General Undergraduate Award Requirements

- 5.13.1. To be eligible for a BIMM University undergraduate award, a student must:
- a) Meet the requirements for the course of study for which they are registered.
  - b) Meet the requirements for the duration of the registration in the course specification.
  - c) Take the required total credit value for the award as defined in the course specification.
  - d) Meet the minimum credit value at the level of the award.
  - e) Meet the progression requirements at the end of each level and be in the final level for the award.
- 5.13.2. Successful students will receive one of the following classified awards:
- **Bachelor of Arts – BA (Honours)** degree.
  - **Bachelor of Music – BMus (Honours)** degree.
  - **Bachelor of Arts – BA (Joint Honours)** degree.
  - **Bachelor of Music – BMus (Joint Honours)** degree.
- 5.13.3. At the discretion of the Award Board, and for the purposes of making an exit award only, the substitution of credits from a higher level may be permitted for a lower level, where the learning outcomes have been referenced and mapped. Excess credit at a higher level may, therefore, be transferred to make good a deficit at a lower level.

## 5.14. Failure to Meet Award Requirements

- 5.14.1. Where 90 credits or more have been achieved following any Re-sit opportunity and the requirements for Automatic Compensated Credit not met, the Board may offer a Second Re-sit opportunity (see 5.9), an exit award or a Repeat Year.
- 5.14.2. Where less than 90 credits have been achieved following any Re-sit opportunity, the student may not graduate. A Repeat Year will be offered to a student who will not exceed the maximum period of registration as a result of repeating the year. Alternatively, the Board may offer an exit award.
- 5.14.3. Students who fail to achieve an overall mark of 40 will not qualify for an Honours Degree and may be offered a Second Re-sit or a Repeat Year or be awarded an Ordinary Degree.

## 5.15. Requirements for an Award of Foundation Diploma

- 5.15.1. To be eligible for a Foundation Diploma, a student must take and pass modules to a total value of 60 credits at Level 4. The Foundation Diploma is a standalone qualification and not an exit award available to students enrolled on a degree course.
- 5.15.2. An award shall be classified when the requirements for the award are met. The classification of the award shall be based on the overall marks calculated up to two decimal points and then rounded up or down to the nearest whole number. Only this whole number shall be displayed on the final transcript.
- 5.15.3. Once the overall mark has been calculated by averaging the marks for each module studied, rounded up or down to the nearest whole number, the classification of the Foundation Diploma shall be made according to this scale:

Mark	Classification
70% - 100%	Distinction
60% - 69%	Merit Upper
50% - 59%	Merit Lower
40% - 49%	Pass

**5.16. Requirements for an Award of Certificate in Higher Education**

- 5.16.1. To be eligible for a Certificate in Higher Education, a student must take and pass modules to a total value of 120 credits at Level 4 or higher, which may include automatic compensated credit for up to 30 credits at that level.
- 5.16.2. Students who join a course at Level 5 will not qualify for a Certificate in Higher Education as an exit award.

**5.17. Requirements for an Award of Diploma in Higher Education**

- 5.17.1. To be eligible for a Diploma in Higher Education, a student must take and pass modules to a total value of 240 credits at Levels 4 and 5 or higher, which may include automatic compensated credit for up to 30 credits at Level 4 and 15 credits at Level 5.
- 5.17.2. Students who join a course at Level 6 will not qualify for a Diploma of Higher Education as an exit award.

**5.18. Requirements for an Award of Ordinary Degree**

- 5.18.1. To be eligible for an Ordinary Degree, a student must take and pass modules to a total value of 300 credits at levels 4, 5 and 6, which may include automatic compensated credit for up to 30 credits at Level 4 and 15 credits at Level 5.
- 5.18.2. Students who join a course at Level 6 will not qualify for an Ordinary Degree.

**5.19. Requirements for an Award of Top-Up Degree**

- 5.19.1. To be eligible for a Top-Up Degree award, a student must take and pass modules to a total value of 120 credits at Level 6 and achieve an overall mark of 40 or more.

**5.20. Requirements for an Award of Honours Degree**

- 5.20.1. To be eligible for an Honours Degree award, a student must take and pass modules to a total value of 360 credits, equivalent to 120 credits per Level, including automatic compensated credit for up to 30 credits at Level 4 and 15 credits at each of Levels 5 and 6, and achieve an overall mark of 40 or more.
- 5.20.2. An award shall be classified when the requirements for that award are met. The classification of

the award shall be based on the overall marks calculated up to two decimal points and then rounded up or down to the nearest whole number. Only this whole number shall be displayed on the final transcript.

- 5.20.3. The final degree mark is calculated by applying the method below:
- a) The best 210 credits at Levels 5 and 6 contribute to classification, made up of 105 credits at Level 5 and 105 credits at Level 6.
  - b) Level 5 will be weighted at 40% and Level 6 weighted at 60%.
- 5.20.4. Once the final degree mark has been calculated and rounded up or down to the nearest whole number, the classification of the degree shall be made according to this scale:

Mark	Classification
70% - 100%	First Class Honours (1st)
60% - 69%	Upper Second Class Honours (2:1)
50% - 59%	Lower Second Class Honours (2:2)
40% - 49%	Third Class Honours (3rd)

### 5.21. Borderline Award Rules

- 5.21.1. The rounding of marks prior to classification may result in a final undergraduate degree mark coming within 1% of a degree classification boundary. In such cases, a higher classification shall automatically be awarded provided that both these requirements have been met:
- a) at least 60 Level 6 credits are from modules with marks in or above the higher classification.
  - b) at least 50% of the credits that contribute to classification, as outlined above, are in or above the higher classification.
- 5.21.2. This reclassification will take place automatically, and there will be no discretion for the Award Board to consider borderlines.
- 5.21.3. Students on Top-Up Degrees will not qualify for borderline award rules.

### 5.22. Aegrotat Awards

- 5.22.1. An Award Board may recommend an aegrotat award in cases where it makes an assertion that, had a student who was unable to complete modules due to serious illness or death completed those modules, they would have satisfied the standard required for the award at that level. An aegrotat award shall only be made where there is no reasonable prospect of the student being able to return to complete the course of study.
- 5.22.2. Aegrotat awards are subject to the approval of the Chair of Academic Board following a recommendation from the Award Board and may be accepted on the student's behalf by a parent, spouse or other appropriate individual.
- 5.22.3. A student who elects to accept the aegrotat award ceases to be eligible to take the missed or failed assessments.
- 5.22.4. Once an aegrotat award has been conferred, it cannot be withdrawn and a higher qualification granted.

## **6. Postgraduate Regulations**

### **6.1. Scope of Postgraduate Regulations**

- 6.1.1. These regulations shall apply to all students enrolled and registered for postgraduate courses leading to a BIMM University award, including courses delivered under franchise provision.

### **6.2. The Assessment Cycle**

- 6.2.1. An assessment cycle for a module comprises one Sit (a first attempt) and, where necessary, one Re-sit (a second attempt). All marks must be approved by the appropriate Module Board before any Re-sit occurs.
- 6.2.2. A repeat assessment cycle for a module comprises one further Sit and, where necessary, one further Re-sit. Repeat assessment cycles are offered on the explicit authority of the Progress Boards only and will not be offered where students have not attempted the first cycle of Sit or Re-sit.
- 6.2.3. For all postgraduate awards, there shall be a maximum of two permitted assessment cycles for each module, i.e., if a student fails a Re-sit, they may repeat the module one further time only.

### **6.3. Module Passes**

- 6.3.1. The minimum pass mark on postgraduate courses is 50% on all modules. Aggregated module marks are rounded up or down to the nearest whole number; for example, a mark of 49.5% or above will be rounded up to 50%, while a mark of 49.4% or below will be rounded down to 49%.
- 6.3.2. The module requirements, outlined in the Module Guide, shall specify any elements of assessment that must be passed, that must be taken and that are optional. If a module has multiple elements of assessment, all elements are aggregated to one overall module mark based on the specified weightings.
- 6.3.3. A student may not re-sit assessment(s) within a module or repeat the module as a whole where the module has already been passed.
- 6.3.4. Failure to submit to assessment is classed as Non-Submission.
- 6.3.5. The academic credit for a module is achieved by securing the minimum pass mark only, as automatic compensated credit does not apply at postgraduate level.

### **6.4. Re-sits**

- 6.4.1. A Re-sit is an opportunity to retrieve an initial failed assessment following failure at a previous attempt, including as a result of Non-Submission, without having to repeat the original period of teaching and learning. Re-sit opportunities will only be offered where the relevant module pass mark has not been achieved.
- 6.4.2. Where a Re-sit is completed, the assessment mark will be capped at the minimum pass mark of 50% to ensure that students offered Re-sits do not have an unfair opportunity to improve their mark.
- 6.4.3. Where a Re-sit is completed following a failed first Sit, the highest mark will stand. For example, where a first Sit of an element achieved a higher mark than the Re-sit attempt, the first Sit mark will be reinstated.
- 6.4.4. Where a Re-sit Mode is completed and results in a lower module mark than previously achieved, the original module mark will stand.
- 6.4.5. Where a student chooses not to undertake the Re-sit, the first Sit mark will be retained.
- 6.4.6. A student due to Re-sit shall normally attempt the failed assessment only, and the marks for any assessment passed at the first attempt shall stand.
- 6.4.7. Where a student has failed both assessments on a module, they shall be required to complete the specified Re-sit Mode.

- 6.4.8. Where a student has failed a Re-sit attempt, they may be offered the opportunity to repeat the module, as defined below.

### **6.5. Repeat Levels**

- 6.5.1. A Repeat Level involves a second assessment cycle on more than one module following failure at a previous attempt, including as a result of Non-Submission. Repeat Levels involve re-enrolment, attendance, payment of tuition fees, completion of all elements and the submission of all assessments on any modules not passed at the first attempt.
- 6.5.2. There is no automatic right to a Repeat Level, and students will be required to have attempted Sit and Re-sit opportunities during the first assessment cycle to be considered for a Repeat Level.
- 6.5.3. A student offered a Repeat Level will be required to agree to and abide by the conditions set out in a Repeat Level Learning Agreement, and this will include a requirement for a minimum level of attendance and engagement. The University may commence withdrawal proceedings against any student in breach of their Agreement.
- 6.5.4. No student shall be permitted to repeat the same level of study more than once, even where they have transferred from another course within the University, and shall only be permitted to repeat where the level has been failed, apart from the exception set out at 2.1.11. In offering a Repeat Year to a student, the Board should be mindful of the maximum period of registration.
- 6.5.5. Repeat module marks will replace those from the first attempt.
- 6.5.6. Where a Repeat Level is undertaken, students must attempt the same modules that they originally attempted, except in the case of option modules; in which case, an alternative option module may be chosen.
- 6.5.7. No marks from a first assessment cycle on failed modules may be carried forward for Repeat Levels, which will require the submission of all assessments on repeated modules.
- 6.5.8. If a student fails or does not submit to assessment for repeated modules and has not met the requirements to qualify for compensation, no further opportunities to retrieve the credit will be available, and an exit award may be made if available as part of the validated provision of the course.
- 6.5.9. Transcripts shall list both the first and second attempt on a module.
- 6.5.10. Where a student on a Repeat Level is presented to a Progress Board without any evidence of engagement with assessment, they will be withdrawn from the course.

### **6.6. Second Re-sits**

- 6.6.1. Where, following completion of all modules on a course, a student has failed a single module, a Second Re-sit opportunity will be offered where there is evidence of engagement with the Re-sit on the module in question.
- 6.6.2. A Second Re-sit will involve a single mode of assessment, weighted at 100%, that meets all learning outcomes for the module.
- 6.6.3. Second Re-sits will be capped at the level of the module and will provide students with a final opportunity to retrieve credit for the module in question.
- 6.6.4. Students offered Second Re-sits may opt for a Repeat Level instead, but the Repeat Level option will not be available after an offer of Second Re-sits is accepted.
- 6.6.5. Where a student accepts the offer of a Second Re-sit and fails it, or does not submit to assessment, the highest mark achieved will be retained, no further opportunities to retrieve the credit will be available, and the student will be considered for an exit award, where applicable.

### **6.7. Postgraduate Progression & Award Requirements**

- 6.7.1. To be eligible for a BIMM University postgraduate award, a student must:
- a) Meet the requirements for the course of study for which they are registered.

- b) Meet the requirements for the duration of the registration in the course specification.
- c) Take the required total credit value for the award as defined in the course specification.
- d) Meet the minimum credit value at the level of the award.

6.7.2. Successful students will receive one of the following classified awards:

- a) **Postgraduate Certificate (PgCert).**
- b) **Postgraduate Diploma (PgDip).**
- c) **Master of Arts (MA) degree.**

6.7.3. A **Master’s degree** will be awarded to students who achieve 180 credits and an overall mark of 50%, following any Re-sit and/or Repeat opportunity and the application of rules on Repeat Years and Second Re-sits. The overall mark includes all marks achieved on modules contributing to the classification of the award, including marks of zero and fail marks.

6.7.4. A **Postgraduate Diploma** may be awarded to students who achieve 120 credits, following any Re-sit and/or Repeat opportunity.

6.7.5. A **Postgraduate Certificate** may be awarded to students who achieve the pass threshold on 60 credits, following any Re-sit and/or Repeat opportunity.

6.7.6. **Where an overall mark of 50% has not been achieved**, usually following any Re-sit opportunities, the Board has no discretion to allow a student to receive an award. Mechanisms available to the Board to enable the student to retrieve the credit are Second Re-sits (see 6.6) or a repeat of the level/year. Alternatively, the Board may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal with an exit award if available as part of the validated provision of the course.

6.7.7. **Where less than 150 credits have been achieved** following re-sits, then no award can be made but the Board may offer Second Re-sits (see 6.6) or a repeat of the level/year.

6.7.8. **Where fewer than 120 credits have been achieved** following re-sits, then no award can be made but the Board will offer a repeat of the level/year.

## 6.8. Postgraduate Diploma & Certificate Exit Awards

6.8.1. Postgraduate Diploma and Certificate awards may be made where the student has achieved the required credits and the exit award forms part of the validated provision of the course. Postgraduate exit awards are unclassified.

## 6.9. Classification Rules

6.9.1. Postgraduate Diploma and Certificate award classifications will be based on all modules contributing to the award.

6.9.2. Master’s award classifications will be based on 120 credits, to include the final double weighted project/dissertation plus the other best 60 credits achieved.

6.9.3. Once the final mark has been calculated and rounded up or down to the nearest whole number, the classification of the award shall be made according to this scale:

Masters & PgDip/ PgCert awards	Less than or equal to	Greater than or equal to
Distinction	Not applicable	70% threshold plus 50% of credits contributing to the classification of the award at 70 or above
Merit	69%	60% threshold plus 50% of credits contributing to the classification of the award at 60 or above
Pass	59%	50%



## **6.10. Borderline Award Rules**

- 6.10.1. The rounding of marks prior to classification may result in a final Master's degree mark coming within 1% of an award classification boundary. In such cases, a higher classification shall automatically be awarded provided that these requirements have been met:
- a) a borderline overall mark has been achieved.
  - b) at least 50% of the credits that contribute to classification are in or above the higher classification.
- 6.10.2. This reclassification will take place automatically, and there will be no discretion for the Board to consider borderlines.

## **6.11. Aegrotat Awards**

- 6.11.1. An Award Board may recommend an aegrotat award in cases where it makes an assertion that, had a student who was unable to complete modules due to serious illness or death completed those modules, they would have satisfied the standard required for the award at that level. An aegrotat award shall only be made where there is no reasonable prospect of the student being able to return to complete the course of study.
- 6.11.2. Aegrotat awards are subject to the approval of the Chair of Academic Board following a recommendation from the Award Board and may be accepted on the student's behalf by a parent, spouse or other appropriate individual.
- 6.11.3. A student who elects to accept the aegrotat award ceases to be eligible to take the missed or failed assessments.
- 6.11.4. Once an aegrotat award has been conferred, it cannot be withdrawn and a higher qualification granted.

## **7. Exam Boards**

### **7.1. Purpose of Exam Boards**

- 7.1.1. Exam Boards – Module Boards, Progress Boards and Award Boards – operate on the delegated authority of Academic Board and ensure that the following functions are carried out to maintain academic standards:
- a) With reference to the University’s commitment to equality and diversity to consider all matters relating to the assessment and award of individual students.
  - b) To assure the academic standards of all courses leading to a University award.
  - c) To determine accurate and fair marks for individual students and apply professional judgement as to the appropriateness of any moderation or mitigation by taking into account the circumstances of students and the judgements made by assessors.
  - d) To determine whether students are required to be re-assessed, progress or receive an award.
  - e) With the contribution from External Examiners, to analyse the performance of students within and across academic courses, with a view to ensuring academic standards are consistent across the University and comparable to standards in other universities.
- 7.1.2. Exam Boards are comprised of University staff and External Examiners only.

### **7.2. Types of Exam Boards**

- 7.2.1. The Module Board is responsible for approving the assessment results for all modules within its remit.
- 7.2.2. The Progress Board is responsible for checking and approving student progression, offering Sits or Re-sits and awarding credit.
- 7.2.3. The Award Board is responsible for making decisions on awards to be conferred in accordance with the approved regulations and the relevant policies of Academic Board.
- 7.2.4. Academic Board will approve the Exam Board schedule as drafted by Academic Registry each year.

### **7.3. Pre-Boards**

- 7.3.1. It is mandatory for all Colleges to organise Pre-Board meetings for all Exam Boards.
- 7.3.2. Pre-boards are internal and informal, and are used to:
- a) Ensure that all marks and penalties have been correctly recorded.
  - b) Ensure that all paperwork is in order before the Exam Boards.
  - c) Ensure that, where applicable, mitigating circumstances, reasonable adjustments, and academic misconduct have been recorded.
  - d) Ensure that all relevant students are presented
  - e) Ensure that all assessment weightings are correct.
  - f) Ensure that all re-sit, progression and award calculations are correct

### **7.4. Responsibilities of the Chair of Exam Boards**

- 7.4.1. The Chair of the Board will be responsible for:
- a) Convening the meetings.
  - b) Ensuring the Board functions in accordance with its terms of reference and composition.
  - c) Ensuring the effective conduct of business.

### **7.5. Responsibilities of the Deputy Chair of Exam Boards**

- 7.5.1. The Deputy Chair of the Board will be responsible for:

- a) Ensuring that the Board is conducted in accordance with the regulations.
- b) Seeking the views of External Examiners, where appropriate.
- c) Ensuring that marks are approved in advance by External Examiners.
- d) Ensuring that, where appropriate, draft examination papers and assessment briefs are approved by External Examiners before being finalised.
- e) Ensuring that re-sit papers and assessment briefs are set.
- f) Ensuring that marking is completed in time for the External Examiners to comment and provide feedback to the appropriate Exam Board.
- g) Taking action in respect of all students.

## **7.6. Responsibilities of the Secretary to Exam Boards**

- 7.6.1. The Secretary to the Exam Boards will be responsible for:
- a) Ensuring that the regulations are available for reference.
  - b) Ensuring that there is a complete and accurate record of all marks.
  - c) Ensuring that papers and arrays of student marks are ready for Exam Board meetings.
  - d) Recording proceedings and minutes of the Exam Boards and recording approved marks and academic decision outcomes.
  - e) Ensuring that updates to student records are completed promptly after Exam Board meetings.

## **7.7. Responsibilities of Course Leaders**

- 7.7.1. The duties of Course Leaders are:
- a) Being responsible for the setting and marking of the assessments of the modules for which they are responsible.
  - b) Checking and approving the arrays of student marks in advance as an accurate record.
  - c) Attending Exam Boards, where listed in the Composition, and to participate in decision making.
  - d) Presenting the results to the Exam Board.
  - e) Where requested, commenting on factors related to the modules for which they are responsible, e.g., levels of performance or any problems with the examination or assessment briefs.
  - f) Responding to queries on individual students, marking, or other relevant matters.

## **7.8. External Examiners**

- 7.8.1. External Examiners are appointed by Academic Board, and their detailed duties of are set out in the University's [External Examiner Handbook](#).
- 7.8.2. External Examiners are required to be full members of the appropriate Exam Board.
- 7.8.3. External moderation is conducted by the External Examiner, who will have access to the same sample of assessments and statistical data that has been reviewed as part of the internal moderation process. They will also have access to the internal Moderator's decision and any comments made. This ensures that evidence is provided to the External Examiner that marking, feedback and moderation have been completed.
- 7.8.4. The External Examiners are required to confirm the appropriateness of the application of the marking and internal moderation processes based on assessment outcomes within the sample they are provided to review. They should not act as additional markers on a par with internal examiners in any circumstances.
- 7.8.5. External Examiners may be invited to attend live practical, oral or performance assessments with members of academic staff. Students must be informed if live assessment arrangements will involve an External Examiner.
- 7.8.6. If an External Examiner attends a live assessment and is satisfied with the application of the

marking and moderation process, they will only need to review that module again if it is delivered at another college of the University.

- 7.8.7. With regard to External Examiner samples, it should be noted that:
- a) Fails with marks of zero (i.e., non-submissions or non-attendance at assessments) are not included in samples.
  - b) Assessments involving musical performance work should include a variety of instrumental disciplines within the sample where appropriate.
  - c) External examination of re-sit work is not required on courses leading to a University award.
  - d) Additional sample work may be made available to External Examiners if requested.
- 7.8.8. In their independent capacity, External Examiners have the power to:
- a) Review proposed assessment tasks and make recommendations for improving the structure or content of the proposed module assessment.
  - b) Request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on a placement.
  - c) Review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample.
  - d) Not endorse the outcome of the internal moderation process.
- 7.8.9. Where an External Examiner is unwilling to endorse the outcome of the internal moderation process and approve marks for ratification by a Module Board, the final decision rests with the Chair of the Board. Where such action is taken, the Chair must report the decision to the Chair of Academic Board immediately. External Examiners retain the right to make a separate confidential report to the Head of Institution on such occasions.
- 7.8.10. Where an External Examiner is unwilling to endorse the outcome of an individual student at the Progress or Award Board, the final decision rests with the Chair of the Board. Where such action is taken, the Chair must report the fact to the Chair of Academic Board immediately. External Examiners retain the right to make a separate confidential report to the Head of Institution on such occasions.
- 7.8.11. It is not normally University policy to involve External Examiners in decisions relating to Academic Misconduct, except indirectly as a member of an Exam Board.

## 8. Deferral, Intermission & Withdrawal

### 8.1. Deferral of Studies

- 8.1.1. Deferral is where a student opts to take a year out of their studies. A period of deferral is a temporary postponement of studies from the end of one academic year to the beginning of another.
- 8.1.2. Students who wish to defer must submit their request prior to the close of enrolments at the end of Week 3 in the first semester/trimester.

### 8.2. Intermission of Studies

- 8.2.1. Intermission is where a student is unable to complete a semester or year of study due to circumstances beyond their control. A period of intermission is a temporary postponement of studies from an agreed point in one academic year to normally the start of the same semester/trimester in the next.
- 8.2.2. Where a student intermits having completed some assessments on a module, the marks awarded will be retained on their record for their return. Additional attempts at assessment previously attempted will not be permitted, unless a mitigation claim for impairment is upheld.
- 8.2.3. Examples of circumstances that could be grounds for intermission include the following:
- a) physical or mental ill-health;
  - b) severe financial hardship;
  - c) emotional/personal difficulties, e.g., bereavement;
  - d) where student's disability comes to light for the first time at the assessment;
  - e) unavoidable absence from the University, e.g., requirements of employer;
  - f) unavoidable absence from domicile, e.g., eviction;
  - g) loss of immigration status;
  - h) inability to meet progression requirements before the start of the academic year due to having incomplete Sits or Re-sits on more than one module;
  - i) other serious circumstances which could not be foreseen by the student.
- 8.2.4. The circumstances surrounding a student's intermission request are regarded as confidential, though documentary evidence may be required to support such requests.
- 8.2.5. Situations where a student is unable to attend lessons or submit to assessment but will be able to submit at the next assessment point are covered by the [Exceptional Circumstances Policy](#).
- 8.2.6. Intermitted students will be required to complete re-enrolment at the start of the next academic year, even where their agreed return date is at a later point in that academic year.
- 8.2.7. Students who fail to return to their course of study at the end of the agreed period of deferral or intermission shall be withdrawn and, where applicable, receive an exit award. Where such a student subsequently wishes to return to complete their course, they will need to apply for RPL.

### 8.3. Process for the Deferral or Intermission of Studies

- 8.3.1. A student with legitimate circumstances may intermit their course of study at any time after the end of the enrolment period at the start of an academic year (week 3) and prior to the last five weeks of the academic year, with the following consequences:
- a) The result for any module or assessment – either pass or fail – that have been completed, will be retained.
  - b) The student shall re-enrol on any incomplete modules upon their return, but will not be charged again for those modules, and the assessments will not count as a retake or be capped.
- 8.3.2. A student on the part-time mode of an MA course may intermit at any time after the end of the enrolment period at the start of an academic year (week 3) and prior to the last five weeks of the course. Deferral is not available to such students, as the two years of study equate to a single

level, so intermission should be used instead.

- 8.3.3. A student with a Student Visa may defer or intermit their studies but, in most cases, their visa will be curtailed, and the student will have to return to their home country. A new visa application must be obtained in order for the student to return to study in the UK.
- 8.3.4. Where a deferral or intermission request is approved, the Course Leader must ensure that a return date is agreed, and the Deferral/Intermission Form is completed and sent to Student Support for processing.
- 8.3.5. Students must refer to Student Support for advice on the implications of deferral or intermission of their studies on their student loan and their finances and, where applicable, the relevant funding body or other agencies (e.g., UKVI), will be notified.
- 8.3.6. Any student who has deferred or intermitted will be classified in accordance with the weighting scheme and assessment criteria which relate to the year in which the student is finally assessed and classified for award, and not the scheme in operation when the student initially registered on the course.
- 8.3.7. Deferral or intermission will initially only be permitted for a maximum period of twelve months. Where a student is subsequently prevented from returning to their studies by the agreed return date due to personal/mitigating circumstances, they must formally request an extension of their deferral or intermission. Such requests must be made in advance of the agreed return date, accompanied by documentary evidence of personal/mitigating circumstances, and will require approval by the Academic Registrar. If approved, the University reserves the right to reassess the student's case before readmitting them to the course. This will ensure any unforeseen circumstances, such as changes to the course structure, will not hinder successful progression through the remainder of the course.

#### **8.4. Status of Deferred or Intermitted Students**

- 8.4.1. When a student defers or intermits from their studies, it means they are taking time out from their course with the intention of returning at the next available opportunity. Whilst deferred or intermitted, students will not usually qualify for loan funding or council tax exemption, but they will still be considered a student of the University. However, they will not be permitted to use University facilities, except in the following cases:
  - a) Where intermission has been necessary in order to complete assessments as a result of mitigating circumstances being approved.
  - b) Where a student intermits and has outstanding mitigated Sits or Re-sits, they may opt to engage with those assessments while on intermission. Where a student takes this option, 8.2.2 will apply.

#### **8.5. Student-Initiated Withdrawal**

- 8.5.1. A student may initiate a withdrawal at any time during their University registration.
- 8.5.2. As an integral part of the process, the student must be referred to Student Support, who can offer a range of confidential support and advice, including advice on the financial implications of withdrawing from their course of study.
- 8.5.3. Upon completion of a Withdrawal Form, the student withdrawal shall be processed and, where applicable, the relevant funding body or other agencies (e.g., UKVI), will be notified.
- 8.5.4. When a student withdraws, it means that they are leaving their course of study completely, with no intention of returning at a later date.
- 8.5.5. When a student has withdrawn, they will no longer be considered a student of the University and, if they decide at a later date to reapply to study at the University, they must apply via the RPL route and return the certificate received for any exit award made following withdrawal. In such cases, re-admission onto a course will be conditional on a student being able to complete the course within the maximum period of registration.

## 8.6. College-Initiated Withdrawal

- 8.6.1. A College may decide to withdraw a student for a range of reasons, including (but not limited to):
- a) Failure to progress (withdrawal on academic grounds).
  - b) Non-attendance/non-submission .
  - c) Failure to return from a period of deferral.
  - d) Failure to return from a period of intermission.
  - e) Failure to return from a period of suspension.
  - f) Expiration of the maximum period of registration.
  - g) Following the outcome of student disciplinary procedures.
  - h) Failure to (re-)enrol.
  - i) Non-payment of tuition fees.
  - j) Breaching the conditions of their Student Visa.
  - k) Expiration of their visa.
- 8.6.2. The decision to withdraw a student will be based on evidence in one or more of the above categories, will be processed in line with the appropriate University policy or procedure, and will be considered by the College Principal.

## 8.7. Consequences of Withdrawal

- 8.7.1. A student is withdrawn from their course of study with the following consequences:
- a) Termination of their enrolment, and they shall no longer be a student of the University.
  - b) The University will duly process records and external bodies or other agencies (e.g., UKVI), will be notified. For the purpose of the student record, the date of withdrawal will be the same as the date the decision to withdraw is made, unless evidence is readily available to confirm an earlier date.
  - c) Students must refer to Student Support for advice on the implications of withdrawal from their studies on their student loan and their finances.
- 8.7.2. A student may appeal against the decision to withdraw them from a course of study in accordance with the University's [HE Appeals Procedure](#).

## 9. HE Marking Schemes & Rubrics

### 9.1. Undergraduate Categorical Marking Scheme

Mark Category	Equivalent Classification	Level 6 Marking Scheme	UG Assessment Rubrics
100 95 90	<b>First</b>	90-100	Exceptional Evidence
85 80		80-89	Outstanding Evidence
75 72		70-79	Excellent Evidence
68 65 62	<b>2:1</b>	60-69	Very Good Evidence
58 55 52	<b>2:2</b>	50-59	Good Evidence
48 45 42	<b>3rd</b>	40-49	Satisfactory Evidence
38 35	<b>High Fail</b>	30-39	Insufficient Evidence
30 20 10 5 0	<b>Fail</b>	20-29	Little or No Evidence
		0-19	

\*Where multi-part assessments are in place (e.g., a techniques assessment comprised of exercises & a performance), a separate categorical mark can be awarded for each part. These separate marks could consequently produce an overall mark for the assessment that is a non-categorical one.



**9.2. Level 4 Assessment Rubric**

<b>Grade</b>	<b>90, 95, 100</b>	<b>80, 85</b>	<b>72, 75</b>	<b>62, 65, 68</b>	<b>52, 55, 58</b>	<b>42, 45, 48</b>	<b>30, 35, 38</b>	<b>0, 5, 10, 20</b>
<b>Assessment fields:</b>								
<b>Investigation/ contextualisation</b> Informed through the exploration and evaluation of relevant ideas and perspectives	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Knowledge/ideas</b> Through assimilation and comprehension of relevant information	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Development/Process</b> Realisation through reflective practice experimentation and evaluation	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Communication/ articulation</b> Of relevant ideas and their evaluation and interpretation	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Production/realisation</b> Selection of appropriate approaches to achieve desired outcomes	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Technical/technique</b> The quality of the technical aspects of the product.	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence

### 9.3. Level 5 Assessment Rubric

Grade	90, 95, 100	80, 85	72, 75	62, 65, 68	52, 55, 58	42, 45, 48	30, 35, 38	0, 5, 10, 20
<b>Assessment fields:</b>								
<b>Investigation/ contextualisation</b> Informed through the critical exploration of relevant ideas, approaches and perspectives	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Knowledge/ideas</b> Through comprehension and analysis of relevant practical, technical and theoretical information	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Development/Process</b> Realisation through practice, experimentation, risk taking, evaluation, reflection and problem solving	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Communication/ articulation</b> Of ideas, arguments and intentions	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Production/realisation</b> Through the selection and application of effective methods to deliver high-quality outputs	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence
<b>Technical/technique</b> The quality of the technical aspects of the product and their delivery	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Satisfactory evidence	Insufficient evidence	Little or no evidence

#### 9.4. Level 6 Marking Scheme

##### 90-100%

Denotes work approaching professional quality in all key areas. Outstanding skill and ability is exercised equally with regard to form, content and purpose. Demonstrates an exceptional degree of commitment, creativity, research, critical engagement and contextual understanding. The quality and vision of the work is exemplary.

##### 80-89%

Outstanding work - articulate, imaginative and thorough. Clearly and purposefully structured, maintaining a high level of audience interest. Work that is exciting and innovative as well as being commercially/ academically and technically confident. All elements combine to consciously create the required finished product. Makes strong reference to external knowledge and its relationship to the work and illustrates clearly a critical engagement with what has been learned through the process.

##### 70-79%

Extremely good work with presentation of a high standard, which fulfils its aims with precision. Work that is exciting, technically assured and commercially/academically confident with a clear understanding of the theoretical issues and application to practice where appropriate. There is effective critical and analytical application of relevant research, external knowledge and learning.

##### 60-69%

A stimulating, engaging and successful piece of work. Cohesive in structure and impact, but perhaps exhibiting some minor flaws. May have many of the qualities of work in the categories above but without the same level of excitement, vision, accuracy or originality. Makes reference to external knowledge and its relationship to the work and illustrates what has been learned through the process.

##### 50-59%

Good work, successful in meeting its aims and meaningful to the recipient, though there may be minor problems with structure or execution. A well-considered and produced piece of work that meet and in parts exceeds the intended outcomes. Overall, technically competent, but may omit some significant (but not vital) aspects of the task set. Makes reference to external knowledge and some connection with ideas and the meaning of the work.

##### 40-49%

Overall, the work shows some degree of competence although there are some obvious technical problems. Often lacking in imagination and perhaps conventional in approach or concept. The work may communicate with difficulty: the recipient may have to concentrate to find meaning. Lacking in cohesion, the work does impart a message, but only partially and may be deficient in individuality or creativity.

##### 30-39% - Fail

The work is poorly presented and contains numerous errors, inconsistencies and omissions with limited use of source material. Fails to communicate a coherent message, perhaps through a mixture of lack of logical thought, poor organisation of material and/or technical incompetence. It may show basic technical proficiency, but the student is unable to apply these skills to produce meaning. Lacks critical analysis and reflection and makes very limited reference to theory and practice.

##### 20-29% - Fail

Fails to meet the principal requirements of the assignment brief and the work has limited meaning. Very poorly structured, incoherent and lacking in imagination or insight. The work is very poorly presented and contains numerous serious errors, inconsistencies and omissions. The work displays a very weak knowledge base and a lack of sufficient understanding of the topic. Very little or no evidence of appropriate references to external knowledge and no evidence of critical thought.

##### 0-19% - Fail

The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect, inconsistent or omitted. No evidence of critical analysis and reflection. No effective use of supporting material and external knowledge. No evidence of technical ability or skill. No application of theory to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.

### 9.5. Postgraduate Categorical Marking Scheme

Mark Category	Equivalent Classification	Level 7 Assessment Rubric
95 90 85 80 75 70	<b>Distinction</b>	Exceptional Evidence  Outstanding Evidence  Excellent Evidence
65 60	<b>Merit</b>	Very Good Evidence
55 50	<b>Pass</b>	Good Evidence
45 40 35 15 0	<b>Fail</b>	Insufficient / Little or No Evidence

\*Where multi-part assessments are in place (e.g., a techniques assessment comprised of exercises & a performance), a separate categorical mark can be awarded for each part. These separate marks could consequently produce an overall mark for the assessment that is a non-categorical one.

**9.6. Level 7 Assessment Rubric**

<b>Grade</b>	<b>90, 95</b>	<b>80, 85</b>	<b>70, 75</b>	<b>60, 65</b>	<b>50, 55</b>	<b>40, 45</b>	<b>0,15,35</b>
<b>Assessment fields:</b>							
<b>Investigation/ contextualisation</b> Informed through comprehensive critical analysis and evaluation of complex and diverse concepts, theories and practices	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
<b>Knowledge/ideas</b> Through the articulation of creative vision and/or the critical evaluation of conceptual, practical, technical and theoretical information	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
<b>Development/Process</b> Realisation through experimentation, risk taking, critical reflection, evaluation and problem solving in complex emergent contexts	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
<b>Communication/ articulation</b> Of complex and contradictory arguments and theories that is in depth, critical, insightful and appropriately pitched for the intended audience	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
<b>Production/realisation</b> That fully meets the expectations of relevant professional and academic standards	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
<b>Technical/technique</b> The quality and utility of the technical features of the product and the skills with which it is produced or delivered	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence