



## **Academic Regulations**

**From September 2016 to August 2017**

# **STUDENT REGULATIONS AND POLICIES**

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**UNIVERSITY OF CENTRAL LANCASHIRE**

**ACADEMIC REGULATIONS**

**TAUGHT PROGRAMMES**

**From September 2016**

## PREFACE

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

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## **A: The Academic Regulations**

### **A1 The University**

**These Academic Regulations apply to all taught courses of the University of Central Lancashire hereafter referred to as "the University".**

Changes to these regulations may only be approved through processes approved by the Academic Board.

These regulations apply to all students registered with the University during the academic year 2016/17. They supersede any previous regulations.

### **A2 Powers of the University to Grant Awards**

The following powers (A2.1 to A2.6) derive from Section 76 of the Further and Higher Education Act 1992:

- A2.1 The University is empowered to grant awards to persons who complete an appropriate course of study and satisfy an appropriate assessment and to grant awards to persons who complete an appropriate programme of supervised research and satisfy an appropriate assessment.
- A2.2 Awards which may be granted by the University include degrees, diplomas, certificates, or other academic awards or distinctions, and Honorary Awards.
- A2.3 The University may exercise its power to grant awards by granting awards jointly with another institution(s).
- A2.4 The University may, for good reason, deprive any person of any award granted to her or him by the University (or, in the case of an award granted to her or him by the University and another institution jointly, may do so jointly with the other institution). Good reason will include academic fraud.
- A2.5 The University, where empowered to make awards on behalf of Pearson or professional bodies, does so subject to the regulations of those bodies.
- A2.6 The University, in accordance with the relevant provisions of its Instrument and its Articles, determines:
  - (i) the courses of study;
  - (ii) the programmes of research;
  - (iii) the assessment appropriate for the grant of any award; and,
  - (iv) the terms and conditions on which the powers to grant awards are to be exercised.

### **A3 Approval of Courses and Awards by the Academic Board of the University**

- A3.1 In fulfilling its responsibilities under the Articles, the Academic Board authorises Committees, Boards and Panels to act on its behalf. These Committees, Boards and Panels are responsible to the Academic Board of the University. In all cases such Committees, Boards and Panels are required to act in accordance with the Articles of the University and these Academic Regulations.
- A3.2 The University may agree to offer provision leading solely to awards by external bodies. In such cases the academic regulations of the external body take precedence over University regulations in relation to the requirements for conferment of the award. Where courses are subject to the regulations of professional, statutory and regulatory bodies and those regulations are different from the Academic Regulations of the University, the regulations of

the professional, statutory and regulatory bodies will take precedence, subject to approval through the University's course approval and review processes.

- A3.3 In extraordinary circumstances, caused by external factors beyond the control of the University, the Academic Board will be responsible for approving special arrangements, if necessary, for the determination of awards and progression (see Section K).

## **B: Awards of the University**

### **B1 Principles**

- B1.1 All awards conferred by the University are defined by a series of benchmarks relating to the general level of knowledge and skills required to register for the award, the highest level of study required to achieve the award and the standard time taken to complete the award as expressed in terms of full-time study.
- B1.2 All awards conferred by the University are benchmarked against the Framework for Higher Education Qualifications for England, Wales and Northern Ireland issued by the Quality Assurance Agency for Higher Education. Individual disciplines may also refer to relevant subject benchmarks.
- B1.3 Awards can only be gained by following and successfully completing a course of study leading to an approved award which has been validated by the University.
- B1.4 University awards are designed to incorporate exit point awards where appropriate aims and learning outcomes have been specified. Exit point awards may only be given where the learning outcomes for the lower award have been met.
- B1.5 Certificates, transcripts and Diploma Supplements follow an approved style and format.
- B1.6 All courses will be taught and assessed in English with the following exceptions:
- (i) where the learning outcomes are explicitly related to competence in Languages other than English;
  - (ii) where the acquisition of competence in English is a declared learning outcome, support work may be in the student's native language.

### **B2 List of Awards**

- B2.1 The Awards conferred by the University are shown in table B3.12.
- B2.2 *Posthumous awards*  
The University may confer any of its awards posthumously provided there is evidence of work successfully completed at the appropriate level. The classification will be determined by the Assessment Board on the basis of the overall academic profile. The award can be accepted on the student's behalf by a parent, spouse or other appropriate individual.
- B2.3 *Research Awards*  
The Academic Regulations for research awards are published in section L of the Academic Regulations
- B2.4 *Professional Doctorate Awards*  
The Academic Regulations for both taught courses and research awards apply to professional awards. For assistance, guidance on Professional Doctorates can be found in Appendix 12 and Appendix 13 of the Academic Quality Assurance Manual.
- B2.5 *Honorary Awards*  
There are three categories of Honorary Award:
- i) *an Honorary Doctorate (D.Univ.), appropriate for those who have made a significant contribution to the development of the University and/or have made a major contribution to the development of education at the national and/or international level;*
  - ii) *an Honorary Fellowship, appropriate for those who have achieved distinction in their profession or area of activity, and/or made a significant contribution to society in general;*

- iii) *a Corporate Award, appropriate for those organisations, institutions of corporations which have demonstrated significant charitable works, community enhancement, or through their collective endeavour have advanced education or academic research regionally, nationally or internationally.*

B2.6 Recommendations for conferment of these awards is made by the Honorary Awards Committee on behalf of Academic Board. The Committee will take account of past, current or planned future links between a student and the University in determining whether an award should be conferred.

### **B3 Title of Awards**

#### **B3.1 *Certificate in Education [Cert Ed] [post-compulsory]***

The Certificate in Education is a teaching qualification awarded to students who have successfully completed a specialist teaching course in post-compulsory education.

#### **B3.2 *Foundation Degrees***

Foundation degree programmes will lead either to the award of FdA, FdSc or FdEng.

The award of FdA is generally used in art and design, the arts and humanities and areas of social or business studies. The award of FdSc is generally used in technology, science or mathematics and their applications. The award of FdEng is reserved for courses which provide a technologically broad education with an emphasis on engineering applications.

#### **B3.3 *Bachelor Degrees***

First degree programmes will lead either to the award of a BA or a BSc or to a more closely defined award restricted to certain subjects and types of course.

The award of *Bachelor of Arts (BA)* is generally used in art and design, the arts and humanities and areas of social or business studies. The award of *Bachelor of Science (BSc)* is generally used in technology, science or mathematics and their applications. In areas where either title may be used, the title will be based on the curricular focus of the course and prevailing norms across the relevant higher education sector.

The title *Bachelor of Engineering (BEng)* is reserved for courses which provide a technologically broad education with an emphasis on engineering applications.

The title *Bachelor of Laws (LLB)* is reserved for courses of specialised study in law. The Senior Status LLB is a graduate entry, 2 year variant of this award.

#### **B3.4 *Graduate Certificate/Diploma***

Courses at undergraduate level (Level 6) which are taken by those who are already graduates.

#### **B3.5 *Integrated Masters***

Integrated Masters courses represent extended first degree programmes which include a significant element of level 7 study.

The titles MEng/MPhys/MChem/MLaw/MSci/MMath/MComp/ MHRM/MComSC are reserved for courses of specialised undergraduate study in a specific subject area which provide the skills and knowledge required in the subject for professional development in industry or research and as such are recognised by industry, professional bodies and research councils.

The title Bachelor of Dental Surgery (BDS) is reserved for courses which form the primary qualification registerable with the General Dental Council that enables dentists to practice in the UK (following appropriate Foundation Training)

The title MPharm is reserved for courses accredited by the General Pharmaceutical Council (GPhC).

The title *Bachelor of Medicine and Bachelor of Surgery [MB BS]* is reserved for courses which form the primary qualification registerable with the General Medical Council that enables doctors to practice within the UK.

**B3.6** *Postgraduate Certificate in Education [PGCE] [post-compulsory]*

The Postgraduate Certificate in Education is a teaching qualification awarded to graduate students who have successfully completed a specialist teaching course in post-compulsory education.

**B3.7** *Taught Master's Degrees*

Courses at Master's level may lead to the award of either the MA or MSc or to a more closely defined award restricted to certain specific areas of study.

The title *Master of Architecture (MArch)* is reserved for courses in an area of specialised study in the specific subject area of Architecture which provides the skills and knowledge required in the subject for professional development in industry or research and as such is recognised by industry, professional bodies and research councils

The title *Master of Arts (MA)* is generally used in Art and Design, the arts and humanities and areas of social or business studies. The title *Master of Science (MSc)* is generally used in technology, science or mathematics and their applications. The rationale for the use of MA or MSc in other fields will take account of curricular focus and sectoral practice.

The title *Master of Business Administration (MBA)* is reserved for courses which focus on the general principles and functions of management and the development of management skills.

The title of *Master of Clinical Dentistry (MCLinDent)* is reserved for courses of specialist study and training in Clinical Dentistry

The title *Master of Education [MEd]* is reserved for courses in which the focus of study is the reflection and professional development of education practitioners.

The title *Master of Laws (LLM)* is reserved for courses of specialised study in law.

The title *Master of Research [MRes]* is reserved for advanced postgraduate degrees that focus upon research through individual research project work and the development of academic research skills and techniques. Such courses will normally prepare students for PhD study or a career in research.

**B3.8** *Professional Masters Awards*

These awards are reserved for courses which make a contribution to both theory and practice in their field and to develop professional practice.

**B3.9** *Professional Doctorates*

Courses at Professional Doctorate level are restricted to certain, specific areas of study and lead to a specifically titled award at doctoral level. They will entail a combination of taught and research components.

A Professional Doctorate [DProf] programme will be conducted in an area of professional competence.

The title of *Doctorate of Business Administration [DBA]* is reserved for courses concerned with researching business and management issues via the critical review and systematic application of appropriate theories and research to professional practice.

The title of *Doctorate in Education [EdD]* is reserved for courses concerned with researching educational practice, contexts and roles via the critical review and systematic application of appropriate theories and research to the education profession and to the practice of it.

### B3.10: The Awards of the University

FHEQ level	Title of Award	Classifications available		General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration (expressed as FT equivalent length, + 2 years for Part Time)	Highest Level of study required for the Award
		Dist	Merit			
<b>Foundation and General Awards</b>						
	Certificate of Achievement	√	√	varies	n/a	n/a
<b>Undergraduate Certificates, Diplomas and Degrees</b>						
4 or above**	Certificate	√	√	As appropriate for the level of module concerned.	Variable	In accordance with level of module
4	Certificate of Higher Education ( <i>CertHE</i> ); <i>Cert in Education</i> [ <i>Cert Ed*</i> ]	√	√	general UG entrance	1 year	4 (5 for Cert Ed)
4	Foundation Certificate	√	√	1 'A' level/1 AVCE	1 year	4
5	Higher National Certificate (HNC)***	√	√	1 'A' level/1 AVCE	1.3 years	5
5	Advanced Certificate	√	√	successful level 4 study	10 weeks	5
5	Diploma	√	√	successful level 4 study	1 year	5
5	Diploma of Higher Education (DipHE)*	√	√	general UG entrance	2 years	5
5	Foundation Degrees: (Foundation Degree in Arts [FdA]; Foundation Degree in Science [FdSc], Foundation Degree in Engineering [FdEng])	√	√	1 'A' level/1 AVCE	2 years	5
5	Higher National Diploma (HND)***	√	√	1 'A' level/1 AVCE	2 years	5
5	Advanced Diploma	√	√	general UG entrance	3 years	6
5	Diploma in Professional Studies: <i>Midwifery</i> <i>Nursing</i>	√	√	Professional qualifications and experience	1 year	5/6
<b>Bachelor's Degrees, Integrated Masters and Graduate Diplomas</b>						
6	Bachelor's Degrees: ( <i>Bachelor of Arts [BA]</i> ; <i>Bachelor of Engineering [BEng]</i> ; <i>Bachelor of Laws [LLB]</i> ; <i>Bachelor of Science [BSc]</i> )	√	√	Applicants must have 5 GCSE passes at Grade C or above (including Maths and English or equivalent) plus a 12 unit profile the equivalent of two subjects at Advanced Level (A2).	3 years (4 years sandwich) (4 years Cyprus Campus)	6
6	Bachelor's Degrees with Honours: ( <i>Bachelor of Arts [BA Hons]</i> ; <i>Bachelor of Engineering [BEng Hons]</i> ; <i>Bachelor of Laws [LLB Hons]</i> ; <i>Bachelor of Science [BSc Hons]</i> )	√	√	Applicants must have 5 GCSE passes at Grade C or above (including Maths and English or equivalent) plus a 12 unit profile the equivalent of two subjects at Advanced Level (A2).	3 years (1 year for top-Up Awards) (4 years for some overseas provision/ Cyprus campus)	6
6	Senior Status Bachelor of Laws LLB (Hons)	√	√	Bachelor degree	2 years	6
6	Graduate Certificate	√	√	successful level 6 study	15weeks	6
6	Graduate Diploma	√	√	successful level 6 study	25 weeks	6

FHEQ level	Title of Award	Classifications available		General Minimum Entry Requirement (equivalent qualifications or experience accepted. For course specific requirements see course documents)	Standard Course Duration (expressed as FT equivalent length, + 2 years for Part Time)	Highest Level of study required for the Award
		Dist	Merit			
<b>Postgraduate Certificates and Diplomas</b>						
7	Postgraduate Certificate (PGCert) <i>Certificate in Management [CM]; Post Graduate Certificate in Education [PGCE*]</i>	√	√	Bachelor degree with Honours [ <i>Mgt experience for CM</i> ]	15 weeks	7
7	Postgraduate Diploma (PGDip) <i>Diploma in Management Studies [DMS]</i>	√	√	Bachelor degree with Honours [ <i>2 years management experience for DMS</i> ]	30 weeks	7
<b>Taught Masters</b>						
7	Master's Degrees: <i>Master of Architecture [MArch]; Master of Arts [MA]; Master of Business Administration [MBA]; Master of Clinical [MCLinDent]; Master of Laws [LLM]; Master of Science [MSc]; Master of Education [MEd]; Master of Research [MRes]</i>	√	√	Bachelor Degree with Honours at lower second class or above [ <i>Bachelor Degree in Architecture that carries RIBA Pt1 recognition at upper second or above or lower second with relevant work experience for MArch</i> ] <i>[Primary Dental Qualification (eg BDS or BChD) and be on the GDC Dentist Register for MCLinDent]</i> <i>[Mgt experience and age 23 for MBA]</i>	Calendar year  [ <i>2 calendar years for MArch and MCLinDent</i> ]	7
<b>Professional Masters</b>						
7	Professional Masters	√	√	Bachelor Degree with Honours at lower second class or above and evidence of a significant experiential profile	1 calendar year FT  2 calendar year PT	7
<b>Research Degrees</b>						
7	Master of Arts MA; Master of Science MSc; Master of Laws LLM (by Research)			Bachelor Degree with Hons at lower second class or above	1 year	thesis
7	Master of Philosophy (MPhil)			Bachelor Degree with Hons at lower second class or above	2 years	thesis
7	Master of Surgery (MCh [Res])			Bachelor Degree with Hons at lower second class or above	3 years	thesis
8	Doctor of Medicine (MD [Res])			Bachelor Degree with Hons at lower second class or above	3 years	thesis
8	Doctor of Philosophy (PhD)			Bachelor Degree with Hons at lower second class or above †	3 years	thesis
8	Professional Doctorate (DProf)			Bachelor Degree with Hons at lower second class or above plus professional experience ‡	3 years	8 + thesis
FHEQ level	Title of Award	Classifications available		General Minimum Entry Requirement (equivalent qualifications or experience accepted. For	Standard Course Duration (expressed as	Highest Level of study

		<b>Dist</b>	<b>Merit</b>	course specific requirements (see course documents)	FT equivalent length, + 2 years for Part Time)	<b>required for the Award</b>
8	Doctor of Business Administration (DBA)			Bachelor Degree with Hons at lower second class or above plus professional experience †	3 years	8 + thesis
8	Doctor of Education (EdD))			Bachelor Degree with Hons at lower second class or above plus professional experience †	3 years	8 + thesis
<b>Higher Doctorates</b>						
8	Doctor of Letters (DLitt)			leading authority in field	n/a	n/a
8	Doctor of Science (DSc)			leading authority in field	n/a	n/a
	<b>Honorary Doctorate (D.Univ)</b>			Criteria determined by Honorary Awards Committee		
8	Integrated PhD			Bachelor Degree with Hons at lower second or above	4 years	7+thesis

\*Standard course duration may be longer where elements of professional practice are integrated within modules.

\*\* the level of the award corresponds to the level of the module for which the Certificate is awarded.

\*\*\* under licence from Pearson

† Masters degree for direct entry to doctoral stage of programme

¥ Masters or Professional Masters degree for direct entry to professional doctoral stage of programme

#### **B4 Approval of new awards**

B4.1 The Academic Board has power to approve new awards on advice from the Academic Standards and Quality Assurance Committee.

B4.2 In considering proposals for new awards, the Academic Board will pay particular regard to:

1. the characteristics and level of the proposed award that would both distinguish it from existing awards and relate it to them;
2. the suitability of existing awards for the proposed programme of study;
3. the likely demand for, and recognition of, the proposed award by institutions, students and employers.

B4.3 Course proposals may not be submitted for course approval prior to Academic Board approval of an appropriate award type and its definition.

#### **B5 Certification of Awards**

Academic Board awards and official transcripts follow a prescribed style. The use of the University crest on certificates is restricted to Academic Board awards and Honorary awards.

## C: Modular Framework

### C1 Modular Framework

C1.1 All taught awards of the University are governed by the regulations that apply to the University's modular scheme as set out below, unless otherwise specified. This includes taught elements of Professional Doctorates awards and Integrated PhD awards.

### C2 Modules

C2.1 Each module is a self-contained block of learning with defined aims, learning outcomes and assessment.

C2.2 The number of learning outcomes specified for a 20 credit module is normally limited to a maximum of 5.

C2.2 All modules are assigned to Academic Schools. The development, delivery and assessment of modules is the responsibility of the Dean/Head of School operating through the academic staff in the school.

C2.3 Module descriptions will specify pre- requisites and/or co-requisites where these apply.

C2.4 Modules within a programme will be designated as one of the following:

1. Compulsory
2. Optional
3. Core

C2.5 Modules designated as 'Compulsory' must be attempted but may be compensated. Modules designated as 'core' may not be compensated.

C2.6 Modules will normally only be designated as 'Core' where this a professional/statutory body requirement.

C2.7 A student initiated module is a scheme of directed study with assessment. Up to 20 credits may be awarded, at an appropriate level and contribute to a student's overall programme of study. The indicative module assessment workload for a 20 credit module is as follows:

	<b>Assessment weighting</b>	<b>Maximum workload</b>
Coursework	100%	4,000 words or equivalent
Coursework	50% or less	2,000 words or equivalent

### C2.8 Module level

C2.8.1 Each module will specify a level which indicates the intellectual standard required for successful completion of the module.

Level 3: A/AS Level equivalent (used for Foundation Entry)

Level 4: Certificate level which prepares students for further study (approximating to year 1 of a three year honours degree programme).

Level 5: Diploma level (approximating to year 2 of a three year honours degree programme).

Level 6: Degree level (approximating to year 3 of a three year honours degree programme).

Level 7: Postgraduate level.

Level 8: Doctorate level.

## **C2.9 Module size**

C2.9.1 A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year.

C2.9.2 Modules may be developed of varying sizes up to a maximum of 120 credits. Module size will be determined at Course Approval.

## **C3 Courses**

C3.1 Courses lead to named awards (e.g. BSc Psychology). Courses consist of specified combinations of modules approved by the University as appropriate for that named award and which allow students to meet the overall award requirements in terms of module number and level. A table of module requirements is shown in C11.

C3.2 Courses are assigned to Academic Schools. Their development, operation and assessment is the responsibility of the Dean/Head of School.

## **C4 Subjects**

C4.1 Subjects constitute defined groups of modules which are bound together through academic discipline. They are assigned to Academic Schools and their development, operation and assessment is the responsibility of the Dean/Head of School. Subjects may adopt modules assigned to other Schools.

## **C5 Placements**

### **C5.1 Sandwich Courses**

Sandwich courses are developed with an extensive period of supervised work experience (normally 48 weeks) included. Awards are appropriately endorsed with merit/distinction. The period of work experience has aims and learning outcomes and is assessed but does not contribute to the minimum module requirement for the award nor the award classification calculation.

### **C5.2 Work Experience**

Periods of work experience leading to the achievement of specified learning outcomes may take the form of individual modules or may be integrated with academic study within a module.

## **C6 Study Abroad**

### **C6.1 Language courses**

Language courses will normally include an extensive period of study abroad (usually 35 weeks). The period of study abroad has aims and learning outcomes and is assessed but does not contribute to the minimum module requirement for the award nor to the award classification calculation.

### **C6.2 Exchange Schemes**

Exchange schemes may include study abroad and should satisfy the relevant learning outcomes of the course but do not necessarily need to match the content of any specific modules as set out in the programme specification.

## **C7 Stage**

### **C7.1 Bachelor Degrees are divided into stages**

Stage 0 is equivalent to a full-time foundation year and prepares a student for the degree or diploma course.

Stage 1 is equivalent to a first year of a full-time degree course and forms the basis of progression to stage 2.

Stage 2 is equivalent to the subsequent years of a full-time degree course.

### **C7.2 For the Integrated Masters course, Stage 2 is equivalent to the second year of a full-time degree course.**

Stage 3 is equivalent to the final two years of a full-time Integrated Masters course.

### **C7.3 For the integrated PhD, Stage 2 is equivalent to a three year PhD course.**

## **C8 Mode of Study**

### **C8.1 The modular framework is designed to accommodate the movement of students between full-time and part-time mode of study. Changes to mode of study require prior approval.**

### **C8.2 A full-time student is defined as any student undertaking modules equating to at least 100 credits during a standard (two semester) academic session. The maximum number of credits that may be taken during an academic session is normally 120. Exceptionally, a full-time student may undertake 140 credits where they are required to retake a 20 credit module.**

## **C9 Duration of Study**

### **C9.1 The standard duration of full-time study towards specified awards is shown in the table in section B3.12. The standard duration for part-time provision will exceed the full-time duration by two years.**

### **C9.2 A student is permitted to interrupt the continuous registration on their programme of study but must seek authorisation to do so from the Dean/Head of School (or nominee) prior to the commencement of that interruption of study.. The application should be in writing and set out the reasons for interruption and the period of time requested for such interruption. Retrospective interruptions to study are not normally permitted. The period of authorised interruption shall normally be up to one year and exceptionally up to two years. A period of authorised interruption shall normally be no less than one month. Such periods of time would normally be considered as authorised absence. If an interruption is not authorised but a student does not attend their course, the University may apply its withdrawal procedures under section G13 of these regulations.**

### **C9.3 Students who wish to interrupt their studies for longer than the period which can be authorised, or who fail to enrol for an academic year without authorised interruption, must seek readmission if they wish to resume their studies.**

### **C9.4 An authorised interruption of study would normally require an adjustment to the expected end date of the programme by the equivalent period of time.**

## **C10 Attendance**

### **C10.1 Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made to the Dean/Head of School or nominee (usually the Course Leader).**

- C10.2 Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance.
- C10.3 Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

**C11 Standard Module Requirements for Awards**  
(credits shown in brackets)

Award title	Minimum module requirement	Stage 2	Stage 3	minimum at:				
				Level 4 or above	Level 5 or above	Level 6 or above	Level 7 or above	Level 8
Certificate of Achievement*	1(20) (at Level 3 or above)							
Certificate*	1 (20)			1 (20)				
Certificate of Higher Education	6 (120)			6 (120)				
Foundation Certificate	6 (120)			6 (120)				
Advanced Certificate*	2 (40)				2 (40)			
Diploma	5 (100)			5 (100)	4 (80)			
Higher National Certificate*	6 (120)			6 (120)				
Higher National Diploma	12 (240)			12 (240)	5 (100)			
Diploma of Higher Education	12 (240)	6 (120)		12 (240)	5 (100)			
Foundation Degree	12 (240)			12 (240)	5 (100)			
Advanced Diploma**	16 (320)	10 (200)		16 (320)	9 (180)	3 (60)		
Diploma in Professional Studies	6 (120)				6 (120)			
Degree	16 (320)	10 (200)		16 (320)	9 (180)	3 (60)		
Honours degree	18 (360)	12 (240)		18 (360)	11 (220)	5 (100)		
Senior Status LLB	12 (240)	12 (240)			12 (240)	5 (100)		
Honours degree for Overseas Provision with 4 Years Study Cycle (3 years at Stage 2)	24 (480)	18 (360)		24 (480)	14 (280)	7 (140)		
Honours degree for Cyprus Campus Provision with 4 Years Study Cycle	24 (480)	12 (240)		24 (480)	11 (220)	5 (100)		
Top-up Degree (Honours)	6 (120)	6 (120)			6 (120)	5 (100)		
Graduate Certificate	3 (60)				3 (60)	2 (40)		
Graduate Diploma	6 (120)				6 (120)	5 (100)		
Integrated Masters	24 (480)	6 (120)	12 (240)	24 (480)	18 (360)	11 (220)	6 (120)	
Bachelor of Dental Surgery	42 (720)*****	6 (120)	12 (240)	42 (720)	18 (360)	10 (200)	6 (120)	
Postgraduate Certificate	3 (60)					3 (60)	2 (40)	
Postgraduate Diploma	6 (120)					6 (120)	5 (100)	
(Taught) Masters Degree	9 (180)					9 (180)	8 (160)***	

Award title	Minimum module requirement	Stage 2	Stage 3	minimum at:				
				Level 4 or above	Level 5 or above	Level 6 or above	Level 7 or above	Level 8
Master of Architecture	12 (240)						12(240)	
Master of Clinical Dentistry	18 (360)						18 (360)***	
Master of Research	9 (180)					9 (180)	8 (160)****	
Professional Masters	9 (180)					9 (180)	8 (160)***	
Professional Doctorate	27 (540)						27 (540)	18 (360)

- \* The module requirement for students on these awards may exceed the minimum stated.  
 \*\* This award is only offered overseas.  
 \*\*\* To include a dissertation or equivalent that is a compulsory element of independent learning with a credit value between 20 and 60 credits at Level 7 or for the MProf: a credit value of 60 credits  
 \*\*\*\* Master of Research to include a dissertation or equivalent that is a compulsory element of independent learning with a minimum credit value of 80 credits at Level 7.  
 \*\*\*\*\* Including 120 credits of clinical practice, which will be graded S/U, and which will not contribute to the APM calculation.

C11.1 Credit gained at Stage 0 does not contribute to the credit requirement for an award.

C11.2 A sandwich placement element is not credit-rated and does not contribute to the credit requirement for an award.

**C11.3 Programme Structure for the award of Honours Degree for Overseas Provision with 4 years study cycle.**

Minimum Duration	Credits shown in brackets				Award Title
	Minimum Module Requirement	Level 4 or above	Level 5 or above	Level 6 or above	
Year 1	6 (120)	6 (120)			Cert HE
Year 2	12 (240)	12 (240)	5 (100)		Diploma of HE
Year 3	16 (320)	16 (320)	9 (180)	3 (60)	Advanced Diploma
Year 3	18 (360)	18 (360)	9 (180)	3 (60)	Degree*
Year 4	24 (480)	24 (480)	14 (280)	7 (140)	Honours Degree*

\*These awards are normally only offered in this structure on a franchise basis overseas.

**C11.4 Programme Structure for Professional Doctorates**

Stage 1		Taught components to be a minimum of 120 credits at level 7 or above to a maximum of 220 credits at Level 7 or above, with a minimum of 80 credits at level 8
Stage 2		Research components to be within a minimum of 280 credits at level 8 to include a thesis of at least 200 credits at level 8 to a maximum of 420 credits at level 8
Predicated on a notional 540 credits for a 3 year doctorate programme Full time 3 years or 7 years part time equivalent for the doctorate.		

**C11.5 Programme Structure for the Professional Awards of Doctor of Medicine (MD)**

Stage 1	Year 1 or part time equivalent	180 credits, of which at least 160 must be at level 7 or above and 20 at Level 6 or above
Stage 2	Year 2 or part time equivalent	180 credits at Level 8 (approved research project)

**C11.6 Programme Structure for Integrated PhD**

Stage 1	Year 1 or part time equivalent	120 credits of research skills modules at Level 7 or above.
Stage 2	Year 2 or part time equivalent	A research thesis at Level 8.

## **D: Approval and Periodic Review of Courses**

### **D1 Course closure**

D1.1 Sometimes, circumstances beyond the control of the University may mean that it has to close a course. In these circumstances, the University will take all reasonable steps to minimise the resultant disruption to affected students, by, for example, offering affected students the chance to move to another course or institution, or by delivering a modified version of the same course. The University will ensure that adequate standards are maintained for any students remaining on the course.

### **D2 Course Approval, Credit Recognition and Periodic Course Review of courses offered in collaboration with other institutions or other organisations.**

#### **D2.1 Forms of relationship**

D2.1.1 The University may form a relationship with other bodies in the UK or overseas to offer courses. Such courses may lead to the awards of the related bodies as well as to awards of the University.

D2.1.2 Whatever form the relationship takes, the University will satisfy itself, through its Course Approval and Periodic Course Review procedures, that a course or learning programme complies with the Academic Regulations and that the related establishment provides a suitable learning environment for students on courses leading to awards of the University.

#### **D2.2 Formal Agreement**

D2.2.1 All collaborative courses, including franchised courses, validated courses, credit recognition and articulation, will be covered by an agreed formal statement of the arrangements (normally in the form of an Institutional Agreement and Memorandum of Co-operation).

## **E: The Admission of Students**

### **E1 Principles**

- E1.1 The selection of students for admission is based on the ability to benefit as demonstrated through prior educational achievement, motivation and commitment.
- E1.2 Responsibility for the selection of students lies with Admissions Tutors, nominated by Deans/Heads of School, operating within the general entry requirements for the award specified by the University and any specific course based requirements.
- E1.3 The University will not admit applicants unless there is a reasonable expectation that the applicant can fulfil the learning outcomes of the course and reach the required standard for the award.
- E1.4 The admission of students with disabilities and/or learning difficulties is based on the academic judgement that the student can, with reasonable adjustments by the University, be reasonably expected to fulfil the learning outcomes of the course to achieve the award.
- E1.5 The admission of individual applicants is at the discretion of the University having regard to the safety and welfare of the University community and the general principles above.

### **E1.6 Misrepresentation in the application process**

- E1.6.1 Offers to applicants whom the University believes have wilfully or negligently misrepresented information in their application may be withdrawn and the applicant's contract with, and membership of, the University may be terminated. In the case of UCAS applicants, the Head of Admissions will inform UCAS of the findings. The applicant will be entitled to bring a complaint as detailed in the Admissions Policy and Applicant Complaints Procedure where he/she believes the decision is unreasonable.
- E1.6.2 Where the University believes that a student has wilfully or negligently misrepresented information in their application, a nominee of the Vice-Chancellor may terminate the University's contract with the student and membership of the University will cease. The student will be given an opportunity to make representations to the Head of Admissions (or nominee) before such a decision is taken.

### **E2 General Entry Requirements**

- E2.1 The University's general minimum entry requirement is specified in terms of the standard current qualification operating in England and Wales (see B3.12). Equivalent learning from other study or experience will also meet this requirement.
- E2.2 In addition to the general entry requirement, individual courses may specify particular subjects of study, areas of learning or experience or levels of performance in relation to admission. Course specific requirements are determined by the Dean/Head of School and approved at Course Approval.
- E2.3 All students must have sufficient competency in English language to study successfully for the proposed award. Competency may be demonstrated by qualification, accreditation of prior learning or separate University test.
- E2.4 **General entry requirement for admission to undergraduate courses**
  - E2.4.1 The minimum level of attainment required for entry to the start of standard courses leading to awards at first degree level is expressed in terms of UCAS Tariff Points. Qualifications and/or experience at an equivalent level are welcomed and will be equally considered. See B3.12.

E2.4.2 The University will not normally make unconditional offers to candidates after only one year of post-16 study.

E2.4.3 Students applying for undergraduate courses must have a minimum proficiency in English equivalent to IELTS 6\* before being offered a place.

\*Note: where the medium of instruction and assessment of a student's previous study was English then they may be deemed to have demonstrated English competency at the levels specified above without a separate test. The University reserves the right, however, to request evidence of proficiency through testing.

### **E2.5 Overseas Collaborative Provision: entry and exit requirements.**

E2.5.1 For undergraduate overseas collaborative programmes which include a structured language programme and related study skills support, an IELTS level equivalent to 4.5 is the minimum entry requirement to level 4 of the collaborative programme. Students must achieve a minimum IELTS score of 6.0, or equivalent, before progressing to level 6 of their course and/or transferring to UCLan.

### **E2.6 Minimum entry requirement for admission to taught postgraduate courses**

E2.6.1 For details of the minimum requirements, see B3.12. Equivalent learning from other study or experience will also serve to meet this requirement.

E2.6.2 Students applying for postgraduate programmes must have a minimum level of proficiency equal to IELTS 6.5\* or equivalent.

### **E3 The admission of students with criminal convictions**

E3.1 For some courses (especially those involving contact with children or vulnerable adults) applicants must declare any criminal conviction (spent and/or unspent) and a check through the Disclosure and Barring Service (DBS) may be additionally required for admission. In such cases the Dean/Head of School is responsible for ensuring that procedures are in place for the consideration of convictions in line with University and/or professional body requirements and for notifying applicants of the outcome.

### **E4 Admission with credit (including Accreditation of Prior Learning)**

E4.1 The University operates procedures to formally recognise prior learning gained elsewhere both for admission to a course and, where appropriate, for admission with credit (the award of credit which can be counted towards the requirements for an identified University award).

E4.2 Credit for non-University learning towards the requirements for a University award may be gained through articulation agreements, tariff arrangements or the accreditation of prior learning (APL). A student can make an application to apply credit from prior learning to a University course through the Admissions Office when applying for that course.

E4.3 Articulation agreements are a form of transfer agreement whereby a specific course delivered in a specific institution elsewhere has been mapped against and is recognised as giving advanced standing onto a named University course.

E4.4 Tariff arrangements are a form of credit recognition where the prior learning is such that it is frequently presented for recognition by a number of applicants to a specific course. This is approved and recorded within a programme specification and avoids the need for individual students to apply for accreditation of prior learning.

E4.5 APL is the identification and formal acknowledgement of an individual student's prior learning in order to gain credit towards a specified University award. It may be certificated (from another institution/awarding body) or experiential (drawn from life/work experience).

E4.5.1 The types of credit awarded for APL are:

**Specific Module Credit:** where credit is awarded for prior learning which matches the learning outcomes of identified UCLan validated modules.

**Elective Credit:** where the Programme Specification identifies free choice elective module(s), and it is established that the prior learning can be mapped to the required volume and academic level.

**Course or Subject Credit:** where credit is awarded for prior learning which lies within a particular course or subject discipline and permits the achievement of the relevant course learning outcomes, but does not necessarily match the content of any specific modules as set out in the Programme Specification.

E4.5.2 APL is determined in relation to a specific course. Where a student changes course, the Course Leader must review the appropriateness of the original APL claim to the new course. This may result in the need for a new application by the student.

E4.6 Qualifications which are at the level of the University's general requirements for admission to a course cannot be used to claim admission with credit, with the exception of students who meet the specific requirements for exemptions under Evaluation Committee for Private Universities (ECPU) regulations that apply to courses offered at UCLan Cyprus.

E4.7 The smallest amount of learning which can contribute to any award is a module, irrespective of the credit value.

E4.8 Undergraduate study which has already contributed to credit for an undergraduate award may not be counted towards postgraduate awards.

E4.9 With the exception noted in E4.10 and E4.11 below, the maximum credit for prior learning towards both undergraduate and postgraduate awards is two thirds of the total credit requirement for the award. In the case of a 480 credit undergraduate award (eg integrated masters) the maximum credit for prior learning is 360 credits.

E4.10 In line with ECPU regulations for courses operating at UCLan Cyprus, the maximum credit for prior learning towards the 480 credit undergraduate award is 240 credits (half) and for the postgraduate awards, 60 credits (one third).

E4.11 Applicants wishing to use a previously awarded higher level or equivalent level qualification towards either undergraduate or postgraduate awards may not be credited with more than one third of the total module requirement for that award. This regulation applies equally to UCLan transfer credit and to credit accumulated outside the University.

E4.12 Credit for prior learning is not available in relation to entry to the final year of Honours degrees, including Top-up degrees. Exceptions up to a maximum of 20 credits will only be considered in the case of recognised awards within a national/regional framework, for example meeting requirements set by the Nursing and Midwifery Council, and may not apply to the dissertation/honours project module.

E4.13 Prior learning from outside the University will not be graded.

## **F: Student Registration for Awards**

### **F1 Registration**

- F1.1 All students are required to register for a valid award of the University or otherwise register as one of the following:
1. an Exchange student
  2. a student undertaking bridging modules
  3. a student undertaking modules on a defined learning framework (eg Nursing)
  4. an Associate student.
- F1.2 It is a student's responsibility through the enrolment process to register for the course and award to which they have been admitted and for a valid programme of modules according to the administrative procedures and deadlines which pertain at the time.
- F1.3 Students may not simultaneously register for more than one full-time award
- F1.4 A student may not register for more modules than is required to achieve the target award.
- F1.5 An individual module cannot be simultaneously registered by a student for two or more awards.

## **G: Assessment**

### **G1 Principles of Assessment**

- G1.1 The purpose of assessment is to provide the opportunity for students to demonstrate that they have fulfilled the learning outcomes of the course and achieved the standard required for the award they seek.
- G1.2 Assessment must reflect individual student achievement and relate it to a standard for each award which is recognised and maintained across Universities and other higher education institutions in the United Kingdom.

### **G2 Module Assessment and Feedback on Assessed Work**

- G2.1 All modules will be assessed. Students are expected to attempt all required assessments for each module for which they are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for students with a disability, or extenuating circumstances allowing deferral have been granted.
- G2.2 Each module will specify an assessment strategy by which students can demonstrate the achievement of the learning outcomes for that module.
- G2.3 The maximum number of summative assessment elements in each 20 credit module is not normally more than 2. All modules may be passed on aggregate. Professional body requirements may require that all elements must be passed.
- G2.4 With the exception of courses delivered by Distance Learning\*, generic feedback on all summative elements of assessment which contribute to a module, will be made available to students within 15 working days (3 weeks) of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 working days following the publication of results.

\* Feedback on assessment for courses delivered by Distance Learning will be made available within 20 working days.

- G2.5 For all assessments, students will be provided with individual feedback.
- G2.6 Feedback may be provided in oral, written, audio or digital format as appropriate.

### **G3 Late Submissions**

- G3.1 The University requires students to adhere to submission deadlines for any form of assessment. A penalty will be applied in relation to unauthorised late submission of work.
- G3.2 Extensions may be granted for up to 10 working days and will be confirmed to the student in writing. The request should be made in writing by the student to the appropriate Campus Administrative Service (CAS) Hub, clearly stating the reason for the extension and detailing the module and assessment where an extension is requested. Students who submit work after an authorised extended deadline date will be awarded a mark of 0% for that element of assessment. Section 3 of the Assessment Handbook provides further information.
- G3.3 The University operates a universal penalty scale for unauthorised late submission of any form of assessed work. Students who submit work within 5 working days after the published submission date without an authorised extension will be awarded the minimum pass mark (see H3) for that element of assessment. All work submitted later than 5 days after the published submission date without an authorised extension will be awarded a mark of 0% for that element of assessment.

G3.4 Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

G3.5 Where the nature of the circumstances is such that the extension is required for more than 10 working days, students may submit a case for consideration in accordance with the procedure for Extenuating Circumstances.

#### **G4 Examination Arrangements**

G4.1 An examination is defined as a formal, timed assessment of any duration which is subject to continuous invigilation.

G4.2 The University operates Examination Procedures in relation to the behaviour of examination students (see section 5.1 of the Assessment Handbook).

#### **G5 Students with Disabilities and/or Learning Difficulties**

G5.1 Reasonable adjustments to assessment processes for students with disabilities and/or learning difficulties will be made providing the requirement has been established by an assessment of need undertaken by Disability Services.

#### **G6 Assessment Practice**

G6.1 The University is committed to the principle of maintaining academic standards through the processes of verification and moderation.

G6.2 Comments made by the first marker on the student's work or performance must be available to the moderator for all assessments other than projects/dissertations.

G6.3 The University requires all summative assessments to be anonymised where possible.

G6.4 All postgraduate and final year undergraduate projects/dissertations must be clean double marked (see section 2.3 in the Assessment Handbook) except where this is precluded because of the method of presentation for students with a disability or learning difficulty.

G6.5 Oral presentations or examinations which contribute more than 25% of the overall module mark require at least two members of academic staff to witness the presentation and to agree the mark awarded.

#### **G7 Unfair Means to Enhance Performance**

G7.1 The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence.

G7.2 Unfair means includes all forms of cheating, plagiarism, collusion and re-presentation as defined in the Assessment Handbook.

G7.3 All instances or allegations of the use of unfair means will be investigated in line with the procedure set out in the Assessment Handbook. If the allegation is found to be proven the Dean/Head of School acting on behalf of the Assessment Board will implement the appropriate academic penalty in the module and report it to the Assessment Board.

In the event of a single offence of unfair means in an undergraduate or postgraduate assessment, the appropriate penalty will be 0% for that element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected elements of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course, the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude the student being permitted to retake the module in a subsequent year.

- G7.4 An Assessment Board will not come to a decision on a student's result where an instance or allegation of the use of unfair means has not been resolved.
- G7.5 Where evidence of unfair means becomes available subsequent to the recommendation of the Assessment Board, the matter will be re-opened at a subsequent meeting of the Board and the original recommendation may be set aside if appropriate.
- G7.6 Any appeal against the decision of the Dean/Head of School will be heard under Stage 1 of the Procedure for Appeals against Assessment Board decisions, as set out in section 7 of the Assessment Handbook. An appeal will only be valid if it is based on the following grounds:
- i that the original decision was not conducted fairly and/or in accordance with the published procedure;
  - ii that the original decision was unreasonable in all the circumstances.

## **G8 Composition and Responsibilities of Assessment Boards**

- G8.1 Examiners/assessors are required to declare any close personal or business relationship with a student which could reasonably question the impartiality of the examining/assessment process. The Chair of the Assessment Board will determine the most appropriate action in such cases.

### **G8.2 Module Assessment Boards**

- G8.2.1 Each School will operate Module Assessment Boards for all modules assigned to that School. Membership will comprise the Dean/Head of School or nominee (Chair) and academic staff, including those from partner institutions, associated with the delivery of the modules. External examiners will act as specialist advisers to the Board.
- G8.2.2 The quorum for Module Assessment Boards shall be the attendance of the Dean/Head of School or nominee (Chair) and an internal examiner able to report fully on all results for each module considered by the Board.
- G8.2.3 Where a module runs solely at a Partner Institution, the University may delegate to the Partner Institution the operation of the Module Assessment Board.
- G8.2.4 It is the responsibility of the Module Assessment Board to determine the mark/grade achieved by each student in individual modules and to make recommendations to the appropriate Course Board in relation to reassessment and compensation. In relation to modules assessed at the end of semester 1, the Module Board will determine when reassessment is required.
- G8.2.5 Marks/grades determined by Module Assessment Boards shall not be subject to revision by other Boards.

### **G8.3 Course Assessment Boards**

- G8.3.1 Each School will operate a Course Assessment board for each Course for which the School is responsible. Membership will comprise the Dean/Head of School (Chair), Course Leader, external examiner(s) and any academic staff who teach on the course including placement tutors.

- G8.3.2 The Chair of the Course Assessment Board must have undertaken the required training and be on the University's 'List of Approved Chairs'.
- G8.3.3 The quorum for the Course Assessment Board shall be the attendance of the Dean/Head of School or nominee (Chair), Course Leaders as appropriate for each course under consideration within the school and the External Examiner(s) where appropriate. In exceptional circumstances, the Dean/Head of School may nominate an appropriate deputy for a Course Leader who is unavoidably absent.
- G8.3.4 Where a course runs solely at a Partner Institution, the University may delegate to the Partner Institution the operation of the Course Assessment Board.
- G8.3.5 If in exceptional circumstances no External Examiner(s) is able to be present at the end of year Course Assessment Board, the External Examiner(s) will be required to confirm the recommendations of the Course Assessment Board and communicate his/her views by written correspondence to the Chair of the Course Assessment Board.
- G8.3.6 It is the responsibility of the Course and School Assessment Boards to determine, based on the overall student profile any applicable compensation and reassessments and to determine results for each student in relation to their progression or award.
- G8.3.7 Results determined by Course/School Assessment Boards shall not be subject to revision by other Boards.

## **G9 Extenuating Circumstances**

- G9.1 The University operates standard procedures for the submission of extenuating circumstances. (See section 4 of the Assessment Handbook).
- G9.2 In determining assessment recommendations, Assessment Boards will take into account approved claims from students for extenuating circumstances.
- G9.3 A disability or learning difficulty does not constitute an extenuating circumstance.
- G9.4 Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances.
- G9.5 Where performance or incomplete assessment in a module is due to extenuating circumstances, the Module Board may recommend to the Course Assessment Board that the student should be assessed at the next opportunity as if for the first time (or first reassessment if the poor performance relates to a second sit), or may agree a module mark if sufficient evidence is available for the determination of such a mark.
- G9.6 Extenuating circumstances will be taken into consideration by a Course Assessment Board as appropriate in the determination of the application of compensation provisions, opportunity for re-assessment and in overall progression/award classification decisions as further set out in section 4 of the Assessment Handbook.

A Course Assessment Board, using its academic judgement, may take account of extenuating circumstances where the student's overall performance is borderline, provided that there is good reason to believe that the student's performance has been compromised by extenuating circumstances to an extent which has not been fully reflected in adjustments made to assessment at the module level (such as deadline extensions and variations in assessment method).

- G9.7 Where poor performance or non-completion arising from extenuating circumstances is associated with a placement module the Course Assessment Board may, at its discretion and taking account of the extent to which the learning outcomes of the module have been met, either (i) deem the placement completed satisfactorily, (ii) specify arrangements for completion or (iii) require a repeat of the placement.
- G9.8 In exceptional circumstances, where the performance of a group of students has been adversely affected by external factors outside the University's control, reference should be made to the policy on Extraordinary Circumstances Governing the Assessment Process.
- G9.9 Where the original assessment cannot be replicated, the Assessment Board may permit a variation in the deferred assessment pattern provided that this is appropriate to demonstrate the achievement of the required learning outcomes.

## G10 Compensation

- G10.1 Compensation describes the process by which a student who fails to satisfy some element of assessment is nevertheless recommended for progression/award on the grounds that the failure is marginal or is offset by good performance in other components of his/her study programme.
- G10.2 A Course Assessment Board may, at its discretion, compensate failure in a module where, in its considered academic judgement, the compensation is fair and reasonable in relation to the learning outcomes of the course and the standard of the student's performance as a whole.

Compensation must not be applied where the module mark falls below the threshold mark of 30% for undergraduate modules (Levels 3, 4, 5 and 6) or 45% for modules at Level 7 or above and modules utilised solely on the undergraduate professional programmes in Medicine and Dentistry (BDS, MBBS). A higher threshold may be set where there are sound academic reasons such as professional body requirements.

- G10.3 The number of standard modules (each carrying 20 credits) which can be compensated within an award is limited according to the maxima shown in the following table. Course regulations may specify less than the maximum where this is appropriate or where professional body requirements so dictate.

Type of Award	Maximum (credits shown in brackets)				
	Level 3	Level 4	Level 5	Level 6	Level 7
1. Stage 0	1 (20)				
2. Certificate of Achievement	Not applicable				
3. Certificate		0			
4. Advanced Certificate		0			
5. Diploma					
6. Higher National Certificate and Higher Certificate		2 (40)			
7. Higher National Diploma		2 (40)	1 (20)		
8. Cert HE/Foundation Certificate		2 (40)			
9. Dip HE		2 (40)	1 (20)		
10. Foundation Degree		2 (40)	1 (20)		
11. Degree and Advanced Diploma		2 (40)	1 (20)	1 (20)	
12. Honours Degree		2 (40)	1 (20)	1 (20)	
13. Top-Up Degree (Hons) and Senior Status LLB				1 (20)	
14. Honours Degree for overseas provision with 4 years study cycle		2 (40)	1 (20)	1 (20)	
15. Honours Degree for Cyprus Campus provision with 4 years study cycle		Yr 1 2 (40)	1 (20)	1 (20)	

		Yr 2 2 (40)			
<b>Type of Award</b>	<b>Maximum (credits shown in brackets)</b>				
16. Integrated Masters		2 (40)	1 (20)	1 (20)	1 (20)
17. Graduate/Postgraduate Diploma					1 (20)
18. Graduate/Postgraduate Certificate					Not applicable
19. Taught /Professional Masters Degree					1 (20) taught module
20. Professional Awards in the fields of Medicine					1 (20) taught module Stage 1
21. Professional Doctorate					1 (20) module at Stage 1

G10.4 Where a Course Assessment Board applies compensation to a module the original mark or grade shall not be altered and that original mark will be used in any award classification.

G10.5 Performance in core modules cannot be compensated.

### G11 Module Reassessment

G11.1 The decision to offer reassessment lies with the Course/School Assessment Board taking account of the recommendations from Module Boards and the student's overall profile. For modules which are assessed at the end of the first semester, the decision to offer reassessment lies with the Module Board.

G11.2 Where a student has failed a component and is required to be reassessed in that component, the maximum mark which may be awarded for any reassessed component will be the minimum pass mark (i.e. 40 for Level 3, 4, 5 and 6 modules and 50 for Level 7 modules, and all modules with registerable qualifications. This mark will contribute to the overall aggregate mark for the module.

G11.3 Where the module does not require the student to pass each component of assessment but the module is failed on aggregate, if following re-assessment the capping of the component mark (application of G11.2) prevents the student from passing the module, the module mark will be capped rather than the component mark.

G11.4 A module, or a component within it, may be reassessed only once.

G11.5 In-module reassessment is permitted and if marked numerically is subject to the requirements of G11.2 and G11.4 (i.e. that the assessment is capped and a further attempt is treated as the reassessment opportunity). In-module skills tests which are graded pass/fail are not subject to G11.2 and G11.4.

G11.6 If upon reassessment the original mark and the reassessed mark are both under the minimum pass mark, the higher of the two marks will be used in any subsequent averaging calculation.

### G12 Module Attempts

G12.1 The definition of 'attempt' is a student's first 'sit' and any 'resit' (of any component of assessment) within a module.

A retake of the same or an alternative module in a subsequent year or semester is considered to be a separate second attempt.

The following are not considered to be 'separate attempts'

1. where a student is reassessed for a module;
2. re-enrolment for the module in a subsequent semester where a module grade is 'deferred'.
3. Where, because of extenuating circumstances, a student is permitted to repeat a year, all module results from the original year will be invalidated and such modules will not count towards the total number of attempts.

G12.2 Except in the case of Certificate and Advanced Certificate Awards, or where Pearson regulations apply, there shall be a limit to the number of module attempts permitted within each award.

G12.3 The number of modules (i.e. multiples of 20 credits) which may be attempted within certain awards is stipulated as follows:

Award	Minimum Module Requirement (credits in brackets)	Permitted Additional Module Attempts as defined in G12 above (credits in brackets)
Certificate	1 (20)	Not applicable
Advanced Certificate	2 (40)	Not applicable
Certificate of Higher Education	6 (120)	6 (120)
Diploma of Higher Education	12 (240)	6 (120)
Foundation Certificate	6 (120)	6 (120)
Foundation Degree	12 (240)	6 (120)
Higher National Diploma	12 (240)	Not applicable
Higher National Certificate	8 (160)	Not applicable
Diploma	5 (100)	5 (100)
Graduate Certificate	3 (60)	2 (40)
Graduate Diploma	6 (120)	6 (120)
Postgraduate Certificate	3 (60)	2 (40)
Degree and Advanced Diploma	16 (320)	6 (120) at Stage 1* 6 (120) at Stage 2
Honours Degree	18 (360)	6 (120) at Stage 1* 6 (120) at Stage 2
Honours Degree – direct entrant to Year 3	6 (120)	6 (120)
Honours Degree for Cyprus Campus provision with 4 years study cycle	24	6 (120) at Year 1* 6 (120) at Year 2 6 (120) at Years 3 and 4
Top-up Degree (Honours)	6 (120)	6 (120)
Integrated Masters	24 (480)	6 (120) at Stage 1* 6 (120) at Stage 2 6 (120) at Stage 3
Postgraduate Diploma	6 (120)	6 (120)
(Taught and Professional) Masters Degree	9 (180)	6 (120)
Professional Doctorate	27 (540)	6 (120)

\* Additional module attempts at Year 1 of the same full time programme shall be permitted only exceptionally, where the Board is satisfied that the student would benefit from a further attempt, and that he/she has a reasonable prospect of success notwithstanding his/her previous performance.

G12.4 In order to retake a failed module or to attempt an equivalent module to a failed module, a Course Assessment Board may allow a full time student to register for one additional module in the following year (exceeding by one the normal maximum of six modules).

- G12.5 Retaken modules must be studied and completed in full. Any passed elements from the previous attempt cannot be carried over.
- G12.6 Marks for retaken modules will be capped at the minimum pass mark.
- G12.7 At the discretion of the Course/School Assessment Board and subject to any specific course requirements a student may be allowed to nominate an alternative module as the retaken module. The alternative module will be capped at the minimum pass mark.
- G12.8 No student is permitted to retake a module that has been passed, subject to the following exceptions:
- i. where a student, because of extenuating circumstances, is permitted to repeat a year in full, all module grades in that year will be invalidated and passed modules may be newly attempted;
  - ii. where a student, because of extenuating circumstances, is permitted to retake an assessment as a result of an appeal, the student will be able to rely on the higher of the original and the reattempted mark;
  - iii. where a student cannot retake modules on a part-time basis because of documented circumstances beyond their control (e.g. international bursary or registration conditions), that student may exceptionally be permitted to retake one or more modules which have been passed, in order to constitute a full-time year. However, the marks awarded for those modules at the original attempt will stand.
- G12.9 Approval of additional module attempts on all programmes shall be at the discretion of the appropriate Course/School Assessment Board, which will not withhold such approval unless, in its academic judgement, the student lacks any reasonable prospect of success in subsequent attempts. In the latter case, the student will be obliged to withdraw from the programme, and any future re-admission will be at the discretion of the relevant Dean/Head of School.

### **G13 Exclusion from a course during an academic session for academic reasons**

- G13.1 Where it becomes clear that a student will not meet the academic or other course specific progression requirements, or if the student has not attended the course without authorisation from the Dean/Head of his/her School, the Chair of the appropriate Course/School Assessment Board may require a student to interrupt or withdraw from their study during the academic session.
- G13.2 In the first instance the student will be contacted in writing by Chair of the appropriate Course/School Assessment Board to notify them of the reasons such a step has been proposed and to invite them to a meeting with the Dean/Head of the relevant School. At such a meeting the student's circumstances will be fully considered and any appropriate actions will be discussed. Any decisions made in the meeting, or further requirements or adjustments to future study that are agreed, will be provided to the student in writing within 14 days.
- G13.3 Should the student not attend the meeting, or should the student not meet the requirements agreed in the meeting, the Chair of the appropriate Course/School Assessment Board may write to the student to inform them that they have been withdrawn from their course. In such cases the student will have the same rights as apply under the Academic Appeals procedure (see section I).
- G13.4 Students on professionally regulated courses which lead directly to or which satisfy the conditions of a professional qualification, or which confer a direct licence to practise, are also subject to the University's Fitness to Practise Procedure.

## H: Course Awards and Results

### H1 Principles

- H1.1 Awards are recommended by Course Assessment Boards acting with delegated authority from the Academic Board.
- H1.2 Course Assessment Boards will make recommendations for awards through the application of the academic and relevant course regulations using academic judgement to operate discretion within the limits defined in these Regulations.

### H2 Marking and Grading

- H2.1 The University uses a grade band marking scale as detailed in the Assessment Handbook Section 2.1.7. This marking scale contains a fixed number of percentage points in each class band which is assigned by a marker for a piece of assessed work.
- H2.2 For modules at Levels 3, 4, 5 and 6, the term pass refers to a mark  $\geq 40$ . Ungraded credit is a pass. Compensated modules are treated as passes for the purposes of determining that the module requirement has been met. For modules at Level 7 and above, the term pass refers to a mark  $\geq 50$ .

Modules utilised solely on the undergraduate professional programmes in Medicine and Dentistry (BDS, MBBS) have a pass mark of 50.

- H2.3 In addition to grading bands, the University uses a system of grades and codes to denote study performance.

Description	Grade
Distinction in placement	D
Merit in placement	M
Pass	P
Satisfactory	S
Unsatisfactory	U
Fail (where aggregate module mark is at or above the minimum pass mark but a core element is failed)	F
Decision deferred	I
Decision deferred at reassessment	IR
Description	Grade
Not graded	NG
Associate/Exchange student: not assessed	Z
Description	Grade Qualifier
Compensated failed module	C
Fail: reassessment recommended	R
Fail: reassessment not taken up	X
Fail: retake module	K

### H3 Recommendation for Award

- H3.1 Students are assessed for the registered award on completion of the appropriate module minima.
- H3.2 To be recommended for an award a student must have:
1. achieved passes in the module requirement specified for the award;
  2. passed any additional requirements specified by a Course associated with the award including core modules, defined combinations of modules and placements;

H3.3 Compensated modules are treated as passes for the purposes of determining that the module requirement has been met.

#### **H4 Classification of Awards**

H4.1 The classification of awards is based on the Average Percentage Mark (APM) - a calculation derived from the marks achieved in specified modules. Classifications are subject to other conditions as detailed below.

H4.2 The APM for the Honours Degree/Degree without Honours/Advanced Diploma is a weighted average which recognises higher level study through the ratio 3:7 for Level 5: Level 6.

H4.3 The APM for all other awards is a weighted average which recognises higher level study through the ratio 1:2:3:4 for Level 4: Level 5: Level 6: Level 7.

H4.4 A minimum APM of X9.5 will be rounded up to the next classification for all awards.

#### **H4.5 Honours Degree**

The classification of awards for **Honours Degrees** will be based on the highest classification outcome from one of the following:

- 1 The APM based on a weighted average of all Level 5 and Level 6 modules.
- 2 The APM based on six Level 6 modules only or where there are only five Level 6 modules specified for the programme a weighted average of five Level 6 and one Level 5 module (the Level 5 module with the highest mark).
- 3 At the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:
  - i a minimum of 3 modules (60 credits) at Level 6 are in the classification band.and
  - ii the highest APM is no lower than 2 percentage points below that required for the classification

In operating discretion for profiling, Course Assessment Boards will use academic judgement and may refer to performance in core modules, the placement component, the dissertation/project or other factors.

For **Honours Degrees** the following scale will be used to determine the award classification:

APM:

70 - 100%	First Class Honours
60 - 69%	Upper Second Class Honours
50 - 59%	Lower Second Class Honours
40 - 49%	Third Class Honours

#### H4.6 Degree without Honours/Advanced Diploma

The classification of awards for the **Degree without Honours/Advanced Diploma** will be based on an APM derived from a weighted average of all Level 5 and Level 6 modules.

For the **Degree without Honours/Advanced Diploma** the following classifications are available:

APM:

70 - 100%	Distinction
60 - 69%	Merit

#### H4.7 Integrated Masters Degree/Bachelor in Medicine and Bachelor of Surgery/Bachelor of Dental Surgery

The classification of awards will be based on the highest classification outcome from one of the following:

- 1 The APM based on a weighted average of 12 modules at Stage 3.
- 2 The APM based on a weighted average of 18 modules at Stage 2/3

For **Integrated Masters Degrees** the following scale will be used to determine the award classification:

APM:

70 - 100%	First Class Honours
60 - 69%	Upper Second Class Honours
50 - 59%	Lower Second Class Honours
40 - 49%	Third Class Honours

For the **Bachelor of Dental Surgery (BDS) and Bachelor of Medicine and Bachelor of Surgery (MB BS)** an APM of 70% or above may be recognised by the award of BDS with Honours or the award of MB BS with Honours.

#### H4.8 Taught/Professional Masters Degree

The classification of awards for **Taught/Professional Masters Degree** will be based on an APM derived from all Level 7 modules. Any Level 6 modules must be passed but will be excluded from the calculation of the APM.

For **Taught/Professional Masters Degree** awards the following scale will be used to determine the classification:

APM	Award
70% or above	Distinction
60% or above	Merit

#### H4.9 Postgraduate Diploma/Certificate

The classification of awards for the **Postgraduate Diploma/Certificate** will be based on an APM derived from all Level 7 modules. Any Level 6 modules must be passed but will be excluded from the calculation of the APM.

For **Postgraduate Diploma/Certificate** awards the following scale will be used to determine the award classification:

APM:

70 - 100%	Distinction
60 - 69%	Merit

#### H4.10 **Other Classified Awards**

The APM for other classified awards as listed below is based on a calculation derived from the marks achieved in all specified modules for the award:

Advanced Certificate  
Certificate  
Certificate of Higher Education  
Diploma of Higher Education  
Higher National Certificate  
Higher National Diploma  
Foundation Certificate  
Foundation Degree  
Graduate Certificate  
Graduate Diploma

The following scale will be used to determine the classification:

APM:

70 - 100%	Distinction
60 - 69%	Merit

H4.11 Exceptionally where a programme specifies more than the standard module minima for an award, the additional modules are included in the counting modules for the APM.

H4.12 Sandwich placements may be endorsed as merit/distinction. See C5.1

#### **H5 Alternative Awards**

H5.1 **Alternative Awards:** Course/School Assessment Boards may recommend an approved alternatively named award to a student who has failed the registered award, provided the minimum requirements for the alternative award have been achieved. Such awards are commonly approved for courses containing elements of professional practice.

#### **H6 Exit Awards**

H6.1 Course/School Assessment Boards may recommend an exit award to a student who has failed the registered award or who leaves at an interim progression point provided the minimum requirements for the exit award have been achieved.

H6.2 Exit awards will only be recommended where a student's study for their registered award has been completed or terminated.

H6.3 A student who leaves his/her course and who has not been recommended for an exit award, may apply to the Chair of the Course Assessment Board to be considered for an award at the next meeting of the Board.

In calculating the APM for Exit Awards:

1. the number of counting modules used in the calculation of the APM is as specified for the exit award concerned;
2. fail grades do not contribute to the APM calculation;
3. a student must have achieved an APM  $\geq$  the pass mark for the level of the award, derived from the counting modules in the calculation;
4. modules are included in the chronological order in which they were completed. Surplus modules are disregarded from the calculation.
5. any grades awarded as part of a final target award which has then been used as an entry qualification to either a one year Top-up Degree or Direct Entry will not be included in the APM calculation for Honours Award.

#### H6.4 Table of exit awards

Registered Award	Exit award/s	Minimum module requirement for Exit Award (Credits shown in brackets)	Level
Advanced Certificate	Certificate	1 (20)	
Diploma of Higher Education	Certificate of Higher Education	6 (120)	at Level 4 or above
Foundation Degree	Foundation Certificate	6 (120)	at Level 4 or above
Graduate Diploma	Graduate Certificate	3 (60)	at Level 5 or above with minimum of 2 at Level 6 or above.
Degree	Diploma of Higher Education	12 (240)	at Level 4 or above with minimum of 5 at Level 5 or above.
	Certificate of Higher Education	6 (120)	at Level 4 or above
Honours Degree (360 credits)	Degree	16 (320)	At Level 4 or above with minimum of 9 at Level 5 or above and a minimum of 3 at Level 6 or above.
	Diploma of Higher Education	12 (240)	at Level 4 or above with minimum of 5 at Level 5 or above.
	Certificate of Higher Education	6 (120)	at Level 4 or above
Honours Degree (480 credits) for Cyprus Campus	Degree	16 (320)	At Level 4 or above with minimum of 9 at Level 5 or above and a minimum of 3 at Level 6 or above.
	Diploma of Higher Education	12 (240)	at Level 4 or above with minimum of 5 at Level 5 or above.
	Certificate of Higher Education	12 (240)	at Level 4 or above
	Certificate of Achievement	6 (120)	at Level 4 or above
Senior Status LLB	Degree	10 (200)	
Honours Degree – direct entrant to Year 3*	Degree	4 (80)	
Top-up Degree (Honours)*	Degree	4 (80)	
Integrated Masters	Honours Degree	18 (360)	at Level 4 or above with a minimum of 11 at Level 5 or above and a minimum of 5 at Level 6 or above.
	Degree	16 (320)	At Level 4 or above with minimum of 9 at Level 5 or above and a minimum of 3 at Level 6 or above.
	Diploma of Higher Education	12 (240)	at Level 4 or above with minimum of 5 at Level 5 or above.
	Certificate of Higher Education	6 (120)	at Level 4 or above

<b>Registered Award</b>	<b>Exit award/s</b>	<b>Minimum module requirement for Exit Award (Credits shown in brackets)</b>	<b>Level</b>
Postgraduate Diploma	Postgraduate Certificate	3 (60)	at Level 6 or above with a minimum of 2 at Level 7 or above.
(Taught) Masters Degree/Professional Masters	Postgraduate Diploma	6 (120)	at Level 6 or above with a minimum of 5 at Level 7 or above
	Postgraduate Certificate	3 (60)	at Level 6 or above with a minimum of 2 at Level 7 or above.
Professional Doctorate	Masters/Professional Masters	9(180)	at level 7 or above
	Postgraduate Diploma	6 (120)	at level 7 or above
	Postgraduate Certificate	3 (60)	at level 7 or above

\* Students are required to attempt 6 (120) modules and may only be awarded a degree following failure in one or two modules.

## **I: Appeals against Assessment Board Decisions**

### **I1 Principles**

- I1.1 An appeal cannot be made against the academic judgement of the examiner(s), properly exercised. Appeals on this basis will be ruled invalid.
- I1.2 Details of the rules and procedures for Appeals can be found in the Assessment Handbook.

### **I2 Grounds for Appeal against Assessment Board decisions**

- I2.1 A request for an appeal against an Assessment Board decision (other than a decision relating to unfair means – see below) shall be valid only if it is based on one or more of the following grounds:
  - 1. that an Assessment Board has given insufficient weight to extenuating circumstances;
  - 2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
  - 3. that there has been a material administrative error at a stage of the process, or that some material irregularities have occurred;
  - 4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above).

Where a student is seeking to appeal a decision of the Assessment Board relating to unfair means, the appeal will only be valid if it is based on the following grounds:

- 1. that the original hearing was not conducted fairly and/or in accordance with the published procedure;
- 2. that the original decision was unreasonable in all the circumstances.

The full procedure is set out at section 7 in the Assessment Handbook.

## **J: External Examiners**

### **J1 Principles**

- J1.1 The external examining process is fundamental to ensuring that the University's standards of awards are comparable with those across the HE sector in the United Kingdom.
- J1.2 Every award bearing course will have an External Examiner appointed to it.

### **J2 Appointment of External Examiners**

- J2.1 External examiners are appointed by the University (subject to any required approval from external validating bodies) using criteria and procedures agreed by the Academic Board.
- J2.2 The University reserves the right to terminate appointments where the role is not fully or properly discharged.
- J2.3 The standard appointment period is 4 years.

## **K: Extraordinary Circumstances Governing the Assessment Process**

### **K1. Principles**

- K1.1 The guiding principle of the University's response to extraordinary circumstances will be to maintain the academic standards of its programmes, the credibility of its awards and its own reputation. Subject to the maintenance of this principle, and to professional body requirements, every reasonable step will be taken to expedite the determination of awards and the progression of students.
- K1.2 Extraordinary circumstances may be caused by external factors beyond the control of the University, which interfere with normal assessment processes or procedures and create a risk that the determination of awards or the progression of students will be delayed, though the functioning of the University is not radically or lastingly affected. Episodes of industrial action, or disruptive natural events such as epidemics or flooding, are examples.

### **K2 Process**

- K2.1 There will be a formal declaration by the Vice-Chancellor of the beginning, anticipated duration (where this can be estimated) and end of any episode of 'extraordinary circumstances'.
- K2.2 The body responsible for approving special arrangements for the determination of awards and progression in the light of K1.1 above will be the Academic Board.
- K2.3 The decisions open to the Academic Board are:
- (i) to delay recommendations until full information is available;
  - (ii) to allow recommendations to be made on a basis of less than complete profiles of marks. These recommendations must be decisive but may be partial, e.g. the award of a qualification but with the award of merit/distinction delayed; progression to the next year/stage but with the possibility of one or more modules required to be reassessed or retaken.
- K2.4 Where the operation of the approved modes of assessment within a module or course has been disrupted by extraordinary circumstances, the Academic Board may authorise the use of modes of assessment different from those set out in approved course documentation, provided that
- (i) such alternative modes of assessment provide evidence sufficient for a judgement that specified learning outcomes have or have not been achieved; and
  - (ii) such alternative modes of assessment are approved by relevant External Examiners and professional bodies, where appropriate.