



ACADEMIC REGULATIONS

FOR

TAUGHT AWARDS

November 2010

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1. CONSTITUTIONAL FRAMEWORK

- 1.1 The University of Greenwich was granted power to award Degrees under Section 76 (2)(a) of the Further and Higher Education Act of 1992. The Privy Council, in exercise of powers conferred by Section 77 of the Act, consented to the adoption of the name University of Greenwich.

Mission Statement

The University of Greenwich nurtures excellence in learning and teaching, research, consultancy and advanced professional practice serving a range of international, national and regional communities.

- 1.2 In achieving this the institutional objectives are
- To continue to enhance the quality of learning and teaching, research, consultancy, and advanced professional practice.
 - To nurture excellence by ensuring student support that enhances the capabilities of students and assists them to fulfil their potential.
 - To offer programmes of study which explicitly link curriculum development and research activity
 - To attract and retain students and staff from a wide range of backgrounds and to enhance equal opportunities for all
 - To develop effective local, regional, national and international partnerships with other educational institutions, professional bodies, and public and private enterprises
 - To engage with local and regional communities, and to provide services which meet their needs and encourage participation in University activities
 - To redeploy financial resources and to diversify sources of funding to meet these objectives

The University will nurture excellence by improving the nature of the student experience, spreading and deepening excellence in research, consultancy, and advanced professional practice, and by investing in the development of its academic and support staff. The University intends to continue to play its part in meeting the Government's plans to widen participation and inclusion in Higher Education

Powers

- 1.3 The University of Greenwich shall have the following powers:
- a) to grant and confer Degrees, Diplomas, Certificates and other academic awards and distinctions on persons who shall have successfully pursued programmes of study or supervised research approved by the University and shall have passed such examinations or other assessments as may from time to time be required by the University
 - b) to determine the terms and conditions for the granting and conferment of such academic awards and distinctions
 - c) to grant and confer, subject to such conditions as the University shall from time to time determine, Honorary Degrees and distinctions to and on persons selected by the University
 - d) to approve, validate and review, on such conditions as the University may from time to time determine, programmes or supervised research pursued by candidates to qualify for the University's academic awards and distinctions
 - e) to accept in partial fulfillment of the study and assessment requirements for the awards of the University such periods of learning or experience and such assessments as may be recognised by the University and have been successfully completed and passed by students otherwise than on programmes approved under (a) and (d).
- 1.4 The University is licensed by **Edexcel** to offer and certificate BTEC Higher National Certificate and BTEC Higher National Diploma programmes and other awards.
- 1.5 The University has delegated authority from the **City and Guilds of London Institute** to grant and confer its Senior Awards, namely the Licentiate (at a level equivalent to NVQ 4), the Graduateship (at a level equivalent to a first degree) and the Membership (at a level equivalent to a Master's degree).
- 1.6 No religious, racial or political test shall be imposed on any person as a condition of receiving any Degree, Diploma, Certificate or other academic award or distinction from the University.

Responsibilities

- 1.7 The University of Greenwich shall have the following responsibilities in fulfilling its Mission and exercising its powers relating to the overall management of academic quality and standards:

- a) to ensure that its Degrees, Diplomas, Certificates and other academic awards and distinctions are consistent in standard and are comparable in standard with awards granted and conferred throughout higher education in the United Kingdom.
- b) to ensure that its programmes are of such high academic standard as required in (a) and that for each programme regard has been paid to:
- c) the curriculum and syllabus including arrangements for practical training and experience
 - i. the qualifications and experience of the lecturing staff
 - ii. the facilities available
 - iii. the standard required for admission
 - iv. the quality of teaching
 - v. the achievements of the students
 - vi. the arrangements for student assessment and for the appointment of external and internal examiners
 - vii. the arrangements for monitoring, sustaining and developing both the standard of student performance and of the quality of learning and teaching.
- d) to co-operate and collaborate with institutions, public bodies, industrial and commercial concerns, or professional bodies with a view to the achievement of the mission of the University.

Quality Assurance

- 1.8 In exercising the power to grant and confer academic awards, the University of Greenwich will be required to demonstrate that it has the capacity and resources to establish procedures for the initial validation, approval, regular monitoring, periodic review and modification of its courses and programmes. Its quality assurance system will adhere to the QAA Code of Practice, and it will be ready to demonstrate its capacity and effectiveness as a self-critical academic community, and the responsiveness to peer review of its processes and procedures for academic quality assurance. [See the University's **Academic Quality Assurance Handbook and the Guide to Quality Assurance** at www.gre.ac.uk/offices/leap/lqu for procedures and guidelines together.
- 1.9 The University will periodically examine its systems for developing and sustaining academic quality, including the standards actually achieved by students; its approaches to teaching and learning and to research and scholarly activity in support of the curricula. The institutional evaluation will aim to demonstrate:

- a. clear channels of accountability from subject and programme teams to the Academic Council
- b. executive and administrative structures which support the collective processes of academic policy-making and sustain academic leadership
- c. arrangements for staff and students to contribute in an informed way to the formulation of academic policy and priorities
- d. effective communication which fosters internal relationships and the transmission of good practice.

1.10 The University's self-evaluation will enable it to demonstrate that:

- a) the methods adopted by the Academic Council effectively enable it to satisfy itself that the quality and standards of the University's awards is being maintained and the University's mission statement is being achieved
- b) the sources of evidence used by the Academic Council in judging academic quality and standards are appropriate
- c) the Academic Council is provided with sufficient information to enable it to determine whether all students are receiving a broad, balanced and stimulating higher education experience, and to enable it to monitor progression
- d) the Academic Council's policies have been successful in enhancing the quality of teaching and learning and the student experience through the promotion of developmental activities, the arrangements for the identification and exchange of good innovative practice, and responsiveness to course and programme teams.

Principles

The Standard of Awards

- 1.11 The fundamental principle underlying the work of the University of Greenwich is that the Degrees, Diplomas, Certificates and other academic awards and distinctions conferred by the University should be consistent and comparable in standard with awards granted and conferred throughout higher education in the United Kingdom. All the University's awards will adhere to the criteria and qualification descriptors of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland.
- 1.12 Academic awards should be defined in terms of standard, learning outcomes, duration and level of entry, and the minimum standard for each of these should be no less than that of any other institution of higher education in the United Kingdom and should take account of subject specific benchmarks.

Mode and Structure of Programmes of Study

- 1.13 Whilst the standard and learning outcomes of an academic award should conform to what is acceptable throughout the United Kingdom, the route by which these are achieved by students should not be rigid.
- 1.14 The advancement of education and the extension of educational opportunities demand the availability of a variety of modes of study and programme structures.
- 1.15 The curriculum, structure, teaching methods and forms of assessment of a programme should be such as to ensure the realisation of its aims and learning outcomes.
- 1.16 The aims of a programme should include the development to the level required for the award to which it leads, of a body of knowledge and skills appropriate to the field of study and reflecting academic developments in that field.
- 1.17 The aims should also include general educational aims, particularly the development of: students' intellectual and imaginative powers; their understanding and judgement; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to examine their field of study in a broader context. Each programme should stimulate in each student an enquiring, analytical and creative approach and encourage independent judgement and critical self-awareness.
- 1.18 The outcomes of a programme should specify the knowledge and skills to be developed as a result of the programme and evaluated in the assessments.

Quality of Learning

- 1.19 The quality of learning is a crucial element in the attainment and maintenance of standards and of the motivation of students, and it must be upheld and when possible enhanced. Not only should teaching staff be properly qualified and experienced, their teaching should also be invigorated and informed by their participation in research and related scholarly or professional activities.

The Students' Environment

- 1.20 Students need to receive the academic supervision appropriate to the level at which they are studying. The University of Greenwich will seek to ensure the provision of: adequate learning resources; appropriate support services; opportunities to contribute in an informed way to programme development and an atmosphere in which rational debate is encouraged.

Peer Review

- 1.21 The decision on whether a programme meets the requirements of the University of Greenwich will normally be made by a group of responsible and experienced people drawn from:
- a. inside and outside the field of study
 - b. inside and outside the institution
 - c. inside and outside higher education
- 1.22 That group of people should:
- a) be able to make impartial judgements on the comparability of the programme, in terms of standard and outcomes, with similar programmes offered elsewhere in higher education in the United Kingdom, and be able to consider the programme in a national (and international) perspective
 - b) include members who are familiar with current developments in the field of study concerned
 - c) include at least one person with relevant experience of industry, commerce, public service or the professions
 - d) include members with an understanding of current practice and developments in teaching, learning and assessment in higher education
 - e) be aware of the general requirements in the United Kingdom for academic awards

- f) be familiar with the Framework for Higher Education Qualifications, and be aware of the level concerned.

Admission of Students

- 1.23 The admission of each student will be based on the University's reasonable expectation that the student will be able to achieve the learning outcomes and the standard required for the particular academic award.

Assessment of Students

- 1.24 The purpose of assessment is to enable students to demonstrate that they have achieved the learning outcomes and the standard required for the academic award concerned. All aspects of assessment must reflect the guidelines stated within the QAA Code of Practice. Assessment must be undertaken by examiners who are impartial, and who are competent to make judgements about the performance of individual students in relation to the particular cohort and to peers on other comparable programmes. The specific responsibilities of external examiners are to ensure equity and fairness in the decisions reached in respect of each student being assessed and that the standards of awards are maintained.

Equal Opportunities

- 1.25 The range and levels of programmes offered by the University of Greenwich will be such as to provide opportunities for students to gain the highest level of award of which they are capable.
- 1.26 The University of Greenwich is fully committed to providing equal opportunities for access to higher education, for all those who are motivated and able to succeed. The University has policies which promote the rights of its staff and students to work and study free from discrimination of any kind, or on any ground, including race, sex, class or disability, and applies to all aspects of the University's life and work. For details regarding the University Equal Opportunities Statement (November 2006) and related policies please refer to: www.gre.ac.uk/governance/policy/equal-opportunities-statement

2. UNIVERSITY ACADEMIC FRAMEWORK

Aims

- 2.1 The University Academic Framework provides a model within which Schools may develop taught programmes which are undergraduate (pre-degree and degree) and postgraduate (in level and/or in time). The Framework provides a structure which:
- a) allows students freedom to negotiate an approved curriculum most suited to their needs and aspirations
 - b) makes the University more accessible to a wider range of students from different backgrounds and with different expectations
 - c) gives students credit for learning (formal and experiential) they have acquired both inside and outside the workplace
 - d) provides entry to, and allows exit from, the University at appropriate points to match individual student requirements
 - e) provides flexibility of pace, mode and level of individual students' programme of study
 - f) enables the quality of the student experience to be maintained and enhanced
 - g) enables the University to maintain and enhance the diversity and range of available programmes in a cost effective way
 - h) is capable of responding to changes and demands from students and employers, and external agencies

The Framework encompasses all of the University's credit bearing provision contributing to taught awards, and includes provision at Partner Colleges and other collaborative partners. It provides overarching principles, regulations, mechanisms, and procedures allowing comparability and compatibility across the University, whilst ensuring that Schools can develop the programmes in a way that is appropriate to the professional and disciplinary needs of both their students and staff. Whilst doing this, however, it also maximises the ability of students and staff to move across traditional disciplinary and administrative boundaries and create new opportunities which will more closely reflect the changing demands of students and employers

Framework Documentation

2.2 The University produces a range of documents with overarching applications which contribute to the regulatory and structural framework of academic provision.

- Academic Planning Procedures
- Framework for Foundation Degrees
- Academic Regulations for Taught Awards (November 2009)
- Academic Regulations for Research Awards (2008-2009)
- Academic Quality Assurance Handbook
- Assessment and Examination Procedures
- Partner Colleges: College Guide: Management and Quality Assurance of University of Greenwich Programmes in Partner Colleges

Structure of the Academic Framework

2.3 The University operates a single credit-based **Framework** which is available at pre-degree, degree and taught postgraduate levels.

2.4 Within the regulations and requirements of the overarching Framework, Schools operate a collection of courses, organised as **named programmes, unnamed or 'open' programmes**, or as **packages** for the Combined Honours Programme.

2.5 As endorsed by Academic Council the principles underpinning the Regulatory Framework establish:

- regulations which are flexible, non-restrictive, overarching and paramount;
- that no Programme Regulatory Framework can deviate from the requirements of the University Regulations without Council endorsement of them as 'exceptions' (see 2.6 below)
- that regulations will be monitored and if necessary updated annually and will apply to all students (ie students will no longer be subject for their whole time at the University of Greenwich to the Regulations in force when they first enrolled.)

2.6 In exceptional and specific circumstances where an aspect of Programme Regulations contravenes that stated in the University Regulations, this should be made clear and the reason given (eg. professional requirements) via Academic Council. The Framework encompasses all of the University's academic provision contributing to taught and research awards. This includes all collaborative provision. The University's taught provision is available at undergraduate, postqualifying and postgraduate levels, leading to a range of awards, namely:

2.7 Undergraduate Awards

- pre-degree certificates and diplomas
- first degrees
- foundation degrees

Graduate and Postgraduate awards (graduate entry)

- postgraduate in time (levels 4 to 6)
- postgraduate in level (most or all credit at level 7)

2.8 The Framework is based on a number of common elements, principally:

Learning Outcomes:	Students' learning experiences are expressed in terms of the learning outcomes.
Terms/Semesters:	The normal academic year is made up of three terms. Courses can be of sessional or one semester (15 weeks) in length in which assessment will have taken place by the end of the semester.
Courses:	These are self contained and discrete in terms of learning outcomes and assessment.
Credits:	Each course is defined in terms of the number of credits obtained by a student who successfully achieves the specified learning outcomes through the assessment task(s).
Levels:	An appropriate level is assigned to a course according to agreed definitions as described in the Framework for Higher Education Qualifications. Normally level 4 equates with first year undergraduate study, Level 6 to final year work and Level 7 to postgraduate studies. Each course is defined in terms of both level and volume of credit.

2.9 In the University Framework, students study a coherent programme of courses (a **programme**) leading to validated awards.

2.10 A **programme** is a collection of validated courses which lead to an award or awards.

A **package** is a discrete group of validated courses in a particular subject area, which can form part of a Combined Honors award.

- 2.11 A '**programme of study**' is the approved curriculum followed by an individual student; it may meet the requirements of a named programme or be unique to a student registered on an unnamed or 'open' programme. The programme of study should satisfy the requirements set out in the University's Academic Framework and programme regulations.
- 2.12 A **course** is a part of a programme of study which has discrete learning outcomes and assessment.
- 2.13 Each **course** has a designated level and a credit rating determined on the basis of an academic judgement.
- 2.14 **Core** courses are compulsory components of a named programme.

Optional courses are those which may be chosen from within a prescribed range of courses which are specific to a named programme.

Electives are courses that students can choose, with tutorial guidance and approval, from anywhere within the University, subject to timetable and resource constraints.

- 2.15 Administratively, the Framework is supported by:

Academic Departments (within Schools) that are responsible for the development of the subject and for the delivery, assessment, and quality of a defined collection of associated courses

and

Programmes teams that are responsible for the counselling and guidance of students, management of the overall student experience.

- 2.16 The Framework has a two tier assessment model:

At Course level: The Subject Assessment Panel (SAP) is responsible for the assessment and moderation of the student performance on courses

At Programme level: The Progression and Award Board (PAB) is responsible for summary assessment decisions regarding compensation, referral, deferral, reassessment, progression, discontinuation, and the conferment of awards in relation to the overall student performance at programme level.

Academic Levels

- 2.17 The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies; At each level awards are available in line with the **Framework for Higher Education Qualifications (FHEQ) – see Appendix A HE Qualification Descriptors.**
- 2.18 An appropriate level shall be assigned to a course according to the following definitions:

Level 0	Access to Higher Education.
Level 4	Provides basic knowledge, skills and competence.
Level 5	Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.
Level 6	Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the individual's distinctive professional development, where appropriate.
Level 7	Provides opportunity to demonstrate <ul style="list-style-type: none">i. the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sourcesii. the ability on the basis of such reflection to formulate original ideas and innovative proposalsiii. the ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

Duration of Study

- 2.19 The maximum period of registration for a postgraduate masters award shall normally be three years for a full-time student, and six years for a part-time student.
- 2.20 The maximum period of registration for an undergraduate degree shall normally be five years for a full-time student and seven years for a part-time student.

Programmes which are Postgraduate in Time (Graduate Awards)

- 2.21 Graduate entry programmes leading to certificates or diplomas will normally cover the equivalent of 120 credits for each full-time year of study (as for undergraduate programmes). They are based on a balance of credits at Levels 4 - 6, according to the standard of a particular award and the level of professional experience expected of a successful student.

Programmes which are Postgraduate in LEVEL (Postgraduate Awards)

- 2.22 Graduate entry programmes which are postgraduate in level as well as time are based on the taught master's degree which normally requires full-time study over one *calendar* year, and for which at least 180 credits must be accumulated.
- 2.23 A postgraduate degree programme shall incorporate a compulsory element of independent study at Level 7.

MA/MSc by Research

- 2.24 The 180 credit postgraduate programme leading to the award of MA or MSc by Research shall normally incorporate a course of 120 credits for the dissertation/project.
- 2.25 The dissertation/project involves a critical investigation and evaluation of an approved topic demonstrating an understanding of research methods as currently used in the field studied. Each Masters by Research dissertation project will be supervised by an approved staff member with appropriate expertise. The supervisor is responsible for advice, assessment, suggested research methods and deadlines for assignments. See also the **Academic Regulations for Research Awards** – <http://www.gre.ac.uk/offices/leap/lqu/regs>

Undergraduate Programmes

- 2.26 Undergraduate awards (whether pre-degree or degree) are normally based on the three year full-time Honours Degree for which at least 360 credits must be accumulated.
- 2.27 Normally, one year of full time study is equivalent to 120 credits and is defined as an academic stage.
- 2.28 Normally a full-time student will be required to study courses that are within **plus or minus one level of their current academic stage**, eg a stage 3 student will not be allowed to include Level 4 courses in their programme of study. Equivalent conditions will apply to students part-time in alternative modes of study.

Note: Any request by an individual student to modify this regulation must be approved by the Dean of School responsible for the programme.

- 2.29 Normally, students will be required to complete 120 credits at one stage before progressing to the next.
- 2.30 Students will be required to sign a programme of study proposal at Registration that indicates their preferred credits of study for the particular academic stage that they are on.
- 2.31 A full-time student studying any more than the number of courses stipulated for the programme of study will be required to pay an additional fee to cover the cost of the courses. The results from the courses will not determine a final award but will be included in their profile for the programme.
- 2.32 Core, options, and elective courses may be used to contribute towards the classification of Honours.
- 2.33 Elective courses may be incorporated at any stage within a programme of study in accordance with programme regulations.

3. AWARDS

To obtain a named award students must successfully complete designated core courses and sufficient appropriate optional courses as required in the approved programme structure/specification.

3.1 The standard of each award may be defined in terms of the number and level of credits a student is required to obtain and the qualification descriptors/hierarchy encompassed by the Framework for Higher Education Qualifications (FHEQ). The table below illustrates the FHEQ level and typical credit values associated with the design of programmes leading to the main HE qualifications conferred by the University.

	1	2	3	4	5
HE qualifications as set out in the FHEQ	FHEQ level	Minimum credits	Minimum credits at the level of the qualification	FQ-EHEA cycles	ECTS credit ranges from FQ-EHEA
PhD/DPhil	8	Not typically credit-rated		Third cycle (end of cycle) qualifications	Not typically credit-rated
Professional doctorates (only if credit based) (eg EdD, DBA, DCLinPsy) ¹		540	360		
Research master's degrees (eg MPhil, MLitt)	7	Not typically credit-rated		Second cycle (end of cycle) qualifications	
Taught MPhil		360	240		
Taught master's degrees (MA, MSc MTL, MBA, MRes) LLM		180	150		
Integrated master's degrees (MEng, MChem MPhys, MPharm) ²		480	120		
Postgraduate diplomas		120	90		
Postgraduate Certificate in Education PGCE		60	40		
Postgraduate certificates	60	40			
Bachelor's degrees with honours (eg BA/BSc Hons) LLB	6	360	90	First cycle (end of cycle) qualifications	180-240 ECTS credits

¹ Professional doctorate programmes include some taught elements in addition to the research dissertation. Credit practice varies but typically professional doctorates include a minimum of three calendar years postgraduate study with level 7 study representing no more than one-third of this.

² Integrated master's degree programmes include at least 480 credits of which at least 120 credits are at level 7.

Bachelor's degrees		300	60		
Professional Graduate Certificate in Education (PGCE) ³		60	40		
Graduate diplomas		80	80		
Graduate certificates		40	40		
Foundation Degrees		240	90		
Diplomas of Higher Education (DipHE)	5	240	90	Short cycle (within or linked to the first cycle) qualifications	approximately 120 ECTS credits
Higher National Diplomas (HND)		240	90		
Higher National Certificates (HNC)		150	120		
Certificates of Higher Education (Cert HE)	4	120	90		

3.2 The above table stipulates the **minimum** number of credits and their associated level required to attain an award. Any requests to depart from these norms will be scrutinised as part of the programme authorization/approval process.

Combined Honours Awards

3.3 Joint Honours Degree (Subject A and Subject B)

Within the 360 credits required for an Honours degree the requirements for a Combined Honours Degree are:

an overall minimum of 240 credits in Subjects A and B with at least 45 credits of each subject at level 6 in the final stage of the award, and at least 45 credits of each subject at level 5 in the penultimate stage of the award.

3.4 Major/Minor Honours Degree (Subject A with Subject B)

Within the 360 credits required for an Honours degree the requirements for a Major/Minor Honours Degree are:

an overall minimum of 240 credits in Subjects A and B with at least 60 credits of subject A and at least 30 credits of subject B at level 6 in the final stage of the

³ Full statement on the PGCE qualification title may be accessed at www.qaa.ac.uk/academicinfrastructure/FHEQ/PGCEstatement.asp

award and at least 60 credits of subject A, and at least 30 credits of subject B at level 5 in the penultimate stage of the award

Professional Qualifications

The Learning and Skills Improvement Service

Preparing to Teach in the Lifelong Learning Sector (PTLLS)

3.5 Awarded to a student who completes 12 credits at level 4

Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

3.6 Awarded to a student who successfully completes, or is otherwise credited with at least 36 credits at level 4

Diploma in Teaching in the Lifelong Learning Sector (DTTLS)

3.7 Awarded to a student who successfully completes, or is otherwise credited with at least 120 credits at levels 4, 5 and 6

Additional Diploma in Teaching (generic)

3.8 Awarded to a student who successfully completes, or is otherwise credited with at least 45 credits at level 5

Architects Registration Board

Diploma in Architecture

3.9 Awarded to a graduate student who successfully completes 240 credits at level 7.

Diploma in Landscape Architecture

3.10 Awarded to a graduate student who successfully completes 120 credits at level 7

Chartered Institute of Personnel and Development (CIPD)

CIPD Leadership and Management

3.11 Awarded to a graduate student who successfully completes 60 credits at level 7

University Qualifications

Foundation Diploma/International Foundation Diploma

- 3.12 Awarded to a student who successfully completes, or is otherwise credited with, at least 120 credits at level 4 or above having followed a prescribed programme of study.

Diploma in Industrial Studies/Diploma in Professional Practice

- 3.13 Awarded to a student who successfully completes at least 36 weeks of supervised work placement and the associated assessment requirements.

Certificate of Professional Development (generic)

- 3.14 Awarded to a student who successfully completes a minimum of 60 credits at level 4 having followed a prescribed programme of study

Diploma of Professional Development (generic)

- 3.15 Awarded to a student who successfully completes a minimum of 60 credits at level 5 or above having followed a prescribed programme of study
- 3.16 All awards conferred by the University must have an appropriate programme specification and be approved/reviewed in accordance with the University Quality Assurance Handbook.

The University's Academic Portfolio

Approval of New Awards

- 3.17 Responsibility for the approval of new awards, other than those listed above, rests with Academic Council.

Double Diploma Awards

- 3.18 The University Framework and regulations for the provision of programmes leading to Double Diploma (DD) awards of the University and other European higher education institutions is detailed in **Appendix F**.

Joint Awards

- 3.19 Provided expectations and legal capacity is met, the University reserves the right To engage with another authorized awarding body jointly to provide a programme of study leading to a dual or joint academic award.

Dual award usually implies the following of the same programme of study but with the granting of separate awards by both partner organizations. Joint award is where a single award is granted for successful completion of one programme of study offered collaboratively by two or more institutions.

Approval of New Programmes

- 3.20 All academic Programmes are subject to the validation and quality assurance regulations in force at the time (see 1.8 Quality Assurance). New proposals must go through the University's formal **Academic Planning Procedures** and be recorded in the University's Authorised Programme List.

University Authorised Programme List

- 3.21 The University's Authorised Programme List provides information on all of the Programmes offered by the University within a given academic session and is updated periodically. All new programme proposals must be approved through the annual academic planning process for inclusion in the Authorised Programme List before they can be made live on the University's Information Systems. The Authorised Programme List can be viewed on the University's website.

4. ADMISSION OF STUDENTS

General Considerations

- 4.1 There should be a reasonable expectation that anyone admitted to a programme will be able to fulfil the objectives for the programme and achieve the standard required for the award.
- 4.2 Each programme will specify any particular knowledge or skills required for admission.

Admission to programmes

Admission of students without formal qualifications

- 4.3 Where appropriate Students without formal or traditional entry qualifications, may be admitted as a result of their life and/or work experiences; the University actively encourages such students to apply. Each application is looked at individually on its merits.

Acceptable qualifications

- 4.4 The academic qualifications acceptable for entry to programmes shall be laid down in the admissions regulations for programmes published annually. The vocational, professional and other qualifications acceptable for entry to programmes shall be laid down in the admissions regulations published annually.

Admission with advanced standing

Accreditation of Prior Learning (APL)

- 4.5 Awarded when it is clear that an applicant has fulfilled some of the progression and assessment requirements of the programme by certificated or uncertificated means, other than by attendance on the planned programme. An applicant may be admitted with advanced standing as a student to any appropriate point in the programme and exempted from part of the requirement for an award. Such accreditation is a matter of academic judgement. For details relating to the decision making process see Academic Quality Assurance Handbook.

Accreditation of Prior Experiential Learning (APEL)

- 4.6 A student is entitled to claim credit towards an award on the basis of relevant prior learning arising from personal or professional experience which has occurred outside a formal course of study.

Accreditation of prior certificated learning (APCL)

- 4.7 A student is entitled to claim credit towards an award on the basis of relevant prior (and assessed) certificated learning.

See also QAA Guidelines on the accreditation of prior learning –
www.qaa.ac.uk/academicinfrastructure/apl

- 4.8 The admittance of students with advanced standing should not normally exceed 50% of the credit requirements for the particular named qualifications to be pursued. However, where a close match between the curriculum coverage, academic level and credit volume of a specified feeder programme can be clearly demonstrated, the validated admissions criteria for the programme may allow students to progress with advanced standing beyond 50%, but normally no more than 66% of the total credit value of the award. Exceptions to this should be agreed by Academic Council.

Transfer from one programme to another

- 4.9 In framing the regulations for admission, provision shall be made for a student to transfer from one programme to another by giving specific credit, subject to authorisation by the Programme Leader.

Transfer from another institution

- 4.10 In general, it shall be possible for applicants who have successfully completed the whole or part of a degree or other programme of higher education at an appropriate institution in the United Kingdom or elsewhere to be admitted with specific credit at an appropriate point on a programme of study. Transfer of credit shall be subject to any limitations imposed by relevant professional or statutory bodies.

Withdrawal from Study at the University

- 4.11 Students who wish to withdraw from their studies **must** inform their respective Student Centre or Partner College by completing the appropriate documentation confirming the last date of attendance and reason for withdrawal. Guidance is provided on this process. It is the student's responsibility to ensure that adequate information concerning withdrawal is provided. The Office of Student Affairs will not normally action withdrawal from the University on the basis of information received from other sources.

4.12 **Interruption of Study**

Students who wish to interrupt from their studies for a whole term or semester must seek agreement from their Programme Leader and must inform their Student Centre by completing the appropriate documentation. He/she will return to study at an agreed date (resumption of study date). The record of the student is only temporarily inactive.

See Appendix B for withdrawal and interruption of study procedures

EDEXCEL and SCOTVEC Higher awards

- 4.13 Applicants holding a Higher National Certificate or Diploma of EDEXCEL or SCOTVEC in a relevant subject area may be considered for admission with specific credit, normally to the start of the second year of a three-year full-time programme, or to the equivalent stage of a part-time programme.
- 4.14 Unless the programme has been specifically designed to build on EDEXCEL or SCOTVEC HND/C qualifications and makes provision for entry direct to the third year, HND/C students will not normally be admitted to the third year of a degree programme without satisfactorily completing assessments equivalent to those required for progression from the second to the third year of the degree programme, or the equivalent stage of a part-time programme.

Exchange Students

- 4.15 Exchange students may not be registered for an award of the University, as they remain registered in their home institution. Performance is reported to their home institution under ECTS regulations. Where students wish to transfer to the University to complete an award as a registered Greenwich student, their performance during funded study at the University can form the basis of a claim for APL.

Associate Students

- 4.16 An Associate Student is a student undertaking an approved curriculum of one or more courses(s) who is not currently registered for a University award. Such students are not required to undertake the formal course(s) assessments, but if they do, and complete the requirements satisfactorily, they may make use of the credit gained.

5. ASSESSMENT REGULATIONS RELATING TO STUDENT PROGRESSION and AWARDS

General Principles of Assessment

Fulfillment of learning outcomes

- 5.1 All programmes relate assessment requirements to specific learning outcomes. Students are expected to demonstrate the attainment of these in their overall performance at course/programme level. Progression through and completion of awards are subject to the University Assessment Regulations.

Confirmation of standard

- 5.2 Assessment reflects the achievement of the individual student in fulfilling the programme learning outcomes. At the same time, it relates that achievement to a consistent national standard of awards. It should, therefore, be carried out by impartial examiners, using methods which enable them to assess students fairly. To that end, external examiners are involved in assessments which count towards an award. Their role is to ensure that the University's assessment procedures are appropriate in the context of the assessment set for a course or award, that the decisions reached in respect of students being assessed are fair, and that the standard of the University's awards is being maintained.

Examiners' judgement

- 5.3 Within the constraints of paragraph 5.1, the Progression and Award Board has discretion in reaching decisions on the awards to be made to individual candidates. The Progression and Award Board is responsible for interpreting the assessment regulations for the programme of study concerned if any difficulties arise, in the light of the University's requirements and good practice in higher education; and its academic judgements should not, in themselves, be questioned or overturned.

Information for students

- 5.4 These academic regulations and any programme specific regulations will be made known to students. This includes the publication of definitive regulations on the University website. The assessment requirements for each course shall be notified to every student in writing at the start of the course.

- 5.5 Where a programme forms part of the qualifications required by a professional or statutory body, clear information will be provided about specific assessment requirements that must be met for progression towards the professional qualification including criteria for the marking and grading of assessments. **The requirements of that body will take precedence over those of the University regulations in the awarding of the professional qualification.**
- 5.6 Information will also be made available to students about the grounds on which they may request Progression and Award Boards be to review their decisions and about the arrangements for dealing with any such requests.

Responsibilities of students

- 5.7 It is the responsibility of students to attend examinations and to submit work for assessment as required.
- 5.8 If a student fails to attend examinations or to submit work for assessment without good cause, the examiners have the authority to deem the student to have failed the assessments concerned.
- 5.9 It is the responsibility of students to familiarize themselves with the University regulations that relate to assessment and progression. (see appendices) These being
- Student Withdrawal Procedures and Procedures for Interrupting Studies.
 - Student Claims of Extenuating Circumstances Affecting Formal Assessment.
 - Regulations Governing Suspected Plagiarism and Examination Offences
 - Regulations Governing the Exclusion of Students from Programmes of Study on grounds of Academic Progress
 - Appeals against a decision of a Progression and Award Board
- 5.10 These assessment regulations establish how a student's final result is determined.
- 5.11 Each course shall have clearly defined, discrete assessment requirements which a student must satisfy in order to pass the course and gain the credits associated with that course. The assessment tasks for a course shall reflect the learning outcomes set down for the course and shall enable the successful student to demonstrate that she/he has achieved those outcomes.
- 5.12 Assessed work (both coursework and examinations) will be marked **and** internally moderated prior to Subject Assessment Panels. Examination papers will be marked anonymously.
- 5.13 Where students are notified of the provisional results of course assessment this must be **subject to confirmation by the Progression and Award Board.**

- 5.14 The copies of dissertations or project reports at undergraduate and postgraduate levels submitted for examination shall remain the property of the University but the copyright shall be vested in the student. Students' examination scripts shall be retained by the University for a period of the current academic year plus one year as determined by the **University Records Retention Schedule**.
- 5.15 Where a member of University staff is enrolled on an award, normally their assignments should be seen by the appropriate External Examiner, as should any claim for AP(E)L.

ASSESSMENT AND PROGRESSION REGULATIONS FOR UNDERGRADUATE AWARDS

Grading

- 5.16 Students' work on undergraduate programmes (inclusive of EDEXCEL) will be marked on a numeric scale of 0-100%. **An exception to this is permitted for courses where the attainment of skills/competence is best graded on a Pass/Fail basis.**
- 5.17 **The University pass grade for individual courses is 40%.** Credits shall be awarded for those courses in which an overall grade (the aggregation of grades attained for all assessment tasks) of at least 40% has been achieved. **In instances where students attain an overall grade of 30-39%, Progression and Award Boards may compensate an initial failure (see 5.19 below). Overall grades of less than 30% cannot be compensated.**

Students who have met the requirements for completion of one stage shall progress to the next.

Terminology

- 5.18 **COMPENSATION, CONDONEMENT AND REASSESSMENT**

Compensation: *is where the passing grade for an individual course has not been attained. The overall grade does, however, fall within the band of 30-39% which allows Progression and Award Boards (see 5.19) the discretion not to require reassessment and the student to receive credits for the course.*

Condonement: *is where the overall grade for a single course or courses (up to a maximum of 30 credits) is below 30%. It cannot be applied in addition to compensation. **Exceptionally,** Progression and Award Boards have the discretion (following consideration of the overall profile and programme aims and objectives) to allow a student to progress without having to undertake reassessment.*

Proceed Intermediate Standing (PI): is where a student is permitted to progress to the next stage of their programme carrying up to 30 credits of failure. Reassessment in the failed course(s) will be in addition to the requirements of the subsequent stage. The nature of the reassessment and attendance will be determined by the Progression and Award Board

Reassessment: is where the Progression and Award Board stipulates that some or all of the assessment requirements for a course(s) must be attempted again. Reassessment will take the form of:

Deferral: is where the student's performance on a course(s) has been impaired by illness or other valid circumstances. This does not constitute a failure. The student will undertake some or all of the assessment requirements for a course(s) in a manner determined by the Progression and Award Board, **as if for the first time.**

Resits: the earliest opportunity to retrieve failure, taking place prior to the commencement of the next stage

Repeat: the student is required to re-register for the failed course(s) and undertake re-assessment in a subsequent session.

Compensation

- 5.19 Compensation for failure may be applied where a student's work has been graded on the numerical scale and the overall grade falls in the band of 30-39%. In applying compensation, a Progression and Award Board will take into account the student's overall profile and the significance of any failed courses to the aims of the programme. **A programme may identify certain courses to which compensation cannot be applied.** As appropriate, the Progression and Award Board will also consider the requirements of Professional Bodies.
- 5.20 Students who fail up to a maximum value of 30 credits at one stage of study may receive compensation for that failure provided that:
- (a) an average grade of 40% or more has been achieved across **ALL** courses at that stage;
 - (b) the grade for any individual course does not fall below 30%;
- 5.21 In cases where compensation is applied, **the actual grade attained of 30-39% will be recorded** and credits awarded. For the purpose of stage average/award classification, each compensated course will be computed as 40%. Information presented on student

transcripts shall make it clear that grades/credits attained were obtained by compensation.

Condonement

- 5.22 ***Exceptionally, and not in addition to the application of compensation, where up to 30 credits within a stage lies below 30% (the non-compensatable threshold) the Progression and Award Board may (after due consideration of programme learning outcomes) permit this outright failure to be condoned. The actual grade attained would be recorded for the calculation of Honours classification/Stage Average and appear on the transcript.***

Reassessment (retrieval of failure)

- 5.23 In cases where compensation cannot be applied, the Progression and Award Board will take into account the degree of failure before deciding that either:
- (a) the student **be allowed to resit** failed courses (all **or** some of the elements of assessment therein) prior **to the commencement of the next stage** OR
 - (b) the student **be required to repeat** the failed courses (all **or** only those failed components of assessment) within a period of two years OR
 - (c) the student **be allowed to proceed to the next stage with intermediate standing (PI) carrying failure** in a maximum of 30 credits. The Progression and Award Board will decide the extent of assessment and manner of attendance for students permitted to progress with such intermediate standing (PI). Unless the carry-over is a core course, students may be permitted to substitute the initial failure with an approved alternative course. (See also 5.25(c) below)

Students will not normally be permitted an opportunity to resit failed courses if they have not engaged in the summative assessment tasks on those courses. An exception to this is where students have been granted extenuation. In such cases, absence or poor performance in assessment will result in a decision of deferral.

- 5.24 With regard to 5.23(a) the nature of any resit tasks must reflect the learning outcomes of initially failed elements of assessment. A student who undertakes a resit must obtain an overall grade of 40%. Therefore resit elements of assessment will be marked on the full numeric scale. Grades for reassessed elements will be computed with previously successful elements of assessment within that course.

- 5.25 Successful retrieval of failure in course(s) will result in the following grades being recorded for progression and classification purposes:

- a) Retrieval of failure attained through a resit will result in a **bare pass grade of 40% being recorded for those elements that were reassessed**. Student transcripts will reflect the

real grade obtained in reassessed elements and also indicate that the overall grade was reduced as a result of such capping. *The overall grade for the course will not be capped.* For those students NOT offered a resit opportunity (see 5.23 (b) and (c) above) the following will apply:

- b) For those repeating and PI (progressed with intermediate standing) students retrieving failure through **having to re-register for ALL of the assessment for a particular course(s), the overall grade** attained in the reassessment will be recorded. This removal of 'capping' will also apply to students, progressed with intermediate standing, who choose to be reassessed in a substitute course.
 - c) *Where a student is required to be **reassessed in a subsequent session** by undertaking **some BUT not all** of the assessment requirements for a particular course, **then grades for the elements of reassessment will be capped at 40%**. The overall grade for the course will be calculated on the basis of any capped element(s) together with the grades gained for previously successful elements of assessment within that course.*
- 5.26 Candidates being reassessed in a following session will not be reassessed in elements which are no longer current in the framework. A Progression and Award Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is impracticable for students to be reassessed in the same elements and by the same methods as at the first attempt.
- 5.27 Candidates who fail to retrieve the initial failure at the following attempt (either through resit or repeating all or some of the assessment elements of a course) will **normally** be allowed only ONE further submission of assessment in a manner determined by the Progression and Award Board. Therefore (irrespective of the sequence of resits/repeat) **students may be allowed THREE attempts to pass an individual course**. The number of reassessment attempts permitted will be guided by the Progression and Award Boards consideration of the overall programme profile and the academic progress made by the student, (See 5.28 below)

Profiling

- 5.28 In initially considering a student's profile, a Progression and Award Board will apply its discretion in the following manner:
- a) **for students at Stage 1**, compensation (up to a maximum of 30 credits) may be applied OR **exceptionally condonement (up to a maximum of 30 credits)**. Reassessment will also be permitted in one or more additional courses (in a manner and at a date determined by the Progression and Award Board).
 - b) **for students at intermediate and final stages**, failure in more than 30 credits will prevent compensation OR condonement being applied.

- c) Consider whether the student has shown sufficient academic progress following reassessment and whether a decision of fail with no further assessment be recorded. Where appropriate a fall-back award will be conferred.

Only a maximum of 30 credits may be compensated or condoned within any academic stage. An academic stage equates to 120 credits.

Part-time students

- 5.29 Given the length of time it will take to complete an academic stage, part-time students should be reassessed at the earliest opportunity following their initial failure, as determined by the Progression and Award Board. **This will necessitate partial student profiles being discussed at Progression and Award Boards before completion of a stage.**
- 5.30 The Progression and Award Board will be able to compensate part-time students at any point in time **provided** that the maximum of 30 credits compensation per stage (120 credits) is not exceeded.

Valid Reasons for Poor Performance

- 5.31 If it is established to the satisfaction of a Progression and Award Board (through a recommendation from an Extenuation Panel) that a student's absence, failure to submit work or poor performance in all or part of an assessment for an award was due to illness or other cause found to be valid on production of acceptable evidence, a Progression and Award Board may act as follows:
- a) the student concerned has the right to submit assessment as if for the first time in any or all of the elements of assessment, as specified by the Progression and Award Board. **This constitutes a DEFERRAL.** The marks achieved in deferred assessments will be amalgamated with any other assessment marks for that course and a final total produced. The timing of deferral will be determined by the Progression and Award Board having regard to the scale of impaired performance and overall profile.
 - b) depending on the circumstances, a Progression and Award Board should be able to exercise discretion in deciding on the particular form any deferral should take. Options include additional assessment tasks designed to show whether the student has satisfied programme/course learning outcomes, review of previous work, or normal assessment at the next available opportunity. **The student should not be put in a position of unfair advantage over other candidates; the aim should be to enable the student to be assessed on equal terms.**
 - c) where a Progression and Award Board is satisfied that there is enough evidence of a **final stage** student's achievement, or that evidence is subsequently obtained, the

student may be recommended for the award for which she or he is a candidate without further assessment being completed.

- d) in cases of severe or long term illness an **Aegrotat** may be recommended when a Progression and Award Board does not have enough evidence of the student's performance to be able to recommend the award for which the student was a candidate. The Progression and Award Board must be satisfied that, but for illness or other valid cause, the student would have demonstrated the standard required;
- e) in the circumstances described in (c) and (d) above, the student or his/her representatives must have signified that she or he is willing to accept the award.

Assessment of students with disabilities or affected by special circumstances.

- 5.32 Where students cannot be assessed under normal conditions because of a disability or special circumstances beyond their control, alternative arrangements may be made to carry out the assessment. Students are to be advised to contact the Disability and Dyslexia Services directly for an evaluation of their circumstances in advance of any formal assessments.

The Disability and Dyslexia Services will identify and recommend alternative assessment arrangements to be approved by the Dean of School (or nominee) as Chair of the Progression and Award Board. Any approved arrangements will be recorded on the student record within the University's Central Information System. The aim of providing alternative assessment arrangements is to minimise the disadvantage suffered by the student, whilst testing his/her academic performance as rigorously as that of other students.

Responsibilities for the provision of alternative assessments (and accompanying arrangements) are outlined in the Examination and Assessment Regulations for Students with Disabilities, Dyslexia and Long-Term Medical Conditions.

Award and Classification for Honours

- 5.33 The Progression and Award Board has delegated authority from Academic Council for the conferment of awards. The Progression and Award Board is required to confirm that a student has met the requirements of the final stage, including (where applicable) the requirements of Professional and Statutory Regulatory Bodies (PSRBs).
- 5.34 Each student will be awarded a degree classification according to the following rules.

(a) Aggregation and Weighting (Overall Grade Point Average)

Undergraduate Honours Degree Awards

The class of Honours will be calculated on the grades achieved in stages 2 and 3 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging **the full spread of** grades in Stage 2 to obtain 25% of the final grade and averaging **the full spread of** grades in Stage 3 to obtain 75% of the final grade. Degree classification for the award of an Honours degree will be according to the following bands:

<i>70% or more</i>	<i>= First Class Honours</i>
<i>60-69%</i>	<i>= Upper Second Class Honours</i>
<i>50-59%</i>	<i>= Lower Second Class Honours</i>
<i>40-49%</i>	<i>= Third Class Honours</i>

The Overall Grade Point Average will be rounded to the nearest whole number e.g. 69.5 will be recognized as 70 and 69.4 will be recognized as 69.

For students who do not achieve the **Overall Grade Point Average** for a particular class of degree, the Progression and Award Board, in applying its discretion, will be guided by:

(b) Borderline Judgements

The Progression and Award Board may use its discretion in considering cases on the borderline of classification categories. A borderline case is **normally** defined as a student who has an Overall Grade Point Average within 2.0 percentage points below the classification percentiles stated in 5.34 above (eg. 38.0, 48.0, 58.0 and 68.0 respectively for Third, 2:2, 2:1 and 1st class degree classifications). The Progression and Award Board **may** consider the following when awarding a higher degree classification than that indicated by the Overall Grade Point Average:

- (i) the overall student profile**, taking into account the programme/award specification; the spread of grades obtained across all assessment tasks; and those courses in which the student has performed better or worse than the classification dictated by the overall average. Where there is sufficient evidence of higher aptitude, a higher classification may be awarded.
- (ii) recognition of the development of the student** whose performance attained at final stage indicates a higher classification than the overall grade point average.
- (iii) the views of the external examiner** on the quality of the work of the student

Students with extenuation will be considered in accordance with regulation: 5.31 Valid Reasons for Poor Performance

Accreditation of Prior Learning/Direct Entry

- 5.35 Where a student has undertaken only the final stage at the University of Greenwich, the Honours classification will be based on the Stage 3 Grade Point Average. The *Progression and Award Board will also be guided by the student's profile, giving due consideration to the borderline conventions referred to in 5.34(b) above*

Academic Judgement

- 5.36 The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of their programme of study and have achieved the standard required for the award they seek. Assessment is a matter of academic judgement, not simply of computation. Whilst grades provide information on which a decision about student attainment can be based, they should not be considered as absolute values or exact measurements. *Progression and Award Boards may give consideration to candidates who fall outside of the borderline definition, provided there is a strong argument to indicate that the profile of the candidate warranted such an approach.* All academic judgements, including those applied to borderline candidates must be properly and fully recorded.

Reassessment for the Bachelor's Degree with Honours

- 5.37 Failed Honours candidates shall be permitted to be reassessed for Honours by taking failed elements of assessment at the earliest opportunity. Candidates who fail to retrieve such initial failure at the subsequent attempt will be permitted one further attempt to attain the award (see regulations 5.23 – 5.25 above).

5.38 Fall-back Awards for Undergraduate Honours Degrees

(a) The Progression and Award Board may also confer a

- i. Degree without Honours to a student who has achieved 300 credits (including 60 credits at level 6) on a Honours programme
- ii. Diploma in Higher Education (DipHE) to a student who successfully completes, or is otherwise credited with, at least 240 credits, of which 90 must be at Level 5 or above, and at least 90 at Level 4 or above
- iii. Certificate in Higher Education (CertHE) to a student who successfully completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 4 or above

Conferment of other Undergraduate Awards (see Section 3)

5.39

- a) Students who achieve a Grade Point Average of 60% or above in their final stage of sub-degree programmes will have that award conferred 'with merit'.
- b) Foundation Degree and HND students who achieve a Grade Point Average of 60% or above at Level 5 will have that award conferred 'with Merit'.
- c) To achieve an award of an HNC with Merit a student must achieve a Grade Point Average of 60% across all courses (150 credits).

5.40

- a) Students who achieve a Grade Point Average of 70% or above in their final stage of sub-degree programmes will have that award conferred 'with distinction'.
- b) Foundation Degree and HND students who achieve a Grade Point Average of 70% or above at Level 5 will have that award conferred 'with distinction'.
- c) To achieve an award of an HNC with distinction a student must achieve a Grade Point Average of 70% across all courses (150 credits).

Marking and Classification Conventions

Honours Class	%	Generic Assessment Criteria *	
		%	
I	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(i)	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(ii)	50 – 59	55 – 59	The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
III	40 – 49	45 – 49	The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		40 – 44	The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

COMPENSATABLE FAIL

	30 -39	35 – 39	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable evidence showing that the great majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30 – 34	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.

FAIL

	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that only some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

* These assessment criteria are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific criteria, in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

Assessment and Progression Regulations for Taught Postgraduate Awards

Grading

- 5.40 A student's performance on taught graduate/postgraduate awards may be graded numerically, or on a pass/fail basis. Where a numerical system is used the **pass grade** shall be 50%*.⁴
- 5.41 The conferment of a **postgraduate award with Distinction** is permitted where students obtain an average of 70% across the programme as a whole. Candidates who do not achieve 70% may also be considered for Distinction should exceptional performance in specific courses and improvement throughout the award be evidenced. The conferment of a postgraduate award with Merit is permitted where students obtain an average of 60% across the programme as a whole.

Compensation

- 5.42 Compensation may be applied for taught programmes which are postgraduate in level or postgraduate in time. Compensation for failure may be applied where a student's work has been graded on the numerical scale. Within an award, compensation can be awarded for **ONLY** a maximum of 30 credits for a course (or courses) that achieves a grade of 40-49%.⁵ Compensation is not an automatic right but is a discretionary decision taken by the Progression and Award Board when an individual student's profile is considered in full, having due regard to the significance of the failed courses to the overall aims of the programme and to the level of the courses. As appropriate, the Progression and Award Board will also consider the requirements of Professional Bodies.
- 5.43 Given the length of time it will take to complete an academic stage, part-time students should be reassessed at the earliest opportunity following their initial failure as determined by the Progression and Award Board. This will necessitate partial student profiles being discussed at Progression and Award Boards before stage completion.

Reassessment

- 5.44 In cases where compensation cannot be applied, reassessment shall take place in line with the principles outlined in 5.23 to 5.27 above. In cases of a failed dissertation/project the Progression and Award Board, taking into account the scale of failure must set a clear and reasonable date for resubmission.

⁴ Pass grade of 50% introduced for all students starting on the complete diet of assessment for Level 7 courses in 2010/2011. There will be some continuing students who have already started a course or are undertaking reassessment where the pass grade will remain at 40%.

⁵ the compensatable range is relative to * above. Where the pass grade is deemed 40% then the range will be 30-39%

Assessment and Progression Regulations for Integrated Masters Awards

Grading

- 5.46 A student's performance on an integrated masters award will be graded numerically. The University pass grade for individual courses is 40% at Levels 4 to 6 and 50% at Level 7, the final Stage. Credits shall be awarded for those courses in which an overall grade (the aggregation of grades attained for all assessment tasks) of at least 40% or 50% in the final stage has been achieved.

Compensation, Condonement and reassessment for Integrated Masters Degree Awards

- 5.47 Existing **Undergraduate** regulations governing progression, compensation, reassessment and consideration of borderline judgements may be applied to Integrated Masters' Degrees, unless this is prohibited by professional and statutory body requirements. (Paragraphs 5.18 to 5.28 and 5.34(b)).
- 5.48 Stage 1 Undergraduate Honours and Stage 1 Integrated Masters' Awards are equivalent. Stage 2 Undergraduate Honours and Stages 2 **and** 3 of an Integrated Master's Degree are equivalent as progression years, and Stage 3 (Final Year) Undergraduate Honours are equivalent to Stage 4 of Integrated Masters' Degrees.
- 5.49 Compensation and Condonement in Stage 4 of integrated masters awards will be based upon the recognition of a 50% pass mark for the course.

Degree Classification for Integrated Masters Degree Awards

- 5.50 The class of Honours will be calculated on the grades achieved in Stages 3 and 4 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging **the full spread of** grades in Stage 3 to obtain 25% of the final grade and averaging **the full spread of** grades in Stage 4 to obtain 75% of the final grade. Degree classification for the award of an Honours degree will be according to the following bands:

<i>70% or more</i>	<i>= First Class Honours</i>
<i>60-69%</i>	<i>= Upper Second Class Honours</i>
<i>50-59%</i>	<i>= Lower Second Class Honours</i>

Fall-back awards for Integrated Masters Degrees

- 5.51 The Progression and Award Board may confer:

- i. Diploma in Higher Education (DipHE) to a student who successfully completes, or is otherwise credited with, at least 240 credits, of which 90 must be at Level 5 or above, and at least 90 at Level 4 or above
- ii. Certificate in Higher Education (CertHE) to a student who successfully completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 4 or above
- iii. An Undergraduate Honours Degree on successful completion of Stages 1, 2 and 3, upon the proviso that the full credit requirements for an honours award (360 credits, of which at least 90 are at Level 6) and other specific programme requirements have been met. Such requirements should be made in clear in the *Programme Specifications* and may entail additional study for an award to be conferred. Fall-back awards to Honours Degree level will be classified using the University's current classification system as detailed in 5.34(a)

Appeal against a decision of Progression and Award Boards

5.52 An Appeal by a student against the decision of a Progression and Award Board may only relate to the following circumstances:

- That there exist circumstances materially affecting the student's performance which were not known to the Progression and Award Board when its decision was taken, and which it was not reasonably practicable for the student to make known to the Board beforehand;
- That there were procedural irregularities in the conduct of the examinations and/or assessment procedures;
- That some other material irregularity has occurred.

Right of Appeal

5.53 A student who has been excluded from a programme of study or who wishes to appeal against a decision of the Progression and Award Board shall have a right to appeal to the Academic Appeals Committee.

5.54 Any such appeal shall be submitted in writing by the student concerned to the Secretary of the Academic Appeals Committee. It must be received within 15 working days after the date of results being notified and shall contain a full statement of the grounds of appeal relied upon. In preparing such a statement the student shall have the right to draw upon the assistance of the relevant Students' Union Officer and other members of the staff of the University (or Partner Institutions if appropriate) as may be appropriate.

- 5.55 The full Regulations governing exclusions and appeals as approved by the University are appended.

Changes to the Assessment Regulations

- 5.56 After a change in assessment regulations has been approved, the new regulation and the date from which it becomes effective should be notified to all staff and current students affected and the external examiners concerned.

SUBJECT ASSESSMENT PANELS (SAPs)

The Functions and Terms of Reference of the Subject Assessment Panel

- 5.57 The Subject Assessment Panel shall be responsible for:
- a) The consideration and review of the nature of assessments and examinations for a group of courses within the Panel's subject area;
 - b) Receiving comments from external examiners and course co-ordinators on the student cohort's performance on individual courses.
- 5.58 The School must ensure that the proceedings are recorded and each SAP report is authorised as accurate by the Chair, and external examiners (if present).

The Composition of Subject Assessment Panels

- 5.59 The Membership of Subject Assessment Panels shall normally include:
- a) the Head of the School (or nominee) within which the majority of courses lie, who shall be Chair;
 - b) teaching staff for courses under consideration by the Panel, as internal examiners;
 - c) appropriate external examiner(s) (at least one external examiner must be involved and evidence provided for all Level 5 and Level 6 panels).

A list of those programmes where external accreditation requires an alternative approach and where approval for this has been given through Academic Council will be recorded in these Regulations and contained in the appendix.

Subject Assessment Panel Data

- 5.60 The Subject Assessment Panel Data presented to the Panel will be generated from the University's Central Information System. It is the responsibility of the relevant Course Co-ordinator, in conjunction with the Campus Student Centre/School Quality Officer to

ensure that the data submitted is accurate and complete. Heads of Academic Departments must be satisfied, **before the meeting of the Panel**, that all course results are available and have been checked.

Notification of Results of Subject Assessment Panels

- 5.61 The Director of Student Affairs shall be responsible for ensuring that students are notified of their results and that they are subject to confirmation by the Progression and Award Board.

PROGRESSION AND AWARD BOARDS

Regulations Governing Progression and Award Boards

- 5.62 Guidelines on examination arrangements and procedures and the processing of results are issued by the Office of Student Affairs. The University's Termly Schedule is endorsed annually by Academic Council. Programmes not conforming to the Schedule will be specified by Heads of School, and agreed by Academic Council as exempt from the Schedule.

Authority of a Progression and Award Boards

- 5.63 The Academic Council is responsible to the Court for the regulation of the academic conditions for the admission of students to, and their progress within, the University. The responsibility for the assessment of a student's performance is delegated to the Progression and Award Board for a programme or programmes.
- 5.64 The Progression and Award Board shall decide the final result of the assessment for each student. The decisions of the Board shall not be subject to any further approval within the University but, in the case of an externally validated examination, they shall be subject to confirmation by the external body concerned. The decisions of the Board shall be recorded and results shall be available as soon as possible after the meeting.
- 5.65 Formal written records of the proceedings of each Progression and Award Board will be maintained.
- 5.66 The Progression and Award Board is responsible for ensuring that standards are maintained and that all the requirements for assessments that contribute to the giving of an Academic Award, as laid down in the programme and in the regulations of any other appropriate awarding or accrediting body, are complied with. No other body has authority to recommend to the University the conferment of an award, nor to amend the decision of a properly constituted Progression and Award Board acting within its terms of reference and in accordance with the regulations for the programme.

Delegation of Responsibility for Assessments

- 5.67 The Progression and Award Board may delegate to other Sub-Committees or individuals such functions as may be appropriate; for example, final decisions on the assessment of Supervised Teaching Practice may be delegated to a Teaching Practice Panel. However, any progression implications will remain the remit of the Progression and Award Board. Similar arrangements may be made for the assessment of other practical placements.

Delegation of the consideration of Extenuating Circumstances

- 5.68 An Extenuation Panel has delegated authority from a Progression and Award Board to consider all claims relating to extenuating circumstances. The composition of an Extenuation Panel will consist of the School Director of Learning and Quality, School Quality Officer and additional membership determined by an individual School Board. Confidentiality will be preserved by the membership of Extenuation Panels.
- 5.69 Extenuation Panels will meet on a regular basis (number of occasions to be determined by individual Schools with reference to key dates for coursework submissions and examinations).
- 5.70 An Extenuation Panel will consider all claims for extenuating circumstances and communicate its decision to the Progression and Award Board and individual students. A record of its decisions will be kept by the School Quality Officer.
- 5.71 Decisions available to the Extenuation Panel will be the acceptance or rejection of claims (or parts thereof) or a request to the student for further information. Whilst indicating the severity and scale of extenuation to Progression and Award Boards, **on no account will grades be amended.**

The Functions and Terms of Reference of the Progression and Award Board

- 5.72 The functions and terms of reference of the Board are:
- a) To oversee award and progression procedures in designated programmes to maintain standards.
 - b) To ensure that the requirements for progression and awards are complied with.
 - c) To examine individual student assessment profiles.
 - d) To review and make decisions on the progression of students and on reassessment in the light of overall performance, where necessary taking personal extenuating circumstances into account.

- e) To make decisions on awards.
- f) To authorise the decisions made, including certifying through the signing off of results by the Chair, the Officer and the external examiner and through the minuting of key decisions in relation to progression, reassessment in the light of overall performance and consideration of any extenuating circumstances.

Exceptionally it may be necessary to use Chair's action before making a final decision, and in such circumstances the Chair should normally consult the External Examiner. The decisions made by Chair's action must be recorded and presented for information at the next meeting of the Progression and Award Board.

The Composition of the Progression and Award Board

5.73 The membership of a Progression and Award Board shall normally include the following:

- a) A Dean of School or their nominee who shall be Chair;
- b) Appropriate programme leaders;
- c) Representative members of teaching staff as internal examiners;
- d) At least one external examiner. (for all Boards where an award may be decided);
- e) Minuting Officer (representative of the School Director of Learning and Quality);
- f) A School or University Officer who is knowledgeable of and able to give advice regarding the application of assessment regulations.

The proceedings of a Progression and Award Board shall not be invalidated by the absence of any person designated by the Chair as a member of the Board.

Student Membership

5.74 In normal circumstances, no student should be a member of a Progression and Award Board or attend an examiners' meeting. If, however, a person who is otherwise qualified to be an examiner for a programme (for example, as a member of staff or as an approved external examiner) is coincidentally registered as a student on another programme of study, either in the University or elsewhere, that should not in itself disqualify that person from carrying out normal examining commitments.

Declaration of Personal or Actual Interest

- 5.75 The Progression and Awards Board shall be advised if any member has a personal or professional connection with any of the students being considered. The Chair has discretion to request anyone declaring an interest to retire from the meeting at the point at which discussion of the student's profile takes place.

Notification of Results of the Progression and Award Board

- 5.76 The Director of Student Affairs shall be responsible for ensuring that students are notified of their results following a Progression and Award Board meeting.

Confidentiality of grades and discussions of the performance of students

- 5.77 Details of grades are considered by the Progression and Award Board and any matters discussed at their meeting are confidential to the Boards. In order to comply with the Data Protection Act, marks put on computer for the purpose of calculating a student's grades etc, and which are not to be disclosed to the student, must be deleted from computer records within 40 days.
- 5.78 Considerations of confidentiality shall not affect the requirement that students be kept advised of their academic progress and made aware of the means by which they are being assessed and when they are being assessed. Transcripts of students' grades may be disclosed to outside bodies at the discretion of the Director of Student Affairs.

Progression and Award Board Data

- 5.79 The Progression and Award Board Data presented to the Board will be generated from the University's Central Information Systems. Course lists of grades for a student cohort will already have been confirmed by appropriate Subject Assessment Panels. It is the responsibility of the School and the associated Programme Leader(s), in conjunction with Campus Student Centre/School Quality Officer to ensure that the data submitted to the Board is accurate and complete. The Chair of the Progression and Award Board must be satisfied, before the meeting of the Board, that all course results and records of extenuating circumstances related to the students to be considered, are available so that each student's profile is reviewed in full at the meeting.

6. EXTERNAL EXAMINERS

The University's policy on external examining

- 6.1 The University of Greenwich regards external examining as an essential part of its quality assurance procedure. It looks to its external examiners to help in assuring that the standard of its awards is appropriate, and comparable with awards at a similar level in other institutions, and that assessment processes are explicit, valid and reliable and carried out in such a way that each student is treated fairly.

Principles of external examining

- 6.2 The University endorses the following principles:
- a) the institution is responsible for the quality and standards of its programmes;
 - b) the external examiner supports this by providing informed and appropriate external referents as a basis for comparing standards;
 - c) external examiners offer independent and impartial judgements;
 - d) the institution must give serious and active consideration to findings and recommendations of their external examiners;
 - e) the institution must provide appropriate conditions and training, and sufficient information for external examiners to fulfil their roles.

Appointment of external examiners to programmes leading to taught awards of the University

- 6.3 The appointment of external examiners is a function of Academic Council. In practice this function has been delegated to School Boards, with central University wide records maintained by the Learning & Quality Unit. Individuals are nominated by the School responsible for the programme/award or subject area concerned, in accordance with the following:
- a) newly appointed external examiners should take up their appointments on or before the retirement of their predecessors. External examiners should remain available until

after the last assessments with which they are to be involved in order to deal with any subsequent review of decisions;

- b) that appointments will run normally from the September before the first assessments to the December after the last assessments. The most common length of tenure is thus just over four calendar years but this may be varied at the discretion of the School Board;
- c) external examiners should not normally hold more than the equivalent of two substantial undergraduate appointments at the same time;
- d) in order to protect their independence, external examiners should not concurrently act as consultants to School staff on programme design, or be members of any panel(s) established to review the programme which they examine.

Appointment of external examiners to programmes offered under licence from Edexcel

6.4 External examiners for programmes run under licence from Edexcel, are appointed by the University. The management of Edexcel examiners periods of tenure and conditions are set out in Section 2 of the Licence Agreement between the University and Edexcel.

Criteria for appointment of external examiners

6.5 The key criteria are:

a) That the nominee's academic/professional standing and experience can be demonstrated by:

- a) qualifications appropriate to the level and subject of the award;
 - i. her/his current (or most recent) post;
 - ii. experience in higher education;
 - iii. research/professional activity;
 - iv. experience in industry, commerce or as a potential employer;
 - v. recent external examining experience at the appropriate level, or other similar experience and the support of one or more experienced external examiners.

(b) In order to achieve breadth and balance of the examining team:

- i. there should not normally be two external examiners from the same department in the same team;

- ii. a new external should not be from the same institution as the one being replaced: a minimum of 3 years should elapse before another examiner is appointed from that institution;
 - iii. a School should not nominate an external examiner from institutions which have a University of Greenwich staff as an external examiner on a similar programme (i.e. a perceived reciprocal examining arrangement between two individuals);
 - iv. there should normally be a balance between academics and professional practitioners/employers;
 - v. if more than one academic is in a team, there should be a balance between University and other college backgrounds;
 - vi. if the programme leads to a professional award (e.g. BEd) there must normally be at least one practitioner with appropriate experience.
 - vii. where an examiner (or examining team) is based outside the UK and is appointed to a collaborative programme of study, the examiner (or a minimum one of the team) must have experience or understanding of working in UK Higher Education. Experience of working at an equivalent level in the country of the partnership is also acceptable upon proviso that Schools make specific induction arrangements to introduce the examiner to the UK Higher Education system.
- (c) Proposed examiners are appointed to provide an impartial and independent view of the standard and quality of the University's assessments, student achievement, progression and awards. All examiners appointed should be able to demonstrate a level of impartiality consonant with this aim and will be expected to declare any potential conflicts of interest. The proposed examiner should **not** have or had an association with the University in the following contexts, either at the point of approval or during appointment or in the previous five years:
- i. As a member of staff, governor or student of the University or its Partners
 - ii. As a near relative or partner of a member of staff connected with the programme(s) within the examiner's remit
 - iii. As a near relative or partner of a student studying on the programme(s) within the examiner's remit
 - iv. As an examiner on another cognate programme in the University;
 - v. An external examiner for the programme when it was approved by another validating body.

- vi. As anyone closely associated with the sponsorship of students on the programme
- vii. As anyone required to assess colleagues who are recruited as students to the programme of study
- viii. As anyone in a position to influence significantly the future of students on the programme of study
- ix. As anyone involved in collaborative research activities with a member of staff
- x. As anyone who has been directly involved as an external member of the validation panel for the programme.

The School may wish to appoint a mentor for a new external who does not have any previous external examining experience. The mentor should be an existing external examiner for the institution and willing to act in the capacity. Where an existing external acts as a mentor an additional payment will be made.

- (d) Increasingly, the professions and industrial and commercial organisations are collaborating in the development and delivery of programmes, and external examiners may come from important organisations which also sponsor students, provide industrial placements, or employ ex-students. When nominating an external examiner from such an organisation, the internal examiners must be satisfied that the assessment procedures preclude the possibility of any one examiner having an undue influence on the results of an individual student.
- (e) External examiners should not normally hold more than two appointments on major programmes. If the nominee already holds two such examinerships, the School must check before making the proposals that he/she is confident of being able to cope with the time commitment and the workload involved.

6.6 It is expected that these criteria will be interpreted in the light of best practice, having regard to the need for ensuring fairness to students and maintenance of the standard of awards. If the appointment of external examiners to a particular award requires approval from the professional body concerned, this approval must be obtained before any appointment is confirmed.

Induction/briefing of external examiners

6.7 It is the responsibility of the Learning and Quality Unit to ensure that new external examiners receive general information including the University's Academic Regulations for Taught Awards together with a pro-forma and guidance on the preparation of annual reports.

In addition, examiners will receive a detailed briefing arranged by the School staff responsible for the relevant subject area/programme, preferably in the course of a visit to the University. The briefing should cover details of

- Staff contact details, roles and responsibilities for quality assurance in the School
- Expected sample size of work to be reviewed
- Subject Assessment Panels and Progression and Award Boards;
- dates of examiners' meetings;
- external examiners' role in relation to the examining team;
- learning outcomes of the programmes and courses therein;
- syllabuses and teaching methods; the methods of assessment and marking schemes; regulations for the programme including those concerned with compensation for failure and opportunities for reassessment.

Powers of external examiners

- 6.8 External examiners will not normally take part in the assessment of students in Stage 1 of an undergraduate programme, except where assessment of Stage 1 studies counts towards the student's final award such as HNC, HND, Foundation Degree
- 6.9 The external examiner brings to the University's assessment process the impartial view of an outside observer, able to comment on the standards achieved by the University's students in comparison with those of other institutions; on the appropriateness of the University's assessment practices and procedures; on the implementation of those procedures in order to ensure fairness to individual students; and where appropriate on the relevance of the University's assessment and awards to the requirements of potential employers and the professional bodies.
- 6.10 No recommendation for the conferment of an award of the University will be made without the consent of the external examiner(s). On any matter which an external examiner has declared to be a matter of principle, the decision of the external examiner will either be accepted as final by the Progression and Award Board (PAB) or referred to the Pro Vice-Chancellor (Learning and Quality) as will any unresolved disagreement between external examiners. External examiners may also advise on outcomes of Subject Assessment Panels.
- 6.11 Each Progression and Award Board, and in particular the external examiner(s), is responsible for ensuring that each student is fairly assessed, within the relevant regulations, as an individual and in relation to his or her peers. The Progression and Award Board is responsible for maintaining the standard of the University's awards. The Progression and Award Board will keep strictly to its assessment role. Other student grievances relating to the programme will be dealt with by a Programme Committee or through the Student Complaints Procedure.

6.12 As part of the functions and terms of reference of the Progression and Award Board the Chair, the Officer and the External Examiner are required to authorise the decisions made by the PAB. In the event of an external who is unwilling to sign off the Progression and Award Board recommendations where they have been in attendance, an emergency meeting will be convened in consultation with the PVC (Learning and Quality), Dean of School and the External Examiner.

6.13 Within the University's regulations and guidelines, internal examiners will arrange for external examiners to see and comment on examination question papers and other forms of assessment, to sample students' examination scripts and other work produced for assessment which counts towards the final award, and to conduct viva voce examinations of students. The external examiner is not expected to act as a third marker in respect of the work provided for her/his for sampling; if she/he disagrees strongly with a mark given by an internal marker and wishes to have it changed, this will be done in consultation with other members of the Progression and Award Board, in a manner ensuring fairness to all candidates.

The rights and responsibilities of external examiners

6.14 The external examiner should:

- a) be able to satisfy herself/himself that each student is judged impartially on the basis of the work submitted for assessment, without being influenced by previous association with the programme, the staff or any of the students;
- b) be able to compare the performance of students with that of their peers on comparable courses of higher education elsewhere;
- c) approve the form and content of proposed examination papers and other assessments that count towards the award;
- d) be consulted about and agree to any proposed changes to the assessment regulations which will directly affect students currently studying for the award(s);
- e) be able to attend examiners' meetings and have access to all assessed work;
- f) see samples of the work of all students proposed for the highest available category and for failure, and samples of the work of students proposed for each category, in order to ensure that each student is fairly placed in relation to the rest of the cohort;
- g) have an overview of the marks given by the internal markers, in order to comment on the standard of marking generally, and have the right to amend a mark or marks in

consultation with the other members of the Progression and Award Board and in a manner ensuring fairness to all candidates;

- h) have the right to conduct a viva voce examination of any candidate; the viva voce being used:
 - i. to determine difficult or borderline cases, such additional assessment being used only to raise and not to lower a student's marks; and
 - ii. as an alternative or additional assessment where valid reasons for poor performance have been established.
- i. satisfy themselves that the assessments are conducted in accordance with the regulations for the programme;
- j. be involved with Subject Assessment Panels and attend, or be represented by another external examiner at the meeting of the Progression and Award Board at which decisions on recommendations for awards are made, to ensure that those recommendations are reached by means according with the University's requirements and normal practice in higher education;
- k. to authorise the decisions made by the Progression and Award Board by signing off the results in accordance with the terms of reference of the Progression and Award Board.
- l. participate as required in reviews of decisions about individual students' awards resulting from academic appeals;
- m. report to the University on the effectiveness of the assessments and any lessons to be drawn from them
- n. report to the Vice-Chancellor of the University, as Chair of the Academic Council on any matters of serious concern arising from the assessments, which put at risk the standard of the University's awards.

The Chief External Examiner

6.15 A Progression and Award Board which decides on student progression (other than at Stage 1) and students' final awards may have a Chief External Examiner who has an overview of the work of the Board in relation to:

- confirming awards and degree classification;
- the application of compensation;
- agreeing referral procedures;

- recording student progression;
- links with Subject Assessment Panels.

6.16 After the Progression and Award Board in each session the Chief External Examiner should submit to the University her/his annual report on the operation of the Progression and Award Board.

The External Examiner's Report

Purpose

6.17 The purpose of the external examiner's report is twofold in that it

- enables the University to judge whether the programme/s is/are meeting stated learning outcomes and to ensure that any necessary improvements are made, either immediately or at the next review, as appropriate.
- enables the University to identify issues that require redress both at local School level and, where indicated, at institutional level

Timing

6.18 After the main Progression and Award Board in each session, each external examiner should submit, via the University's web pages or by direct submission to the Learning and Quality Unit an annual report on the conduct of the assessment and issues relating to assessment. Where the main Progression and Award Board takes place in June/July, the report should be received by 31 July. External examiners appointed by the University and with responsibility for Edexcel programmes will utilise the University's report structure, a copy of which should also be lodged with Edexcel.

Content

6.19 The following topics must be covered:

- a) the structure, organisation, design and marking of assessments. (which may include commentary upon the lessons to be learnt from the assessments for the curriculum, syllabus, teaching methods, resources and the way academic standards are being monitored)
- b) the appropriateness of the standards of the award being examined
- c) the overall performance of the students in relation to their peers taking comparable programmes of study/studying comparable subjects at the same level in other

institutions (and which should include a commentary upon the strengths and weaknesses of the student group (not named individuals) and the quality of knowledge and skills, both general and subject specific, demonstrated by the students under consideration. In order to fulfil this, specific commentary is required in the report on individual teaching centres that the provision covers.

- d) commentary upon perceived good practice and innovation
- e) action points and recommendations for the School and the University at large

Distribution

6.20 Management of the distribution of copies of reports is the responsibility of the Learning and Quality Unit. The LQU will ensure that the Pro Vice-Chancellor (Learning and Quality), the Dean of School for the programme, the School Director of Learning and Quality and the School Quality Assurance Officer receive notification when a report is received by the University. If the programme is offered under licence at one or more partner colleges the Principals and HE Co-ordinators of those colleges will likewise receive notification.

Response to External Examiners' Reports

- 6.21 Action may be taken to address concerns expressed by external examiners at any time during the session, but the University requires that issues raised by external examiners in their annual reports are specifically and formally addressed by the Departments or programme teams, with feedback to the Heads of Schools for inclusion in the Annual Reporting and Planning Document.
- 6.22 The University also requires that all formal monitoring of courses and programmes takes account of, and responds to, external examiners' reports. Each School determines the scope of monitoring for courses and programming, although a formal Annual Monitoring Report is always required for a new programme, every Partner College programme, and any other programme where informal monitoring gives rise to concern.
- 6.23 The School Board/Quality Committee receives monitoring reports, and either accepts or refers them back. Following acceptance of these reports by the School Board, the Dean of School submits a report, the ARPD, which includes specific reference to monitoring to the University's Pro Vice-Chancellors as part of the wider annual reporting and planning process.

Inability of an external examiner to carry out her/his duties

- 6.24 If a School is notified that an external examiner cannot carry out his or her duties because of a short term illness or absence from the UK on business, the School should appoint a substitute for that session's assessment, provided that the substitute meets the University's criteria. A person who has previously served as an external examiner for the subject area may be willing to undertake this, in which case the requirement that the person should not have had any recent connection with the University would be waived.
- 6.25 If an external examiner fails to carry out his or her duties (including submission of an annual report) without good reason, the Dean of School should contact the examiner to ascertain whether he/she still wishes to continue in the role. If the examiner does not feel able to continue, a successor should be appointed as soon as possible. If the examiner does wish to continue, the Dean of School should ensure that a procedure is put in place so that the duties are satisfactorily performed in future. If this is unsuccessful, the Dean of School should write to the external examiner to terminate the appointment, and report this action to the School Board and to the Learning and Quality Unit. The Pro Vice-Chancellor may take appropriate action for the submission of an incomplete external examiner report or for the non submission of a report

7. REGULATIONS FOR THE CONFERMENT OF AWARDS

- 7.1 The following principles will apply.
- 7.2 An academic award (other than honorary) can be given only to a student who is registered for that award and who has satisfied the academic requirements to qualify for the award and all other requirements of the university, including the discharge of any outstanding financial obligations.
- 7.3 Only the Progression and Award Board for an award has authority to decide that a student has met the requirements within the approved regulations for the programme.
- 7.4 The date of conferment of a taught award will normally be the date of the final decision by the Progression and Award Board that the student has qualified for the award.
- 7.5 In very exceptional circumstances it may be necessary for an award to be rescinded. This could arise for two reasons:
- (a) if it should come to the attention of the Chair of the Progression and Award Board after the Board had met that there had been a breach of regulations which would affect the final outcome of the assessment and of which the Board was not aware
 - (b) if an error in recording the decisions of the Progression and Award Board was undetected up to and after the point of publishing the results.
- 7.6 In these circumstances, the Chair of the Progression and Award Board will consult the Head of Learning and Quality Unit (LEAP) informing her/him of the circumstances. Subject to her/his advice, the following action should be taken:
- (a) if a recording error has taken place, the Chair of the Progression and Award Board will inform all members of the Board and issue a corrected record as quickly as possible, writing individually to the student(s) affected
 - (b) if it appears that a breach of regulations has taken place, all students in that cohort should be informed that their awards are deferred and the Progression and Award Board should be reconvened to reconsider the results of the students involved. At least one external examiner (the Chief External where there is one) should be present at the reconvened meeting: however in view of the commitments of external examiners and the need to act with speed in such cases, the external examiner(s) may be consulted separately by the Chair of the Board and her/his opinion obtained in writing to be put before the Board at its meeting. The decisions of the reconvened Board will be issued in the form of a

revised results list and letters will be sent by the Chair of the Board to the student(s) whose results have been changed.

Publication of assessment results

- 7.7 Following a Progression and Award Board meeting, the results list must be signed by the Chair of the Progression and Award Board and the Secretary of the Board. Results letters will normally be sent by post to students whose names appear on the results list.
- 7.8 It is the responsibility of the student to provide the appropriate Student Centre with a current address to which the results can be sent or alternatively amend their address details on-line using Student Bannerweb.
- 7.9 Student Centre staff are not authorised to give results over the telephone or in person. Any result so given cannot be considered to be official.
- 7.10 Assessment results will be released to students who have outstanding financial obligations to the University (or associated institutions), but progression or release of an award certificate will not be authorised until these obligations have been met.
- 7.11 A record of achievement (transcript) will be provided for any student who has successfully completed any elements of a programme of study leading to an award of the University.
- 7.12 The transcript will be in the format currently approved in the University and will include a record of:
- a) the full name of the student;
 - b) the dates of the student's registration;
 - c) the elements of study successfully completed and their level, grades or marks achieved and (where appropriate) date of completion;
 - d) the credits accumulated;
 - e) the award achieved;
 - f) language of teaching;
 - g) language of assessment;
 - h) teaching institution.

- 7.13 A Diploma Supplement (which incorporates the University's transcript) will be provided for any student who has successfully completed a programme of study leading to an award of the University.

Preparation and issues of award certificates

- 7.14 The certificate available to a student will be that specified in the regulations for the programme on which she/he is registered. Unless specified in the regulations, an interim certificate will not be awarded to a student who is continuing to the final award.
- 7.15 A student who leaves the University having completed one or more stages of an award may receive a certificate for the highest stage completed if the programme regulations allow it and with the approval of the Progression and Award Board.
- 7.16 It is the responsibility of the student to ensure that her/his name is correctly entered in the student records system, as the name registered is the one which will appear on the award certificate. If a student changes her/his name whilst registered for the award, evidence of this, e.g. deed poll or marriage certificate, must be shown to the appropriate Student Centre.
- 7.17 The name shown on the certificate will be the student's full name at the time the award is made. A change of name after that date will not result in a change of name on the certificate, it will be for the student to keep evidence that he/she was previously known by the name on the certificate.
- 7.18 Unless the award is made by an external body the certificate will be in the format approved by the University. Samples of the approved format and wording of certificates will be held by the Head of Progression & Conferment. Certificates will bear the signature of the Vice Chancellor and the Chancellor. Certificates without these signatures, or which have been amended after issue, are not valid.
- 7.19 The following will be recorded on the certificate:
- a) the name of the University;
 - b) the full name of the student;
 - c) the award achieved;
 - d) the title of the programme of study;
 - e) endorsements; e.g. that the programme of study was a sandwich programme;
 - f) the date of conferment of the award (normally the date of the final decision by the Progression and Award Board).

Posthumous Awards

- 7.20 Any award listed in Section 3 may be conferred posthumously and accepted at an awards ceremony on the students' behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied, if not then the appropriate exit (fall-back) award should be conferred. The award certificate will state that the student:

“has been posthumously awarded the degree of

Replacement Certificates & Transcripts

- 7.21 Duplicate certification and transcripts will be issued where the appropriate application form is completed and the necessary fee paid. Application forms can be obtained from The Conferments Unit, University of Greenwich, Room 307 Fry Building, Southwood Site, Avery Hill Road, Eltham London SE9 2UG or via email at conferments@gre.ac.uk.
- 7.22 If a damaged award certificate or transcript is received by post, this should be immediately returned to the University for replacement.

Awards Ceremonies

- 7.23 Only those undergraduate students who successfully complete their studies in June or July will be eligible to attend the July/October Awards Ceremonies for the year. All students whose awards are conferred at Progression and Award Boards after this period will be able to attend Awards Ceremonies in the following year.