Academic Regulations 2: Undergraduate Regulations

Undergraduate Courses

2018-2019

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Introduction to the Undergraduate Regulations (AR2) and the Postgraduate Regulations (AR3)

1. The Undergraduate Regulations (AR2) and Postgraduate Regulations (AR3) are part of the University’s Academic Regulations. The University's Academic Regulations provide a framework within which the University’s awards are based. They also provide assurance about the academic standards of our awards and ensure fairness and equity to our students.

2. The Undergraduate Regulations (AR2) and Postgraduate Regulations (AR3) apply to all taught courses leading to awards of the University and to all students registered with the University. Where courses lead to awards or accreditation by other Professional, Statutory or Regulatory Bodies (PSRBs) these may be subject to other rules and regulations which will be approved by the University’s Regulatory Framework Committee (RFC). These are called variants (see paragraph 7 below).

3. The University identifies necessary changes and improvements to the Academic Regulations and General Regulations in the course of a year which are then included in the regulations for the next academic year'. These changes are usually in response to:
   - Student feedback
   - Staff feedback
   - External Examiner feedback
   - Professional, Statutory and Regulatory Body requirements
   - Quality Assurance Agency (QAA) or other national or governmental external requirements

4. The University also undertakes a systematic and detailed evaluation of Academic Regulations and the General Regulations on a periodic cycle at least every six years. Such reviews are informed by sector research and targeted feedback from staff and students on specific regulations.

5. Union of Kingston Students ‘representatives work with the University to develop and agree the regulations through their participation in the committees that approve such changes, or through their membership of working groups tasked with developing and reviewing the regulations. Normally, approved changes to the regulations are only brought into force for the next academic year. The Academic Regulations and General Regulations are published annually, normally by the 1st September, from the University’s Regulations and Policies website.

6. In exceptional cases, regulatory changes may be adopted within the academic year. Such changes will only be approved where there is strong evidence that the changes are necessary to ensure fairness to all students, to bring greater clarity to the regulations or where the proposed change would be to the advantage of all students. Where this is necessary students will be notified either by email or via an announcement on My Kingston which will explain the nature of the change and any impact this change may have to their course. The updated Regulations will be published from the University’s Regulations and Policies website.

7. Variations to these regulations may be considered against set criteria (see Academic Quality and Standards Handbook, Section G, Guidance GGi). These are most commonly requested in order to meet Professional, Statutory and Regulatory Body
(PSRB) requirements. Proposed variants to the regulations must be submitted for approval to the Regulatory Framework Committee using the Form G3 – Application for a variation to UG or PG Regulations which can be accessed via the Academic Quality and Standards Handbook.

All approved variants will be recorded in the relevant Programme Specification.

A full list of University-approved variants can be accessed here: http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/

8. Where circumstances arise that are not covered by the existing regulations these will be considered on a case by case basis by the Academic Registrar in agreement with the relevant Faculty.

Principles underpinning the Academic Regulations

9. The University’s academic regulations operate on the basis of an agreed set of University wide principles as follows

- The University will ensure that the academic standards for its awards are safeguarded
- The University will ensure its regulations meet external requirements including the UK Quality Code for Higher Education and Higher Education Credit Framework for England and are aligned to sector practice
- The University will operate University-wide regulations with minimal local variation
- The University will promote consistency and transparency in the applications of its regulations to ensure fairness and equity to students
- The University’s assessment boards will make decisions which support student retention, progression and achievement by enabling students to complete/achieve the highest potential award in the shortest timeframe
- The University’s regulations will seek to encourage student engagement. Consequently, lack of engagement with assessment may impact on progression and reassessment decisions.
- The University’s regulations will be designed to support students in their transition to higher education
- The University’s regulations will be as clear and simple as possible

The University’s Regulations are reviewed, evaluated and approved periodically in response to internal and external feedback, external requirements and sector norms.
### Terminology

| **Compensation** | The decision of the Programme Assessment Board to allow a candidate’s overall performance to compensate for failure in a module so that no reassessment of the failed module is required. Minimum credit is awarded. |
| **Course** | The name of the terminal qualification (*e.g.* BSc) plus the title of a student's programme of study *eg.* BSc (Hons) in Engineering and French. |
| **Field** | The term given to the validated set of modules whose title forms part of the course to which the student is admitted. A field may be full, half, major or minor. A field may contain modules which are mainly from one subject or from a number of subjects. |
| **Franchised provision** | Franchised provision is collaborative provision which is designed and assessed by Kingston University but is delivered by a partner institution (see also validated provision below). Further information can be found in Section B of the *Academic Quality and Standards Handbook*. |
| **Grade** | The letter code used to indicate the standard reached by a student in the module assessment. |
| **Level** | The credit level, *i.e.* level 3, 4, 5, 6 or 7. Credit level descriptors are used to help work out the level of learning in individual modules. Credit level descriptors are guides that help identify the relative demand, complexity and depth of learning, and learner autonomy expected at each level, and also indicate the differences between the levels. The University’s level Descriptors (AG2) can be accessed from [here](#). |
| **Module** | The free-standing curriculum with defined learning outcomes at a specified credit level. The standard module is 30 credits. Modules of 60 credits are also permitted. Other module credit sizes are permissible where there are grounds for an approved variant to the University's Academic Framework and this has been approved by the Education Committee. See paragraphs on module credit size in these Regulations. |
| **Module Assessment Board (MAB)** | The assessment board responsible for the assessment and standards of modules within a subject. It agrees the grades achieved by students within these modules and makes recommendations to the PABs about the most appropriate means of reassessment where failure has occurred. |
| **Non RAF course** | A course that has been granted exemption from the University’s *Academic Framework*. |
| **Programme** | The set of modules studied by a student. |
| **Programme Assessment Board (PAB)** | The assessment board responsible for the overall assessment of students following similar programmes and for the standards of awards. It has the power to:  
- compensate failure  
- agree reassessment requirements  
- recommend awards  
- terminate registration in the case of poor performance |
| **PSRB** | Professional, Statutory or Regulatory Body |
| **RAF Course** | A course that has been validated into the University's [Academic Framework](https://example.com) |
| **RPCL** | Recognition of Prior Certificated Learning (formerly known as Accredited Prior Learning) |
| **RPEL** | Recognition of Prior Experiential Learning (formerly known as Accredited Prior Learning) |
| **Reassessment** | The generic term for the occasions when a student, who has failed a module, is permitted by the PAB to recover the failure. There are three types of reassessment - repeat, replace or retake:  
**Retake** | where a student is permitted or required to retake an examination at the next sitting or resubmit coursework for a module within the same course year.  
**Repeat** | where a student is permitted or required to repeat all elements of assessment for that module in the following course year.  
**Replace** | where a student is permitted or required to replace a failed module with an alternative and complete all elements of assessment for a module in the following course year. |
| **Reassessment Board (RAB)** | The assessment board responsible for the overall assessment of students following reassessment and for standards of awards. It has the power to:  
- compensate failure  
- agree reassessment requirements  
- recommend awards  
- terminate registration in the case of poor performance |
| **Stage** | A term used in some courses to designate a period of study at the end of which students are assessed and eligibility for progression is decided.  
A stage may be a single credit level, part of a single credit level or include modules at different credit levels. |
<table>
<thead>
<tr>
<th>Subject</th>
<th>A cognate set of modules managed, resourced and quality assured by a single School.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Block</td>
<td>The period in which a module may be taught and assessed.</td>
</tr>
<tr>
<td>Terminal Award</td>
<td>A terminal award or qualification is the highest award that the programme of study will lead to.</td>
</tr>
<tr>
<td>UCAS</td>
<td>Universities and Colleges Admissions Service</td>
</tr>
<tr>
<td>UKVI</td>
<td>UK Visas and Immigration</td>
</tr>
<tr>
<td>UTT</td>
<td>UCAS Teacher Training application process</td>
</tr>
<tr>
<td>Validated Provision</td>
<td>Validated provision is collaborative provision which is designed and delivered by the partner institution but awarded and quality assured by Kingston University (see also franchised provision above). Further information can be found in Section B of the <a href="#">Academic Quality and Standards Handbook</a>.</td>
</tr>
<tr>
<td>Working Days</td>
<td>PLEASE NOTE: When periods of days are referred to in this document, unless otherwise stated a ‘day’ is normally a <em>University working day</em>, which is any day except weekends, bank holidays and the period between Christmas and New Year when the University’s administrative offices are closed. This applies even when some areas of the University, such as libraries and learning spaces, are open during these times.</td>
</tr>
</tbody>
</table>
Qualifications available within the Undergraduate Regulations

Certificate (C) Level Qualifications

Foundation Certificate
Foundation Diploma
Certificate of Higher Education (CertHE)

Intermediate (I) Level Qualifications

Diploma of Higher Education (DipHE)
Centre-devised BTEC Higher Nationals
Higher National Certificate
Higher National Diploma
Foundation Degree
Undergraduate Diploma of Professional Practice
Bachelors Degree (Ordinary/)

Honours (H) Level Qualifications

Bachelors Degree with Honours
Graduate Certificate
Graduate Diploma

Masters (M) Level Qualifications

Integrated Masters (or enhanced first degrees)

Other Qualifications

Certificate of Industrial Experience

An explanation of these qualifications, including the amount of credit required for the award of these qualifications, is available in the Academic Regulations 1: Awards of the University: Annex 1.
Section 1

The Admission of Students

General Requirements

1. The admission of an individual applicant to a programme within the Undergraduate Regulations is at the discretion of the authorised admissions tutor(s), or nominee, subject to:

- the University's policy on admissions
- there being a reasonable expectation that the applicant will be able to fulfil the objectives of the programme and achieve the standard required for the award
- the applicant meeting the entry requirements for the award to which the particular programme leads
- the applicant fulfilling the specified entry requirements for the programme of study
- the applicant providing a satisfactory reference

2. All applicants seeking admission to a programme where admissions are administered by UCAS or UTT must apply through these national admission systems. This applies both to those seeking entry at the start of a programme and those wishing to enter subsequent stages. It does not apply to existing enrolled students of the University seeking to transfer to another programme covered by the same national admissions system. All other applicants must apply to the University using the appropriate application form.

3. All applicants to a programme in the Undergraduate Regulations should normally be aged 17 years or over at the start of their programme.

4. All applicants to a programme in the Undergraduate Regulations should normally have achieved at the point of entry a GCSE grade C in Mathematics and in English Language, or equivalents acceptable to the University. Applicants who are neither nationals of, nor have completed a UK-degree equivalent qualification in, a majority English-speaking country listed below will also need to demonstrate proficiency in English language at a level which is accepted by the University (see paragraphs 9 – 13).

Table of majority English speaking countries

<table>
<thead>
<tr>
<th>Antigua and Barbuda</th>
<th>Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Jamaica</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>New Zealand</td>
</tr>
<tr>
<td>Barbados</td>
<td>St Kitts and Nevis</td>
</tr>
<tr>
<td>Belize</td>
<td>St Lucia</td>
</tr>
<tr>
<td>Canada</td>
<td>St Vincent and the Grenadines</td>
</tr>
<tr>
<td>Dominica</td>
<td>Trinidad and Tobago</td>
</tr>
<tr>
<td>Grenada</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Guyana</td>
<td>United States of America</td>
</tr>
</tbody>
</table>

5. To be eligible for admission onto a programme leading to the award of a Foundation Degree, Diploma of Education, Higher National Certificate, Higher National Diploma, or onto level 3 of a Bachelors degree programme, an applicant should normally have achieved the academic admissions criteria published in the Programme Specification and in programme marketing materials. These criteria are determined by the relevant Faculty.

Level 4 of a Bachelors degree programme

6. To be eligible for admission to level 4 of a Bachelors degree programme, an applicant should normally have achieved the academic admissions criteria published in the Programme Specification and in programme marketing materials. These criteria are determined by the relevant Faculty.

7. For qualifications outside of the UCAS tariff, including those taken outside of the UK, equivalence to the tariff totals will be determined at the discretion of the Director of Admissions and Visa Compliance, or nominee.

8. Applicants are normally expected to meet the above minimum entry requirements. However, the University may also admit individuals who can demonstrate the same academic potential as applicants with conventional qualifications, whilst noting that there are a number of programmes where the entry criteria are not flexible. In order to gain admission, the University will require evidence of substantial experience in a field related to the programme to which admission is sought.

English Language Requirements (also refer above, see paragraph 4)

9. Students needing a Tier 4 visa for study in the UK must meet the requirements of the UKVI. Where applicants are required to demonstrate by formal assessment a minimum level of proficiency in English language prior to admission to the University, the minimum level of attainment required for admission onto a programme in the Undergraduate Regulations is as follows:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Certificate</td>
<td>A score of 4.5 overall with a minimum 4.0 in each element of the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B1 of the Common European Framework of Reference for Languages (CEFR).</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>A score of 6.0 overall with a minimum of 4.0 in each element of the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B1 of the Common European Framework of Reference for Languages (CEFR).</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td></td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td></td>
</tr>
<tr>
<td>Higher National Certificate</td>
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<tr>
<td>Higher National Diploma programmes</td>
<td></td>
</tr>
<tr>
<td>Bachelor's Degree with Honours</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td></td>
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<tr>
<td>Masters Degrees within the Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Regulations (Integrated Masters) programmes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A score of 6.0 overall and with minimum 5.5 in each element in the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B2 of the Common European Framework of Reference for Languages (CEFR).</td>
</tr>
</tbody>
</table>
10. The University has approved and will accept a number of alternative qualifications and assessments to the IELTS qualification and has established equivalencies. Information on these qualifications and their equivalency to IELTS is maintained by Applicant Services.

11. Faculties may require a student to demonstrate a higher level of English language proficiency than the University minimum requirement for programmes in the Undergraduate Regulations. Where this is the case, the applicant should be advised of the required minimum standard in programme marketing material, and in the formal offer letter.

12. A qualification demonstrating English language proficiency should normally be obtained no earlier than two years before commencement of the programme of study.

13. An applicant who does not meet the University's English language requirements may be admitted to the University with the requirement that they undertake an agreed programme of English language instruction before admission. Progression from pre-sessional programmes and Level 3 of a Bachelors Degree programme onto level 4 of a Bachelors Degree programme will be subject to the University's assessment that the required standard of English has been achieved.

Admission with Credit from Prior Learning (which includes RPEL and RPCL)

14. Applicants may be given credit for prior learning against specific elements of a programme if it is judged to be appropriate in terms of content, level and currency. In such cases, the student would not be required to take the elements of the programme for which credit has been given (exemption). This credit will not normally be graded.

15. Prior learning may be certificated or it may be experiential. If it is not certified, students will be required to demonstrate learning through some form of agreed assessment. Students are normally charged for this process.

16. Credit can be claimed against modules at all levels of study. A student must register for at least one-third of the total credits required for the award sought.

17. The minimum claim for prior credit will normally be 30 credits (one standard module).

18. Procedures to be followed for awarding credit from prior learning are listed in the Academic Quality and Standards Handbook (Section H).

Re-Use of Prior Credit

General regulation

19. Once a student has been assessed for a qualification, the accumulated credit achieved cannot be re-used for another qualification at the same, or a lower, level. For example:

- credit used to obtain an HND cannot be re-used for a Foundation Degree although it can be used to gain entry with prior credit
• credit used to obtain a Foundation Degree cannot be re-used to obtain a Degree although it can be used to gain entry with prior credit
• credit used to obtain a BSc in Chemistry cannot be re-used to gain a BSc in Applied Chemistry
• a student assessed for a BSc (Hons) in Geology who is awarded an Ordinary Degree in Geology cannot re-use this credit to subsequently obtain an Honours Degree in Geology

20. Exceptionally, where the qualification is deemed to be incorporated in the higher level qualification within the same programme of study, and the student’s learning is judged to be current, this restriction may be waived. For example:

• credit for a Diploma of Higher Education in English may be re-used to obtain a BA (ordinary degree) within the same programme although both the DipHE and the BA are Intermediate Level qualifications. The student’s record will be treated as if the student were gaining entry with prior credit

Recording Prior Credit

21. In the case of prior credit, the student record will record general credit only, for example ‘120 credits at level 4’.

22. Exceptionally, where the qualification is deemed to be incorporated in the higher level qualification within the same programme of study, and the student’s learning is judged to be current, this restriction may be waived.

23. For example: credit for a BA in English may be used to gain entry with prior credit with 300 of the 360 credits required for the BA (Hons) in English. In this case, the record would show:

• ‘120 credits at level 4’
• specific credit with a grade for all level 5 modules
• specific credit with a grade for up to 60 credits at level 6

the level 5 and level 6 credits being used for the honours classification.

Recording module exemption

24. Where exemption is granted against a specific module, this is recorded separately.

Specifically designed “Top Up” Honours Degrees

25. The nature of the Foundation Degree means there is no curriculum match with an existing Honours Degree. In the case of a student seeking entry with prior credit to an existing Honours Degree via the Foundation Degree route, a specifically designed ‘top-up’ programme will be developed. The ‘top-up’ honours degree will normally require 120 credits at level 6.

26. An Ordinary Bachelors Degree will not be awarded as an exit award if Honours is not achieved, unless the prior programme which is being “topped up” is a Kingston University award.

Sandwich Awards

27. An applicant may be judged to have satisfied, wholly or in part, the aims and objectives
of a sandwich degree because of prior experience. In considering such applications authorised admissions tutor(s) should consider:

- the quality of training or supervised work experience previously undertaken
- the relevance of that training or supervised work experience to the programme to which the student is to be admitted
- the quality of the supervision and assessment of the training or supervised work experience
- whether the granting of such specific credit would still enable the student to meet professional or other requirements which the supervised work experience within the programme is intended to satisfy

28. In some cases, it may be more appropriate for an applicant to be advised to follow a programme which does not normally contain an element of supervised work experience.

**Admission to a sandwich award or four year degree**

29. A student must register for at least 120 level 6 credits.

**Re-Admission**

30. A student whose registration for a programme has been terminated on academic grounds may apply for readmission to a new course but will not normally be re-admitted to the same or cognate course. Readmission to the same or cognate course will only be permitted in exceptional circumstances and only after a period of 2 academic years. The course leader would need to recommend readmission to the Dean of the relevant faculty and this would need to be agreed.

31. A student whose registration for a programme has been terminated on the grounds of academic misconduct may not be re-admitted to the University.

32. A student who is re-admitted to the University will be required to pay the tuition fees agreed by the University for their year of re-admission for their programme of study.

**Fraudulent Applications**

33. The University reserves the right to refuse admission (or cancel registration) to any applicant (or student) whose application details are found to be false.

**Modules as Short Courses (Associate Students)**

34. Students may be allowed to register for modules to be assessed for credit without being registered for an award. However, if they subsequently wish to transfer the credit for admission with prior credit to an award, the normal restrictions will apply.
Section 2

Student Registration

General Requirements

35. The registration period for a course will be defined at validation. The normal minimum and maximum registration periods for each of the qualifications available in Undergraduate Regulations is as follows:

<table>
<thead>
<tr>
<th>Award</th>
<th>Mode of study</th>
<th>Minimum length</th>
<th>Maximum length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Certificate and Foundation Diploma</td>
<td>Full time</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>Full time</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Full time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>4 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Higher National Certificate (HNC)</td>
<td>Part time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Higher National Diploma (HND)</td>
<td>Full time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>4 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>Full time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>4 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Undergraduate Diploma of Professional Practice</td>
<td>Work placement</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Ordinary or Honours degree</td>
<td>Full time</td>
<td>3 years</td>
<td>6 years</td>
</tr>
<tr>
<td></td>
<td>Sandwich</td>
<td>4 years</td>
<td>8 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>6 years</td>
<td>12 years</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Full time</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Full time</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Integrated Master’s degree</td>
<td>Full time</td>
<td>4 years</td>
<td>8 years</td>
</tr>
<tr>
<td></td>
<td>Part time</td>
<td>8 years</td>
<td>12 years</td>
</tr>
</tbody>
</table>

36. The minimum and maximum registration periods may be increased by one course year where the degree includes a study abroad or industrial placement.

37. The minimum registration period may include any exemption granted as a result of prior credit.

38. Courses may specify a more restrictive period of registration, especially where they lead to professional accreditation.

39. Maximum periods of registration may be exceeded in exceptional circumstances. Where a student’s period of registration will be exceeded then an application should be made to the Academic Registrar by the Faculty concerned. Students should be aware that the structure and content of the courses, the regulations and tuition fees that apply, may be different to those that existed when they first enrolled. Such changes will be clearly communicated to the student prior to their re-enrolment.
40. Full-time students who are required to repeat credit “in part-time mode” remain within the full-time minimum and maximum registration periods for their programme of study.

41. Students may not normally be permitted to register for more than one taught programme of study leading to an award with the University at the same time, unless with the permission of the Academic Registrar.

**Student Attendance**

42. The University expects students to attend all programme-related activities unless they have good reason for absence and the absence is approved by the Course Leader (or equivalent). Failure to attend without acceptable cause may result in the termination of a student's registration for a University award.

**Compulsory attendance**

43. Where the learning outcomes of a course or programme are such that attendance is compulsory for certain elements, this must be clearly specified in the course or programme handbook.

**Students at Partner Institutions**

44. Students registered for a programme delivered wholly at a Partner Institution will be subject to the attendance requirements of the Partner Institution.

45. Students registered for a programme delivered in part at a Partner Institution will be subject to the attendance requirements of the Partner Institution for those periods when they are taught by the Partner Institution.

46. If a student does not meet the attendance requirements set by a Partner Institution, [Academic Regulations 10: Expulsion on Academic Grounds](#) will be invoked.

**Module Registration**

47. Full-time attendance within any course year requires students to study modules to the value of at least 120 credits (105 credits for non RAF courses) which contribute to the course for which they are registered. Students may study additional modules for credit (i.e. ones which do not contribute to their programme), but these will incur additional fees.

48. In order to remain registered for an award, a student must enrol for at least one module in a course year unless they have been granted specific permission by their Course Leader (or equivalent) to interrupt their studies.

49. Students are responsible for ensuring that they are registered for the correct modules. The deadline for any changes to be agreed is published in your course handbook or available from your course leader. If it is agreed that you can change your module after teaching has started then you must ensure that you contact the module leader to catch up on the teaching that you have missed. Module registration is linked to the assessment record and therefore failure to register correctly may result in assessments being void and the loss of an assessment attempt due to non-submission.
50. Students will normally have a maximum of 4 attempts to complete a module (take, retake, repeat, retake). An approved claim for mitigating circumstances, where the student will normally be given the opportunity to undertake a new uncapped assessment in the next available assessment period, will not count towards the total attempts allowed.

**Level of Study**

51. Students may register for modules at a higher credit level provided that the module pre-requisites are met. The credit obtained may be counted against assessment requirements for a lower level, but may not then be counted again.

52. Normally, students may not study modules within a programme at different credit levels concurrently unless the modules are at adjacent credit levels.

53. A student may not study the same module at more than one credit level.
Section 3

Programme Structures

Modes of Delivery

54. For any mode of delivery, the level of knowledge and skills required at the entry point, the curriculum, teaching arrangements, time available for students’ private study, and the length and nature of any supervised work experience must be designed to be consistent with the duration requirements for the award.

55. The planned length of the programme must be related to the normal registration period for the terminal award. The minimum and maximum periods within which students should normally complete (including reassessment) must be specified in the Programme Specification.

56. All changes to the planned duration of a programme or the mode of delivery require approval by the Education Committee.

Full or part-time course

57. A student may study a full-time course on a part-time basis, subject to approval.

Part-time courses

58. If a course may only be studied on a part-time basis, this must be stipulated at the time of initial approval and validation. The length of a programme designed for part-time study will be greater than that of an equivalent full-time course.

Student Mode of Study

59. Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning or any other approved mode of delivery as stated in the relevant course specification. Students shall be able to switch between approved modes of study without loss of standing.

60. A full-time programme of study shall normally comprise 120 credits in an academic year. Exceptionally, a Programme Assessment Board or representative from the Academic Registry may approve a full-time programme that comprises 90 credits in an academic year or, a maximum of 150 credits; this will be established at the outset of the academic year and not retrospectively. Such arrangements exclude transferred credit. A part-time programme of study shall be one comprising no more than 90 credits in an academic year.

61. Where a student is taking no more than 90 credits and is repeating one or more modules from a previous year or does not need to take more than 90 credits in an academic year to complete their level, they may be designated as part time repeating on a full time course, (this is a specific mode related to student funding).

62. A student’s mode of study will be formally designated by the University at the outset of a student’s academic year and will be amended only if their authorised programme of study changes or where their programme is such that their mode of study changes from one term to another.
**Sandwich courses**

63. Where a course is designed to lead to a degree awarded for study ‘in the sandwich mode’, the period of supervised work experience must form a compulsory element of the course and last for a minimum of 36 weeks. The objectives of the work experience must be defined and related to the overall objectives of the course. The work experience module must:

- be assessed as pass/fail - *i.e.* not graded
- be credit rated (normally as 120 credits for the 36 week period)
- be core to the field

64. Passing the period of work experience is compulsory for the conferment of the award in the sandwich mode. Failure of this element will normally result in students being assessed for a non-sandwich award.

65. Provision should be made for an alternative full-time programme for students who are unable, for valid reasons to undertake or complete the sandwich element.

66. Students studying on a sandwich course may receive a Certificate of Industrial Experience for satisfactory completion of the required placement module. Students who complete additional credit at Level 5 may be entitled to the award of Undergraduate Diploma in Professional Practice.

**Placements**

67. Ungraded credit gained as a result of a placement will not count towards the credit requirements of awards of the University, other than for students registered in the sandwich mode.

**Bachelors Degrees Including More Than One Field**

68. The Undergraduate Regulations permit half, major and minor fields in courses designed to lead to a Bachelors degree. In the design of courses including more than one field, the proportion of credit from each field must be:

**RAF Courses**

69. Where a course is designed to include two fields, the proportion of credit from each field at levels 5 and 6 must be:

- 30 credits for a minor field
- 60 credits for a half field
- 90 credits for a major field

**Non RAF Courses**

70. Where a course is designed to include two fields, the proportion of credit from each field at levels 5 and 6 must be:

- 45 credits for a minor field
- 60 credits for a half field
- 75 credits for a major field

**Modules**
Module types
71. There are three types of module:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Those which must be studied</td>
</tr>
<tr>
<td>Optional</td>
<td>Those from which a student has a restricted choice in order to complete a programme</td>
</tr>
<tr>
<td>Free Choice</td>
<td>Free choice: those from which a student has an unrestricted choice</td>
</tr>
</tbody>
</table>

72. The module type is determined by the field(s) within which it is validated.

Modules requisites
73. Modules may have:

- **pre-requisites**: *i.e.* other modules (passed or taken) or other entry requirements, *e.g.* a specific GCSE
- **co-requisites**: *i.e.* when two or more modules must be studied in parallel
- a requirement that pre- or co-requisite modules or other entry requirements have been satisfied within a specified period of time. This will be important for fields based on rapidly changing knowledge

Module credit level
74. Each module must have defined learning outcomes at level 3, 4, 5, 6 or 7. Where a module is offered at more than one credit level it must be separately presented and must have clearly differentiated assessment and learning outcomes. University level descriptors for modules are provided as an adjunct to the regulations (see Academic Guidance).

Module credit size
75. The standard module credit size is 30 credits. The University also permits modules of 60 credits. Evidenced professional, statutory and regulatory body (PSRB) or contractual constraints may provide grounds for variance from the standard module credit size. Requests for a variation to the University’s Academic Framework must be made on a C3 Form (see Academic Quality and Standards Handbook) and submitted to the Education Committee for approval.

76. In determining the credit size of modules, module leaders should give particular consideration to the amount of credit permitted in re-assessment entitlements associated with awards.
Section 4

Assessment Boards

General

77. For every modular programme approved as leading to an award of the University, there must be a Module Assessment Board and a Programme Assessment Board. These Boards are established by Senate and are accountable to that body for the fulfilment of their terms of reference. Only the approved Assessment Boards are authorised to assess students in accordance with the course assessment regulation.

78. Annex 1 presents a breakdown of roles of responsibilities in the assessment process, including that of Senate, Deans, Associate Deans, Heads of School, Course Leaders (or equivalent), Module Leaders, the Academic Registrar and External Examiners.

79. A schedule of assessment board dates for the forthcoming academic year will be presented and agreed at the first meeting of the Regulatory Framework Committee in each academic year.

80. Where possible, assessment boards will be conducted electronically either by direct online access or by uploading the relevant grids to Box or other central university storage system.

Module Assessment Board (MAB)

81. Each module is the responsibility of one MAB. Each MAB is responsible for groups of cognate modules (subjects).

82. The MAB is responsible for agreeing module grades within the context of subject benchmark standards. All MABs meet to an agreed schedule in order to enable module grades to be available for PABs. The grades cannot then be altered by a PAB (see below) although credit may be awarded.

83. The main functions of the MAB are:

- to agree grades/marks for all students registered on a module
- to be responsible for the academic standards of modules and of groups of cognate modules
- in the case of failure, to recommend to the student's PAB, the form of reassessment required

84. MAB will normally be chaired by a senior member of staff responsible for the cognate group of modules (subject) nominated by the Dean. It will include all relevant Module Leaders and Course Leaders (or equivalent) or their nominees, and the external examiners appointed to audit standards in the modules concerned. An independent monitor will provide impartial advice and ensure consistency of approach.

85. The MAB must be presented with confirmation by the module leader that all marking
has been complete and that the assessment process has been conducted in accordance with the University regulations. This must include specific sign off by the External Examiner that they have reviewed an appropriate sample of work and they have agreed the marking standards as appropriate.

Programme Assessment Board (PAB)

86. Each student who is registered on a course is the responsibility of one PAB. Each PAB is responsible for groups of related programmes of study which are part of a course or a number of related courses.

87. The PAB is responsible for each individual student's programme of study.

88. The main functions of the PAB are:

- to agree recommendations for awards and/or progression
- to be responsible for the academic standards of courses and awards
- in the case of failure, to agree reassessment requirements including compensation and, where necessary, the termination of registration

89. All courses with half, major and minor fields will be allocated to a PAB.

90. A PAB will normally be chaired by a senior member of staff responsible for the course(s) nominated by the Dean. It will include up to 5 course leaders nominated by the Faculty as well as 2 External Examiners. An independent monitor will provide impartial advice and ensure consistency of approach.

91. In some programmes, the PAB may consider a student's overall performance before a programme is complete. In these cases, the PAB will ensure that the maximum permitted assessment and/or compensation for an award is not exceeded.

92. In addition to Faculty PAB's, which will be help at key parts of the assessment cycle, there will also be a University wide PAB, that will meet at other points of the assessment cycle, to ensure that student awards are confirmed as quickly as possible.

93. The University wide PAB will normally be chaired by the PVC Teaching & Learning or their nominee. Membership will comprise of one senior academic nominated by each Faculty plus one External Examiner, preferably from one of the areas of study where awards are being considered.

Reassessment Board (RAB)

94. Reassessment boards are subsidiary boards of assessment boards. Minutes shall be taken at all reassessment boards detailing the decisions and actions taken.

External Examiner participation at reassessment boards

95. External examiners have the right to attend reassessment boards; however, it is not a requirement that an external examiner must attend a reassessment board.

Student Membership of Assessment Boards
96. No student may be a member of an assessment board. However, if a person who is otherwise qualified to be an examiner for a course (for example as a member of academic staff or as an approved external examiner) is coincidentally registered as a student on another course either at the same institution or elsewhere, this will not, in itself, disqualify that person from carrying out normal examining commitments.

**Quoracy**

97. Normally all internal members of an assessment board and at least one external examiner must be present for a board to be quorate. However, an assessment board may resolve itself quorate and competent to act when the requirement for members to attend has been waived in the manner duly authorised below:

*Internal members*

98. In the case of an internal member, the requirement to attend may be waived in the case of sudden illness, or other good cause, by agreement with the Chair of the board. The absence may be covered by either the attendance of an agreed alternate, or by the submission to the Chair of any comments on candidates, or other items on the agenda.

99. If no alternate is available, and there are no means of ascertaining the views of the member, the Chair must refer the matter to the Academic Registrar to consider whether the meeting should be postponed or be allowed to continue with a revised remit.

*External Examiners*

100. In the case where no external examiner is able to attend an assessment board, the Chair of the board must refer the matter to the Academic Registrar.

101. The Academic Registrar may agree a waiver to the requirement for external examiner attendance at a board provided that formal arrangements are made to ensure that at least one external examiner is able to make an appropriate contribution to the decision making process.

102. If no such arrangements are possible, the Academic Registrar will consider whether the meeting should be postponed or be allowed to continue with a revised remit.

**Declarations of Interest**

103. If a member of an assessment board is related to or personally connected with any candidate, this must be declared. S/he must withdraw while the individual student’s results are considered. This absence does not affect quoracy where it has been established previously.

**Assessment Boards at Collaborative Partner Institutions**

**Franchised collaborative provision**

104. In the case of franchised provision, the University will ensure comparability of standards across both its own delivery of a module/programme and the delivery of its partner institutions. To this end, common MABs and common PABs will be established to consider student assessment across all partners involved in the delivery of a module/programme, including delivery at the University. These common
assessment boards will normally be chaired by a senior member of staff from the University (normally Head of School, or equivalent) and be attended by module/programme leaders from the partner institutions involved. Exceptions to these arrangements must be agreed by the Academic Registrar.

Validated provision
105. In the case of validated provision, assessment boards will normally be chaired by a senior member of staff from the University (normally Head of School, or equivalent) and be attended by module/programme leaders from the partner institutions involved.

Assessment Board Agendas and Minutes
106. Templates and guidance for staff on the production of agendas and minutes of assessment boards can be accessed from here: https://staffspace.kingston.ac.uk/dep/academicregistry/armgtteam/Pages/Assessment-Board-Guidance-and-Templates.aspx
Section 5
Assessment Regulations

107. The assessment regulations are common to all programmes within the Undergraduate Regulations. Exceptionally, the Regulatory Framework Committee may permit additional or amended assessment regulations for specific programmes, known as variants. These must be clearly communicated to students. University requirements in respect of assessment design, marking and moderation and the information which will be provided to students are set out within the Academic Framework Handbook. Information on the work made available to external examiners for scrutiny is set out in the Academic Quality and Standards Handbook.

108. If a student is unable through disability to be assessed by the normal assessments for a programme, examiners may vary the methods, informed by the student’s Statement of Support Needs (SoSN), and bearing in mind the learning outcomes of the programme.

109. Students must ensure that work produced for assessment is legible to the examiners unless alternative assessment arrangements have been agreed in advance. Illegible work will be marked as failed unless the work is transcribed into a legible form under supervision and at the student’s expense. This may delay determination of the grade.

Attendance for assessment

110. It is the responsibility of students to attend examinations and submit work for assessment as required. If a student fails to attend examinations or submit work for assessment without good cause, the examiners have authority to deem the student to have failed the assessments concerned.

Module Grades

111. The module grade is decided by the Module Assessment Board. It is based on the marks achieved in the defined summative assessments and it may include approved requirements about satisfactory attendance and other factors which are in addition to the normal assessment requirements.

112. The following tables present the grades that relate to mark bands. A full breakdown of module grades is provided in Annex 2.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Marks Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>85+</td>
</tr>
<tr>
<td>A</td>
<td>75 – 84</td>
</tr>
<tr>
<td>A-</td>
<td>70 – 74</td>
</tr>
<tr>
<td>B+</td>
<td>67 – 69</td>
</tr>
<tr>
<td>B</td>
<td>63 – 66</td>
</tr>
<tr>
<td>B-</td>
<td>60 – 62</td>
</tr>
<tr>
<td>C+</td>
<td>57 – 59</td>
</tr>
<tr>
<td>C</td>
<td>53 – 56</td>
</tr>
<tr>
<td>C-</td>
<td>50 – 52</td>
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</table>

This table relates to level 3 to level 6 modules
<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>D+</td>
<td>47 – 49</td>
</tr>
<tr>
<td>D</td>
<td>43 – 46</td>
</tr>
<tr>
<td>D-</td>
<td>40 – 42 (Pass)</td>
</tr>
<tr>
<td>FM</td>
<td>35 – 39 (Marginal Fail)</td>
</tr>
<tr>
<td>F</td>
<td>0 – 34 (Fail)</td>
</tr>
<tr>
<td>F0</td>
<td>Non-submission or non-attendance</td>
</tr>
</tbody>
</table>

This table relates to level 7 modules

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Marks Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>85+</td>
</tr>
<tr>
<td>A</td>
<td>75 - 84</td>
</tr>
<tr>
<td>A-</td>
<td>70 - 74</td>
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<tr>
<td>B+</td>
<td>67 - 69</td>
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<td>B</td>
<td>63-66</td>
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<td>B-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>C+</td>
<td>57 - 59</td>
</tr>
<tr>
<td>C</td>
<td>53 - 56</td>
</tr>
<tr>
<td>C-</td>
<td>50 – 52 (Pass)</td>
</tr>
<tr>
<td>FM</td>
<td>45 – 49 (Marginal Fail)</td>
</tr>
<tr>
<td>F</td>
<td>0 - 44 (Fail)</td>
</tr>
<tr>
<td>F0</td>
<td>Non-submission or non-attendance</td>
</tr>
</tbody>
</table>

113. The pass mark for the module depends on the level of the module and not on the level of the award, for example a level 6 module will always have a pass mark of 40% and a level 7 module will always have a pass mark of 50%.

114. Unless there is a clear justification otherwise, such as a PSRB requirement, it is expected that the requirement will be for modules to be passed on aggregate. For example, where a module has more than one element of assessment, it should not be a requirement that any element of assessment is passed separately in order to achieve an overall pass for the module.

115. Additional requirements such as the need to pass specified elements separately within modules, fieldwork completion or the requirement to attend practicals or placements must be specifically approved at either validation or via faculty delegated powers and specified within relevant Programme Specification. See also Guidance Note CG(ii) in Section C of the Academic Quality and Standards Handbook.

116. Individual units of assessment and the overall module results presented to assessment boards should be marked in percentages or grades. Module grades will be recorded on the Higher Education Achievement Report (HEAR).

**Deadlines for the Submission of Assessed Work**

117. Faculties should inform students of the deadlines for the submission of formally assessed work.

**Extensions to the deadline for formal submissions**

118. Where acceptable reasons (with appropriate evidence provided) are agreed with the module leader (or nominee), the deadline for the submission of a formally assessed
piece of work may be extended by either 1 university working day or five university working days without penalty (see Extensions to assessment submission deadlines regulation AR15).

119. Students who are in receipt of a Statement of Support Needs (SOSN) which recommends that arrangements should be implemented to avoid ‘bunching’ of assignments or detail a chronic long term should discuss this further with their Course Leader or Personal Tutor.

Late submission of assessment within five university working days of the deadline
120. The University operates a period of five university working days from the point of the initial submission deadline within which a student may submit work late without an agreed extension or agreed mitigating circumstances and continue to be awarded a mark.

121. Normally, work submitted within five university days of the deadline will be penalised. Work that is judged to be of the required pass standard will be capped at the minimum pass mark and the grade PL will be applied. Work that fails to make the minimum standard initially will be recorded with the actual mark and a grade of FL will be applied.

122. Work submitted for reassessment after the submission deadline will not be considered. A mark of 0% will be agreed and a late module grade applied.

Late submission of work beyond the five university working day deadline
123. Work submitted after the five university working day period will not be considered. A mark of 0% will be agreed and a late module grade applied.

124. A student seeking permission to submit work beyond the five university working day period due to documented mitigating circumstances should follow the University’s regulations on mitigating circumstances and student assessment (see Academic Regulations 5: Mitigating Circumstances and Student Assessment).

125. A student given permission to submit work within the five university working day period permitted by the University's Extensions to assessment submission deadlines regulation AR15 who does not then submit the work, and who does not have agreed Mitigating Circumstances, will be deemed not to have submitted the work. The work will be treated as a non-submission.

Penalty for non-submission
126. When an element of assessment is not submitted, it will be counted as an attempt and marked as 0%.

127. Persistent late submission or non-submission of coursework may result in a student's suspension or exclusion and the possible termination of registration.

Forms of Reassessment
128. The University operates the following forms of reassessment:
## Retake
Where a student is permitted or required to retake a failed examination at the next sitting or re-submit a failed coursework for a module, usually within the same course year.

## Repeat
Where a student is permitted or required to repeat all elements of assessment for that module, usually in the following course year.

## Replace
Where a student is permitted or required to replace a failed module with an alternative and complete all elements of assessment for a module, usually in the following course year.

### Reassessment – General Principles

129. A student who has passed a module at the first attempt will not be offered the opportunity to be re-assessed to improve the grade.

130. In considering the recommendations made by MABs, a PAB should not reduce the minimum recommendation for retrieval of failures set by the MAB unless, in assessing a student's overall performance, it decides to apply compensation (see below) or there is acceptable documented evidence of mitigating circumstances that has not been taken into consideration already.

131. An explanation of how module attempts are calculated and capped for different types of reassessment is provided in the sections below.

### Reassessment Following Failure at the First Attempt

132. Following failure at the first attempt, a MAB will normally recommend reassessment by retake. This will take place in the formal University retake period.

133. Where on practical grounds it is not feasible to offer the original form of assessment by retake an alternative form of reassessment by retake may be agreed. This will be designed to ensure that students can demonstrate the learning outcomes broadly associated with the elements of assessment failed at the first attempt.

134. Where it is not possible to design a reassessment by retake which will allow students to demonstrate achievement of the learning outcomes associated with particular failed elements, a repeat/replace will be agreed.

135. The MAB will recommend reassessment by retake for only those elements of the module that have been failed. It will do this regardless of whether or not a module requires elements of assessment to be passed separately or in aggregate.

136. In the case of a module where the overall pass does not require each separate element of assessment to be passed, a MAB may recommend that a ‘synoptic’ retake is used. However, in the case of modules where there is a requirement to pass individual elements of assessment, the MAB will recommend the failed element(s) only be retaken. Synoptic reassessment will not be used.

137. Retake marks will be recorded for only those elements failed at the first attempt. Marks for elements passed at the first attempt will stand. Work that is judged to be of the
required pass standard will be capped at the minimum pass mark at the element of assessment level. The overall module result will be aggregated on the basis of the best marks achieved at element level at either the first sit or retake assessment. Best marks achieved at element level will not carry forward into repeat or replaced modules.

Where exceptionally capping at the element level leads to a failing mark for the module overall, where capping at module level would have resulted in a pass, the module shall be recorded as passed with a capped mark of 40%. Any professional statutory or approved variants which requirement pass at element level will take precedent over this exception.

138. Where students are required to undertake reassessment by repeat or replace, it will be a requirement to undertake all elements of assessment for the module, regardless of whether or not specific elements of assessment were passed at an earlier attempt. The overall module result will be aggregated on the basis of all elements undertaken during the repeated or replaced attempt at the module. Marks achieved at previous attempts at element level cannot be used, even if a higher attempt was achieved at a previous attempt at element level. Students undertaking a repeat or replace module will be entitled to the full marks gained, unless the repeat is the result of a penalty applied following a finding of Academic Misconduct.

Where a student has, through a combination of failure and agreed mitigating circumstances, failed to complete a module then they will be required to repeat the module in the next academic year. This will involve attendance and undertaking all assessments for the module. However there will be no tuition fee charged for this.

139. Where a module contains an element of assessment which would involve the student incurring significant additional cost, then exceptionally a programme board may agree that a student carry forward a mark from the attempt undertaken in the previous academic year. The element being undertaken as a reassessment will be capped.

140. Exceptionally, Programme Assessment Boards may agree that a student with agreed mitigating circumstances at element level who has passed all other elements within the same module may be permitted to trail the mitigated element into the next academic year.

141. **Maximum credit load for reassessment by retake following failure at the first attempt**

   **At levels 3, 4, 5, 6 and 7**

142. Following failure at the first attempt, a student may be permitted reassessment by retake in all failed modules unless there is no evidence of engagement with any of the summative module assessment (this will normally be indicated by a grade of F0(0) across all modules). If there is no evidence of engagement with any summative module assessment the Programme Assessment Board will normally terminate the student’s registration.

143. A student will be considered for an intermediate award provided they have fulfilled the learning outcomes for the award.

**Reassessment Following Failure at the Second Attempt**
At levels 3, 4, 5, 6 and 7

144. A student who fails a module at the second attempt may be offered up to two further reassessment opportunities. This includes any reassessment requirements afforded to a student as a result of being found guilty of academic misconduct.

145. A PAB may require a student to:

- change their mode of study from full-time to part-time

146. Alternatively, a PAB may judge that no further reassessment can be permitted and terminate a student's registration based on the following principles:

- At levels 3 and 4, a student will normally be permitted repeats/replaces in all failed modules unless there no evidence of engagement with any of the summative module assessment (this will normally be indicated by a grade of F0(0) across all modules). If there is no evidence of engagement with any summative module assessment at either first or second attempt, the Programme Assessment Board will normally terminate the student’s registration.

- At levels 5, 6 and 7, a student will normally be permitted repeats/replaces in all failed modules unless the student has failed all of the credit required at that level and has no marginal failure. If a student has failed all credit with no marginal failure, the board will normally terminate the student's registration.

Marginal Failure

147. The University defines marginal failure as follows:

<table>
<thead>
<tr>
<th>At levels 3 to 6</th>
<th>Grade FM (marks of 35 – 39)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At level 7</td>
<td>Grade FM (marks of 45 - 49)</td>
</tr>
</tbody>
</table>

Compensation for Failure

148. Once a student has studied the required modules at a credit level, a PAB may allow a student's overall performance to compensate for failure. No reassessment is then required. The mark for the compensated module will remain as the true mark achieved for the module and a grade of PC will be recorded and the credits awarded.

149. Failure due to academic misconduct cannot be compensated.

150. A PAB may apply compensation if a student has passed at least 90 credits at the same credit level. The compensation may be applied after failure at the first attempt, or following failure at reassessment. Compensation may only apply to modules that are marginally failed (grade FM) - see paragraph 145.

151. A PAB may apply compensation as follows:

<table>
<thead>
<tr>
<th>Level 3</th>
<th>A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or</th>
</tr>
</thead>
</table>
Levels 4 and 5  
A PAB may apply compensation up to a total maximum of 30 credits across Levels 4 and 5. Compensation will normally be applied at level 4 following reassessment. At Level 5, compensation may be applied after failure at the first attempt, or following failure at reassessment.

Level 6  
A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment.

Level 7  
A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment.

Additional limits on compensation
152. Some programmes have additional limits on the compensation of failure, or do not permit compensation at all, often for PSRB requirements. Where this is the case, this will be specified in Programme Specifications. Where compensation is not allowed, a PAB may allow an additional reassessment opportunity.

Progression

Level 4 to level 5
153. To progress from level 4 to level 5, a student on an honours route should normally have achieved not less than 120 credits at level 4, or above. However, where the structure of a programme makes it possible, a PAB may permit a student to progress to level 5 with 90 credits at level 4 or above.

154. Where progression with 90 credits is permitted, this will be stated in the programme specification.

Level 5 to level 6
155. To progress from level 5 to level 6, a student on an honours route must have achieved not less than 120 credits at level 5, or above.

Level 6 to level 7
156. To progress from level 6 to level 7, a student on an honours route must have achieved not less than 120 credits at level 6, or above.

Assessment for an Award
157. Students will be assessed for an award on the first occasion that they have completed the minimum required modules. Completion here is defined as having registered for and undertaken the study and assessment of a module where registration has not been terminated.

Intermediate awards
158. No award should be conferred as an automatic default. A PAB must decide that a student has achieved the necessary programme and award outcomes. Exceptionally, where a PAB believes that an award standard has been achieved without the
achievement of the specific credit requirements for the programme, a request may be made to the Academic Registrar for an untitled award to be conferred through the PAB.

**Appeal against the Decision of an Assessment Board**

159. A student can use the procedures set out in Academic Regulations 8: Academic Appeals (Taught Courses) to request a review of the decision of the Programme Assessment Board if there is evidence that the University’s Regulations were not followed.

160. A student cannot appeal against a penalty imposed by the Assessment Board or about the academic judgement of the Assessment Board, including complaints about grades and classifications of awards.

**Academic Misconduct**

161. The University views academic misconduct very seriously. The Senate has delegated to its assessment boards the authority to impose penalties for cheating that may include the termination of students' registration and expulsion from the University. Regulations governing academic misconduct are set out in Academic Regulations 6: Academic Misconduct (Cheating in Assessment) Taught Courses.
Section 6

Award Regulations

Rounding

162. In all cases, where the final result of the classification calculation creates a mark of 0.50% or greater this will be rounded up to the next full percentage point (e.g. 59.50% will be rounded up to 60% but 59.49 would be rounded down to 59% and 58.5% would be rounded up to 59% but 58.49 would be rounded down to 58%)

Borderline Zone

163. The University operates a borderline zone at all the classification boundaries. If a student has more than 50% of their credit in the final stage in the higher classification band, and if their overall mark is within or equal to 1% of the higher classification boundary, an uplift into the higher classification band will be applied at Assessment Boards.

Overall framework for classification

164. Unless otherwise stated, undergraduate awards will be classified using the following overall framework:
   - an overall result of 70 – 100%  First Class honours
   - an overall result of 60 – 69%  Upper Second Class honours
   - an overall result of 50 – 59%  Lower Second Class honours
   - an overall result of 40 – 49%  Third Class honours

Use of Higher Level Credit

161. Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

Foundation Certificate

165. A student who is registered for a Foundation Certificate will be considered for the award on completion of at least 120 credits at level 3 or above.

With distinction

166. To be awarded a Foundation Certificate with distinction, a student must have achieved:
   - at least 120 credits at level 3 or above
   - and an average of not less than 70% in the best 120 credits
Foundation Diploma

167. A student who is registered for a Foundation Diploma will be considered for the award on completion of at least 120 credits at level 3 or above.

With merit
168. To be awarded a Foundation Diploma with merit, a student must have achieved:

- at least 120 credits at level 3 or above
- and an average of not less than 60% in the best 120 credits

With distinction
169. To be awarded a Foundation Diploma with distinction, a student must have achieved:

- at least 120 credits at level 3 or above
- and an average of not less than 70% in the best 120 credits

Certificate of Higher Education

As a terminal award
170. A student who is registered for the award of a Certificate of Higher Education will be considered for the award on completion of at least 120 credits at level 4 or above.

As an intermediate award for a student registered for a higher award
171. To be awarded a Certificate of Higher Education as an intermediate award, a student must have achieved at least 120 credits at level 4 or above.

With distinction
172. To be awarded a Certificate of Higher Education with distinction, a student must have achieved:

- at least 120 credits at level 4 or above
- and an average of not less than 70% in the best 105 credits at level 4 or above

Diploma of Higher Education

As a terminal award
173. A student who is registered for the award of a Diploma of Higher Education will be considered for the award on completion of at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.

As an intermediate award for a student registered for a higher award
174. To be awarded a Diploma of Higher Education as an intermediate award, a student must have achieved at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.

With distinction
175. To be awarded a Diploma of Higher Education with distinction, a student must have achieved:

- at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above
• and an average of at least 70% in the best 105 credits at level 5 or above

**Foundation Degree**

176. A student who is registered for the award of a Foundation degree will be considered for the award on completion of at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.

**With distinction**

177. To be awarded a Foundation degree with distinction, a student must have achieved

• at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above
• and an average of at least 70% in the best 105 credits at level 5 or above

**With merit**

178. To be awarded a Foundation degree with merit, a student must have achieved

• at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above
• and an average of at least 60% in the best 105 credits at level 5 or above

**Top-up**

179. A student who has completed the requisite credit for the Foundation degree may subsequently apply for the specific top-up honours award that articulates with their Foundation degree. The application for registration must be made either within three years of the conferment of the Foundation degree, or later if the learning achieved is judged to remain current by the admissions tutor.

**Undergraduate Diploma in Professional Practice**

180. A student who is registered for the Undergraduate Diploma in Professional Practice will be considered for the award on completion of 120 credits at Level 5.

181. The Diploma is only available to students undertaking work placement and is in addition to the terminal award for which the student is registered.

182. The qualification represents additional credit to that required for the terminal award. It will not replace any credit gained for the terminal award nor count towards the degree classification.

**Ordinary Bachelors Degree**

**As an intermediate award for a student registered for a higher award**

183. To be awarded an Ordinary Bachelors Degree as an intermediate award, a student must have achieved at least:

• 300 credits at level 4 or above
• of which at least 180 credits must be at level 5 or above
• and of which at least 60 credits must be at level 6 or above
184. Students studying on 'top-up' degrees will not be awarded an Ordinary Bachelors Degree as an intermediate award unless their prior credit was awarded by Kingston University.

**With distinction**

185. To be awarded an Ordinary Bachelors degree with distinction, a student must have achieved a minimum of

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above
- and an average of not less than 70% in 60 credits at level 6 or above

**Top-up**

186. A student who is registered for an Ordinary degree may top-up to achieve an honours degree.

**Bachelors Degree with Honours**

(excluding the Bachelor of Science in Midwifery (85 week programme), the Bachelor of Arts in Social Work, the Bachelor of Science in Nursing and the Bachelor of Osteopathy)

**As a terminal award**

187. A student who is registered for the award of a Bachelors Degree with Honours as the terminal qualification will be considered for the award on completion of:

- at least 360 credits at level 4 or above
- of which at least 240 credits must be at level 5 or above
- and of which at least 120 credits must be at level 6 or above

**Calculation of the honours classification**

188. The calculation of the honours classification will be determined using the following algorithm:

- the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.2
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.8

189. Credit achieved at Level 4 does not count towards degree classification.

**Calculation of the honours classification in the case of credit given for prior learning at levels 5 or 6**

190. The calculation of the honours classification will be determined using all graded credit at levels 5 and 6 multiplied by the weighting appropriate to the level of study.

**Ordinary Bachelors degree for students who have been registered for honours**

191. To be awarded an ordinary Bachelors degree, a student must have achieved:

- at least 300 credits at level 4 or above
of which at least 180 credits must be at level 5 or above
and of which at least 60 credits must be at level 6 or above

192. A student who is awarded an Ordinary degree having followed an honours programme:
• is not eligible for the award of the degree with distinction
• is not eligible to register subsequently and be assessed for an honours degree

For students awarded a Bachelors degree in the sandwich mode
193. To be awarded a Bachelors degree in the sandwich mode a student must have passed the ungraded work experience module.

Calculation of the honours classification in the sandwich mode
194. The classification of a degree in the sandwich mode will be calculated on the same basis as that for a standard honours degree course. Work from a work experience module does not count towards degree classification.

Calculation of the honours classification for students who have undertaken study abroad
195. When a student undertakes study abroad activities which act as a replacement to Kingston University study then only credits studied at Kingston University will be used for classification purposes.

Bachelor of Science in Midwifery (85 week programme) with Honours

A student who is registered for the Bachelor of Science in Midwifery (85 week programme) with honours as the terminal award will be considered for the award on completion of:
• not less than 150 credits at Level 6 or above

Calculation of the honours classification
196. The calculation of the honours classification will be determined using the following algorithm:
• the average percentage mark in the best 120 credits from 150 credits at level 6

Bachelor of Arts in Social Work with Honours

197. A student who is registered for the Bachelor of Arts in Social Work with Honours as the terminal award will be considered for the award on completion of:
• not less than 120 credits at Level 4 or above
• and not less than 120 credits at Level 5 or above
• and not less than 120 credits at Level 6 or above

Calculation of the honours classification
198. The calculation of the honours classification will be determined using the following algorithm:
• a pass in the Pass/Fail 30 credit module at level 5
• plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 5 x 0.2
• a pass in the Pass/Fail 30 credit module at level 6
• plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 6 x 0.8

Bachelor of Science in Nursing with Honours

199. A student who is registered for the Bachelor of Science in Nursing with Honours as the terminal award will be considered for the award on completion of:

• not less than 120 credits at Level 4 or above
• and not less than 120 credits at Level 5 or above
• and not less than 120 credits at Level 6 or above

Calculation of the honours classification

200. The calculation of the honours classification will be determined using the following algorithm:

• a pass in the Pass/Fail 30 credit module at level 5
• plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 5 x 0.2
• a pass in the Pass/Fail 30 credit module at level 6
• plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 6 x 0.8

Bachelor of Osteopathy with Honours

201. A student who is registered for the Bachelor of Osteopathy with Honours as the terminal award will be considered for the award on completion of:

• not less than 120 credits at Level 4 or above
• and not less than 120 credits at Level 5 or above
• and not less than 240 credits at Level 6 or above (over a minimum of two years).

Calculation of the honours classification

202. The calculation of the honours classification will be determined using the following algorithm:

• the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.2;
• plus the average percentage mark based on the best 210 credits from 240 credits at level 6 multiplied by a weighting of 0.8.

Honours Degrees from Intermediate Awards

Top up to honours from an Ordinary degree

203. This qualification is only available to students who are registered for, and are awarded,
an Ordinary degree by the University. Admission will only be permitted if the credit from the previous study is judged to be current and to meet the pre-requisite requirements.

204. Degree classification will be calculated on the same basis as for students registered on the standard honours degree course.

**Direct Entrant Honours Bachelors**

205. A student will be considered for an award on completion of at least 120 credits at level 6 or above. The calculation of the honours classification will be determined using the average percentage mark in the best 105 credits at Level 6 or above.

206. Students who fail to achieve the honours threshold may be awarded an Ordinary Bachelors Degree if they achieve at least 60 credits at level 6 or above and are either “topping up” from a Kingston University award or at least one third of the credit counted towards the ordinary Bachelors Degree was achieved as part of their studies towards the present award.

**Integrated (or Enhanced) Masters Degrees**

207. Integrated (or enhanced) Masters degrees are part of the Undergraduate Regulations.

208. A student who is registered for an Integrated Masters degree will be considered for the award on completion of:

- at least 480 credits at level 4 or above
- of which at least 360 credits must be at level 5 or above
- and of which at least 240 credits must be at level 6 or above
- and of which at least 120 credits must be at level 7

**Master of Chemistry (MChem), Master of Pharmaceutical Science (MPharmSci), Master of Pharmacy (MPharm), Master of Computing (MComp) and Master of Osteopathy (MOst)**

209. The Master of Chemistry (MChem), Master of Pharmaceutical Science (MPharmSci), Master of Pharmacy (MPharm) and Master of Computing (MComp). These Integrated Masters degrees will be awarded “with honours”.

210. The Master of Osteopathy (MOst) will not be awarded “with honours”.

**Calculation of the classification**

211. The calculation of the classification will be based on the following algorithms:

**Master of Chemistry (MChem), Master of Pharmaceutical Science (MPharmSci), Master of Pharmacy (MPharm) and Master of Osteopathy (MOst)**

- the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.3
- plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.6
Master of Computing (MComp)

- The average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.2
- plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.7

212. Credit achieved at Level 4 does not count towards degree classification.

Calculation of the classification in the case of credit given for prior learning at levels 5, 6 or 7

213. The calculation of the honours classification will be determined using all graded credit at levels 5, 6 and 7 multiplied by the weighting appropriate to the level of study.

Master of Engineering (MEng)

214. The degree of Master of Engineering may be awarded with distinction, with commendation, or as a pass degree.

Award with distinction or commendation

215. The calculation for the award with either distinction or commendation will be based on the following algorithm:

- the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1
- plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.4
- plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.5

216. Credit achieved at Level 4 does not count towards degree classification.

With distinction

217. To be awarded the degree of Master of Engineering with distinction, a student must have achieved an overall result of a minimum of 70%.

With commendation

218. To be awarded the degree of Master of Engineering with commendation, a student must have achieved an overall result of 60 – 69%.

An award with Commendation, or with Distinction, in the case of credit given for prior learning at levels 5 or 6

219. The calculation for an award with commendation or distinction will be determined using all graded credit at levels 5 and 6 multiplied by the weighting appropriate to the level of study.

Integrated Masters Degrees – Intermediate Awards

220. A student who is assessed for, but fails to achieve the standard required for, the Integrated Masters degree may be eligible for a titled or untitled intermediate award.
Ordinary Bachelors degree (titled)

221. To be awarded a titled Bachelors degree award as an intermediate award from an Integrated Masters programme, a student must have achieved:

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above

222. The level 6 credits studied must be from specific modules selected for comparability of curriculum content to that of the corresponding Bachelors programme and identified in the programme specification of the Integrated Masters course concerned.

223. A student who is awarded a Bachelors degree having been assessed for and failed an Integrated Masters programme:

- is not eligible for the Bachelors degree with distinction
- is not eligible to register subsequently and be assessed for a Bachelors degree with honours under the top up honours award regulations

Bachelors Degree with Honours (titled)

224. A student will be considered for a titled Bachelors degree as an intermediate award on completion of:

- at least 360 credits at level 4 or above
- of which at least 240 credits must be at level 5 or above
- and of which at least 120 credits must be at level 6 or above

225. The level 6 credits studied must be from specific modules selected for comparability of curriculum content to that of the corresponding Bachelors programme and identified in the programme specification of the Integrated Masters course concerned.
Pearson/BTEC Awards

**Higher National Certificate**

226. A student who is registered for a Higher National Certificate will be considered for the award on completion of:

- at least 120 credits at level 4 or above

**With distinction**

227. To be awarded a Higher National Certificate with distinction, a student must have achieved an average of at least 70% in the best 105 credits at level 4

**With merit**

228. To be awarded a Higher National Certificate with merit, a student must have achieved an average of at least 60% in the best 105 credits at level 4

**Higher National Diploma**

229. A student who is registered for a Higher National Diploma will be considered for the award on completion of:

- at least 120 credits at level 4 and 120 credits at level 5

**With distinction**

230. To be awarded a Higher National Diploma with distinction, a student must have achieved an average of at least 70% in the best 105 credits at level 5

**With merit**

231. To be awarded a Higher National Diploma with merit, a student must have achieved an average of at least 60% in the best 105 credits at level 5

**As an intermediate award for a student registered for a higher award**

232. To be awarded a Higher National Certificate as an intermediate award, a student must have achieved at least 120 credits at level 4 or above.

**With merit**

233. To be awarded a Higher National Certificate with merit, a student must have achieved:

- at least 120 credits at level 4 or above
- and an average of not less than 60% in the best 105 credits at level 4 or above

**With distinction**

234. To be awarded a Higher National Certificate with distinction, a student must have achieved:

- at least 120 credits at level 4 or above
- and an average of not less than 70% in the best 105 credits at level 4 or above

**Graduate Awards**

**Graduate Certificate**

235. To be awarded a Graduate Certificate, a student must normally have achieved at least 60 credits at levels 6 or 7.
236. Graduate Certificates are not normally awarded with distinction or commendation

Graduate Diploma
237. To be awarded a Graduate Diploma, a student must normally have achieved at least 120 credits at levels 6 or 7.

With distinction
238. To be awarded a Graduate Diploma with distinction, a student must have achieved an average of not less than 70% in all of the required credit.

With commendation
239. To be awarded a Graduate Diploma with commendation, a student must have achieved an average of 60-69% in all of the required credit.
Annex 1

Roles and Responsibilities in the Assessment Process

**Senate**
1. Under the Articles of Government for the University, Senate is responsible for the policies and procedures for the assessment of the academic performance of students. It has established:

   - formal committees for the assessment of student progression and for the conferment of awards
   - approved regulations for each of its qualifications
   - a process for appeal against decisions reached by its formal committees

**Deans of Faculty**
2. The University requires Deans to (or requires them to nominate other senior academic staff to):

   - establish and maintain good standards of assessment and assessment procedures for all programmes taught under the auspices of his/her Faculty
   - ensure that issues raised at the MABs/PABs or in external examiners' reports are considered and dealt with appropriately (normally through Boards of Study and annual monitoring procedures) and that external examiners are notified of action taken through written responses to their reports

**Associate Deans/Heads of School/Directors of Modular Programmes**
3. The University requires these staff to:

   - ensure the smooth organisation of assessment for courses or modules administered by his/her School, and programmes administered by the Faculty
   - ensure that staff of his/her School acting as course leaders (or equivalent) and Assessment Board members fulfil the roles and duties assigned to them
   - ensure that students are aware of how to access the Academic Regulations and any additional programme specific requirements
   - ensure that all assessment materials including examination papers are properly prepared, approved and moderated
   - confirm, annually, the membership of each Module Assessment Board and Programme Assessment Board for which they are responsible and ensure that quoracy requirements are met at the meetings
   - chair assessment board(s) as designated by the Dean
   - ensure that all examiners and particularly external examiners are properly briefed on assessment requirements
   - ensure that the meetings are conducted in accordance with the regulations
- ensure that there is collective agreement by all examiners on results
- ensure that any items noted on Chief Invigilators’ reports for relevant examinations are actioned appropriately
- ensure, with the assistance of the course leaders (or equivalent), that mitigating circumstances have been considered by a separate panel and recommendations are duly considered
- ensure that there is compliance with the course assessment regulations and the University’s academic regulations
- ensure, with the assistance of the Senior Faculty Administrator, that minutes of the assessment board meetings are kept and that they provide a correct and sufficient record of the decisions made, the consequences of those decisions and that they fully document discussion on any borderline cases or where claims of mitigation are involved
- approve the recommendations for the conferment of the awards and any published pass list
- ensure that candidates are informed where and how assessment results will be published
- ensure that external examiners receive written responses on action taken following their comments at meetings or in annual reports

**Course Leaders (or equivalent)**

4 The University requires these staff to:

- clarify any difficulties students may have in understanding the Academic Regulations
- ensure that candidates who are permitted reassessment are clearly informed, in writing, of what they must do to retrieve the failure, the timescale involved and the consequences for them of further failure
- counsel or appoint nominees to counsel candidates who request further information on the outcome of their assessments
- ensure that all candidates are aware of their responsibility to provide documentary evidence of any mitigating circumstances which they consider affected their performance in a timely way as defined by the Academic Regulations
- ensure that issues arising from external examiners’ reports are raised at the appropriate Board of Study and the outcomes incorporated in annual review and development process

**Module Leaders**

5 The University requires Module Leaders to:

- ensure that all assessments are properly prepared, scrutinised and examinations papers are submitted to Academic Registry by the agreed deadline
- ensure that candidates receive feedback on assessment within four working weeks of the submission deadline
- ensure all assessment results for their modules are accurate and provided by the published deadlines
Senior Faculty Administrators

6 The University requires the senior Faculty Administrators to:

- ensure that the annual Schedule of Processes is adhered to
- manage the recording of student assessment data on SITS and that assessment board paperwork is available for Module Assessment Boards and Programme Assessment Boards
- ensure that Assessment Boards are clerked by suitable trained staff
- ensure that minutes are prepared within 20 university working days of the assessment board and in accordance with the University’s Guidance for Assessment Boards Meeting and Minutes and with the regulations
- ensure that the agreed results are recorded and accurate data is available for the production of the HEAR and for certificates after the Assessment Boards are completed
- ensure that students are informed of their results within the published timescale using the agreed University templates. If reassessment is required, ensure that students are informed in writing of the detailed reassessment requirements within the published timescale

Academic Registrar

7 The University requires the Academic Registrar to be responsible for:

- the administration of examinations including the appointment and training of invigilators
- the confidential processing and storage of examination question papers
- the approval process, appointment and remuneration of external examiners
- the receipt of external examiners’ reports and the highlighting of any items for action by the Faculty
- The appointment of independent monitors to each assessment board.
- The submission of the assessment board schedule to the Regulatory Framework Committee
- the submission of an annual report on assessment board processes to the Regulatory Framework Committee
- the appeal process

External Examiners

8 The University requires external examiners to audit the assessment system of the University, its academic standards, assessment regulations, processes and procedures.

9 The University has agreed that the role of the external examiner should be:

- to advise the University on whether the academic standards of all of its awards are consistent with the standards defined by Kingston University, the standards of similar awards elsewhere and the standards maintained by professional bodies and accrediting agencies
to provide an external evaluation of the effectiveness of academic regulations and an external monitoring of the consistent and fair application of those regulations and associated processes and procedures

10 The University has defined the purpose of the external examiner system to be:

• to help to ensure that all of the awards of Kingston University meet the standards expected by the University and the standards of similar awards elsewhere
• to help to ensure the effectiveness of its academic regulations, processes and procedures, and their fair application
### Annex 2

**Module grade codes**

#### Levels 3, 4, 5 and 6

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Marks Bands</th>
<th>Description</th>
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Annex 3

Undergraduate awards: technical award information

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<th>Min reg period FT</th>
<th>Max reg period FT</th>
<th>Min reg period PT</th>
<th>Max reg period PT</th>
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<th>Minimum credits by level</th>
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*This will be increased by one course year where the degree includes a study abroad or industrial placement. The minimum registration period may include any exemption granted as a result of prior credit.