Edge Hill University

Academic Regulations 2018/19

for students commencing undergraduate and postgraduate taught provision leading to Edge Hill University awards

ACADEMIC REGISTRY
JULY 2018

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Appendices are available to view or print from the University web pages:
https://www.edgehill.ac.uk/governance/strategies-policies

A The Academic Regulations

A1 EDGE HILL UNIVERSITY

These academic regulations apply to Edge Hill University hereafter referred to as 'Edge Hill' or 'the University'

A1.1 Under powers conferred by the Education Reform Act 1988, Edge Hill is conducted in accordance with the provisions of this Act, the Further and Higher Education Act 1992, any subsequent Education Acts, relevant regulations, orders or directions made by the Secretary of State or the Privy Council and, subject thereto, in accordance with Edge Hill's Instrument and Articles of Government (*Appendix 1*) and any rules or bye-laws made under the Articles.

A1.2 These academic regulations are adopted by the Academic Board of Edge Hill to determine the way in which the Academic Board fulfils its responsibilities under the Articles. Changes to these regulations may only be approved at a properly convened and constituted meeting of the Academic Board.

A1.3 Any approved changes to these regulations will not be applied retrospectively for students who have graduated and will not be implemented to the disadvantage of students currently registered.

A2 POWERS TO GRANT AWARDS

A2.1 Under the terms of the Education Reform Act 1988, the University is empowered to:

- provide higher education
- provide further education
- carry out research and publish the results
- found scholarships or exhibitions
- make grants and give prizes

A2.2 Undergraduate and postgraduate degree awards, graduate awards, sub-degree awards and the PGCE are conferred by the University as a body empowered to award taught degrees by the Privy Council in November 2005. Research degree awarding powers were granted to the University by the Privy Council in August 2008.

A2.3 The University may grant other awards to students who successfully complete an approved programme of study and satisfy an appropriate assessment.

A2.4 The University may exercise its powers to grant its awards by authorising other institutions to grant awards on its behalf or by granting awards jointly with another institution(s) including dual awards.

A2.5 The University may, for good reason, deprive any person of a University award (or, in the case of a joint or dual award, may do so jointly with the other institution[s]) or may recommend revocation to an appropriate awarding body (*Appendix 24*). Good reason shall include academic fraud.

A2.6 In cases where the University is authorised to offer awards on behalf of validating bodies or offers provision that is subject to professional regulation, awards are also subject to the regulations of those bodies.

A2.7 The University may approve individual programmes of study which do not themselves lead to a named award but lead to the award of Credit which may, under certain circumstances, count towards a specific award (see section C7).

A2.8 The awards offered by the University are shown in section B2. Proposals for new awards must be approved by the Academic Board prior to the development of provision. (See section B4)

A3 POWERS OF THE ACADEMIC BOARD

A3.1 Subject to the provisions of the Articles of Government, the overall responsibility of the Board of Governors and the responsibilities of the Vice-Chancellor, the Academic Board shall be responsible for:

.1 general issues relating to the research, scholarship, teaching and programmes at Edge Hill including:

a) criteria for the admission of students
b) the appointment and removal of internal and external examiners
c) policies and procedures for the assessment and examination of the academic performance of students
d) the content of the curriculum
e) academic standards and the validation, monitoring and review of programmes
f) the procedures for the award of qualifications and honorary academic titles
g) the procedures for the expulsion of students for academic reasons

These responsibilities are subject to the requirements of any validating and accrediting bodies as they apply

.2 considering the development of the academic activities of the University and the resources needed to support them and for advising the Vice-Chancellor and the Board of Governors; and

.3 advising on such other matters as the Board of Governors or the Vice-Chancellor may refer to the Academic Board

A3.2 The Academic Board will determine its own procedures which will be approved by the Board of Governors and may establish such committees as it considers necessary to carry out its responsibilities. The number of members of any such committee and the terms on which they are to hold and vacate office shall be determined by the Academic Board.

B Awards Offered at Edge Hill University

B1 PRINCIPLES

B1.1 All awards offered by the University are consistent with The Frameworks for Higher Education Qualifications of UK Awarding Bodies (FHEQ) 2014 and have regard to the Quality Assurance Agency (QAA) 2008 Higher Education Credit Framework for England.

B1.2 Awards offered are defined by a series of benchmarks relating to the general level of knowledge and skills required to register for the award and the qualification and study levels required to achieve the award. Qualification level descriptors are taken from the FHEQ.

B1.3 University awards are generally streamed so that programmes incorporate exit point awards with appropriate learning outcomes (see B6 and J4).

B1.4 Qualifications can only be conferred or recommended where a student has registered for and successfully completed a programme of study leading to an approved award as detailed in B2.

B2 LIST OF AWARDS

FHEQ level	Award^	Min entry or equivalent+	Highest study level required
	Foundation and General		
FE	Edge Hill Foundation Certificate	n/a	3
4	Certificate of Credit	varies	4 – 7 inc.
	Undergraduate		
4	Edge Hill Certificate	varies	4
4	Certificate of Higher Education (CertHE)	2 A levels	4
4	University Diploma	varies	4
5	University Higher Certificate	varies	5
5	University Higher Diploma	varies	5
5	Diploma of Higher Education (DipHE)	2 A levels	5
5	Foundation Degree (FdA; FdSc; FdTech)	1 A level	5
6	University Advanced Certificate	varies	6
6	Bachelor Degrees: Bachelor of Arts (BA); Bachelor of Science (BSc); Bachelor of Laws (LLB)	2 A levels	6
6	University Advanced Diploma	varies	6
6	Bachelor Degrees with Honours: Bachelor of Arts (BA Hons;); Bachelor of Science (BSc Hons;); Bachelor of Laws (LLB Hons); Bachelor of Medicine, Bachelor of Surgery (MBChB)	2 A levels (DipHE/Fd for top-up)	6
7	Integrated Masters: Master of Computing (MComp); Master of Nursing and Social Work (MNSW) and Master of Science (MSci)	As for Hons	7
	Graduate		
6	Certificate of Professional Development	varies	6
6	Graduate Certificate (including Professional PGCE#)	Degree	6
6	Graduate Diploma	Degree	6
	Postgraduate		
7	Postgraduate Certificate (PGCert) (including Postgraduate PGCE#)	Degree	7
7	Postgraduate Diploma (PGDip)	Degree	7
7	Taught Masters: Master of Arts (MA); Master of Business Administration (MBA); Master of Chirurgiae (MCh); Master of Clinical Research (MClin Res); Master of Health Research (MHealth Res); Masters in Public Administration (MPA); Master of Laws (LLM); Master of Medicine (MMed); and Master of Science (MSc)	Degree	7

7/8	Masters by Research (MRes); Master and Doctor of Philosophy (MPhil and PhD); Professional Doctorate; PhD by publication	Hons: 2.2	7/8

^Also includes professional registration or QTS entry where validated and may require post-qualification experience where approved at Validation. +Equivalence may be demonstrated through certificated learning, professional, work-based or life experience. #Honours degree required for PGCE.

B2.1 *Certificate of Attendance*
A Certificate of Attendance may be awarded to associate students who have followed specific study units but not sat for assessment.

B2.2 *Ægrotat awards*
An ægrotat award is an unclassified award that may be conferred in certain circumstances. Assessment boards may use discretion to recommend an ægrotat award where the appropriate criteria have been met (see section J4).

B2.3 *Posthumous awards*
The University may confer or recommend conferment of any award posthumously provided the normal conditions of the award are satisfied. The award may be accepted on the student's behalf by a parent, spouse or other appropriate person.

B2.4 *Transcript/Diploma Supplement*
All registered students will receive annual online statements of their achievement and an official transcript at the end of the registered programme of study. The Diploma Supplement is issued to graduates of major award programmes. Transcripts/Diploma Supplements comply with QAA guidelines on recording achievement (*Appendix 19*).

B3 TITLE OF AWARDS

B3.1 *Edge Hill certificates and diplomas*
Edge Hill certificates and diplomas are awards conferred by the University following completion of a (short) validated programme of study at the specified level (see section B2).

B3.2 *Foundation degrees*
Foundation degrees may be awarded on successful completion of an approved programme of study at the appropriate level (4/5). Foundation degree programmes lead either to the award of FdA, FdSc or FdTech. Foundation degree awards may also confer professional registration where the necessary conditions have been satisfied.

The award of FdA is generally used in art and design, the arts and humanities and areas of social or business studies. The award of FdSc is generally used in science or mathematics and their applications. The FdTech is generally used in technology. Exceptions to this convention may be agreed only at validation in the light of evidence sufficient to justify different practice.

B3.3 *Bachelor degrees*
Bachelor degrees may be awarded on successful completion of an approved programme of study at the appropriate level. Bachelor degree programmes will lead either to the award of a BA or a BSc or to a more closely defined award restricted to certain subjects and types of programmes.

The award of *Bachelor of Arts* (*BA*) is generally used in art and design, the arts and humanities and areas of social or business studies. The award of *Bachelor of Science* (*BSc*) is generally used in technology, science or mathematics and their applications. Exceptions to this convention may only be agreed at validation in the light of evidence sufficient to justify different practice.

The bachelor award with Honours is normally awarded on successful completion of sufficient Level 6 study to meet the FHEQ requirement for Honours classification. The majority of the University's bachelor programmes are developed as Honours awards with the associated Ordinary Degree available as an exit or alternative award.

The bachelor award may also be conferred with the recommendation for the award of *Qualified Teacher Status* (*QTS*) or be conferred with other professional registration where the appropriate conditions have been satisfied.

Combined Modular Awards: The use of BA or BSc for combined modular scheme awards will be determined by reference to the major subject studied or the subject in which the majority of modules lies in the case of joint honours students (see section C5.2).

B3.4 *Integrated masters*

Integrated masters degree programmes typically include study equivalent to at least four full-time academic years, of which study equivalent to at least one full-time academic year is at level 7. Thus study at bachelor's level is integrated with study at master's level and the programmes are designed to meet the level 6 and level 7 qualification descriptors in full.

The award of *MSci* may be applied as the Target Award for integrated masters programmes in technology, science or mathematics and their applications. Other, more closely defined, award titles may be approved where justified at Validation.

B3.5 The *Certificate of Higher Education* (*CertHE*) and *Diploma of Higher Education* (*DipHE*) may be awarded on successful completion of an approved programme of study at the appropriate level (4/5). The DipHE may also confer professional registration where the necessary conditions have been satisfied.

The CertHE and DipHE may also be awarded following successful completion of the first 120 or 240 credits of a higher level undergraduate programme where exit awards have been approved at validation.

B3.6 The *Certificate of Professional Development* (*CPD*) award is reserved for qualified teachers and other professionals. It is conferred following successful completion of an approved programme of study.

B3.7 The *Graduate Certificate* (*GradCert*) and *Graduate Diploma* (*GradDip*) may be awarded to students who have successfully completed a specified short programme of study at the level of the final year of a bachelor degree (level 6).

The *Professional Graduate Certificate in Education* (*PGCE*) is a reserved *Grad Cert* qualification also carrying a recommendation for the award of Qualified Teacher Status (*QTS*) for graduates who have successfully completed an approved programme of study. The flexible pathway can lead to the recommendation for award of QTS alone.

B3.8 *Postgraduate Awards*

Postgraduate degrees may be awarded on successful completion of an approved programme of study at the appropriate level (7). Programmes at masters level may lead to the award of either the MA or MSc or to a more closely defined award restricted to certain specific areas of study.

Master of Arts (*MA*) is generally used in art and design, the arts and humanities and areas of social and business studies. The title *Master of Science* (*MSc*) is generally used in technology, science or mathematics and their applications. Exceptions to this convention may be agreed only at validation in the light of evidence sufficient to justify different practice.

The *Master of Business Administration (MBA)* award is reserved for specialised study in business, management or leadership.

The *Master of Chirurgiae (MCh)* award is a reserved qualification for practising surgeons.

The *Master of Clinical Research (MClin Res)* award is reserved for specialised study in clinical health.

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

The *Master of Health Research (MHealth Res)* award is reserved for specialised study in health and social care.

The *Master of Medicine (MMed)* award is a reserved qualification for practising physicians.

The *Masters in Public Administration (MPA)* award is reserved for specialised study in public administration.

B3.9 The *Postgraduate Certificate* (*PGCert*) and *Postgraduate Diploma* (*PGDip*) may be awarded following successful completion of an approved programme of study at postgraduate level (7).

The *Postgraduate Certificate in Education (PGCE)* is a reserved *PGCert* qualification also carrying a recommendation for the award of *QTS* for graduates who have successfully completed an approved programme of study.

The PGCert and PGDip may also be awarded following successful completion of the first 60 or 120 credits of a masters programme where exit awards have been approved at validation.

B3.10 *Masters by Research (MRes); Master and Doctor of Philosophy* (*MPhil*) (*PhD*); *Professional Doctorate; PhD by publication*
MRes, MPhil and PhD awards are reserved for students who have successfully completed an approved programme of research or other approved programme. Academic regulations for the operation of research degree programmes are published in a separate document 'Research Degree Regulations'.

B4 APPROVAL OF NEW AWARDS

B4.1 The Academic Board may approve new awards to be offered by the University on advice from the appropriate Academic Board Committee and in accordance with agreed procedures detailed in *Appendix 2.*

B4.2 Programmes may not be submitted for validation unless the award type is in approval.

B5 TARGET AWARD

B5.1 A target award is the designation within an award type for which students register at the commencement of their studies (eg. BA, BSc, MA, MSc). Transfer to a new target award is subject to standard admission requirements.

B6 INTERIM, ALTERNATIVE AND EXIT AWARDS

B6.1 *Interim awards*
The University does not make interim awards within a programme registration except where this has been justified and approved at validation for a specific purpose, generally in relation to a professional recognition point.

B6.2 *Alternative awards*
Within a registration, students may be transferred to an alternative award where they are no longer eligible to complete their target award but are qualified for an alternative validated award route within the programme.

B6.3 *Exit awards*
Exit awards may be offered to students who are not eligible for their target award at the point they terminate their studies where such awards have been validated within the programme as coherent awards in their own right.

C Scheme Regulations

C1 PRINCIPLES

C1.1 The University recognises the need for a flexible curriculum delivery mechanism to meet the needs of modern students.

C1.2 The University embraces the concept that learning can take place in any context and that, subject to the development of appropriate assessment methods, all learning can be accredited.

C1.3 Wherever possible, the University encourages student involvement in building programmes of study within a defined framework of choice and optionality.

C1.4 The University is alert to the Bologna Declaration and supports the development of a curriculum that facilitates credit transfer within the University, the UK and Europe. The University recognises credits awarded through the European Credit Transfer System (ECTS) in terms of value and level. Credit awarded by the University is equivalent to ECTS credit in the ratio of two UK Credit Accumulation and Transfer Scheme (CATS) credits to one ECTS credit.

C1.5 All programmes, wherever delivered, will be taught and assessed using English as the language of instruction except in relation to programmes related to the acquisition or study of a foreign language.

C2 CREDIT ACCUMULATION AND TRANSFER SCHEME

C2.1 All taught awards at the University are governed by the regulations that apply to the University's credit accumulation and transfer scheme that takes account of national credit guidelines.

C2.2 Awards are defined in terms of the minimum number and learning level of credits that must be passed to achieve the award.

C2.3 Formal learning within a programme which is additional to the standard credit requirement for an award (see sections C2.4 and C13) will be level rated (see section C3.7) and attract ungraded credit.

C2.4 **Table of Credit Requirements for Higher Education Awards**

			Minimum at highest level				
Award type	*Min total credit requirement*	*Stage two requirement (for classification)*	*L3*	*L4*	*L5*	*L6*	*L7*
University Foundation Certificate	30		30				
University Certificate of Credit	10			10			
University Certificate	60			40			
Certificate of Higher Education	120			90			
University Diploma	120			90			
University Higher Certificate	60				40		
University Higher Diploma	120				90		
Diploma of Higher Education	240	120			90		
Foundation Degree	240	120			90		
Certificate of Professional Development (CPD)	30					30	
University Advanced Certificate	60					40	
Conversion Degree (Ordinary)^+	60					60	
Ordinary Degree	300	180				60	
University Advanced Diploma	120					90	
Conversion Degree (Honours)^#	120					90	
Honours Degree	360	240				90	
Honours Degree with placement*	480	360				90	
Integrated Masters	480	360					90
Graduate Certificate	60					40	
Professional Graduate Certificate in Education (PGCE) [Secondary] **	120					90	
Professional Graduate Certificate in Education (PGCE) [Primary, Early Years and Further Education and Training programmes] ***	60					60	
Graduate Diploma	120					80	
Postgraduate Certificate	60						40
Postgraduate Certificate in Education (PGCE) [Secondary programmes] **	120						40
Postgraduate Certificate in Education (PGCE) [Primary, Early Years and Further Education and Training programmes] ***	60						60
Postgraduate Diploma	120						90
(Taught) Masters	180						150

^Progression from specified FD, HND/C or DipHE only.
+Condonement provisions do not apply to this award.
#RPL restricted to 50%
**Excludes awards with practice based placement requirements*
*** Requires the completion of an additional 60 ungraded placement credits*
****Primary and Early Years require the completion of additional non-modular activity in order to qualify for a recommendation for QTS*

For awards noted in bold type, the minimum total credit requirement is also the maximum.

C2.5 In determining the number of credits required to achieve an award, the University recognises one credit as equivalent to ten hours of notional academic learning time.

C2.6 A standard academic year for a full-time undergraduate student equates to 120 credits (1200 notional hours) and for a full-time postgraduate student equates to 180 credits (1800 notional hours). This may be increased where practice elements are incorporated. Practice elements may be credit bearing or additional to the normal credit load specified for the academic award.

C3 MODULES

C3.1 Programmes are delivered through defined blocks of learning called modules.

C3.2 Each module is self-contained with defined learning outcomes.

C3.3 Modules are assigned to academic curriculum areas. The development, delivery and assessment of modules are the responsibility of the head of the curriculum area (usually a head of area or head of department) operating through specified module leaders.

C3.4 All modules are credit rated and, in the interests of transferability, the standard module size adopted by the University for all taught programmes is 20 credits. Larger module sizes are permitted in multiples of 10 credits.

Module sizes that are not in multiples of 10 credits, or are 10 credits or less, may exceptionally be approved by validation panels where justified by a convincing academic rationale in relation to the effective delivery of learning.

C3.5 Modules may run over a semester, a term, an academic or a calendar year as appropriate to the learning process and/or the integration of theory and practice within a module.

C3.6 Modules will specify outcome-based pre- and/or co-requisites where these are essential to the learning process.

C3.7 Each module will specify the FHEQ level that indicates the intellectual standard required to successfully complete the module.

The levels operated at Edge Hill have been developed from guidance provided by the national credit consortia and following internal consultation:

Level 3	Entry level
Level 4	Year 1 undergraduate
Level 5	Year 2 undergraduate
Level 6	Year 3 undergraduate/graduate
Level 7	Postgraduate masters
Level 8	Postgraduate doctoral

Full details of module level descriptors are provided in the ‘England, Wales and Northern Ireland (EWNI) generic credit level descriptors’ that are located within the Higher Education Credit Framework for England (QAA, 2008).

C3.8 Modules may take any appropriate form for the delivery of learning including work-based/related learning, e-learning or blended learning in any combination.

C3.9 Students may propose student initiated credits (SICs) in place of specific modules up to a maximum of 40 credits. SICs must enable the student to achieve any required learning outcomes and must be approved by the Chair of the appropriate assessment board through the development of a learning contract.

C4 PROGRAMMES

C4.1 Programmes constitute named awards (eg BA or MA English). They consist of specified combinations of modules validated for the named award that allow students to meet the overall award requirements in terms of credits and level. For an undergraduate honours degree, at least one third of the Level 5/6 credits must normally be programme-specific to justify a distinctive named degree award although, where justified at validation, this may be varied for professional programmes in which award specificity resides largely in practice (placement). Where justified at validation, the distinctiveness of masters degree awards may be determined by discipline-specific research or a dissertation.

A full list of approved named awards is given in Appendix 3.

C4.2 The DipHE exit award is available as a named award from degree programmes. The CertHE exit award is not normally named unless approved at validation.

C4.3 Programmes are assigned to academic curriculum areas. Their development, operation and assessment are the responsibility of the Head of the curriculum area (usually a head of area or head of department) operating through specified programme leaders.

C5 SUBJECTS

C5.1 Subjects constitute defined groups of modules that are bound together through an academic discipline. They are assigned to curriculum areas and their development and operation are the responsibility of the Head of the curriculum area (usually a head of area or head of department).

C5.2 Subjects have a particular relevance to the undergraduate modular bachelor degree scheme where they can be studied in combination to achieve single, major/minor or joint honours awards. The number and level of credits required to achieve a named subject major, minor or joint honours award are shown in the table below:

Named Bachelor Degree Awards: Modular Scheme

Level*	**Single (z)**	**Major (a) +**	**Minor (b) +**	**Joint 1 (x)**	**Joint 2 (y)**
Level 4	120	80	40	60	60
Level 5	120	80	40	60	60
Credit sub-total	240	160	80	120	120
	240	240		240	
Award title	**DipHE z**	**DipHE a *with* b**		**DipHE x *and* y**	
Level 6	60	40	20	30	30
Credit sub-total	300	200	100	150	150
Award title	**BA/BSc z**	**BA/BSc a *with* b**		**BA/BSc x *and* y**	
Level 6	120	80	40	60	60
Total credits	360	240	120	180	180
	360	360		360	
Award title	**BA/BSc (Hons) z**	**BA/BSc (Hons) a *with* b**		**BA/BSc (Hons) x *and* y**	
*Tolerance for free electives^*	*20 credits per level*	*20 credits from any one level (4,5 or 6)*		*20 credits per level, provided there is approximately equal balance between the joint subjects across levels*	

+ Major/minors are defined in terms of the standard 20 credit module size. To accommodate other module sizes that may be validated, the minimum credit requirement for a named minor subject is 30 credits at each Level.

**An allowance for lower level credit may be made in line with C2.4*
^ Free electives are modules that may be selected from other subjects and/or areas to meet the credit, level and naming convention requirements for a named award.

C5.3 Named subject awards may be individually validated on any scheme in order to provide appropriate transfer routes for students.

C6 STAGE

C6.1 Undergraduate degrees and the DipHE are divided into stages for award classification purposes:

- Stage One is equivalent to the first year of the full-time programme and also has a prognostic function for progression to Stage two.
- Stage Two is equivalent to the subsequent years of the full-time programme. The credits from stage two form the basis for award classification.

C7 RECOGNITION OF PRIOR LEARNING (RPL) AND CREDIT TRANSFER

C7.1 The University recognises that learning may take place in any context and operates accreditation procedures to formally recognise learning gained elsewhere both for admission to a programme and, where appropriate, for the award of credit that can be counted towards a qualification award requirement.

C7.2 Prior learning may be **certificated** (from another institution/awarding body) or **experientia**l (drawn from life/work experience). Either may be presented for assessment. Institutional guidelines on the operation of the assessment process are detailed in the Quality Management Handbook (QMH) Chapter 7.

C7.3 Recognition of prior learning may be undertaken for the award of **general credit** which reflects the value and worth of the learning in absolute terms and may be used to meet admission requirements or for the award of **specific credit** that can be used to meet part of the requirements for an award.

C7.4 Specific credit is level-rated and may be awarded as either graded or ungraded credit.

.1 Ungraded credit is given in the form of **credit exemption** from specific programme/module requirements with no mark or grade applied. Ungraded credit is excluded from the calculation of any end award classification. In such cases the classification is based solely on the graded credit achieved.

.2 Graded credit is given in the form of **credit transfer** where the mark or grade forms part of the overall profile of marks/grades achieved by the student. Graded credit may be awarded for relevant prior study undertaken on Edge Hill University programmes or under agreed consortia arrangements. Graded credit is used in any calculation of the award classification as appropriate.

C7.5 **Credit Recognition Agreements** may be established where graded/ungraded credit from a partner Higher Education Institution or Higher Education Consortium or national curriculum scheme is accepted in partial fulfilment of the requirements for a named award (usually jointly developed).

C7.6 **Study Abroad Agreements** may be established where up to 60 graded or ungraded Level 5 credits from an approved Higher Education Institution may be accepted in partial fulfilment of the credit requirements for a named bachelor degree award. Study Abroad Agreements will provide full details of due diligence undertaken and

will identify how the essential learning outcomes will be met for the modules to which the transfer is to be applied.

C7.7 Study Abroad Agreements may also be approved for 120 credits of study within a bachelor degree programme. This credit will not fulfil the credit requirements for a named award, will not contribute to the final classification and must be undertaken in addition to the 360 Edge Hill credits validated for the named award.

C7.8 Where the award of specific credit is sought, the prior learning must meet the essential learning outcomes of the module or programme year to which exemption or transfer is to be applied.

C7.9 Where specific qualifications/study programmes are recognised for advanced entry to particular programmes through a planned arrangement with another institution, it is expected that this will be confirmed through a properly authorised **Articulation Agreement** (see also section E2).

C7.10 The following conditions apply to the award of credit:

.1 The maximum credit for prior learning that can be counted towards a programme registration or award is:

Honours degree and integrated masters	2/3
Masters degree	2/3
All other awards of more than 60 credits (including Conversion Honours degree)	50%
Awards of 60 credits (excluding Conversion Ordinary degree)	1/3
Awards of less than 60 credits	0%

Exceptions are:

i. C7.4.2 where the total credit awarded is the subject of individual or consortium agreement between the institutions involved or is part of a national curriculum scheme as noted in the associated Credit Recognition/Articulation Agreement and approved at validation;

ii. students holding an Ordinary degree gained from study at Edge Hill who wish to top up for honours and who have not been previously assessed for honours on that programme. Such students may be assessed for honours following registration of the additional 60 credits provided registration is within five years of the conferment of the original award. In such cases, the counting credits for classification purposes will be all Stage two credits from the original and the additional registration.

.2 Credit gained on an undergraduate award may not be used to meet the requirements of a postgraduate award except as identified in C2.4.

.3 Prior learning used to meet programme entry level admission requirements may not be simultaneously accredited against the programme award requirements.

The award of specific credit is given in relation to a named programme award. Students are required to reapply for accreditation if they subsequently transfer to another programme.

See also Edge Hill policy statement on the use and reuse of credit (*Appendix 4*).

C7.11 All claims for accreditation must be appropriately evidenced.

C7.12 Faculties are responsible for operating procedures for the assessment of claims for the recognition of prior learning in compliance with these regulations and the University's RPL Policy *(Appendix 4)*.

C7.13 The award of credit is a responsibility of progression and award boards. In relation to experiential learning this is delegated to faculty-based RPL panels, while for certificated learning faculties may delegate responsibility to programme teams. All decisions, however determined, will be reported to the relevant assessment board. Documentation concerning accreditation decisions above level 4 must be available for scrutiny by external examiners in the same way as other forms of assessed learning.

C7.14 Staff undertaking the assessment of claims for the recognition of prior experiential learning will receive appropriate training.

C7.15 Edge Hill may offer modules relating to the development of reflective practice and the production of prior learning portfolios but the responsibility for making and preparing a claim for specific recognition of prior learning, including the provision of evidence, resides with the student/applicant.

C7.16 Edge Hill reserves the right to charge for the assessment of prior certificated and experiential learning.

C8 THE ACADEMIC YEAR

C8.1 The standard academic year runs from September to August. Many postgraduate programmes, professional programmes and those undergraduate programmes that incorporate practice elements will operate across the full calendar year.

C8.2 The University is not semesterised although a significant number of modules are delivered on a semester basis. The University publishes an annual calendar identifying semester and term dates which are applied as appropriate.

C8.3 Programmes which seek to operate outside standard year/term/semester dates must obtain approval through the Academic Planning Committee.

C9 MODE OF STUDY

C9.1 The Edge Hill scheme accommodates the movement of students between full-time and part-time modes of study where available subject to approval by the programme leader (subject leaders for combined students).

C9.2 Full time study normally equates to 120 credits for undergraduate students and 180 credits for postgraduate students during a standard academic year. Full-time status in relation to academic sessions that are shorter or longer than the standard is calculated pro-rata. Deviation from this model is only permitted when authorised by the Academic Registrar.

C10 DURATION OF STUDY

C10.1 Edge Hill recognises standard minimum and maximum registration periods for awards as follows in relation to academic years:

Credits for Award	**Standard Full-time** *Standard*	*Max*	**Standard Part-time*** *Standard*	*Max*
120	1 year	2 years	1.5 years	3 years
180	1.5 years	3 years	2 ¼ years	4.5 years
240	2 years	4 years	3 years	6 years
360	3 years	6 years	4.5 years	9 years

**Where part-time registration periods exceed full-time by a factor of 1.5.*
Registration periods for other credit value awards are calculated pro-rata.

C10.2 Validation panels may approve programmes with alternative minimum or maximum registration periods where this is justified through curriculum delivery methods, such as specifically designed accelerated routes, or the level of student entry qualifications. Professional bodies may also impose specific requirements in relation to maximum registration periods.

C10.3 Whilst the University recognises that individual circumstances may prevent a student from completing in the standard minimum time, periods away from study covered by interruption or deferred assessment will count towards the maximum time limits for registration. Chairs of progression and award boards have discretion to extend the maximum periods in individual cases having regard to the continued currency of the modules completed.

C10.4 The University will ensure that students will be able to qualify for named target awards for which they have registered within the minimum standard registration period plus one year (See G2.7). Where it is not possible to offer the named award beyond this period, remaining registered students will be transferred to a congruent award wherever possible.

C10.5 Modules studied on a stand-alone basis, by Associate students, should be completed in line with those assessment points determined for the module at validation. Where a student is unable to complete a module in accordance with the validated assessment point(s), they may submit their personal circumstances under the University's Exceptional Mitigating Circumstances scheme and/or Interruption Procedures. For students undertaking stand-alone study, applications to defer or to be interrupted from assessment will normally only be permitted where this does not then extend the student's overall registration period to be more than one calendar year from the point at which the student would have originally been required to complete assessment for the module.

C11 SKILLS DEVELOPMENT

C11.1 The University is committed to personal development planning (PDP) and ensures through validation and review mechanisms that programmes provide students with a strong base of academic, professional and key skills.

C11.2 All programmes are required to incorporate appropriate skills development in line with the Taught Degrees Framework available to view on the Centre for Learning and Teaching website. This is confirmed at validation.

C12 WORK-RELATED/WORK-BASED LEARNING

C12.1 The University supports the development of opportunities for students to undertake appropriate forms of work-related or work-based (placement) learning as an integral part of, or alongside, their programme of study. This may take the form of a specific module, may be integrated with academic study within a module/level of study or may stand alone as an additional element to the programme. Modules/levels containing formal work-based learning will be referenced on the final academic transcript. Those which are additional to the credit requirement for an award will be level rated and attract ungraded academic credit.

C12.2 Sandwich programmes are developed with an extensive period of supervised work experience (at least 32 weeks) included. Award certificates and transcripts are appropriately endorsed to identify the placement. These placements are credit and level rated, have specified learning outcomes and the placements are assessed. The placement credits are included in the classification calculation as detailed in Section J3.10.

C12.3 Foundation degree programmes must incorporate a minimum of 25% work-based learning. This may be achieved through specific placement modules and/or be embedded within taught modules.

C12.4 Professional placements on programmes leading to the award of QTS are graded in line with Ofsted definitions, including: grade 1 – outstanding; grade 2 – good; and grade 3 – requires improvement. Students internally assessed at grade 3 in their final placement may be deferred to allow the provision of additional support, which may include an additional professional practice period, before being finally assessed.

C13 ATTENDANCE

C13.1 For full-time undergraduate students, attendance at designated learning activities of programmes and modules is expected. Notification of illness and requests for leave of absence should be submitted to a nominated member of staff (usually the programme leader) in accordance with locally published procedures. Unauthorised absence may affect student financial support and, if prolonged, may lead to a requirement for a student to withdraw.

C13.2 Programmes that confer a licence to practise may require a specific attendance level in order to meet the award requirements.

C13.3 Individual modules may incorporate a specific participation requirement as part of the assessed learning outcomes for successful completion of a module and academic penalties for non-attendance may therefore apply. Justification will be confirmed at validation.

C14 CORE [NON-CONDONABLE] ELEMENTS OF LEARNING

C14.1 Within programmes, subjects and modules, certain elements of learning may be described as ‘core’ in terms of providing fundamental knowledge, skills or understanding that students must acquire in order to successfully achieve the required learning outcomes of the programme, subject or module. This will predominantly apply to programmes which carry professional recognition. **Elements defined as core within a programme/module must be passed and cannot be condoned.**

C14.2 Elements/modules which must be taken because there is no optionality but which are not specified as ‘core’ are deemed compulsory and may be condoned.

D Validation and Review

D1 PRINCIPLES

D1.1 Under the rubric of these regulations, the overall purpose of validation and periodic review is to ensure the highest quality and standards of provision leading to awards of the University and other external awarding bodies.

D1.2 The effective operation of validation and review requires appropriate integration with planning and resource management processes of the University.

D1.3 Quality, standards and the means for quality enhancement should be incorporated within initial programme design.

D1.4 While standard processes exist for validation and review, these may be individually tailored in response to an informed assessment of 'quality risks'. Periodic review is essentially concerned with confirming academic standards, the quality of the student learning experience and identifying opportunities for enhancement.

D1.5 Validation and review processes are open and auditable.

D1.6 The concepts of peer review and externality are fundamental to validation and review processes.

D1.7 Validation and review processes and events are informed by the UK Quality Code for Higher Education (QAA) and appropriate professional, statutory and regulatory body (PSRB) requirements and address the relevant Qualifications Characteristics Statements and National Subject Benchmark Statements.

Detailed guidance on the operation of validation and review processes and procedures is given in the QMH that is approved by the Academic Quality Enhancement Committee and reviewed regularly. The following regulations lay down absolute requirements and should be read in conjunction with the Handbook Chapters 3 (Review) and 4 (Validation).

D2 PROGRAMME AND MODULE APPROVAL

D2.1 Institutional planning approval of programme proposals through submission of an Application for Development Consent (ADC) to the Academic Planning Committee is a prerequisite to validation.

D2.2 All programmes leading to awards (as detailed in section B2) of Edge Hill or other external awarding bodies are approved through a validation process that is approved by Academic Board on recommendation from the Academic Quality Enhancement Committee.

D2.3 Continued programme approval is determined through quinquennial periodic review.

D2.4 The outcomes from validation and review are specified in the QMH but will fall into the following categories:

- Approval with no conditions
- Approval with conditions
- Referral for further development

D2.5 All approved programmes will comply with these academic regulations.

D2.6 No programme will admit students unless it is 'in approval' with no outstanding major conditions as determined by the Pro Vice-Chancellor (Student Experience) and

University Secretary in consultation with the Director of Quality Assurance and the appropriate Pro Vice-Chancellor (Dean of Faculty).

D2.7 New programmes that have received development consent but have not yet been validated may be marketed and promoted provided such activity clearly specifies that the programmes are 'subject to validation'.

D2.8 The Academic Board has approved processes for implementing modifications to programmes in between validation and review events that ensure the continued integrity of provision. Details can be found in the QMH Chapter 4.

D2.9 Faculties have specified devolved responsibilities for curriculum approval. These are outlined in the QMH Chapter 4.

D3 UNIVERSITY VALIDATION PANELS

D3.1 The University operates a standing panel of internal staff for validation and review purposes. Individual panel membership is drawn from this. Additionally, individual panels are required to include at least one external member with relevant expertise in the academic area and, where appropriate, external member(s) representing employer or professional (PSRB) interests.

D3.2 Internal standing panel members (which may include staff from partner institutions) must meet specified criteria for appointment and receive appropriate training.

D4 PROGRAMME DOCUMENTATION

D4.1 The specific documentation required for validation and review is detailed in the QMH. Full programme and module specifications are a condition.

D4.2 The output from successful validation or review will be confirmed programme and module specifications. The programme specification and associated delivery documentation will be used to prepare a programme handbook for students. All students registering for the programme must be given a copy of the relevant handbook and they may access the full programme specification from the Edge Hill website. Module specifications will be used to prepare module handbooks for students.

D5 ANNUAL MONITORING

D5.1 All programmes are subject to annual monitoring through processes described in the QMH Chapter 3. Annual monitoring must include consideration of external examiner reports. The emphasis of annual monitoring is the confirmation of academic standards and the quality and enhancement of student learning opportunities.

D5.2 Issues that are identified through the annual monitoring process are considered by both programme and faculty boards. A summary report is presented by the Head of Quality Operations to the appropriate Academic Board Committee.

D5.3 Service areas also contribute to the annual monitoring process by responding to issues raised in academic department monitoring reports that impact on the quality of programme delivery or the student experience.

D5.4 Update reports on actions taken in response to issues raised through annual monitoring are required from all academic and service areas and are reported to the appropriate Academic Board Committee.

D6 STUDENT FEEDBACK AND QUALITY MANAGEMENT

D6.1 Student feedback is an important element of quality management procedures including annual monitoring. Opportunities for student feedback exist through student/staff consultative meetings and the system of student representation on programme boards, faculty boards and the committees and sub-committees of Academic Board. Direct feedback is also obtained through the use of the module evaluation questionnaire which is a requirement for all modules and through annual institution-wide satisfaction surveys and the National Student Survey (NSS).

D6.2 Students can expect that issues raised through formal feedback or consultative processes will be responded to at the appropriate level.

D6.3 Periodic review processes will take account of student feedback as part of the evidence requirement.

D7 WITHDRAWAL OF APPROVAL/PROGRAMME CLOSURE

D7.1 The Academic Board (via the appropriate committee) may agree withdrawal of programme approval at any time if it has evidence that the programme is no longer meeting minimum acceptable standards or where recruitment levels are no longer viable.

D7.2 Where a programme is closed to further recruitment for any reason including D7.1 above, the University will ensure that appropriate standards are maintained for any students remaining on the programme, or that students are enabled to transfer to a suitable alternative programme at Edge Hill or elsewhere in line with the Statement of Good Practice on Course Changes and Closures (HEFCE 2015).

Procedures relating to programme closure are detailed in Chapter 4 of the QMH.

E Academic Partnerships, Remote and Mediated Learning

E1 PRINCIPLES

E1.1 The University recognises the importance of collaborative arrangements in extending educational opportunity, in adding value to the general student experience and in furthering institutional objectives through the strategic development of strong partnerships with other education providers, employers and professional, statutory and regulatory bodies.

E1.2 Shared values and educational objectives will be a determining factor in choosing collaborative partners and each partnership will be subject to an appropriate due diligence examination.

E1.3 The University is committed to the development of remote and technology enhanced learning provision both as a means of widening access and enhancing the learning experience for all students.

E1.4 The University acknowledges and accepts its responsibilities under the UK Quality Code for Higher Education and its various accountabilities to professional, statutory and regulatory bodies and other awarding bodies for the quality and standards of the provision that it offers in collaboration with other organisations.

E1.5 Programmes offered through collaborative, remote and mediated learning arrangements must meet required academic standards and are subject to the prevailing University principles and academic regulations.

E1.6 Students registered on collaborative, remote and blended learning programmes will have appropriate learning opportunities and a suitable support environment to ensure they are able to achieve the required programme outcomes.

Detailed guidance and procedural information concerning collaborative and technology enhanced learning provision is given in the QMH Chapters 5 and 6. The following regulations lay down absolute requirements and should be read in conjunction with the QMH.

E2 FORMS OF ACADEMIC PARTNERSHIP

E2.1 The University recognises a variety of collaborative arrangements in relation to the delivery of provision including **outreach, articulation, placement, affiliation, accreditation (credit rating), credit recognition, joint delivery, franchises and validation.** Individual arrangements are categorised in terms of the quality management arrangements that will apply on the basis of a judgement of the risks entailed.

Category A	Placements and exchanges	Low risk
Category B	Outreach learning venues	
Category C	Outreach supported learning centres	
Category D	Credit-rating and the accreditation of employer-provided training	
Category E	Articulation agreements	
Category F	Delivery with a third party	
SD	School Direct	High risk

All academic partnerships will be assigned to one or more of these categories using procedures agreed by the Academic Planning Committee.

E2.2 Approval to explore a partnership for the delivery of categories B, C, D, E, F and School Direct is an executive decision informed through submission of an initial risk appraisal and business case prepared by the sponsoring department for the collaboration.

E2.3 Development consent is given through the Academic Planning Committee following procedures laid down in the QMH. Final approval of collaborative provision in categories A and B is given by faculty boards. Final approval of collaborative provision in categories C to F, School Direct and all international collaborative arrangements is given by the Academic Quality Enhancement Committee.

E2.4 The detailed quality management arrangements that apply are given in the QMH subject always that:

.1 All academic partnerships in categories C, D, E, F and School Direct will be covered by an institutional memorandum of agreement [The Contract] incorporating all partners including the University where it is the awarding body. This requirement will apply to all joint or dual award programmes, franchises, articulations, affiliations, accreditation and validation agreements and any overseas arrangements;

.2 All external examiner appointments will be made through the University and approved by the University and any other awarding bodies as appropriate.

E3 MEMORANDUM OF AGREEMENT [THE CONTRACT]

E3.1 An institutional memorandum of agreement will contain as a minimum:

.1 Details of the precise form of the relationship

.2 The timespan of the agreement

.3 Based on the delivery agreement detailed in the QMH, the allocation of responsibilities in relation to any of the following that apply:

- programme development
- validation and review
- annual monitoring and quality management
- the appointment of external examiners
- the recruitment and admission of students
- programme management and monitoring
- teaching, assessment and examination arrangements
- student support and administration
- student access to facilities
- discipline, complaints and appeals
- staffing arrangements
- reporting arrangements
- marketing and promotional arrangements

.4 Procedures for resolving any differences between the parties to the agreement

.5 Intellectual property and bribery protections

.6 The legal authority that applies in relation to the agreement

.7 Agreement review arrangements

.8 Termination of agreement arrangements including continued support for registered students to complete their awards

.9 An annexe detailing the financial arrangements

E3.2 The University will ensure that appropriate arrangements are in place for due diligence investigations, drawing up contracts and the maintenance of a library of collaborative arrangements and the associated agreements.

E4 MEDIATED LEARNING INCLUDING TECHNOLOGY ENHANCED LEARNING [TEL]

E4.1 The University delivers programmes through a variety of methods both onsite and remotely. Many programmes use a range of methods of delivery to provide blended learning.

E4.2 Validation of all programmes is concerned with fitness of and for purpose in relation to the delivery mechanism. The support arrangements for students in adapting to the various forms of mediated learning and the measures taken to prevent academic malpractice including fraud will be especially relevant in considering proposals for programmes that are delivered wholly or in part through TEL or other remote mechanism.

F The Admission of Students

F1 PRINCIPLES

F1.1 Edge Hill is committed to extending educational opportunity through the operation of admissions procedures that are inclusive, fair, consistent, non-discriminatory and transparent in line with legislative requirements.

F1.2 The admission of international students will comply with Home Office and Foreign and Commonwealth Office requirements as specified under the UK Visas and Immigration (UKVI) points scheme and the Academic Technology Approval Scheme (ATAS).

F1.3 The admission of students whose programme of study entails working with children and/or vulnerable adults will comply with the requirements of the Government Disclosure and Barring Service (DBS) and the accreditation conditions set by the National College for Teaching and Leadership where appropriate.

F1.4 Information for applicants will give a clear and accurate indication of programme content and of entry and award requirements.

F1.5 The admission of individual applicants is at the discretion of the University and will pay regard to the University's legal obligations and to the general safety and welfare of the University community.

F1.6 No applicant will be admitted unless there is a reasonable expectation that he/she can reach the required standard for award.

F1.7 The selection of students is a matter of academic judgement. Responsibility for selection lies with designated admissions tutors operating within Edge Hill's specified general academic entry requirements and any specific programme based requirements.

F1.8 Applicants who are not selected have a right to information concerning the admission decision.

F2 GENERAL ACADEMIC ENTRY REQUIREMENT

F2.1 For the purposes of admission the University recognises all qualifications included in the National Qualifications Framework (NQF) and the Regulated Qualifications Framework (RQF) for England and Wales and the European Qualifications Framework (EQF) and their equivalence to GCE A levels as expressed through the UCAS Tariff.

F2.2 Individual programmes may specify particular requirements in addition to the general entry requirement as appropriate. These are determined and approved at validation and will incorporate any specific professional, regulatory or statutory body requirements.

F2.3 The general entry requirement may be varied for programmes which are designed to be shorter or longer than the standard duration for the achievement of the award.

F2.4 All students must be able to demonstrate competence in English language to at least GCSE grade 4 level or its equivalent. Uncertificated students may be required to undertake an appropriate course of instruction prior to admission or provide other evidence that the required standard has been met. For the purposes of these regulations, a score of 6.0 through the International English Language Testing Service (IELTS) is regarded as meeting the general English requirement for undergraduate awards. Specialist and postgraduate programmes may specify a higher score. Students on Foundation courses should normally achieve a minimum

overall grade of IELTS 5.0 with no individual element below 4.0. Pro Vice-Chancellor Deans of Faculty have responsibility for the operation of discretion in individual cases.

F2.5 For undergraduate awards (including Foundation degrees), offers are based on the principle of A level, BTEC or equivalent awards. Offers will not be made to school leavers solely on the basis of AS level or equivalent awards. Where the minimum requirements for entry have been met however, UCAS Tariff points from Key Skills and AS level awards can be counted to the overall points score offer made.

F2.6 *Bachelor degree programmes (including integrated masters)*
The minimum entry requirement for degree level study is 2 GCE A Levels or equivalent, plus passes in at least 3 other subjects at GCSE level or equivalent. The specific requirement for integrated masters programmes will be higher than that required for the equivalent Honours degree programme.

Diploma in Higher Education: Paramedic Practice
The minimum entry requirement for Diploma in Higher Education is 2 GCE A Levels plus GCSE English Language (and for some programmes, Mathematics) at grade 4 or above, or equivalent.

Foundation Degree Programmes
The minimum entry requirement for Foundation degree programmes is one GCE A Level in a relevant subject, or equivalent relevant professional/work experience, plus GCSE English Language (and for some programmes, Mathematics) at grade 4 or equivalent.

Note: Foundation Degree programmes recognise the variation in entry requirement for degree level study through the design of Stage One and the support provided to students as preparation for higher level study.

F2.7 *Graduate and Postgraduate Programmes*
The general entry requirement for graduate and postgraduate programmes is a bachelor degree.

F2.8 *Level 3 Foundation Provision*
There is no specified general entry requirement for provision at this level.

F2.9 In line with age discrimination legislation, the University makes no stipulation with respect to the age of candidates for admission except where this is a requirement of a professional body which is exempted under the legislation.

F3 ADVANCED ENTRY

F3.1 Students with prior certificated or experiential learning may apply for advanced entry to programmes in line with the regulations for the recognition of prior learning and credit transfer detailed in section C7.

F4 DISABLED STUDENTS AND/OR THOSE WITH LEARNING DIFFICULTIES

F4.1 The admission of disabled students and/or those with specific learning difficulties (including mental health issues) is based on the academic criteria for entry to the programme and the expectation that the student will be able to fulfill the requirements of the programme, subject always to the University's legal obligations with respect to the health and safety of the University community.

F4.2 Applicants are strongly encouraged to disclose disability or learning difficulty information to, and seek advice and support from, the relevant staff within the University. Opportunities for disclosure are offered throughout the admissions cycle and at enrolment.

F4.3 The University will act in accordance with the recommendations of the prevailing Disability Discrimination Act at the time of application. In particular the University will seek to make reasonable adjustments to support students whilst on course.

F4.4 Where adjustments or the level of support for an individual student are not considered reasonable and cannot be met from the University's or the student's own resources, admission may be refused.

F5 THE ADMISSION OF STUDENTS WITH CRIMINAL CONVICTIONS

F5.1 All applicants are required to declare 'unspent' convictions within the application process. Admission is subject to consideration of any such offence by a specified panel in the light of the University's overall duty of care to staff and students.

F5.2 A number of professional registration programmes require that consideration is given to all cautions and convictions whether spent or unspent. These include Initial Teacher Education, Social Work, Sports Therapy and Health Professional programmes. Other students may also be covered by this regulation where a work-based placement involving contact with children and/or vulnerable adults is an integral part of their programme of study.

F5.3 For Initial Teacher Education the University requires an Enhanced Disclosure from the Disclosure and Barring Service in accordance with professional requirements and the mandates of the Department for Education and the National College for Teaching and Leadership (NCTL), having due regard to the Rehabilitation of Offenders Act. Enhanced disclosures may be required from other students and trainees as appropriate to their programme of study or professional, regulatory or statutory body requirements. The University makes an appropriate charge for processing applications to the Disclosure and Barring Service.

F5.4 In all cases, specified panels will consider the impact of a caution or conviction on an individual student/trainee and the risk to the University. The final decision to accept or reject students/trainees rests with the University except where otherwise stipulated by professional, regulatory or statutory bodies and in relation to Initial Teacher Education trainees where the final arbiter in terms of assessing whether a particular conviction or caution will prevent an individual from entering teaching as a profession (and therefore preclude admission to the programme) rests with the Teacher's Misconduct Team, on behalf of the Secretary of State for Education.

F5.5 All applicants have a right to be informed of panel decisions and the basis for them.

Procedures for the operation of the panels under F5.1 - F5.5 are detailed in Appendix 18.

F5.6 All students are required to declare any convictions while registered as a student at the University and professional programmes may require an annual declaration or a further declaration following a period of interruption or suspension.

F5.7 The University follows the Disclosure and Barring Service Code of Practice in terms of confidentiality, data handling and storage.

F6 MEDICAL FITNESS

F6.1 Some programmes (such as Initial Teacher Education and those for Health Professionals) require medical clearance in line with statutory, regulatory or professional body requirements in force at the time. Failure to meet the requirements will disbar a student from entry.

F6.2 Students may be required to certify continuing fitness on an annual basis in line with professional body requirements.

F7 MISREPRESENTATION IN THE ADMISSION PROCESS

F7.1 Applicants who are found to have misrepresented information in their application may be denied entry by the Head of Admissions or, if they have already enrolled, their contract with the University may be terminated immediately by the Academic Registrar.

F7.2 Under the provisions of the University's data protection registration, the University reserves the right to inform appropriate external agencies of instances of misrepresentation.

F8 COMPLAINTS CONCERNING ADMISSION

F8.1 There is no appeal against academic judgement in relation to admissions decisions. Applicants who are dissatisfied with any aspect of the admissions process should use the University Complaints Procedure which is available at *https://www.edgehill.ac.uk/governance/strategies-policies*

G Student Registration

G1 PRINCIPLES

G1.1 The University endorses the concept of student responsibility and choice in registering a valid programme of study to meet the appropriate award conditions.

G1.2 The University will facilitate student-initiated changes to registered named awards subject to standard admission requirements, resource or other constraints that would have an adverse effect on the student's experience.

G1.3 All student registration procedures are subject to prevailing legislation. The registration of overseas students is specifically subject to UK Visas and Immigration requirements for entry and continuation.

G2 REGISTRATION

G2.1 All students are required to register for a valid University award, the award of credit or otherwise register as an associate student.

G2.2 *Associate Students*

.1 Students may register for individual modules as associate students on an infill basis.

.2 Associate students may choose whether or not to undertake assessment and this will be denoted on the student record system.

.3 Associate students do not have guaranteed progression rights. Students registering on multiple award frameworks as assessed associate students are required to declare as award or non-award after accruing a maximum of 60 credits or two thirds of the credit requirements for the award where the programme constitutes 60 credits or less.

G2.3 It is a student responsibility, through the enrolment process, to register for the award and the programme to which they have been admitted and, where applicable, for a valid combination of modules following the administrative procedures which pertain at the time as determined by the Academic Registrar.

G2.4 The University reserves the right to decline acceptance of, or make a charge for, late or incorrect registration of awards, programmes and modules.

G2.5 Students may not simultaneously register for more than one full-time award.

G2.6 An individual module may not be simultaneously registered by a student for more than one award.

G2.7 The University may be required to change module provision with limited notice but will ensure that students who have legitimately registered for a named award will be able to follow an appropriate programme of modules to qualify for the named award within standard completion times (see section C10.1) except in the case of course closure (see section D7.2).

G2.8 All students are required to declare any criminal convictions acquired during their period of registration and may be required to make an annual declaration in relation to medical fitness (see F5.6 and F6.2).

G2.9 *Interruption*

.1 Interruption is defined as an approved period during which a student's studies are suspended and the student is not required to engage with their programme.

.2 Interruption is an application based process and students do not have an automatic right to interrupt their studies. Any request to interrupt studies must be supported by the student's department and approved by the Academic Registrar.

.3 The University expects that students will normally complete their programme in a single continuous period. Any period of interruption will therefore only be granted when there are valid reasons that affect the student's ability to study.

Full details of the University's Interruption Policy are provided in Appendix 9.

H Assessment

H1 PRINCIPLES

H1.1 *Purpose*
Assessment is a key part of the learning process at Edge Hill. In terms of these regulations, the main purpose of assessment is to provide structured opportunities for students to demonstrate that they have fulfilled the learning outcomes of the programme, and of the modules that make up the programme, and achieved the standard required for the award they seek.

H1.2 *Standards*
The outcomes of assessment must reflect individual student achievement in relation to the standards required for the target award as referenced in The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), Professional, Statutory and Regulatory Body requirements and appropriate subject benchmark statements.

H1.3 *Methods of Assessment*
Assessment methods should derive from, and reflect, the variety of the learning outcomes identified for each module/programme of study at the required level. The methods used measure the extent to which students have achieved the learning outcomes and should accommodate and encourage creativity, originality and inclusion.

H1.4 *Fairness*

.1 Assessment must be devised and judged fairly, having regard to equal opportunities and using transparent and impartial processes which are published to students.

.2 Students will have opportunities to present exceptional mitigating circumstances in relation to their assessment performance.

H1.5 *Breach of Regulations*
The Academic Regulations govern the conduct of assessment/examination candidates *(Appendix 5).* Breach of the Academic Regulations by a candidate is a serious offence covered by academic malpractice procedures (*Appendix 8*).

H1.6 *Feedback*
Students will be provided with feedback in relation to their performance in all forms of assessment including examinations. Feedback in relation to coursework will normally be provided within four weeks of the submission deadline.

H1.7 *Discretion*
Assessment boards operate with guided discretion and are responsible for operating such discretion equitably and without favour *(see Appendix 12).*

Detailed guidance on the design and operation of assessment is given in the QMH Chapter 6. The following regulations lay down absolute requirements and should be read in conjunction with the Handbook.

H2 GENERAL

H2.1 The University requires all programme-specific regulations to comply with these regulations and any professional and/or statutory body requirements. These are approved at validation.

H2.2 All types of assessment are subject to the University's academic regulations and to the specific rubric for each individual assessment.

H2.3 Heads of curriculum areas are responsible for ensuring that assessment information relating to programmes and modules is made available to students at the commencement of the programme or module through programme/year/module handbooks. Usually this responsibility is delegated to programme and module leaders. In particular this includes:

- the purpose and form of assessment
- the intended learning outcomes
- the assessment criteria
- specific attendance requirements
- submission procedures and deadlines
- penalties for late submission or poor attendance
- project/dissertation guidelines
- subject referencing guidelines
- student feedback arrangements

University-wide procedures in relation to the submission of exceptional mitigating circumstances, the code of conduct for examinations, academic malpractice, support for disabled students and/or those with learning difficulties and the operation of the appeals process will also be included in scheme or programme handbooks.

H2.4 The University reserves the right to physically retain work submitted for assessment and to refer to that work until such point as those processes relating to outcome ratification are complete. Such retention or reference has no implications for the intellectual property rights.

Details of the University's Intellectual Property Policy are published on the University's web page for policies and strategies.

H2.5 Word limits for assessed pieces of work are advisory and do not attract penalties unless adherence to a word limit is a prerequisite for meeting a specific validated learning outcome, eg the ability to write concisely to a brief.

H3 MODULE ASSESSMENT

H3.1 All modules will be assessed. Students who fail to attend/submit for assessment without good reason (exceptional mitigating circumstances) will be judged to have sat and will be awarded zero for that element.

H3.2 Each module will specify learning outcomes and an assessment strategy (approved at validation) by which students can demonstrate the achievement of the learning outcomes for that module.

H3.3 Where necessary, modules may specify certain elements as 'core [non-condonable]' (see section C14.1). Any such elements are confirmed at validation and must be passed in order to pass the module.

H3.4 Where an attendance requirement is specified in order to pass a module, this must be approved at validation as part of the assessment strategy.

H3.5 The University operates a universal marks scheme to denote student performance in modules:

Percentage	Description	Honours Degree Equivalence	Other Programme Equivalence
70-100	Pass	First	Distinction
60-69	Pass	Upper second	Merit
50-59	Pass	Lower second	Pass
40-49	Pass	Third	Pass
<40*	Fail	Fail	Fail

**see operation of condonement - H11*
For postgraduate awards, grades equivalent to percentage bandings may be used where approved at validation. Some modules, or elements of modules, may be assessed on a pass/fail only basis.

H3.6 The overall module mark will be an aggregation of the marks achieved for individual elements in proportions agreed at validation.

H4 EXTENSIONS AND LATE SUBMISSIONS

H4.1 The University requires students to adhere to submission deadlines for any form of assessment. Penalties are applied in relation to unauthorised late submission of work (see H4.4).

H4.2 Each faculty will establish an overt and clear system for handling and granting extensions to students and will be advised in this by the guidance drawn up by the Student Experience Sub-Committee. The procedures will be published to students at the commencement of the programme.

H4.3 Each programme will have a nominated tutor(s) with authority to agree extensions. These will be documented.

H4.4 Work handed in late without an agreed extension will be marked at zero.

H5 EXAMINATION AND OTHER ASSESSMENT ARRANGEMENTS

H5.1 The University operates a strict code of conduct in relation to formal assessment including examinations and the behaviour of examination candidates (*Appendix 5*). This code is an extension of the Academic Regulations and a copy is made available to all examination candidates.

H5.2 An examination is defined as a formal, timed, written assessment of any duration that is subject to continuous invigilation.

H5.3 All examinations are invigilated and guidance for invigilators is provided by the Academic Registrar (*see Appendix 5*).

H5.4 It is the responsibility of the Academic Registrar to publish or arrange publication of the examination timetable in good time.

H5.5 It is the responsibility of the student to ensure he/she presents for examination in accordance with the published schedule. Failure to attend an examination is counted as a sit and attracts a mark of zero unless exceptional mitigating circumstances are accepted (see section H10).

H5.6 The University may require students to register for examinations and reserves the right to make a charge for this.

H5.7 Exceptionally, it may be necessary for a student to sit an examination outside the UK. Specific procedures have been agreed for these circumstances and are detailed in *Appendix 5*.

H5.8 Examination scripts are not generally returned to students. Where they are retained by the University, they are stored in line with the University's prevailing document retention policy and may then be destroyed.

H5.9 Faculties are responsible for the detailed arrangements for other forms of assessment such as coursework, practicals and presentations and for the notification of arrangements to students.

H6 DISABLED STUDENTS AND/OR THOSE WITH LEARNING DIFFICULTIES

H6.1 The University supports the operation of appropriate reasonable adjustments for students undertaking assessment including timed examinations (*see Appendix 6*) where a valid claim has been made and agreed by an assessment modifications panel in accordance with the relevant procedures.

H6.2 Requests for reasonable adjustments may be refused where insufficient notice is given.

H7 IMPARTIALITY IN ASSESSMENT PRACTICE

H7.1 All assessed work will be internally moderated and, for submissions above level 4, must incorporate an appropriate level of external examiner involvement. The involvement of external examiners with assessment at Level 4 or below is not normally required but may be agreed at validation where this is felt appropriate.

Details of institutional policy are given in the QMH Chapter 6.

H7.2 Marking schemes are required for any piece of formally assessed work on taught degree, certificate or diploma programmes and will be made available to internal moderators and external examiners.

H7.3 Students will receive constructive, appropriate and timely feedback on all elements of assessment. Grades and feedback are aligned with marking criteria which are published to students.

H7.4 Examination scripts are anonymised and are marked as such.

H7.5 Examiners/assessors must declare any close personal or business relationship with a student that could reasonably question the impartiality of the examining/assessment process. The Chair of the relevant assessment board will determine appropriate action in such cases.

H7.6 Students are required to confirm that each piece of assessment submitted is their own work. For group work, all group members are required to provide a common confirmation statement.

H8 ACADEMIC MALPRACTICE

H8.1 The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic offence that may constitute grounds for exclusion (see *Appendix 8*).

H8.2 'Unfair means' includes all forms of cheating including plagiarism, collusion and impersonation.

H8.3 Students are made aware of the regulations regarding academic malpractice, and the penalties that apply, at the start of their programme. In particular, they are advised of the importance of academic integrity, what is meant by plagiarism and how to avoid it.

H8.4 Where malpractice is suspected, an assessment board shall not determine a student's assessment result until all the facts have been established and a report of the outcome of the investigation has been received from the appropriate local officer (see section H8.6) or panel of inquiry.

H8.5 All instances or allegations of malpractice will be investigated (this may include an oral investigation against the piece of work being considered) and, where a prima facie case is established, they will be categorised as follows:

.1 First: Naïve
.2 First and subsequent: Minor
.3 First and subsequent: Major
.4 First and subsequent: Grave

H8.6 Instances of naïve malpractice or major/minor first offences will be dealt with locally by the head of curriculum area or programme leader under the procedures for academic malpractice, which are an extension to the Academic Regulations *(Appendix 8).* A report will be made to the Academic Registrar.

H8.7 Where a student does not accept a decision made at local level, he/she has the right to refer the matter to a panel of inquiry.

H8.8 All instances of grave malpractice and subsequent offences will be referred to a panel of inquiry under the procedures for academic malpractice.

H8.9 Heads of curriculum area or programme leaders and the panel of inquiry have authority to determine whether malpractice has occurred and the penalty to be applied. Decisions made are reported to and are binding on module assessment boards.

H8.10 Where evidence of alleged malpractice becomes available subsequent to a decision of an assessment board, the same procedures apply and the assessment board has the authority to review its original decision.

H8.11 Students found guilty of academic malpractice have a right of appeal. Procedures are detailed in *Appendix 22.*

H9 COMPOSITION AND RESPONSIBILITIES OF ASSESSMENT BOARDS

H9.1 The University operates a two-tier assessment board system for the determination of marks and results:

- Module assessment boards consider module performance.
- Progression and award boards consider end of session results.

Where appropriate these boards may be combined for operational purposes.

H9.2 *Module Assessment Boards*

The membership of module assessment boards will include:

- Head of curriculum area or Pro Vice-Chancellor Dean of Faculty/Dean's nominee (Chair)
- Pro Vice-Chancellor Dean of Faculty or nominee
- Appropriate module leaders
- Staff with substantial teaching and assessment responsibilities on the module
- External examiners (attendance is in accordance with specific faculty scheme arrangements)

Secretary to the board to be identified by the faculty assistant registrar.

H9.3 Module assessment boards are responsible for:

.1 Confirming the marks to be awarded to individual candidates for each module they are studying in that subject;

.2 Confirming any scaling of marks across a cohort where this has been approved by the external examiner;

.3 Making recommendations on failures, special cases and deferred assessment to the progression or award board.

H9.4 Marks determined by module assessment boards shall not be subject to revision by other assessment boards.

H9.5 Modules which are shared across programmes, or jointly designed/delivered by staff from different subject areas, will be considered by a single module board. Administrative arrangements are the responsibility of the agreed owning department.

H9.6 *Progression and Award Boards*

The membership of progression and award boards will include:

- Pro Vice-Chancellor Dean/Associate Dean of Faculty, Director of the Graduate School or Directorate member (Chair) exceptionally, the dean may nominate a senior member of staff to chair progression boards
- Programme leaders
- Heads of department/heads of curriculum areas/subject leaders
- Subject/programme staff (or a representative sample in the case of large schemes)
- Chief and other external examiners (attendance is in accordance with specific faculty scheme arrangements)
- Academic Registrar
- Faculty assistant registrar

Secretary to the board to be an administrative member of staff from Academic Registry.

H9.7 Progression and award boards are responsible for:

.1 Confirming the results for each student in relation to their progression or award having regard to the recommendations from module assessment boards and panels considering mitigating circumstances;

.2 Confirming any RPL recommendations approved by authorised panels;

.3 Determining condonements, referrals and deferrals having regard to module board recommendations;

.4 Making recommendations in relation to Qualified Teacher Status (QTS).

H9.8 Assessment boards operate with delegated authority from Academic Board in confirming progression and award results. The Senior Registrar (Assessment and Awards) will make an annual report to the Academic Board in relation to process and outcomes.

H9.9 The Vice-Chancellor, Pro Vice-Chancellor (Student Experience) and University Secretary, Academic Registrar and Senior Registrar (Assessment and Awards) have right of attendance at any assessment board. Deans and faculty assistant registrars have right of attendance at any assessment board operated by their faculty.

H9.10 *Assessment Boards for Validated Provision*

The operation of module and progression and award boards for validated provision is the responsibility of the partner institution and will be chaired by a senior academic from that institution. Membership of the boards will include a member of University staff nominated by the Dean of the Faculty with responsibility for the academic standards of the award. The boards will have the responsibilities outlined above except that all recommendations will be submitted to the University for approval before publication.

Further details in relation to the composition, role and remit of assessment boards are given in Appendix 11.

H10 EXCEPTIONAL MITIGATING CIRCUMSTANCES AND POOR PERFORMANCE

H10.1 In determining assessment recommendations module, progression and award boards will consider properly submitted claims from students who believe their performance has been adversely affected by extended or exceptional mitigating circumstances which have not been (fully) addressed through the extension scheme.

H10.2 The University operates a universal scheme for the submission of mitigating circumstances in all faculties (Appendix 7). The following rules apply:

.1 Assessment boards will not act on uncorroborated claims nor those which are submitted outside published deadlines unless the claims themselves are subject to mitigating circumstances;

.2 The existence of valid mitigating circumstances does not affect the requirement for students to demonstrate that they have achieved the required learning outcomes from the module;

.3 A disability and/or learning difficulty does not of itself constitute an exceptional mitigating circumstance. Appropriate special arrangements will have been agreed in these instances where justified (see section H6.1);

.4 Exceptional mitigating circumstances are considered by a sub-group of progression and award boards prior to full assessment board meetings in order to determine whether claims are valid. The decisions of the sub-group are reported to the board by the Chair;

.5 Students are entitled to know whether their claim is accepted as valid.

H10.3 Valid claims for exceptional mitigating circumstances can justify the use of module, progression and award board discretion to offer:

- Another assessment attempt as if for the first time (deferral);
- Additional referral;
- Condonement;

H10.4 Exceptionally, valid claims can also be taken into account by progression and award boards in the consideration of borderline cases. The use of discretion in such cases may only be applied in consultation with the Academic Registrar who will ensure consistency of operation across the University.

H10.5 Where a further assessment opportunity is offered, the assessment board has discretion to vary the normal assessment pattern and use whatever means of assessment is considered appropriate for the student to demonstrate the achievement of learning outcomes.

H11 CONDONEMENT

H11.1 Condonement describes the process by which a student who fails to satisfy some element of assessment is nevertheless recommended for progression/award on the grounds that the failure is marginal or is offset by good performance elsewhere.

H11.2 The operation of condonement is a discretion of progression and award boards.

H11.3 The number of credits that may be condoned at any stage is limited as follows:

Type of award	**Maximum condonement***
Integrated Masters/Bachelor Degree/Foundation Degree/DipHE/Cert HE	40 credits at level 4 provided the mark achieved is not below 25%
Integrated Masters/Bachelor Degree	40 credits across levels 5 and 6 provided the mark achieved is not below 30%
Foundation Degree/DipHE	20 credits at level 5 provided the mark achieved is not below 30%
Integrated Masters	20 credits at level 7 provided the mark achieved is not below 35%
Level 6 awards of less than 120 credits	None
Other undergraduate awards	Up to one sixth of the total credits required as approved at validation and provided the mark achieved is not below 30%
Masters Degrees PGDip and PGCert	30 credits provided the mark achieved is not below 35% Pro-rata

Condonement may only be applied to Conversion Honours students where all 120 credits are graded either through study or graded RPL.
Professional requirements may preclude or further limit the level of condonement available.
**See also section I1.4.*

H11.4 For the purposes of these regulations a condonement is construed as a pass. The mark(s) achieved in a module are not altered however and this mark will carry forward to any classification calculation if relevant.

H11.5 Condonement may not be applied to core modules or core elements of modules/programmes.

H12 MODULE REASSESSMENT

H12.1 Students have a single right of reassessment (referral) in any failed academic module, unless prohibited by professional body requirements or where a student is deemed to be no longer in good academic standing (see I6).

H12.2 One further reassessment or repeat opportunity may be offered at the discretion of progression and award boards and will be determined on the basis of the board's judgement of the student's overall ability to progress, taking account of any recommendations from module boards.

H12.3 Reassessment of placement modules will be considered by progression and award boards and will be determined on the basis of the board's judgement of the student's overall ability to progress on the specified programme. Where this is not deemed appropriate, the student may be transferred to an alternative programme which does not require a placement.

H12.4 The nature and timing of reassessment is at the discretion of scheme progression and scheme award boards but will normally take place at the next scheduled sitting (see also section H10.5). For programmes that are bound by professional body requirements, the scheme progression and award board may delegate this function to the module board where this is necessary to facilitate the reassessment process.

H12.5 Students who fail to attend reassessment without good reason (exceptional mitigating circumstances) will be judged to have sat and will be awarded zero.

H12.6 Reassessment is applied at the element level. The best mark that can be awarded for a reassessed element is 40%. If both the original mark and the reassessed/repeated mark are less than 40%, the better of the two marks will be counted as the final mark for the element. The final module mark is recalculated to take account of the application of the 40% cap for individual elements.

H12.7 At the discretion of progression and award boards, a student who fails at reassessment may be considered for condonement in that module within the limits described in section H11.3.

H12.8 At the discretion of progression and award boards, a student who fails at first reassessment may be allowed to repeat a module or take an alternative module or submit for student initiated credit (SIC) in place of the failed module subject to any specific programme requirements. Taking an alternative module or SIC counts as a repeat (see sections H12.9; H12.10 and H12.11).

H12.9 *Professionally Accredited Postgraduate Awards*
At the discretion of progression and award boards, a student who fails a Level 7 module at the first reassessment may be reassessed for Level 6 attainment, provided the corresponding learning outcomes were approved at validation and the maximum number of submissions permitted is not exceeded.

H12.10 Repeated modules must be studied and completed in full. Any passed elements from the previous attempt cannot be carried over.

H12.11 The highest mark that can be achieved for a module which has been repeated due to academic failure is 40%.

H12.12 No student is permitted to repeat a module that has been passed in order to improve a mark.

H12.13 In-module reassessment of individual elements of modules is permitted in line with procedures approved at faculty level. Arrangements for modules above level 4, or where specified at validation, must incorporate the appropriate involvement of external examiners. The best mark that can be awarded for reassessed elements is 40% so that the final mark awarded for the module will reflect the degree of reassessment allowed.

I Assessment for Progression

I1 PRINCIPLES

I1.1 Each student registered for an award that extends beyond a standard academic year will be assessed for progression. For these purposes 'standard' relates to the standard year for the programme.

I1.2 The purpose of assessment for progression is to ensure that students are making satisfactory progress towards their registered award and that they remain academically eligible to complete their programme successfully. In this regard, progression boards may be convened at any appropriate time during the year.

I1.3 Responsibility for ensuring that student progress is adequately monitored and that students are advised of appropriate progression opportunities following assessment lies with the Chair of the progression board.

I1.4 In operating discretion in relation to progression to Level 5 of undergraduate awards, progression boards will take account of the formative nature of Level 4 assessment and, within the framework of the regulations, will use academic judgement to determine a student's overall ability to progress.

I1.5 Students are advised, but not required, to undertake their studies chronologically by level and especially to complete Level 4 before commencing Level 5. Students seeking to straddle levels should take advice from their personal tutor and must obtain approval from the programme leader.

I2 RECOMMENDATIONS FOR PROGRESSION

I2.1 Assessment for progression is undertaken by the appropriate progression board, advised by module board deliberations where appropriate.

I2.2 In determining progression recommendations, progression boards will apply these academic regulations and any professional body or programme-specific regulations approved at validation.

I2.3 Recommendations for progression fall into four categories:

- Pass
- Refer
- Defer
- Fail

The specific recommendations, and codes, within these categories to be used for progression are determined by the Academic Registrar and can be viewed on the Academic Registry web pages.

I2.4 Within the integrated masters degree, a minimum Level 5 APM of 50% is required for progression to Level 6. Students falling below 50% but with sufficient passes to progress on to an associated Honours degree will be transferred.

I2.5 Students who are registered on an Honours degree programme for which there is an associated integrated masters degree will be offered an opportunity to transfer to the integrated masters if they achieve an APM of 50% or above at Level 5.

I2.6 At the discretion of the progression board a referred non-finalist undergraduate student may be allowed to progress with outstanding deferral or reassessment of up to 20 credits. Exceptionally, the board may consider allowing progression with

outstanding deferral or reassessment in 40 credits. In exercising this discretion the board will have regard to the student's overall ability to complete successfully. Deferred reassessment must be completed within the maximum registration period.

I3 PROGRESSION FROM FOUNDATION DEGREES

I3.1 All Foundation degree and DipHE programmes are validated with at least one specified route for progression directly to an associated Honours degree.

I3.2 Bridging programmes are not required but may be approved at validation where there is a convincing rationale.

I3.3 The operation and assessment of bridging programmes are subject to scheme-based programme regulations that are an extension of these regulations and are detailed in *Appendix 13.*

I4 FAILURE TO PROGRESS

I4.1 A student who has been assessed for progression and who, after permitted reassessments, has not satisfied the progression board will be subject to a fail recommendation.

I4.2 A full-time student who has failed at progression may, at the discretion of the progression board, be allowed to remain registered for the target award and to repeat failed module(s) (or approved alternatives) as a part-time student subject to H12.8, H12.9 and H12.10. The associated learning agreement will specify an attendance requirement in these circumstances.

I4.3 Progression boards may recommend that an Honours degree student who has failed at progression be transferred to an Ordinary degree route if this is an available award within the programme.

I4.4 A student who has been denied progression to his/her named target award may be permitted to re-register for an alternative programme at an appropriate point subject to meeting the requirements for that programme. Progression boards will facilitate this wherever possible.

I4.5 A student who has been transferred to an Ordinary degree because of module failure where further permitted resit opportunities have been exhausted (H12.2), but achieves an overall APM of at least 50% from completed Level 6 study, will be offered an opportunity to make good the outstanding failure through student initiated credit (SIC) and be reconsidered for an Honours classification.

I4.6 A student who has completed the full Honours programme but has module failure for which resit opportunities have been exhausted will normally be considered for the award of an Ordinary degree where it is a validated exit award of the programme (see J3.16). Where a student has achieved an overall APM of at least 50% through completed level 6 study however, an opportunity to make good the outstanding failure through SIC and be reconsidered for an Honours classification will be offered.

I4.7 Student initiated credit offered under I4.5 and I4.6 above must be determined in conjunction with the programme leader, who will ensure the study will allow the student to meet the required programme learning outcomes, and approved by the Chair of the relevant assessment board.

I4.8 The highest mark that can be achieved for SIC offered under I4.5 and I4.6 above is 40%.

I4.9 Discretion may be applied by assessment boards considering students under I4.5 and I4.6 in line with the University's guidelines for the operation of discretion outlined in Appendix 12.

I4.10 *Repeat Year*
Repeat year panels, operating on behalf of progression boards, may recommend that a full-time student be allowed to repeat the year as if for the first time where the board is satisfied that there is a reasonable prospect of successful completion. In such cases, all modules/module assessments must be repeated. No marks will carry over from the previous attempt.

I4.11 Applications to repeat the year will be considered by a faculty panel in advance of the board and recommendations will be based on evidence of mitigation.

I4.12 The opportunity to repeat a year is only available once within Stage Two of a staged programme or otherwise within the duration of a programme registration *(see Appendix 10).*

I5 PROGRESS REVIEW

I5.1 Faculties are responsible for ensuring that student academic and professional progress is regularly monitored. Any student whose progress causes serious concern will be asked to attend a review meeting.

I5.2 Students may also request a review meeting if they are seeking a formal opportunity to discuss their progress and explore options.

I6 ACADEMIC OR PROFESSIONAL EXCLUSION

I6.1 A student whose academic progress is a cause for serious concern and who does not engage with progress review arrangements outlined in I5.1 may be required to withdraw from the University.

I6.2 Programmes that confer a licence to practise in addition to an academic award may need to terminate a student's studies because of performance in the professional practice element. Such cases are dealt with under Fitness to Practise Procedures *(Appendix 17)*. Wherever possible the University will seek to transfer such students to an appropriate alternative academic programme. The entry point will be determined by the compatibility of the programmes and may involve loss of time to complete for the final award (see also I4.4).

I6.3 Students who have failed to achieve a target award having exhausted all opportunities for reassessment will be excluded from further registration on that programme for a period of at least two academic years.

I6.4 Procedures for the conduct of students including suspension and exclusion for disciplinary offences are covered in the Student Code of Behaviour and Disciplinary Regulations and are not part of these regulations.

J Programme Awards and Results

J1 PRINCIPLES

J1.1 Awards are confirmed by properly constituted assessment boards acting with delegated authority from the Academic Board.

J1.2 Progression and award boards will confirm awards through the application of the academic and relevant programme regulations using academic judgement to operate discretion within the limits defined in these regulations and the guidelines detailed in *Appendix 12.*

J1.3 Where discretion is applied, Chairs of progression and award boards will ensure this is appropriately recorded, operated consistently and without favour.

J1.4 Chairs of assessment boards are required to attend an annual briefing session to discuss the application of the regulations and the operation of discretion in order to achieve consistency across the institution.

J1.5 No student will be denied an award to which he/she is entitled following application of the regulations. Results, certificates and formal transcripts may be withheld where a student is in debt to the University, subject to the provisions of the Data Protection Act.

J2 RECOMMENDATION FOR AWARD

J2.1 Students are assessed for the registered award on completion of the appropriate credit minima including RPL.

J2.2 To be recommended for a registered award a student must have:

.1 achieved passes in the credit and level requirements specified for the award;

.2 passed any additional requirements specified by the programme associated with the award including core modules, defined combinations of modules and placements;

.3 achieved an average percentage mark from the counting modules greater than or equal to 40%;

.4 met any required Professional or Statutory Body requirements for the award.

(Credit exemption [ungraded] is a pass. Condonements are construed as passes for the purposes of this regulation).

J3 CLASSIFICATION OF AWARDS

J3.1 The University's standard practice is to classify Target Awards that are achieved at FHEQ Level 5, and above, and Exit Awards where the qualification is a postgraduate one. Exceptions may be approved when justified at validation.

Where an award is classified, the classification will be based on the Average Percentage Mark (APM) **or** on the basis of the overall profile and performance of students as detailed in sections J3.6, J3.7, J3.8, J3.9, J3.10 and J3.12.

J3.2 The APM for classified awards is based on a calculation derived from the marks achieved in specified counting credits. Counting credits exclude credits achieved at

Stage One (the defined prognostic element of undergraduate programmes, equivalent to the first year) and ungraded credits awarded for competency-based modules, RPL and credit transfer.

Note: The APM is rounded to the nearest whole number. Module marks are rounded to one decimal place.

J3.3 For awards other than undergraduate degrees and the DipHE, all graded credits are counting credits and the APM is a straight average of the marks so that:

$$APM = \frac{(m_1 \times c_1 + m_2 \times c_2 + \ldots\ldots m_n \times c_n)}{(c_1 + c_2 + c_n)}$$

Where m = mark awarded and c = number of credits

J3.4 For undergraduate degrees and the DipHE, any credits at Stage One are discounted from the APM calculation.

J3.5 For classified undergraduate awards of more than 120 credits, the lowest mark, to the value of 20 credits, is discarded in the APM calculations. The requirement to pass, or be condoned, in all modules to obtain an award remains a requirement.

J3.6 For awards other than bachelor degrees, including the PGCE, classifications of Distinction and Merit may be applied using either **the APM**:

70% and above: Distinction
60 – 69%: Merit

or, where the award is based on at least 120 credits, **the Profile** where at least half the counting credits are in the recommended class or higher and the APM is not more than 2% away from the recommended class.

J3.7 For taught postgraduate awards that include a dissertation, Distinction and Merit may only be awarded where the conditions in section J3.6 are met **and** the dissertation is no more than 2% from the class awarded.

J3.8 The classification of awards where grades rather than marks are used will be based on the number of counting credits in a class. To be recommended for Merit or Distinction at least half the counting credits must be in the recommended class or above. For taught postgraduate awards that include a dissertation, the dissertation must also be in the recommended class.

J3.9 For 360 credit Honours degrees the following means will be used to determine the classification:

1. APM

The APM recognises exit velocity and is calculated from the counting credits in a ratio of 40:60% (level 5:6) in proportion to the counting credits at each level having operated a lowest mark discard for modules up to a value of 20 credits.

(Note: For transition students above or below 240 credits, the APM will be based on the highest 220 counting credits)

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

or

2. Profile

Where at least half the counting credits are in the recommended class or higher and the APM is not more than 2% away from the recommended class.

J3.10 For 480 credit Honours degrees which include a sandwich placement as a validated part of their programme, the following means will be used to determine the classification:

1. APM

The APM recognises exit velocity and is calculated from the counting credits in a ratio of 30:10:60% (level 5:year out:level 6) in proportion to the counting credits at each level having operated a lowest mark discard for modules up to a value of 20 credits.

70% and above: First Class Honours
60 – 69%: Upper Second Class Honours
50 – 59%: Lower Second Class Honours
40 – 49%: Third Class Honours

or

2. Profile

Where at least half the counting credits (excluding the year out) are in the recommended class or higher and the APM is not more than 2% away from the recommended class.

J3.11 Certificates for students who achieve an overall average mark of 70% or above for the sandwich placement or language year abroad will be endorsed *'with Distinction in the Placement/Year Abroad'*.

J3.12 For Integrated Masters degrees, the following means will be used to determine the classification:

1. APM

The APM recognises exit velocity and is calculated from the counting credits in a ratio of 20:30:50% (level 5:6:7) in proportion to the counting credits at each level having operated a lowest mark discard for modules up to a value of 20 credits.

70% and above: First Class Honours
60 – 69%: Upper Second Class Honours
50 – 59%: Lower Second Class Honours
40 – 49%: Third Class Honours

or

2. Profile

Where at least half the counting credits are in the recommended class or higher, a classification by profile will be awarded, provided at least 60 of these credits have been achieved at Level 7 and the APM is not more than 2% away from the recommended class.

J3.13 For Conversion Honours degrees (Top-Ups), the profile method of determining degree classification may only be used where marks are available (either through study or graded RPL) across all 120 credits.

J3.14 A classification achieved through the APM or the profile combined with the APM cannot be denied to a student except through proven malpractice.

J3.15 A classified Honours degree may be awarded to students registered for an integrated masters degree who have passed (or been condoned) in at least 360 credits (with at least 90 credits at level 6) where this has been validated as an exit award.

J3.16 An Ordinary degree may be awarded to students registered for an Honours degree who have passed (or been condoned in) at least 300 credits (with at least 60 credits at Level 6) where this has been validated as an exit award. This provision may also be applied to students with advanced entry carrying credits awarded under RPL regulations (see Section C7). The Ordinary degree is not classified.

J3.17 Where a student has failed to satisfy the requirements for an Honours or integrated masters degree award, the award board may, at its discretion, recommend that the year be repeated for honours under section I4.5.

J4 ALTERNATIVE AND ÆGROTAT AWARDS

J4.1 Progression and award boards may offer, or consider transfer to, an alternative award to students who have failed the target award or who leave at an interim progression point where such awards have been validated within the programme regulations and provided students meet, or have the potential to meet, the minimum requirements and learning outcomes for the alternative award.

J4.2 The offer of, or transfer to, an alternative award under J4.1 will only be recommended where a student's study for their registered award can no longer be attained, has been completed or terminated.

J4.3 Where adverse circumstances impact on student performance, students should follow the University's scheme for the declaration of exceptional mitigating circumstances (see section H10). In highly exceptional cases however, an ægrotat award may be recommended where a progression and award board accepts that there is no reasonable prospect of the student being able to return to complete the programme of study in the foreseeable future; and where the requirements of J4.4 are met.

J4.4 Progression and award boards may only recommend an ægrotat award where there is no doubt that, but for the exceptional circumstances, the student concerned would have gone on to qualify for the award. Progression and award boards reserve the right to request evidence to be satisfied that a recommendation for an ægrotat award is appropriate.

J4.5 Ægrotat awards will normally reflect the FHEQ level of study that a student had demonstrated attainment at when their studies ceased. Where an ægrotat award is made posthumously, progression and awards boards may recommend to the Academic Board that the student should be granted the final award for the programme on which they were enrolled.

J4.6 In all cases ægrotat awards must be approved directly by the Academic Board, which may be through Chair's Action.

J4.7 A student has the right to refuse an ægrotat award and to seek to be assessed for the original award.

J5 RESULTS

J5.1 Students access their results online through their individual student system account. Additionally, the University provides a hard copy transcript to completing students.

J5.2 In line with Data Protection legislation, students have a right of access to both moderated and unmoderated marks. Students may request and obtain disclosure of unmoderated marks after the publication of results.

J5.3 Marks and results will not be disclosed by telephone or email for security reasons.

J6 CERTIFICATION AND GRADUATION

J6.1 All students who successfully complete University awards will be issued with an Award Certificate and a Transcript which, for major awards, is incorporated in a Diploma Supplement. University certificates follow a prescribed format *(Appendix 20)* and have high levels of inbuilt security to prevent fraud.

J6.2 Award Certificates are not normally issued in respect of interim qualifications and/or module level performance. In exceptional cases, where a case is made by the Pro Vice-Chancellor and Dean of Faculty, the Academic Registrar may agree to Award Certificates being produced for interim qualifications and module level performance.

J6.3 All students who successfully complete major University awards will be invited to have the award conferred at a formal ceremony *(Appendix 21*) except that certificates and formal conferment are withheld from students who are in debt to the University.

Note: Attendance at graduation may be withheld from students who are in debt to the University.

K Appeals against Assessment Board Decisions

K1 PRINCIPLES

K1.1 An appeal cannot be made against the academic judgement of the examiner(s), where it has been properly exercised. Appeals on this basis will be ruled invalid.

K1.2 Appeals received outside the stated timescales without good reason will be ruled invalid.

K1.3 Requests for appeals must be in writing and state the ground(s) for the appeal. Documentary evidence must be provided.

K1.4 Students have a right to be accompanied by a representative or friend at any hearings in the appeal process.

K1.5 A student whose case is under consideration via an appeal shall have the right to continue with his/her course (provided he/she is otherwise in good standing and subject to any prevailing professional body regulations) until such time as a decision is reached. Where an appeal relates to a programme that confers professional registration, a student will normally only be allowed to attend the academic elements of the programme.

This right is designed solely to ensure that a student whose appeal is upheld is not academically disadvantaged and it shall not be interpreted as acceptance of a failed student on a subsequent stage of the course.

Detailed procedures governing the appeals process are given in Appendix 22. These procedures are an extension to the Academic Regulations and are equally binding.

K2 GROUNDS FOR APPEAL

K2.1 Academic Appeals can be submitted on one or all of the following grounds:

1. Procedural irregularity in the assessment process.
2. Bias or perceptions of bias.
3. Exceptional mitigating circumstances, details which were, for good reason, not previously available to the appropriate assessment boards.

K3 INITIAL INVESTIGATION

K3.1 All appeals are lodged with the Academic Appeals Officer who will authorise an initial investigation to determine whether a case has been established.

K3.2 If the Academic Appeals Officer finds a case has not been established the appeal will be dismissed.

K3.3 If the Academic Appeals Officer finds that a case has been established this will be referred to the Chair of the appropriate assessment board or panel, or equivalent officer, for further investigation.

K3.4 Where the Chair of the assessment board or panel, or equivalent officer, upholds the appeal, the student will be informed and any corrective action necessary will be undertaken.

K3.5 Where the Chair of the assessment board or panel or equivalent officer does not uphold the appeal, the student will be informed.

K3.6 Where a student remains dissatisfied with the outcome of the appeal, he/she has the right to request that an appeals panel is convened.

K3.7 A right of review exists for students at all stages of the Appeals Procedures, full details are set out in *Appendix 22*.

K4 APPEALS PANEL

K4.1 The composition of the appeals panel is detailed in *Appendix 22*. Members of the panel will be impartial and will not have prior knowledge of the case.

K4.2 Students have a right to appear in person, to provide additional information to the panel and to be accompanied by a friend (normally a member of the University). The role of the student's friend is outlined in detail in *Appendix 23*.

K4.3 The head of department or curriculum area will provide a written report to the panel and is also entitled to attend and to speak.

K4.4 The appeals panel may decide:

.1 To dismiss the appeal;

.2 To uphold the appeal and return a recommendation to the Chair of the original board or panel for implementation. Where professional body approval is required, the implementation of the appeals panel decision will be subject to consultation with the professional body.

K4.5 A student who remains dissatisfied following the decision of the appeals panel may refer their case to the Office of the Independent Adjudicator (OIA) for review. Referrals to the OIA are normally only accepted when internal procedures have been exhausted. Further details can be found in *Appendix 22*.

L External Examiners

L1 PRINCIPLES

L1.1 The external examining process for Higher Education is fundamental to ensuring that the University's awards meet or exceed national threshold standards.

L1.2 The external examining process helps to improve the quality of provision at the University through reference to the commercial, industrial and professional environment and to current best practice in the higher education sector in the discipline concerned.

L1.3 External examiners provide essential experience and objective input into the exercise of discretion by assessment boards through the knowledge of how comparable situations are dealt with elsewhere.

L1.4 External examiners provide an objective view on the extent to which assessment processes and the determination of awards have been fairly conducted.

Detailed guidance on the appointment procedures and the roles and responsibilities of external examiners, especially in relation to reporting, are given in the QMH Chapter 2 and the External Examiners' Handbook. The following regulations lay down absolute requirements and should be read in conjunction with the handbook.

L2 APPOINTMENT OF EXTERNAL EXAMINERS

L2.1 The University operates criteria for the appointment of external examiners that ensure that they are in a position to exercise impartial, independent and expert judgement.

L2.2 All nominations for appointment are scrutinised by the External Examiners Sub-Committee of the University's Academic Quality Enhancement Committee to ensure that the criteria for appointment are met.

L2.3 External examiners receive appointment letters from the University that detail the precise nature of their responsibilities and the term of their appointment. The standard term of appointment for examiners is four years. Exceptionally, appointments are extendable by one year subject to the approval of the External Examiners Sub-Committee.

L2.4 All external examiners receive information in relation to the provision they are responsible for and the regulations that apply. All examiners are invited to a briefing event at the University.

L2.5 Responsibility for ensuring proper liaison with external examiners during the year and especially during the assessment period lies with the head of the relevant curriculum area (usually a head of department or scheme director).

L3 RESPONSIBILITIES OF EXTERNAL EXAMINERS

L3.1 External examiners are generally involved with assessment only at level 5 or above but this may be varied for individual awards.

L3.2 A detailed specification of the roles and responsibilities of external examiners is given in the QMH. Their primary purpose is to ensure that standards and comparability are maintained within the assessment process, that justice is done to individual students and that students have fulfilled the learning outcomes of the modules/level/programme to a satisfactory standard.

L3.3 Attendance at appropriate assessment boards is a primary function and examiners are required to sign marks and results sheets to denote that they are satisfied with the outcome of board deliberations.

L3.4 External examiners can expect to be advised of decisions relating to student appeals where an assessment board is asked to review its decision.

L3.5 All external examiners are required to submit an annual report. Guidance on completion of the report is provided. Annual reports are considered at all levels in the quality management framework at the University where they represent one of the most significant tools for the maintenance and enhancement of standards; this includes, but is not limited to, the annual monitoring and quinquennial periodic review of validated programmes.

L3.6 Any examiner who has serious concerns arising from the assessment process, that remain unaddressed and are believed to put standards at risk, is able to report directly to the Vice-Chancellor of the University.

L3.7 The University may terminate an examiner's appointment where the examiner does not, or is no longer able to, carry out their primary function satisfactorily. The grounds for premature termination of appointment are detailed in the Quality Management Handbook.

L4 EXTERNAL CONSULTANTS

L4.1 Edge Hill may appoint external consultants to advise on the quality and standards of placements, FE and Level 4 awards.

M Honorary Awards

M1 PRINCIPLES

M1.1 Honorary awards are bestowed in recognition of high levels of personal achievement in academic, professional or public life of importance to the University and/or its stakeholders.

M1.2 Nomination will be against specified criteria in accordance with the guidelines set out in *Appendix 25*.

M1.3 Honorary awards are not normally conferred on serving politicians, serving members of the Board of Governors or staff in the employ of the University.

M2 AWARDS

M2.1 The University may confer the following awards:

Honorary Doctorate: (HonDA; HonDBA; HonDEd; HonDLitt; HonDPhil; HonDSc; HonDTech; HonDUniv; HonLLD).

M2.2 The nomination and approval of awards are the responsibility of the Honorary Awards Committee which is a sub-committee of the Academic Board. Procedures are set out in *Appendix 25.*

M2.3 Awards are conferred at an appropriate University ceremonial occasion. No honorary award will be made in absentia.

M2.4 Exceptionally, the Academic Board may revoke an honorary award if, in the opinion of the Board, the award-holder has been discredited and continued association is felt to bring the University into disrepute.