

LEEDS BECKETT UNIVERSITY

# Academic Principles and Regulations 2016/17

Approved November 2016



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# Academic Principles and Regulations

Structure, Purpose and Principles

Section 1



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# Structure, Purpose and Principles

## Section 1

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
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Also of Relevance to:	Directors/Heads of Service
Brief Summary of Purpose:	Statements of principle in relation to Academic Regulations and includes our values, student charter and Education Strategy







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## **Section 1 – Structure, Purpose and Principles**

### **1.1 Structure of University Academic Regulations**

Our University Academic Regulations set out our institutional approach to the setting and maintenance of academic standards and the assurance of the academic quality and continuous and systematic enhancement of our awards and student learning opportunities.

These Academic Regulations apply to all awards and Courses of study of the University including undergraduate, postgraduate, professional, short course and continuing professional development provision and Research Degrees.

Our Academic Regulations have evolved over time in response to changes in national and international higher education expectations, legislation, student expectations and our University's corporate strategy. Our Academic University's Regulations, Processes and Procedures are reviewed on a cyclical basis and in response to external sector policy or regulatory expectations. Approval of the Academic Regulations, (including modifications) is the responsibility of Academic Board (See Section 1.4)

This revised structure for our University Academic Regulations comprises a Structure, Purpose and Principles section of our regulations and a series of Codes of Practice (see section 1.11) and Quality Codes which provide the details of how specific sections of our regulations will be delivered in line with our purpose and principles. Our University's associated policies, procedures, processes, templates and guidance (which may be updated annually as required) are provided separate to our University Academic Regulations.

University staff and collaborative partners implement the university's regulations. Students also accept that they are bound by these Academic Regulations when they enrol. The Academic Regulations are made available to students, staff and collaborative partners online and in a durable form.

Exceptionally variations to our Academic Regulations may need to be approved. The reasons for this may be as a requirement of a professional and statutory or regulatory body, an external awarding body, international and in-country requirements for example where

the delivery is at a location other than Leeds Beckett university campuses, or as a result of the particular type or nature of the provision. All variations to our Academic Regulations are approved by Academic Board or its Committees. Exceptions approved to the regulations are annexed to these Academic Regulations and published.

## **1.2 Purpose**

The purpose of the University Academic Regulations is to provide:

- the framework within which Courses of study leading to awards of the University are designed, validated and approved; and
- the means whereby the academic standards of University awards is assured through the maintenance of academic standards and the enhancement of the quality of learning, teaching and assessment.

## **1.3 Principles**

The principles of the Academic Regulations are:

### **a) Primacy of University Academic Regulations**

All credit bearing Courses and Pathways are subject to the University's Academic Principles and Regulations which have been approved by Academic Board. The University Academic Regulations take precedence over any other regulations, including those of external or professional bodies, unless variation is specifically permitted and approved.

### **b) Parity**

All awards of the University are subject to the overarching principles of the University outlined in Section 1 of the Academic Regulations.

### **c) Consistency, Fairness and Equity**

The University will apply its regulations fairly, equitably and consistently.

d) Rigour and Standards

The University will ensure that the academic standards of assessment are rigorous and of comparable standing with the rest of the sector.

e) Academic Judgements

The academic judgements of examiners cannot, in themselves, be questioned or overturned.

f) Ratification and recording of credit

The University will have sound provisions for the ratification and recording of credit (see section 2.5)

g) Feedback

The University will ensure that feedback is timely, promotes learning and facilitates improvement. The University will ensure that students will have the opportunity to discuss their academic work with staff.

h) Information to Students

All students will be provided with appropriate information in respect of:

- The university requirements for completion of modules, level and award
- Assessment requirements of their modules
- Information about their course of study
- Provisions for submitting extenuating circumstances
- Provisions for publication of results
- Provisions for requesting an appeal hearing
- Provisions for making a complaint
- A Course Handbook

i) Responsibilities of Students

Students are responsible for maintaining awareness of:

- The University's General and Academic Regulations
- Information contained in their Course Handbook
- Complying with the assessment requirements of their modules
- Their standing in respect of progression and award
- Their standing in respect of re-assessment provisions and arrangements

j) Confidentiality

The University's Academic Regulations will provide for due and appropriate confidentiality.

k) Language

The standard language of delivery, study and assessment must be English.

l) Academic Provision

The University will work towards enriching, informing and supporting the content, delivery, culture and criteria for assessment of all its Courses in order to ensure equality of opportunity throughout students' academic careers.

#### **1.4 Responsibility of Academic Board**

In approving the University Regulations, Academic Board has delegated responsibility for the detailed operation, monitoring and review of these Regulations to its Committees. Final approval of the University Regulations is the responsibility of Academic Board.

#### **1.5 Alignment with Sector Expectations**

Our University Regulations and the standards of our awards are informed by and align with national and European higher education expectations including the UK Quality Code, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualifications Frameworks), Qualifications Characteristics Statements, national and European Higher Education Credit Frameworks and the European Standards and Guidelines.

These external Higher Education expectations are supplemented by internal University requirements and reference documents, relevant sector benchmarks, professional and statutory body requirements and are informed by sector benchmarking and externality.

The overarching values set out in the UK Quality Code describe the characteristics that all UK higher education providers are expected to demonstrate. Our Regulations and approach align with these characteristics:

- Every student is treated fairly and with dignity, courtesy and respect. Every student has the opportunity to contribute to the shaping of their learning experience.
- Every student is properly and actively informed at appropriate times of matters relevant to their Course of study.
- All policies and processes relating to study and Courses are clear and transparent.
- Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider.
- All policies and processes are regularly and effectively monitored, reviewed and improved.
- Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities.
- All staff are supported, enabling them in turn to support students' learning experiences.
- Information we produce about the learning opportunities we offer is fit for purpose, accessible and trustworthy.

## **1.6 General Educational Aims of the University**

The aims for our courses will align with the University's distinctive general educational aims and our University's Education Strategy which supports the development of graduates who are critical thinkers and independent learners, and who have been given an opportunity to demonstrate a practical application of knowledge that will give them a head start in the world of work. This reflects the concept of capability by developing students':

- intellectual and imaginative powers
- confidence and ability to take effective and appropriate action
- problem solving and decision-making skills

- ability to communicate and explain their actions
- ability to work with others and to continue to learn from their experience
- ability to see relationships within what they have learned; and
- the ability to relate the studies to a wider context.

In support of the University's general educational aims, approved frameworks, courses or pathways of study will stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness. (See Section 2.2)

### **1.7 Aims and Objectives of Courses**

Courses validated by the University shall have aims, objectives and learning outcomes which the curriculum, teaching/learning methods and forms of assessment are designed to fulfil.

### **1.8 Student Charter**

Leeds Beckett University and our Students' Union are committed to working in partnership with our students to ensure that our University is an inclusive, safe and engaging learning environment which is conducive to study for its students and work life for its staff.

Our Student Charter sets out how we aim to achieve this by working together to understand and fulfil our commitments to one another. Our Student Charter has been produced jointly with the Students' Union and is reviewed regularly. The main elements of our Charter comprise:

- We work to shape and sustain a supportive, safe, inclusive community for active learning and the building of skills for life.
- We forge an environment which builds trust, accountability and transparency.
- We foster inclusive academic, cultural, social, emotional and creative development for all.
- We are responsible, diligent, reliable and considerate in our academic and professional actions and behaviours.
- We seek active engagement, feedback and participation in the issues that affect us.



## **1.9 Powers of the Academic Board – Academic Standards and Quality**

The University has a Board of Governors and an Academic Board. The Academic Board has responsibilities defined in the University's Articles of Association. The Academic Board (and its committees) is responsible for overseeing academic matters relating to research, scholarship, teaching and courses. It advises the Vice Chancellor in the related activities and resources required to support and enhance the quality of educational provision. The University committee structure is provided in Section 4.4.

These committees provide institutional oversight of academic standards and quality, contribute to the formulation, review and enhancement of policy and practice, and provide a forum for broader consultation involving staff and student representatives.

The primary responsibility for academic quality and standards rests with the Vice-Chancellor, with primary responsibility for institutional oversight via Academic Board with the Vice-Chancellor as Chair of this Board and of our Corporate Management Team.

The Academic Board will take any reasonable action it considers necessary to protect the quality of Courses of study and the academic standard of the University's awards.

## **1.10 Roles and Responsibilities**

The responsibility for adherence to our Regulations rests with all staff, students and collaborative partners in accordance with the specific regulations, roles and responsibilities defined in our Regulations and supplemented by our University's associated policies and procedures.

The Corporate Management Team advises the Vice Chancellor on executive responsibilities under the articles of government and acts as a senior management communication forum.

The Dean (or nominee), acting on behalf of the School, retains formal management responsibility for the operational standards, quality and delivery of all the School's Courses (including collaborative provision) and the execution of all matters contained within the University's

Regulations. Where appropriate the enactment of day-to-day activity may be delegated to a nominee.

The Dean or nominee is supported in this role by line management who have responsibility for a defined area of academic provision and staff teams.

The Dean or nominee is responsible for the effective operation and oversight of quality processes and School deliberative and executive governance structures.

Defined roles and responsibilities where applicable within these Academic Regulations are set out in the relevant section and are defined within the Glossary (Section 4.3)

Normally, University awards or taught courses will be designed, developed and delivered by a Course Leader, with module leaders and academic and professional services staff as set out in our University's Education Strategy.

The responsibilities of a Course Leader are agreed by our University. Course Leaders provide academic leadership for a course, oversee the course organisation, management and delivery and arrangements for the education and assessment of students. They are responsible with the wider course team for the overall academic standards and quality of the provision and its annual monitoring, review and systematic enhancement.

Roles in relation to Collaborative provision partners (i.e. those organisations which contribute to the teaching, assessment or support of students studying on courses which lead to Leeds Beckett University awards) are in section 3.5.

## **1.11 Codes of Practice**

Our University Regulations will be delivered in line with our purpose and principles in accordance with the Codes of Practice. These include:

## 2.1 Admissions

To set the standard and framework by which decisions will be taken on applications for all taught courses or pathways.

## 2.2 Education and Assessment

To set the nature and outcomes of the course and the manner in which these will be assessed and credit achieved.

## 2.3 Progression and Award

To provide confirmation of the University's criteria for student progression and conferment of awards.

## 2.4 Examinations

To provide the requirements for the timetabling, invigilation, security and confidentiality of written examinations and the conduct and responsibility of students undertaking written examination(s).

## 2.5 Board of Examiners and Examination Committees

To explain the requirement and operation for a Board of Examiners, including an Examination Committee, for every Framework or Course leading to an award of the University that will reach decisions on students' suitability for progression or award.

## 2.6 Disabled Students

To provide the requirements by which students declare a disability or impairment to our University and how our University responds.

## 2.7 Extenuating Circumstances and Mitigation

To provide the requirements of students' and staff roles and responsibilities in requesting mitigation, how our University responds and possible outcomes of the process.

## 2.8 Academic Appeals

To provide the requirements for students who have valid grounds to appeal against the decision of Boards of Examiners, Examination Committees, Research Degrees Sub-Committee or Academic Integrity Board and to set out students' rights and responsibilities in the Appeal Process, how the University will deal with student requests for an appeal hearing, and possible outcomes of the process.

## 2.9 Academic Integrity

To provide the requirements for investigation and determination of penalty where Academic Integrity has not been upheld and an offence has been admitted or found.

## 2.10 Research Awards

To set the framework of regulatory requirements for all research awards of the University.

Delivery of our University Regulations will be reviewed and enhanced in accordance with our Quality Codes for:

### 3.1 Validation and Re-validation

To define the parameters that underpin the validation and re-validation cycle and activities within the university, including roles and responsibilities, and documentary requirements.

### 3.2 Annual Review and Enhancement

To provide the framework within which our university a) maintains oversight of the effectiveness of our courses and b) takes deliberate steps to improve our students' learning experiences

### 3.3 Engagement and Partnership with Students

To set out our University's approach to working in partnership with our students and their involvement and engagement in quality systems and processes for the improvement of our students' educational experience.

### 3.4 External Examiners and Advisors

To provide assurance that the academic standards of our awards are appropriate in light of UK reference points, that the performance of our students is comparable to that on similar courses elsewhere, and that students are treated equitably in assessment. This sets out our policy on External Examining, the duties and powers of our External Examiners, our processes for appointing them and their annual reporting obligation to us.

### 3.5 Collaborations and Partnerships

To set out our general provisions on the approval, monitoring and review of Collaborations and Partnerships and the duties, roles and responsibilities of our University and Collaborative Partner stakeholders.

### 3.6 Academic Audit

To provide details of our University's approach to Academic Audit for the assurance of academic standards and quality.

## **1.12 Review of our University's Academic Regulations, Codes of Practice and Quality Codes**

University Academic Regulations, Codes of Practice and Quality Codes are reviewed on a cyclical basis and in response to external sector policy or regulatory expectations in accordance with our Academic Regulations Review process. The review schedule is updated annually to take account of changing external developments and reference points. Approval of the Academic Regulations and the cyclical period for their review cycle is the responsibility of Academic Board.



# Academic Principles and Regulations

Codes of Practice

## Admissions

Section 2.1



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# Code of Practice – Section 2.1

## Admissions

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Course Leaders, Academic staff, Applicants to the University
Also of Relevance to:	Collaborative Partners, Support staff with particular responsibility for admissions
Brief Summary of Purpose:	This would apply for all taught provision regardless of route of entry, fee status of the student, or the location of delivery.





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## **SECTION 2.1 – Admissions**

### **2.1.1 Purpose**

The purpose of these admissions regulations is to set the standard and framework by which decisions will be taken on applications for all taught courses. The equivalent regulations for Research awards can be found at section 2.10.

### **2.1.2 Admissions Policy**

An admissions policy will be approved periodically by the Academic Board.

#### **2.1.2.1 Academic Judgement**

The admission of any student to a course of study is based on the academic judgement that the applicant may reasonably be expected to meet the learning outcomes of the course of study and to achieve the standard of the award.

#### **2.1.2.2 Admissions Process**

Admissions processes will be undertaken by trained and experienced staff in accordance with relevant University Procedures. All applicants for admission to the University will be treated with equity, fairness and consistency.

#### **2.1.2.3 Entry Requirements**

Each course of study will specify the minimum entry requirements deemed necessary for fulfilment of its learning outcomes and to achieve the standard of the award. Additionally, information will be given as to the mechanisms by which entry will be assessed.

#### **2.1.2.4 Information to Applicants**

Prospective applicants for admission to the University will be provided with sufficient, relevant and accurate information to enable them to make an informed decision in respect of application for course of study offered by the University.

#### 2.1.2.5 Evidence of Attainment

The University requires evidence of personal, professional and educational experience which provides an indication of the ability of the student to meet the entry requirements for the course of study.

#### 2.1.2.6 Complaint Procedure

The University will operate a formal complaint procedure which aims to deal with any complaints in a fair and timely manner.

#### 2.1.2.7 Monitoring and Review

Admission policies and procedures will be regularly monitored and reviewed to ensure their currency, relevance and appropriateness.

#### 2.1.2.8 Admission through Recognition of Prior Learning

The University will consider for admission those applicants who are able to evidence appropriate prior learning, either through the possession of certificates relating to previous relevant study, or through making a claim for experiential learning (see section 2.1.9).

#### 2.1.2.9 Confidentiality

All information provided by applicants for admission to the University will be subject to relevant legislation.

### **2.1.3 Information to Applicants**

#### Entry Requirements

The entry requirements for all courses of study within the University will be clearly and comprehensively identified to potential applicants.

#### Currency

Material information will be made available to inform the choices of potential applicants to the University. This will be relevant and accurate at the time of publication and subject to change only after due and required consultation.

#### 2.1.3.1 Course of Study

The course of study will be described in sufficient detail in order to facilitate applicant choice. In the event of significant changes to, or the necessary withdrawal of, a course of study, applicants will be informed of:

(a) the nature of such changes;

(b) the options available to them as a result of these changes.

#### 2.1.3.2 Responsibilities of Successful Applicants

Successful applicants will be made aware of the obligations placed upon them prior to the acceptance of an offer on a course of study within the University.

#### 2.1.3.3 Complaints Procedure

Applicants making a complaint against the University in respect of the admissions process or submitting a request to appeal against an offer decision may access the complaints procedure via the University website or by requesting a copy in writing from the Student Admissions Team.

### **2.1.4 Admissions Process**

#### 2.1.4.1 Judgements

All judgements made in the admissions process will be based on clear and comprehensive entry requirements which have been made available to all applicants.

#### 2.1.4.2 Selection Process

For some courses we may invite applicants who meet the specified entry requirements to take place in a selection process. The selection process will be outlined in advance.

### **2.1.5 Admissions to Course of Study at Undergraduate Level**

#### 2.1.5.1 Minimum requirements

##### **Entry to Level 4**

A pass in two subjects equivalent to QCF level 3 and in addition English and Mathematics at GCSE grade C or above or QCF level 2 equivalents

## **Entry to Level 5**

A pass in a relevant subject equivalent to QCF level 4. This is equivalent to 120 credit qualifications such as a Higher National Certificate (HNC); or Certificate of Higher Education (CertHE)

## **Entry to Level 6**

Pass in a relevant subject equivalent to QCF level 5. This is equivalent to 240 credit qualifications such as a Higher National Diploma (HND) or Foundation Degree.

### 2.1.5.2 Specific Subject Requirements

For some courses of study it is necessary for students to have reached the equivalent of QCF level 2 or level 3 in at least one specific subject.

### 2.1.5.3 Other Acceptable Qualifications Profiles

Other patterns and combinations of GCE/VCE A Level; BTEC qualifications (QCF); BTEC Nationals (NQF); GCSE; O Level; CSE grade 1 passes may be acceptable.

### 2.1.5.4 Advanced Subsidiary Qualifications

A GCE Advanced Subsidiary pass is at a level lower than GCE/VCE 'A' level and so, while welcome as part of an entrant's overall qualifications profile, is not regarded as equivalent of half an 'A' level.

### 2.1.5.5 Other Qualifications

Qualifications at the relevant level within the FHEQ; QCF/NQF Northern Ireland; CQF for Wales; NFQ for Ireland and SCQF (Scotland) qualification frameworks may be acceptable. Qualifications outside of these frameworks, including International and Professional, which demonstrate the appropriate knowledge required may also be acceptable.

### 2.1.5.6 English Language Requirement

Normally, English Language, GCSE grade C or above, or an equivalent QCF level 2 qualification is required for entry to all course. For those whose first language is not English, IELTS with a score of 6.0 (with no skill below 5.5) will be accepted as an equivalent qualification. Where



this level of English Language differs, either higher or lower, this will be stated in the entry requirements criteria.

## **2.1.6 Admission to Taught Postgraduate Course**

### 2.1.6.1 Postgraduate Course of Study

#### (a) Minimum Requirement

The minimum entry requirement for a postgraduate course of study is one of the following:

- an Honours degree at 2:2 classification or above
- a postgraduate diploma
- a professional qualification recognised as being appropriate for entry at graduate level.

#### (b) Other Qualifications or Experience

Other qualifications or experience which demonstrates that an applicant possesses appropriate knowledge and skills at honours degree level may be acceptable.

### 2.1.6.2 Professional and International Qualifications

An applicant's professional or international qualification(s) may be assessed for entry to postgraduate course of study.

## **2.1.7 Definitions of Prior Learning**

### 2.1.7.1 Recognition of Prior Learning (RPL)

RPL is the overarching name given to the process for assessing, recognising and/or awarding credit for prior certificated and experiential learning. University RPL arrangements relate to applications from individual applicants or groups or cohorts of students for which, Articulation arrangements apply. (These are where groups or cohorts of students are seeking admission to the University having studied elsewhere, see section 2.1.13)

### 2.1.7.2 Recognition of Prior Certificated Learning (RPCL)

RPCL is the process for assessing and awarding credit for learning that has been previously accredited or certificated through a training provider, but has not led to an award or qualification which is defined in

the QAA Quality Code (Part A: Setting and maintaining academic standards, Chapter A1: The national level).

#### 2.1.7.3 Recognition of Prior Experiential Learning (RPEL)

RPEL is the process for assessing and awarding credit for learning that has been achieved through experience and/or training that has not been certificated or formally assessed.

#### 2.1.7.4 Credit Transfer

Credit Transfer is the process of recognising/transferring the credit and/or qualification, which is defined in the QAA Quality Code (Part A: Setting and maintaining academic standards, Chapter A1: The national level), achieved by a student against one course, to another course. This may include instances where a student transfers from one Leeds Beckett University course to another or where the student transfers in to Leeds Beckett University from another higher education provider.

A student may transfer from one approved course to another at the discretion of the University:

(a) if the requirements of the course of study are met

and

(b) subject to the regulations of the course of study that the student is transferring to.

#### 2.1.7.5 Admission through RPL

Admission through RPL describes the process for admitting students onto the start of an undergraduate or taught postgraduate course of study, based on qualifications and/or experience other than those specified by the academic entry requirements in the online course information.

#### 2.1.7.6 Exemption from academic credit

Exemption from academic credit, through RPCL, RPEL or Credit Transfer, describes the process for undergraduate or taught postgraduate students being awarded, or having recognised, credit toward the achievement of specific modules and/or levels on their course of study.

#### 2.1.7.7 General credit

General credit refers to the value (quantity) of credit and the level (recognition of performance at an identified level of academic study) attributable to:

- a taught module of learning
- learning achieved through experience
- the credit achieved through the attainment of an award.

All credit rated courses have general credit recognising academic achievement at a given level.

For example, a Certificate of Higher Education will have general credit of 120 credits at level 4 and a Foundation Degree will have general credit of 120 credits at level 4 and 120 credits at level 5. This general credit must be made 'specific' if it is to be used toward another course of study.

#### 2.1.7.8 Specific credit

Specific credit refers to the value and the level of credit, which can be accepted as contributing towards a specific course of study offered at the University. Specific credit is recognised where prior learning matches the learning outcomes, content and level of an identified university module, or level of study. General credit must be identified as specific credit for it to be used in a claim for RPL.

### **2.1.8 Admission and Recognition of Prior Learning**

#### 2.1.8.1 Opportunity to make a claim for Recognition of Prior Learning

Prospective and current students will be made aware of the opportunity to submit a claim for recognition of prior learning through promotional materials and information published on the University website. This includes the option to claim prior learning in place of specified entry requirements, when applying for acceptance on to a course of study, and the option to make a claim for exemption from academic credit at the point of admission or during the course.

#### 2.1.8.2 Admission through Recognition of Prior Learning

Where specific certificated learning is stated within the admission criteria of a course of study, applicants are permitted to submit evidence of prior

learning in place of the specified learning to demonstrate their ability to study the course. Such evidence will outline how the prior learning is a suitable replacement for the specified learning.

The admission requirements of all courses of study will specify where prior learning cannot be used in place of specified learning (for example because of Professional, Statutory or Regulatory Body requirements).

## **2.1.9 Exemption from academic credit**

### 2.1.9.1 Exemption from academic credit

An applicant's or student's prior experiential or certificated learning may be assessed for exemption from academic credit against:

- a) undergraduate course of study
- b) taught postgraduate course of study.

An applicant or student may be exempt if the University is satisfied that s/he:

- a) has fulfilled some of the assessment and progression requirements of the course of study by means other than attendance  
and
- b) by completing the remaining requirements will be able to meet the learning outcomes of the course of study and attain the standard required for the award.

## **2.1.10 Responsibility of applicant or student in making an RPL claim**

### 2.1.10.1 Responsibility of applicant or student

It is the responsibility of the applicant or student:

- to make the claim;
- to demonstrate they have acquired relevant knowledge and skills;
- to support the claim with appropriate evidence.

## **2.1.11 Identification of learning**

### 2.1.11.1 Prior experiential learning

The identification of prior experiential learning is achieved through:

- a) The systematic reflection on experience;

- b) The writing of clear statements about the learning achieved through experience;
- c) The collection and collation of evidence to support those statements.

The identification of prior learning must be conducted in accordance with university guidance.

#### 2.1.11.2 Prior certificated learning and Credit Transfer

The identification of prior certificated learning and credit transfer is achieved through:

- The submission of evidence of certification;
- The submission of course documentation, evidencing content, learning outcomes and level;
- The evidencing of module results.

#### 2.1.11.3 Preparation of evidence of learning

The academic function of assisting the applicant or student to prepare evidence of learning should be separated from the function of assessing that learning.

#### 2.1.11.4 Responsibilities for assessment of prior learning

Assessment of the claim will be the responsibility of the relevant Course Leader and approval of a claim will be conducted by a Recognition of Prior Learning Approvals Board in accordance with university guidance.

#### 2.1.11.5 Limits on RPL

Applicants and students may claim RPL against up to two thirds of the total credit value of the university target award. However, in all cases a minimum of one third of the total credit of the target award, or 60 credits - whichever is the higher - must be studied at the University. No university award may be made solely on the basis of RPL.

### **2.1.12 Assessment of prior learning**

#### 2.1.12.1 Exemption from specific modules

An applicant or student who has been successful in a claim for RPL against specific module(s)/level(s) and has therefore been awarded, or had recognised, specific credit against those modules, will be exempt from studying those modules, subject to any regulatory constraints.

Course documentation must be explicit in stating where there are Professional, Statutory or Regulatory Body requirements that might affect an applicant's or student's ability to make an RPL claim for specific credit against certain modules.

#### 2.1.12.2 Assessment of prior certificated learning

The assessment of prior certificated learning will take place in accordance with university guidance.

An applicant or student may have specific credit awarded or recognised at an appropriate point on an approved course if he or she has:

(a) successfully completed the whole or part of a qualification defined in the QAA Quality Code (Part A: Setting and maintaining academic standards, Chapter A1: The national level) and thereby be eligible for credit transfer

or

(b) another course of study delivered by an education or training provider, and thereby be eligible for RPCL.

A course may establish precedents to recognise Credit Transfer or accept RPCL claims from those holding specific qualifications.

#### 2.1.12.3 Assessment of prior experiential learning

The assessment of prior experiential learning will take place in accordance with university guidance.

The University may assess an applicant's or student's claim for prior experiential learning. Where it is difficult to quantify the learning in terms of academic credit by drawing on the existing evidence, the University may assess this by:

(a) requiring the applicant/student to take the normal progression assessments of the relevant modules from the course of study against which the applicant/student is claiming RPEL (in which case they would be deemed to have "taken" the module and would be awarded the appropriate mark and credit in place of RPEL).

or

(b) by some other appropriate form of assessment.

Assessment in such an instance is intended to assess learning against specific module or course learning outcomes.

#### 2.1.12.4 RPL against non-credit bearing provision

RPL may be sought against non-credit bearing modules where they form part of the course requirements, unless specified otherwise in the relevant course documentation.

#### 2.1.12.5 Criteria for assessment

Claims for RPL will be evaluated against the following criteria:

- (a) Acceptability - is there an appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
- (b) Sufficiency - is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
- (c) Authenticity - is the evidence clearly related to the applicant's or student's own efforts and achievements?
- (d) Currency - does the evidence relate to current learning? Are there any professional, statutory or regulatory bodies' specific requirements and, if so, have these been addressed?
- (e) Directness – was the learning specific? Can it be identified and categorised?
- (f) Relevance – is the learning relevant to the claim or future course?
- (g) Level – did the learning reach the appropriate level to allow the learner to benefit from the proposed course?
- (h) Breadth – was the learning in a context understood by the learner?
- (i) Volume – was the prior notional learning time, or academic credit, equivalent to the amount of credit being sought for exemption?

#### 2.1.12.6 Complaints about RPL assessment processes

Applicants or students may make a complaint, in accordance with university guidance, about the handling of an RPL claim for admission to a course, or for exemption from the credit requirements of a course.

## **2.1.13 Articulation agreements**

### 2.1.13.1 General provisions

The University may enter into an Articulation agreement with another institution whereby a course of study at that institution is recognised as meeting the admissions requirements for defined provision of the University.

### 2.1.13.2 Entry from an articulated course after the normal point of entry

The University may choose to enter into an Articulation agreement with an institution where a course of study at that institution is recognised for direct entry to a university course of study after the normal point of entry.

### 2.1.13.3 Approval of articulation agreements

Articulation agreements must be approved in accordance with university guidance.

### 2.1.13.4 Modification to articulated provision

Proposed modifications must be notified to the University. If a significant modification is proposed, resubmission of the accreditation proposal may be required.



# Academic Principles and Regulations

Codes of Practice

## Education and Assessment

Section 2.2



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Opening minds  
Opening doors



# Code of Practice – Section 2.2

## Education and Assessment

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Deans of School, Heads of Subject, Course Leaders, Module Leaders; Academic Staff, Professional Services Staff, Students, Collaborative partners, External Examiners
Also of Relevance to:	Staff at Collaborative Partners,
Brief Summary of Purpose:	This section sets out our University's approach to the education and assessment of students and includes regulations covering: <ul style="list-style-type: none"><li>• Basic concepts and definitions of aspects of the University's approach to learning, teaching and assessment</li><li>• general and Course-specific aims and learning outcomes;</li><li>• how credit is earned through assessment;</li><li>• core, elective and pre-requisite modules</li><li>• the learning environment</li><li>• Course assessment regulations</li><li>• student information and responsibilities</li><li>• assessment strategies</li><li>• marking and moderation</li><li>• assessment arrangements made for disabled students</li><li>• retention of assessment records</li><li>• assessment arrangements for Leeds Beckett University students studying in other institutions</li></ul>





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## **SECTION 2.2: EDUCATION AND ASSESSMENT**

### **2.2.1 Purpose**

This section sets out our University's approach to the education and assessment of students.

### **2.2.2 Defined Aims and Objectives for Courses**

Each Course will have aims and learning outcomes which support student progression, achievement and employment and which are fulfilled through:

- curriculum
- learning and teaching strategies which should be appropriate to the Course aims and objectives and to the nature of the student population
- forms of assessment.

The aims will include the development of the following to the level required for the award:

- a coherent body of knowledge, skills and understanding
- appropriate to the field of study
- which reflect academic development in that field.

The Course outcomes will specify in detail the knowledge and competencies to be developed and evaluated in the assessments.

Courses approved by the University must conform in terms of standard and objectives to the requirements of the University's definition of award (see section 4.2, Definition of University awards).

### **2.2.3 Definitions Relating to Award Structure**

#### **2.2.3.1 Course**

A Course is a full or part-time award-bearing structure of modules, with defined learning outcomes and a secure location within the *Framework for Higher Education Qualifications*. Not all courses will lead to awards of the University (the awards may, for example, be Pearson or professional-body). Courses may be single honours or combined degrees. Each course will have a unique Course Specification – except where awards are 'nested' (in the case of, for example, CertHE and DipHE – but not FDA/FDSc and 'top up' BA/BSc).

### 2.2.3.2 Framework

A Framework is a structure of modules which lead, through appropriate designation of common and optional modules, to a number of defined award outcomes. Frameworks will contain designated Pathways.

Frameworks may operate at both undergraduate and postgraduate levels, and will have a common structure at levels 4 (or below) and 5 of undergraduate awards, and in the early stages of taught postgraduate awards. Frameworks will lead to a common set of named awards, designated as pathways, which will qualify a generic award title (which should be available to all students who choose, or fail, to meet the criteria for a designated pathway). This will be iterated in the structure of the generic title - eg *BSc Science* – with the qualifier in parentheses – *BSc Science (Physics)*, *BSc Science (Biology)* etc. Pathways will be designated by having a minimum of 60 credits which is particular to that pathway (and the associated qualified award title). At undergraduate level this will be focussed at level 6 and include the dissertation or project, where that exists.

Up to the level of 60 credits differentiation, new pathways may be proposed within a framework, subject to approval of the qualified award title by Academic Quality and Standards Committee, and subsequent approval of the pathway structure by the relevant validation process. Related qualified award titles associated with these pathways will not require separate validation, unless the degree of change of an existing pathway is greater than that approved within the University's policy for modifications. All qualified award titles approved in this way will, however, be subject to review at the next review stage (no matter how soon after the validation of the pathway).

### 2.2.3.3 Pathway

A Pathway is a structure of modules within a Framework which leads to a specific named award. Pathways will have defined learning outcomes and be securely located within the *Framework for Higher Education Qualifications*.

Pathways will be validated, *en bloc*, alongside their related frameworks, and new pathways may be approved at School level, without a further academic approval/validation event. Individual pathways will have a minimum of 60 credits at level 6 (including the dissertation or project, where that exists) which differentiates that pathway from others within a framework.

#### 2.2.3.4 Module

The module is the standard 'building block' of all course delivery – identified in size by CATS credits. The most common module size across all courses is 20 CATS credits; other credit volumes can, however, be validated.

#### 2.2.3.5 Core Modules

A core module is a module which a student is required to study at a specific level in a Course.

A core module is not necessarily a pre-requisite module.

#### 2.2.3.6 Elective Modules

An elective module is a module which the student may choose from a list of available options (if any) at a specific level of a Course.

#### 2.2.3.7 Pre-requisite modules

A pre-requisite module is one:

- which is considered to be essential preparation for the study of a specific module or modules at a higher level on the Course;
- and*
- for which a student must have been awarded a pass mark (40% or more) before they can undertake study on the specific module(s) of which it is a pre-requisite.

The decision on whether modules are pre-requisite rests with the Course team.

Pre-requisite modules must be approved:

- during the Course approval process
- or
- through the provisions of a modification to a Course in Approval.

Where a Course has pre-requisite modules, the Course team must:

- rigorously assess the academic justification for such modules
- keep the academic justification for such modules under review.

Such assessment and review should be conducted with particular reference to UK subject benchmark statements.

## **2.2.4 Assessment Strategies**

### **2.2.4.1 Purpose of Assessment**

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives and learning outcomes of the Course, and achieved the standard required for the award for which they have registered. The University believes that it is essential for the advancement of education and the extension of educational opportunities that a variety of methods of assessment should be available to students.

### **2.2.4.2 Individual Modules**

For students studying individual modules only, the purpose of the assessment is to demonstrate that they have fulfilled the objectives and learning outcomes of the module(s) on which they are enrolled.

### **2.2.4.3 Forms of Assessment**

A variety of forms of assessment (e.g. diagnostic, formative and summative) should be used for all Courses. Teaching teams should discuss the range and types of assessment used, and how these:

- enable students to learn
- measure skills and learning outcomes
- allow strengths and areas for development to be demonstrated.

Teaching teams should regularly review assessment for both appropriateness and volume.

### **2.2.4.4 Forms of Assessment: Definitions**

The following forms of assessment will be used, as appropriate, on any Course in the University.

#### **(a) Written exam**

A question or set of questions relating to a particular area of study.

#### **(b) Written assignment, including essay**

An exercise completed in writing.

(c) Report

A description, summary or other account of an experience or activity.

(d) Dissertation

An extended piece of written work, often the write-up of a final-year project.

(e) Portfolio

A collection of work that relates to a given topic or theme, which has been produced over a period of time.

(f) Project output (other than dissertation)

Output from project work, often of a practical nature, other than a dissertation or written report.

(g) Oral assessment and presentation

A conversation or oral presentation on a given topic, including an individual contribution to a seminar.

(h) Practical skills assessment

Assessment of a student's practical skills or competence.

(i) Set exercises

Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills.

#### 2.2.4.5 Scheduling of Assessment

Course teams should consider the scheduling of assessment to ensure that:

- the scheduling reflects the organisation and content of the curriculum
- students have adequate time to reflect on the learning before being assessed.

Course teams should ensure that students are given sufficient notice of the timing of assessments to enable them to comply with the requirements.

## **2.2.5 Achievement of Credit**

### **2.2.5.1 Unit of Study**

The basic unit of study within the University is the module.

### **2.2.5.2 Module Credit**

Each module will have a defined credit outcome.

### **2.2.5.3 Definition of Credit**

Credit is defined in respect of

- the quantity (value)
- and
- the standard (level) obtainable (e.g. 20 credits at Level 5).

For each credit point, 10 notional study hours are required.

### **2.2.5.4 Completion of Assessment**

To pass a module and be awarded credit for it, a student must normally have completed the assessment requirements associated with that module, and have achieved an average of 40% across all components of assessment within the module.

### **2.2.5.5 Recognition of Individual Performance**

Individual performance will be further defined by the standard of achievement in that module as described by the accepted University marking conventions (see 2.2.10 below).

### **2.2.5.6 Admissions with Academic Credit**

Admission with credit is subject to the provisions for Recognition of Prior Learning (see Code of Practice 2.1, Admissions).

### 2.2.5.7 ECTS

The University recognises the principles and mechanisms of the European Credit Transfer and Accumulation System (ECTS). Two UK credits are equivalent to one ECTS credit.

## 2.2.6 Ratification and Recording of Achievement of Credit

### 2.2.6.1 Ratification of Credit

Module success and its associated credit must be ratified formally by a Board of Examiners or an Examination Committee.

### 2.2.6.2 Recording of Credit

Each credit achievement will be recorded on the individual student's Transcript of Credit, along with the actual mark achieved.

### 2.2.6.3 Limits on the Acceptance of Credit

Once ratified credit has been accepted towards the conferment of an award, such credit *cannot* be accepted as contributing towards the requirements for the conferment of another award at the same or lower level.

## 2.2.7 The Learning Environment

### 2.2.7.1 Academic Supervision and Learning Support

The University will provide the student with appropriate academic supervision and learning support. Students will have the opportunity to discuss their academic work with staff.

### 2.2.7.2 Student Involvement

Students will be provided with opportunities to:

- negotiate and take responsibility for their own learning
- contribute to Course development and quality assurance in an informed way and in a forum in which rational debate is encouraged
- provide feedback on the nature of their academic experience which can be input into the Course monitoring and review process.

See Section 3.3 on Engagement and Partnership with Students

### 2.2.7.3 Equal Opportunity

The University places great emphasis on equality of opportunity throughout students' academic careers. To ensure this, the University will, as part of its normal periodic review, consider Courses with specific reference to:

- content
- delivery
- culture
- criteria for assessment.

### 2.2.7.4 Language of study

English will be the standard language of:

- delivery
- study
- assessment.

Exceptionally, regulations may be approved which permit Courses leading to a University award to be delivered and/or assessed in another language.

### 2.2.7.5 Student Attendance

Where the objectives and learning outcomes of the Course require it, the regulations may specify compulsory attendance. Students should be clearly informed of any attendance requirements in respect of the Course or individual modules within it.

## 2.2.8 General Requirements for Assessment

### 2.2.8.1 Assessment Regulations for Courses

The assessment Framework of an individual Course is subject to both the University's Assessment Regulations and regulations specific to that Course. Course regulations relate the assessment requirements of the Course to its objectives. The Course assessment regulations cover all assessments, at whatever point in the Course these are undertaken. It is within these specific assessment regulations that examiners make their judgements on student achievement towards an award.



All Course regulations must conform to the University's Assessment Regulations, unless an exemption has been specifically approved, e.g. to meet the requirements of a Professional, Statutory or Regulatory Body which accredits the Course.

In the case of a potential conflict between the assessment regulations of a Course and those of the University, the University's Assessment Regulations take precedence unless an exemption has been permitted.

In the case of a potential conflict between the University's Assessment Regulations and those of a Professional, Statutory or Regulatory Body which accredits the provision, the University's Assessment Regulations take precedence unless an exemption has been permitted.

#### 2.2.8.2 Standard Requirements of Course Assessment Regulations

Assessment regulations for a Course must:

- identify all the modules that will be assessed, including any assessed supervised work experience
- specify how each of these modules will be assessed
- specify the arrangements for progression
- specify the threshold pass for a module
- specify the modules which have to be passed in order to obtain an award
- specify the credit weighting and standard (level) carried by each module
- specify the penalties for late submission of assessed coursework
- state the criteria for the recommendation of each award or level of award, including honours classification, and criteria for distinction or merit (where applicable)
- set out the composition and terms of reference of the Board of Examiners and Examination Committees.

#### 2.2.8.3 Combined Assessment

The following regulations apply to combined assessments:

- modules may be combined and examined by a single assessment;
- such arrangements must be specified in the Course regulations.

#### 2.2.8.4 Exemptions from the University assessment regulations

Course regulations may be exempted from aspects of the University's Assessment Regulations only if that exemption has been formally approved. Such approval would normally only be considered as part of the course approval or periodic review process. It is the responsibility of those seeking exemption to ensure that any proposed exemption is progressed appropriately and in accordance with the relevant University guidance issued by Quality Assurance Services.

#### 2.2.8.5 Internal Examiners

Assessment will be carried out by competent and impartial academic staff in the role of internal examiners:

- by methods which are explicit, valid and reliable;
- by methods which allow them to assess students fairly.

The Course Leader (or equivalent) is responsible for advising internal examiners of the dates of the assessment period and any other relevant information on the marking and moderation process.

The Course Leader (or equivalent) in conjunction with the Dean (or nominee) is responsible for making internal examiners aware of:

- the role of the external examiners in the examining team as a whole
- the rights, responsibilities and powers of the external examiners.

#### 2.2.8.6 Academic Judgement

It is important for students to understand the nature of examiners' discretion and judgement when details of module marks are made available to them. The following provisions apply to the exercise of academic judgement in relation to the assessment process:

- assessment of a student's work is a matter of judgement, not simply of computation;
- marks, grades and percentages are not absolute values, but symbols used by examiners to communicate their judgement of different aspects of a student's work;
- this is done to provide information on which the final decision on a student's fulfilment of their Course's learning outcomes will be based;
- the academic judgements of examiners cannot, in themselves, be questioned or overturned.

#### 2.2.8.7 Assessment Decisions

Boards of Examiners and Examination Committees will make decisions on module marks, progression, re-assessment and conferment of awards.

#### 2.2.8.8 External Examiners

The University requires external examiner(s) to be associated with all assessments for a conferred award above the level of Certificate of Higher Education unless the Certificate of Higher Education is the target award. This is to:

- ensure that justice is done to the individual student;
- ensure that student achievement is related to a consistent national standard.

The Course Leader (or equivalent) will ensure that external examiners approve the form and content of proposed examination papers, coursework and other assessments which count towards an award above the level of Certificate of Higher Education or towards the Certificate of Higher Education if this is the target award.

#### 2.2.8.9 External Scrutiny

Course teams must take whatever action is appropriate to ensure that assessment practices and standards stand up to external scrutiny.

#### 2.2.8.10 Extenuating Circumstances

Any member of staff who has been made aware by a student of any extenuating circumstances which may have affected the student's performance must:

- advise the student to submit such information formally to the University;
- remind the student that a member of staff cannot do this on their behalf;
- refer the student to the appropriate regulations and guidance issued by the University (see Code of Practice 2.7, Extenuating Circumstances and Mitigation).

#### 2.2.8.11 Academic Integrity

All internal examiners must report any suspected cases of unfair practice to the Course Leader (or equivalent), and participate as appropriate in any subsequent proceedings

The University operates an Academic Integrity Board to consider admitted or found cases of unfair practice across the institution.

Collaborating bodies may either choose to:

- Establish an Academic Integrity Board or;
- Consider admitted or found cases of unfair practice via the appropriate Board of Examiners.

For the detailed regulations relating to this, (see Code of Practice 2.9, Academic Integrity).

### **2.2.9 Internal Marking and Moderation**

#### 2.2.9.1 Criteria for Assessment

It is the responsibility of Course Leaders (or equivalent) and teams to ensure that agreed criteria are used to assess coursework and examinations.

#### 2.2.9.2 Marking

Module marking Frameworks will be in accordance with the University conventions. [See Regulation 2.2.10.1 below]

All assessed coursework and examination work must be assessed on merit alone. The responsibility for taking into account extenuating circumstances which may have contributed to a student's performance rests with the appropriate Board of Examiners.

All work will be marked in accordance with the given requirements for successful submission of assessed coursework.

It is the responsibility of each internal examiner to ensure that any marks which contribute to the formal assessment of a student at any level:

- are recorded accurately
- are transmitted to the designated person by the required date.

During the marking and internal moderation process, internal examiners are responsible for the strict security of examination scripts/submissions, whether on University premises or elsewhere. All internal examiners must ensure that the storage of marks or grades complies with the University's policy and procedures on confidentiality and data protection. It is the University's responsibility to maintain staff awareness of such policies and procedures

#### 2.2.9.3 Moderation

Appropriate moderation policies should be determined by the Course team. The forms of moderation should be appropriate to the assessment task and can include double-marking and sample moderation.

#### 2.2.9.4 External Examiners

Moderation by external examiners will be conducted in accordance with (Quality Code 3.4, External Examiners and Advisers)

After the internal marking and moderation process, an agreed sample of scripts/submissions should be made available to the external examiner(s).

External examiner(s) must be given reasonable time to consider the scripts/submissions prior to the meeting of the relevant Board of Examiners or Examination Committee.

The despatch of scripts/submissions to external examiner(s) must be done in accordance with the relevant guidance issued by the University.

#### 2.2.9.5 Confidentiality

All examiners are required to observe the confidentiality of the proceedings of any Board of Examiners or Examination Committee.

### **2.2.10 Assessment: Marking Conventions and Degree Classification**

#### 2.2.10.1 Marking Conventions

The University adopts the following conventions for:

- the marking of assessed work for an award of the University and

- to assist Boards of Examiners in determining honours degree classification.

A	70%+	Excellent Outcome	First Class
B	60-69%	Above Average Outcome	Upper Second Class
C	50-59%	Average Outcome	Lower Second Class
D	40-49%	Satisfactory Outcome	Third Class
F1	30-39%	Unsatisfactory Outcome	Fail
F2	15-29%	Unsatisfactory: Very Poor Outcome	Fail
F3	below 15%	Unsatisfactory: Extremely Poor Outcome	Fail

These marking conventions will be supported by guidance issued by Quality Assurance Services.

#### 2.2.10.2 Honours Degree Classification

In determining the class of Bachelor Degree with Honours to be recommended, a Board of Examiners should take account of the weighted average of the best 100 credits at levels 5 (25%) and 6 (75%) in relation to the marking conventions above.

Provisions in respect of the operation of this will be specified in the Course documentation.

#### 2.2.10.3 Distinction and Merit

Awards of distinction and merit may be made in respect of all awards except an honours degree (see Progression and Award regulations, section 2.3)

#### 2.2.10.4 Threshold Pass for an Award

The threshold pass for an award is 40%.

### 2.2.11 Assessment for an Award

#### 2.2.11.1 Awards of the University

Students must fulfil the specified requirements for:

- progression;

and

- conferment of an award.

#### 2.2.11.2 Awards Accredited by Professional, Statutory or Regulatory Bodies

For awards accredited by professional, statutory or regulatory bodies, students must:

- fulfil the requirements of an award of the University;
- fulfil any further requirements for accreditation specified by the professional, statutory or regulatory body. Both staff and students must be made aware of the specific requirements to be fulfilled in order to obtain the accredited award.

Students failing to achieve the specific assessment requirements for awards accredited by professional, statutory or regulatory bodies will be advised of alternative Courses of study available within the University.

### **2.2.12 Retention of Assessment Records**

#### 2.2.12.1 Period of Retention

A sample of major coursework assessment will be retained until one academic year after the student or students have finished their Course in the University.

#### 2.2.12.2 Samples Retained

Normally this will be two samples from each of the classification divisions and two samples of failures. A photographic record of artefacts may be kept where appropriate.

#### 2.2.12.3 Secure Storage

The School must establish arrangements for the secure storage of these samples.

## **2.2.13 Student Information**

### **2.2.13.1 Information on Assessments**

The University requires that the following information is made known to students:

- the assessment requirements of their Course
- the assessment requirements of each module –specifically: the assessment criteria; the nature of the assessment; the weighting; the submission date for the assessment; how work should be submitted
- the University’s policy on Academic Integrity and use of plagiarism detection software
- when and how they will be provided with feedback on their assessed work
- the re-assessment provisions for their Course
- the penalties for late submission of assessed coursework
- the grounds on which they may seek appeal against a decision of a Board of Examiners or Examination Committee, or the Unfair Practice Board.

### **2.2.13.2 Adequate Notice of Assessments**

Students should be informed of assessment requirements in sufficient time to:

- enable them to comply with the requirements
- organise their work schedule around the submission dates.

Any variation in the submission date(s) of assignments must be notified to all students.

### **2.2.13.3 Arrangements for Submission of Assessed Work**

The arrangements for the submission of assessed work will be clearly notified to students. Arrangements may vary across the University. The University requirement is that they should be:

- secure

and



- prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.

#### 2.2.13.4 Extension of Submission Deadlines

The procedures for requesting an extension of the submission deadline for assessed coursework will be clearly notified to students (See Extenuating Circumstances and Mitigation Section 2.7). These provisions may vary across the University.

#### 2.2.13.5 Penalties for Late Submission

The penalties for late submission of assessed coursework will be clearly notified to students.

Students are expected to submit work on time, but where a student has failed to submit assessments by the prescribed date without good cause they will be penalised as given below. *Any work not submitted within these limits may not be submitted at that opportunity.*

“Days” include weekdays and include vacations, but exclude weekends, bank holidays and other days when the University or designated collaborative institution is closed.

##### Full-time Students

- 1 day late: 5% will be deducted from the mark achieved by the student.
- 2 to 9 days late: 5% will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.
- 10 days late or more: a mark of zero will be recorded.

##### Part-time Students

- 1 to 2 days late: 5% will be deducted from the mark achieved by the student.
- 3 to 10 days late: 5% will be deducted from the mark achieved by the student for each *two* days on which the work remains unsubmitted (ie 5% for days 3-4; 5-6; 7-8; 9-10).
- 11 days late or more: a mark of zero will be recorded.

Cases of persistent late submission will be brought to the attention of the Board of Examiners or Examination Committee.

Where work for re-assessment is submitted late, the application of the late submission penalty on top of the capping of marks will effectively mean that a mark of less than 40% has been achieved and that therefore the assessment has been failed.

#### 2.2.13.6 Academic Integrity

Students will be provided with information and resources on the nature of unfair practice. They will be informed of the consequences of breaching the regulations in respect of Academic Integrity. (Section 2.9)

#### 2.2.13.7 Extenuating Circumstances

Students will be clearly advised:

- that it is their responsibility alone to draw any extenuating circumstances which they think may have affected their performance to the attention of the Board of Examiners
- and
- the procedures for doing this.

#### 2.2.13.8 Request for an Appeal Hearing

Students will be advised of where the Appeal procedures can be found. (Section 2.8)

#### 2.2.13.9 Feedback on Assessed Coursework

Students will be informed of:

- the feedback they can expect
- the date by which this will be provided
- the format in which the feedback will be communicated.

Feedback will vary with the assessment task in question. Forms of feedback on assessed work may include the following:

- oral feedback
- written comment
- provisional marks indicated on scripts/submissions
- the final ratified mark.

## **2.2.14 Responsibilities of Students**

2.2.14.1 It is the responsibility of students to comply with the University's regulations. Students should note these responsibilities in particular:

- to ensure that they are aware of examination dates and coursework submission dates;
- to attend examinations and submit work for assessments as required;
- to request an extension to an assessment submission deadline if necessary
- to provide to examiners in advance of their meetings any relevant information on personal circumstances which may have affected their performance and which they wish to be taken into account.
- to request an appeal hearing if necessary
- to avoid plagiarism and other forms of unfair practice.

2.2.14.2 Students should be aware of the following potential consequences of failure to meet their responsibilities in assessment:

- in the event of failure to attend examinations or submit work for assessment without good cause, examiners have the authority to deem the student to have failed the assessment(s) concerned;
- in the event of failure to provide information in advance on extenuating circumstances that they wish examiners to take into account, where there is no valid reason for this not being provided, any request for an appeal hearing on the grounds of these circumstances will normally be rejected.

2.2.14.3 Definition of non-compliant submission of coursework

Non-compliant submission of coursework is that submission of materials consisting only of information that identifies the student. In the event of non-compliant submission, the student will receive a non-submission (NS).

## **2.2.15 Disabled Students**

2.2.15.1 Alternative Assessment Arrangements

Disabled students may be assessed under alternative assessment arrangements. These will be provided only where the alternative arrangements have been agreed under the provisions of the Code of Practice 2.6: Disabled Students.)

## **2.2.16 Leeds Beckett University Students Studying In Other Institutions**

### **2.2.16.1 Study in Other Institutions**

Leeds Beckett University students may study in other institutions, including institutions in other countries, either as:

- a requirement of their Course
- an optional module or component of their Course.

In such cases the assessment will be specified in the Course documentation. The assessment will be conducted either:

- according to the co-operation agreement between the universities concerned

or

- according to the regulations and procedures of the host institution.

**2.2.16.2** Students of the University will normally be awarded appropriate credit for study undertaken in other institutions. In such cases their final award classifications will be based solely on the marks/grades earned for study at the University itself. By exception only, marks/grades achieved for specific study in other institutions may, on the basis of clear pre-determined formulae based on the University's assessment criteria, be converted into percentage marks and contribute to the classification of University awards. Information about any such arrangement will be detailed in the relevant course document and communicated to students before they commence any study in another institution.

# Academic Principles and Regulations

Codes of Practice

## Progression and Award

Section 2.3



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Opening minds  
Opening doors



## Code of Practice – Section 2.3

### Progression and Award

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
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Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Academic and Support Staff Colleagues involved in Boards of Examiners or Examination Committee activities.
Also of Relevance to:	Academic and Professional Services Staff advising students on their progression and award eligibility (including the Students' Union Advice Service).
Brief Summary of Purpose:	To outline the progression and award criteria, including re-assessments, repeating, honours degree classifications and contained awards.







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## **SECTION 2.3: PROGRESSION AND AWARD**

### **2.3.1 Purpose**

These regulations provide confirmation of the University's criteria for student progression and conferment of awards.

### **2.3.2 Student Progression: General Provisions**

#### **2.3.2.1 Progression Regulations: Application**

The regulations for progression apply to all Courses in the University, unless specific permission for variation has been given.

For permitted variation, see Section 2.2.8

#### **2.3.2.2 Courses with Permitted Variation**

Where Courses have been permitted to vary from these regulations (mainly professional courses), students on those Courses must be specifically advised of their additional progression requirements.

#### **2.3.2.3 Pre-requisite Modules**

Where any Framework or Course contains designated pre-requisite modules at any level, the progression requirements for such Courses must specify clearly any modules which are designated as pre-requisites.

For pre-requisite modules, see Section 2.2.3.7.

### **2.3.3 Core and Elective Modules**

#### **2.3.3.1 Core Modules**

A core module is a module which a student is required to study at a specific level in a Course of study.

A core module is not necessarily a pre-requisite module.

#### **2.3.3.2 Elective Modules**

An elective module is a module which the student may choose from a list of available options (if any) at a specific level of a Course of study.

## **2.3.4 Pre-requisite Modules**

### 2.3.4.1 Definition

A pre-requisite module is one:

- which is considered to be an essential pre-requisite for the study of a specific module or modules at a higher level on the Course and
- for which a student must have been awarded a pass mark (40% or more) before they can undertake study on the specific module(s) of which it is a pre-requisite.

### 2.3.4.2 Decision on Pre-requisite Modules

The decision on whether modules are pre-requisite rests with the Course team.

### 2.3.4.3 Approval of Pre-requisite Modules

Pre-requisite modules must be approved:

- during the Course approval process
- or
- through the provisions of modifications to a Course in Approval.

### 2.3.4.4 Academic Justification for Pre-requisite Modules

Where a Course has pre-requisite modules the Course team must:

- rigorously assess the academic justification for such modules
- keep the academic justification for such modules under review.

Such assessment and review should be conducted with particular reference to subject benchmarks.

## **2.3.5 Progression Requirements and Profile of Achievement**

### 2.3.5.1 Progression Requirements

To be considered for progression from Level 4 to Level 5; or Level 5 to Level 6 a student must have fulfilled the following requirements:

- pursued a Course of study of 120 credit points at the relevant level (including any recognition of prior learning)
- satisfied the submission and attainment requirements for each module of study.

#### 2.3.5.2 Submission Requirements

A student is required to submit in all specified components of assessment.

#### 2.3.5.3 Attainment Requirements

A student will be required to re-submit for assessment in respect of all failed components of assessment, where his or her profile of attainment for the module shows an overall average of less than 30%. Schools may not offer re-assessment synoptically. All re-assessment will be on a component basis.

#### 2.3.5.4 Profile of Progression – Level 4 to Level 5

Where a student has attained or exceeded the following profile, they will be deemed to have passed Level 4 for the purposes of progression; to have achieved the overall learning outcomes for the level; and to have achieved the standard required to progress from Level 4 to Level 5:

- achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 4 or above;
- achieved an overall average of 30% or more in each module studied;
- achieved an average of 40% or more across all modules studied at this level.

On achievement of this profile for progression, a student will be accredited with 120 credit points at Level 4.

#### 2.3.5.5 Profile of Progression – Level 5 to Level 6

Where a student has attained or exceeded the following profile, they will be deemed to have passed Level 5 for the purposes of progression; to have achieved the overall learning outcomes for the level; and to have achieved the standard required to progress from level 5 to level 6:

- achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 5 or above;
- achieved an overall average of 30% or more in each module studied;

- achieved an average of 40% or more across all modules studied at this level.

On achievement of this profile for progression, a student will be accredited with 120 credit points at Level 5.

#### 2.3.5.6 Rounding-up of Marks

Average marks of 0.5% and above will be rounded up to the next whole number when calculating the weighted average of final award marks.

#### 2.3.5.7 Individual Outcomes

The student's Transcript of Credit will record:

- the quantity and standard of the credit achieved
- the actual mark achieved for each module.

#### 2.3.5.8 Pre-requisite Modules

A student failing a pre-requisite module may progress to the next level *only if* the Course of study available enables them to take an elective which does not require the failed module as a pre-requisite.

### **2.3.6 Re-assessment for Progression – General Provisions**

#### 2.3.6.1 Opportunity to recover failure

A student failing to pass a module or modules at the first attempt will be given the opportunity to recover that failure during the academic level, subject to the limits below.

#### 2.3.6.2 Requirement to recover failure

A student failing to achieve an average of 30% across all components of assessment of a module, will be required to re-submit for assessment, *provided that* such re-assessment falls within the limits on re-assessment set out below in Section 2.3.6.4.

#### 2.3.6.3 Recovery of failure involving non-submission



Where re-assessment is required on account of a student's failure to submit for assessment, the following provisions will apply:

- the maximum mark available is 40%
- no tutorial guidance will be available in respect of this assessment unless extenuating circumstances have been presented and accepted.

#### 2.3.6.4 Limits on Re-assessment

Re-assessment opportunities are subject to the following provisions:

- One opportunity only

The opportunity for re-assessment will be given *once only* in respect of any module during an academic level.

#### 2.3.6.5 Re-assessment to recover failure only

Re-assessment may only be used for the recovery of failure. It may not be used to attempt to improve an existing mark.

#### 2.3.6.6 Re-assessment and level progression

A student who has otherwise achieved the requirements for level progression may be re-assessed in failed modules, provided that the re-assessment opportunity is still available see section 2.3.7.

#### 2.3.6.7 Marks for re-assessed work

The maximum mark achievable for a re-assessed piece of work is 40%. Where a student achieves a lower mark for the re-assessed work than for the original submission, the higher original mark will stand.

#### 2.3.6.8 Re-assessment and module average

Where individual components of assessments are re-assessed, there will be a maximum mark of 40% for those components. The marks attained for any successfully completed components will remain unaltered and will contribute to the final average for the module.

### 2.3.7 Re-assessment for Progression: Process and Timing

### 2.3.7.1 Results of Assessment

At the conclusion of the full assessment process for each module the internally-moderated module results will be given to the Course Leader (or equivalent).

### 2.3.7.2 Publication of Assessment Outcomes

#### (a) Publication of Interim Outcomes

The Course Leader (or equivalent) will then publish interim student outcomes, in accordance with Section 2.5.2.

#### (b) Purpose of Publication of Interim Outcomes

The purpose of the publication of these interim outcomes is solely to enable a student to identify the opportunity for re-assessment.

#### (c) Disclosure of Marks Achieved

Disclosure to the student of marks achieved remains part of the feedback process see Sections 2.5.2 and 2.2.13.9

#### (d) Timing of the Publication

The timing of this may be different for assessed coursework and examinations.

### 2.3.7.3 Eligibility for Re-assessment

A student is eligible for re-assessment in all failed modules of his or her Course of study for the academic level.

### 2.3.7.4 Opportunity for Re-assessment

Any student:

- who has not achieved the pass requirements of a module and
- who is eligible for re-assessment

will be offered the opportunity to be re-assessed as required.

#### 2.3.7.5 Student Option

A student need not avail themselves of the opportunity for re-assessment.

#### 2.3.7.6 One Re-assessment Opportunity during the Academic Level

No further opportunity for re-assessment of this work will be available during the academic level.

#### 2.3.7.7 Previously Deferred Assessment

##### (a) Students Previously Unable to Submit for Assessment

A student who was unable to submit for assessment at the required time due to extenuating circumstances will normally be offered the opportunity for initial assessment at the time when re-assessment takes place.

##### (b) No Further Opportunity

Normally, there will be no further opportunity for assessment of this work during the academic year.

#### 2.3.7.8 Information to Students

Students will be informed when their academic progress may be a cause for concern; and specifically where the need to avail themselves of any re-assessment opportunities open to them in order to progress becomes apparent.

#### 2.3.7.9 Responsibilities of Students

Students are responsible for:

- maintaining an awareness of their successfully completed modules and running total of credit accumulation during the level;
- checking the dates of re-sit examinations and re-submission dates for assessed coursework.

Notification of these re-sit/re-submission dates may be by notices prominently displayed and need not be by individual letter.

#### 2.3.7.10 Timing of Re-assessment Opportunities

The detailed timing of re-assessment opportunities will be at the discretion of the School and may be different for assessed coursework and examinations.

#### 2.3.7.11 Alternative Form of Assessment

##### (a) Practical Considerations

The Course Leader (or equivalent) and the module tutor(s) may decide on an alternative form of assessment if necessary (for example, where the initial assessment required use of facilities which are not currently available).

##### (b) Rigour and Standard

The alternative assessment will be of the same rigour and standard as the original assessment.

#### 2.3.7.12 Results of Re-assessment Process

The results of the re-assessment process will normally be published:

- four weeks after the date of its submission/sitting (pass/fail only)
- or
- after the meeting of the subsequent Board of Examiners or Examination Committee whichever is sooner.

#### 2.3.7.13 Outcomes of Assessment and Re-assessment Process

On conclusion of the assessment and re-assessment process, student outcomes for the academic year will be presented to the relevant Board of Examiners or Examination Committee.

#### 2.3.7.14 End of Assessment/Re-assessment Process

##### (a) End of the Process

Normally there will be no further opportunity for assessment or re-assessment after the meeting of the Board of Examiners or Examination Committee.

##### (b) Exceptions

The exceptions to this are:

- where curriculum or operational requirements determine the need for later re-assessment;
- where exceptional circumstances in respect of student assessment occur.

#### 2.3.7.15 Curriculum or Operational Requirements

##### (a) Provision of Assessment/Re-assessment Opportunities

Where curriculum or operational requirements determine the need, semester two assessments may be:

- undertaken for the first time (deferred students);
- re-assessed (one opportunity only)

after the meeting of the Board of Examiners.

##### (b) Assessment Outcomes

In such cases:

- consideration of outstanding assessment and re-assessment may be remitted to a Reconvened Board of Examiners; See 2.5.11
- students should be made aware of the provisions for assessment/re-assessment.

#### 2.3.7.16 Exceptional Circumstances in respect of Assessment

Where exceptional circumstances occur:

- a Board of Examiners may provide for further assessment or re-assessment opportunities to take place after the Board;
- normally this would be only where the exceptional circumstances affect a whole cohort of students;
- in such cases, the consideration of the assessment/re-assessment in question may be remitted to a Reconvened Board of Examiners. See 2.5.11

#### 2.3.7.17 Carry-forward of Module(s)

(a) Provisions for the Carry-forward of Module(s)

Exceptionally, a Board of Examiners or Examination Committee may permit a student to carry forward a module or modules to the next academic year.

This is only when:

- a student has not been able to complete the assessment or re-assessment process
- and
- this non-completion is attributable to extenuating circumstances which have been accepted by a Board of Examiners or Examination Committee.

(b) Maximum Permitted Carry-forward

A student may only be permitted to carry forward a module or modules to a maximum of 40 credit points.

## **2.3.8 Students Unable to Progress**

### **2.3.8.1 Courses of Action Consequent on Inability to Progress**

A student who does not meet the requirements for level progression will be eligible for one or more of the following courses of action:

- contained award
- completion of level
- repeat of level with attendance
- requirement to repeat or withdraw
- be deemed to have failed.

Provisions in respect of these courses of action follow below.

### **2.3.8.2 Contained Award**

A student may be recommended for a contained award at a lower level if appropriate.

### 2.3.8.3 Completion of Level

#### (a) Eligibility

A full-time student who:

- has achieved 50% or more of the credit points required for level progression
- but
- has achieved insufficient credit points to progress may choose one of the following options for level completion.

#### (b) Options for Level Completion

Such a student may choose:

- to enrol in part-time mode in order to re-take the outstanding components of the Course of study for that level;
- to repeat the level with attendance.

#### (c) Advice

Advice on these options will be available to the student.

#### (d) Part-time Students

Part-time students will be counselled in accordance with the provisions above. Normally a part-time student would take the option of enrolling as a part-time student in order to complete the level.

### 2.3.8.4 Credit Carried Forward

Students completing a level are entitled to carry forward credit for successfully completed modules.

### 2.3.8.5 Repeat of Level with Attendance

#### (a) Eligibility

A student will be offered the opportunity below where they have:

- largely submitted themselves for assessment as required
- but

- achieved less than 50% of the credit points required for progression at the level they are currently studying

(b) Opportunity to Repeat with Attendance

Such a student will be offered the opportunity to repeat the full Course of study for that level with attendance. No credit for successfully completed modules may be carried forward into a repeat of that level.

2.3.8.6 Requirement to Repeat or Withdraw

(a) Eligibility

The options below may be exercised in respect of a student who has:

- achieved less than 50% of the credit points required for progression at the level they are currently studying
- and
- whose lack of success derived largely from non-submission of assessed work.

(b) Requirement to Repeat or Withdraw

The Board of Examiners or Examination Committee may exercise its discretion and require the student to:

- repeat the full Course of study for that level with attendance
- or
- withdraw from the Course.

2.3.8.7 Students Deemed to Have Failed

A student will normally be deemed to have failed if:

- they have not given formal notice in writing of their intention to withdraw from the Course
- and
- has substantially failed to submit assessments without explanation.

2.3.8.8 Substitute Modules



A student completing or repeating a level may, subject to the agreement of the Course Leader, (or equivalent) choose to take a different module or modules from those previously taken.

#### 2.3.8.9 Core Modules

A student completing or repeating a level may not take a substitute for a core module.

#### 2.3.8.10 Timescales for Completion/Repeat Requirements

A student required to complete or repeat a level will be entitled to one attempt only at completion or repeat.

#### 2.3.8.11 Marks for Repeated Modules

A student repeating a module or modules under any of the provisions for complete/repeat above will be assessed as if for the first time in that module and the work will be eligible to be awarded the full range of marks available.

#### 2.3.8.12 Availability of Modules

A student may not demand to repeat a module which is no longer current.

### **2.3.9 Students on Sandwich Mode**

#### 2.3.9.1 Successful Completion of Work Experience

A student on the sandwich mode is required to perform satisfactorily and complete the prescribed work experience before they can progress to the next level of study.

#### 2.3.9.2 Re-assessment

Where provisions for this can be made, a student may elect to repeat the work experience component of the Course of study.

#### 2.3.9.3 Students Unable to Progress

A student who has not satisfactorily completed the prescribed work experience and is:

- unable to repeat the work experience component;

- does not wish to repeat the work experience component will be eligible to transfer to a non-sandwich mode of study.

### **2.3.10 Recommendation for an Award of the University**

#### 2.3.10.1 Recommendation for an Award

The Board of Examiners for each Course; or the duly established Appeal Panel of the University, are the sole bodies empowered to recommend an award of the University.

### **2.3.11 Requirements for the Recommendation of an Award of the University**

#### 2.3.11.1 Course-Specific Requirements

Individual Courses may have specific requirements in respect of the recommendation for an award.

These will be specified in the Course documentation; and will have been agreed by Quality Assurance Services and formally approved through the appropriate University process.

### **2.3.12 Assessment for an Award**

#### 2.3.12.1 Awards of the University

Students must fulfil the specified requirements for progression and conferment of an award.

#### 2.3.12.2 Benchmark Pass for an Award

The benchmark pass for an award of the University is 40%.

#### 2.3.12.3 Awards Accreditation by Professional, Statutory or Regulatory Bodies

For awards accredited by professional, statutory or regulatory bodies, students must:

- fulfil the requirements of 2.3.12.1
- fulfil any further requirements for accreditation specified by the professional, statutory or regulatory body.

### **2.3.13 Achievement of an Award of the University**

### 2.3.13.1 General Provisions

An award of the University will be recommended for candidates achieving the outcomes specified below.

An award of the University will be conferred when the following conditions are satisfied:

- (a) **Registration, Fees and Financial Liabilities**  
The candidate was a registered student with the University at the time of their assessment for an award, and payment of all the appropriate tuition fees has been made.
- (b) **Completion of Programme of Study**  
The candidate has completed a programme of study approved by the University leading to the award being recommended.
- (c) **Recommendation for an Award**  
The award has been recommended by a Board of Examiners, convened, constituted and acting under the regulations approved by the Academic Board of the University; or a duly established Appeal Panel of the University.

### 2.3.13.2 Certificate

The Certificate is awarded for the attainment of a minimum of 60 credit points at HE Level 4. The University awards these credit points where a student has achieved the following profile:

1. Pursued a Course of study of 60 credit points at HE Level 4 or above.
2. Satisfied the submission and attainment requirements for each module of study.
3. Achieved the overall learning outcomes for the award by attaining or exceeding the following requirements:
  - achieved a minimum of 40% or more in modules equivalent to 40 credit points at Level 4 or above;
  - achieved an overall average of 30% or more in each module studied.

### 2.3.13.3 Certificate of Higher Education

The Certificate of Higher Education is awarded for the attainment of a minimum of 120 credit points at HE Level 4. The University awards these credit points where a student has achieved the following profile:

1. Pursued a Course of study of 120 credit points at Level 4 or above or has been accredited with no more than 60 credit points at Level 4 on admission.
2. Satisfied the submission and attainment requirements for each module of study.
3. Achieved the overall learning outcomes for Level 4 by attaining or exceeding (or been accorded under the provisions of Section 2.3.5.4) the following requirements:
  - achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 4 or above;
  - achieved an overall average of 30% or more in each module studied;
  - achieved an average of 40% or more across all modules studied at this level.

A student progressing to the Certificate of Higher Education, having successfully completed the Certificate under the provisions of Section 2.3.13.2 must have successfully passed with a mark of 40% or more modules equivalent to a minimum of 100 credit points at Level 4 or above in order to be awarded the Certificate of Higher Education.

#### 2.3.13.4 Diploma

The Diploma is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 60 credit points at HE Level 5 or above. The University awards these credit points where a student has achieved the following profile:

1. Achieved the requirements for progression from Level 4 to Level 5 or has been accredited with 120 credit points at HE Level 4 on admission.
2. Pursued a Course of study of 60 credit points at HE Level 5 or above.
3. Satisfied the submission and attainment requirements for each module of study.

4. Achieved the overall learning outcomes for the award by attaining or exceeding the following requirements:

- achieved a minimum of 40% or more in modules equivalent to 40 credit points at Level 5 or above;
- achieved an overall average of 30% or more in each module studied.

#### 2.3.13.5 Diploma of Higher Education

The Diploma of Higher Education is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 120 credit points at HE Level 5. The University awards these credit points where a student has achieved the following profile:

1. Achieved the requirements for level progression from Level 4 to Level 5, or has been admitted directly to Level 5.
2. Pursued a Course of study of 120 credit points at Level 5 or above or has been accredited with no more than 60 credit points at Level 5 on admission.
3. Satisfied the submission and attainment requirements for each module of study.
4. Achieved the overall learning outcomes for Level 5 by attaining or exceeding (or been accorded under the provisions of Section 2.3.5.5) the following requirements:
  - achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 5 or above;
  - achieved an overall average of 30% or more in each module studied;
  - achieved an average of 40% or more across all modules studied at this level.

A student progressing to the Diploma in Higher Education, having successfully completed the Diploma under the provisions of Section 2.3.13.4, must have successfully passed with a mark of 40% or more modules equivalent to a minimum of 100 credit points at Level 5 or above in order to be awarded the Diploma of Higher Education.

#### 2.3.13.6 Foundation Degree

The Foundation Degree is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 120 credit points at HE Level 5. The University awards these credit points where a student has achieved the following profile:

1. Achieved the requirements for level progression from Level 4 to Level 5, or has been admitted directly to Level 5.
2. Pursued a Course of study of 120 credit points at Level 5 or above or has been accredited with no more than 60 credit points at Level 5 on admission.
3. Satisfied the submission and attainment requirements for each module of study.
4. Achieved the overall learning outcomes for Level 5 by attaining or exceeding (or been accorded under the provisions of Section 2.3.13.6) the following requirements:
  - achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 5 or above;
  - achieved an overall average of 30% or more in each module studied;
  - achieved an average of 40% or more across all modules studied at this level.

Additionally, candidates must have demonstrated the achievement of work-related learning and core skills.

#### 2.3.13.7 Bachelor Degree

The Bachelor Degree is awarded for the attainment of a minimum of 120 credit points at HE Level 4, 120 credit points at HE Level 5 and 60 credit points at HE Level 6. The University awards these credit points where a student has achieved the following profile:

1. Achieved the requirements for level progression from Level 5 to Level 6, or has been admitted directly to Level 6.
2. Pursued a Course of study of 60 credit points at Level 6 or above.
3. Satisfied the submission and attainment requirements for each module of study.

4. Achieved the overall learning outcomes for the award by attaining or exceeding the following requirements:
  - achieved a minimum of 40% or more in modules equivalent to 40 credit points at Level 6 or above;
  - achieved an overall average of 30% or more in each module studied.

#### 2.3.13.8 Bachelor Degree with Honours

The Bachelor Degree with Honours is awarded for the attainment of a minimum of 120 credit points at HE Level 4, 120 credit points at HE Level 5, and 120 credit points at HE Level 6. The University awards these credit points where a student has achieved the following profile:

1. Achieved the requirements for level progression from Level 5 to Level 6 or has been admitted directly to Level 6.
2. Pursued a Course of study of 120 credit points at Level 6 or above or has been accredited with no more than 60 credit points at Level 6 on admission.
3. Satisfied the submission and attainment requirements for each module of study.
4. Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
  - achieved a minimum of 40% or more in modules equivalent to 100 credit points at Level 6 or above;
  - achieved an overall average of 30% or more in each module studied;
  - achieved an average of 40% or more across all modules studied at this level.

A student progressing to the Bachelor Degree with Honours, having successfully completed the Bachelor Degree under the provisions of Section 2.3.15.8 must have successfully passed with a mark of 40% or more modules equivalent to a minimum of 100 credit points at Level 6 or above in order to be awarded the Bachelor Degree with Honours.

#### 2.3.13.9 Modules Required to be Passed

Under exceptional circumstances a Course may be permitted to designate a module as one which is required to be passed in order to obtain a University award.

Such designation may only be made in accordance with Guidance issued by the University.

#### 2.3.13.10 Postgraduate Certificate

The Postgraduate Certificate is awarded for the attainment of a minimum of 60 credit points at Level 7.

#### 2.3.13.11 Postgraduate Diploma

The Postgraduate Diploma is awarded for the attainment of a minimum of 120 credit points at Level 7. The University awards these credit points where a student has achieved the following profile:

1. Pursued a Course of study of 120 credit points at Level 7 or above or has been accredited with no more than 60 credit points at Level 7 on admission.
2. Satisfied the submission and attainment requirements for each module of study.
3. Achieved the overall learning outcomes for the Course of study by attaining or exceeding the following requirements:
  - achieved a mark of 40% or more in, or been credited with, modules equivalent to 100 credit points at Level 7 or above;
  - achieved an overall average of 30% or more in each module studied;
  - achieved an average of 40% or more across all modules studied at this level.

#### 2.3.13.12 Masters Awards

Masters degrees are awarded for the attainment of a minimum of 180 credit points at Level 7. The University awards these credit points where a student has achieved the following profile:

1. Pursued a Course of study of 180 credit points at Level 7 or above, or has been accredited with no more than 120 credit points at Level 7 on admission.



2. Satisfied the submission and attainment requirements for each module of study.
3. Achieved the overall learning outcomes for the Course of study by attaining or exceeding the following requirements:
  - achieved a mark of 40% or more in, or been credited with, modules equivalent to 160 credit points at Level 7 or above;
  - achieved an overall average of 30% or more in each module studied;
  - achieved an average of 40% or more across all modules studied at this level.

#### 2.3.13.13 Other Awards of the University

The requirements for the achievement of other awards of the University are as set out in Section 4.2.

### **2.3.14 Distinction and Merit**

#### 2.3.14.1 Application

Awards of distinction and merit may be made in respect of all awards except an Honours Degree.

#### 2.3.14.2 Distinction

The award of a distinction may be made to those students who have demonstrated excellent performance against:

- a defined profile of achievement and/or
- the attainment of an average of 70% or more in assessments contributing to the final award.

#### 2.3.14.3 Merit

The award of merit may be made to those students who have demonstrated excellent performance against:

- a defined profile of achievement and/or

- the attainment of an average of 60% or more in assessments contributing to the final award.

#### 2.3.14.4 Course Documentation

Course documents will state:

- whether the award of merit or distinction will be made to students;
- the required profile of achievement (if applicable).

### **2.3.15 Bachelor Degrees with Honours**

#### 2.3.15.1 Honours Classification

The Bachelor Degrees with Honours are available with the following classifications:

- First Class
- Upper Second Class
- Lower Second Class
- Third Class.

#### 2.3.15.2 Determination of Honours Degree Classification

In determining the class of Bachelor Degree with Honours to be recommended, a Board of Examiners should take account of the weighted average of the best 100 credits at levels 5 (25%) and 6 (75%) in relation to the numerical conventions at Section 2.2.10.1.

#### 2.3.15.3 Components of Honours Degree Classification

In determining the class of Bachelor Degree with Honours to be recommended, a Board of Examiners will consider student outcomes at both Level 5 and Level 6 as follows:

- The best 100 credits of Level 5 work at 25% weighting
- The best 100 credits of Level 6 work at 75% weighting.

#### 2.3.15.4 Calculation of Honours Degree Classification: Average

In calculating the average performance in relation to the numerical conventions used by the University, the following formula will be used:

- The best 100 credits of Level 5 work at 25% weighting added to
- The best 100 credits of Level 6 work at 75% weighting.

#### 2.3.15.5 Students Admitted with Academic Credit

Only modules studied within the University or within the terms of an agreed University collaboration can be considered in respect of establishing the classification of an Honours Degree:

##### (a) Students Admitted to the University at Level 5

For students admitted to the University at Level 5 with academic credit, only those modules studied within the University or within the terms of an agreed University collaboration will be considered for the purposes of establishing a degree classification.

##### (b) Students Admitted to the University at Level 6

For students admitted to the University at Level 6 with academic credit, only those modules studied within the University or within the terms of an agreed University collaboration will be considered for the purposes of establishing a degree classification. In such cases, all Level 6 work will count at 100% for purposes of average.

#### 2.3.15.6 Previous Awards

Attainment which has contributed to the award of a lesser qualification cannot be considered for the purposes of establishing a degree classification.

#### 2.3.15.7 Sandwich Degrees

Work undertaken on the placement year for a Sandwich Degree cannot be considered for the purposes of establishing a degree classification unless it is a component part of a University module assessed for credit at Level 5 or Level 6.

#### 2.3.15.8 Bachelor Degree

Candidates for the Bachelor Degree with Honours who do not attain the required credit points for the award of an Honours degree, but who attain sufficient credit points for the Bachelor Degree see Section 2.3.13.7 may be awarded a Bachelor Degree.

### **2.3.16 Re-assessment at Final Level**

#### **2.3.16.1 Opportunity to Recover Failure**

A student failing to pass a module or modules at the first attempt will be given the opportunity to recover that failure during the final level, subject to the limits below.

#### **2.3.16.2 Limits on Re-assessment**

Re-assessment opportunities are subject to the following provisions:

##### **(A) Amount of Re-assessment**

A student may be re-assessed in all modules of his or her Course of study for the final level.

##### **{ (B) One Opportunity Only**

The opportunity for re-assessment will be given *once only* in respect of any module during the final level.

#### **2.3.16.3 Opportunity to Recover Failure: Non-submission of Assessment Requirements**

Where failure arises from non-submission of assessment requirements, a student will be required to present themselves for assessment at the next opportunity.

The conditions for this assessment opportunity are:

- the maximum mark achievable is 40%;
- the assessment will count against the permitted maximum re-assessment opportunities;
- no tutorial guidance will be available in respect of this assessment unless extenuating circumstances are presented and accepted.

#### **2.3.16.4 Re-assessment to Recover Failure Only**

Re-assessment may only be used for the recovery of failure. It may not be used to attempt to improve an existing mark.

#### 2.3.16.5 Maximum Mark

The maximum mark achievable for a re-assessed piece of work is 40%.

#### 2.3.16.6 Re-assessment at Final Level: Process and Timing

The process and timing of re-assessment at final level is as found in respect of re-assessment for progression see Section 2.3.6.

### 2.3.17 **Viva Voce Examination**

#### 2.3.17.1 Application

The external examiner(s) have the right to examine any student by a *viva voce* examination in addition to the assessment specified in the Regulations.

This form of assessment may be of advantage in the following cases.

#### 2.3.17.2 Borderline Performance

A *viva voce* may be used where a student has attained a mark close to:

- pass/fail
- an honours classification grade
- an award of merit or distinction.

Such additional assessment can only raise and not lower a student's marks.

#### 2.3.17.3 Other Cases

A *viva voce* is an alternative or additional assessment where:

- valid reasons for poor performance has been established;
- a written assessment is not appropriate.

### 2.3.18 **Valid Reasons for Poor Performance**

#### 2.3.18.1 Consideration

The Board of Examiners or delegated Examination Committee shall take into account evidence of extenuating circumstances which may have led to an unrepresentative performance to achieve the standard required for the assessment. See Section 2.5.27

#### 2.3.18.2 Student's Responsibility

It is the student's responsibility to present the request for consideration of extenuating circumstances to the Board, and this must be done in accordance with the appropriate Regulations. See Section 2.7

### 2.3.19 Aegrotat Awards

#### 2.3.19.1 Application

An Aegrotat award may be recommended when the Board of Examiners does not have enough evidence of a student's performance to recommend:

- the award for which the student was a candidate
- or
- a contained award. See 2.3.22

Such a recommendation may be made when the Board is satisfied that, but for illness or other valid cause, the student would have reached the standard required.

#### 2.3.19.2 Conditions of Recommendation

Before a recommendation of an Aegrotat award is made, the student must:

- have signified a willingness to accept the award
- have signified an understanding that the acceptance of this award waives the right to re-assessment.

#### 2.3.19.3 Refusal of Aegrotat Award

A student who has been offered an Aegrotat award, but who chooses instead to be re-assessed, may not claim the Aegrotat award in the event of failure.

### 2.3.20 Posthumous Awards

#### 2.3.20.1 Posthumous Awards

Providing that all normal conditions of an award would have been satisfied, an award may be conferred posthumously and be accepted by another person on behalf of the late student.

### **2.3.21 Repeat of Final Level**

#### 2.3.21.1 Provisions

Students who do not achieve the requirements for an award at the final level may repeat work failed at the final level in order to achieve an award of the University, subject to the provisions below.

#### 2.3.21.2 Successfully Completed Modules

The marks or grades for successfully completed modules will be carried forward.

#### 2.3.21.3 Repeat Once Only

Students may repeat failed work *once only*.

#### 2.3.21.4 Substitute Modules

A student repeating the final level may, subject to the agreement of the Course Leader (or equivalent), choose to take a different module or modules from those previously taken.

#### 2.3.21.5 Core Modules

A student repeating the final level may not take a substitute for a core module.

#### 2.3.21.6 Availability of Modules

A student may not demand to repeat a module which is no longer current.

#### 2.3.21.7 Marks for Repeated Modules

A student repeating the final level will be assessed as if for the first time in previously failed modules, and the work will be eligible to be awarded the full range of marks available.

#### 2.3.21.8 Honours Degree Classification

The honours degree classification for students repeating final level work will be determined in the manner prescribed by the University and the full range of classifications will be available to a repeating student.

#### 2.3.21.9 Merit and Distinction

A student repeating final level work for other awards will be entitled to the award of merit or distinction if they fulfil the requirements for this.

#### 2.3.21.10 Repeat Provisions for External Awards

Repeat provisions for other awards will be in accordance with the regulations for the external award in question.

### **2.3.22 Conferment of Contained Awards**

#### 2.3.22.1 Contained Awards from Level Progression

These provisions apply when students are progressing from one level to the next and *inter alia* qualify for a contained award.

#### 2.3.22.2 Recommendation for an Award

Students who fail to achieve the minimum performance for an award shall be recommended for the conferment of a lower award for which they have achieved the specified requirements.

#### 2.3.22.3 Contained Awards

Students may be entitled to one of the following contained awards:

- Certificate of Higher Education
- Diploma of Higher Education
- Bachelor Degree
- Postgraduate Certificate
- Postgraduate Diploma.



#### 2.3.22.4 Requirements for these Awards

(a) Certificate of Higher Education

As specified in Section 2.3.13.3.

(b) Diploma of Higher Education

As specified in Section 2.3.13.5.

(c) Bachelor Degree

Candidates for the Bachelor Degree with Honours who do not attain the required credit points for the award of an Honours Degree, but who attain sufficient points for the Bachelor Degree, may be awarded a Bachelor Degree.

The requirements for a Bachelor Degree are as specified in Section 2.3.13.7.

(d) Postgraduate Certificate

Candidates for Masters Degrees who do not attain the required credit points for the award of that degree, but who attain sufficient points for a Postgraduate Certificate, may be awarded a Postgraduate Certificate.

The requirements for a Postgraduate Certificate are as specified in Section 2.4.13.10.

(e) Postgraduate Diploma

Candidates for Masters Degrees who do not attain the required credit points for the award of that degree, but who attain sufficient points for a Postgraduate Diploma, may be awarded a Postgraduate Diploma.

The requirements for a Postgraduate Diploma are as specified in Section 2.3.13.11.



# Academic Principles and Regulations

Codes of Practice

## Examinations

Section 2.4



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Opening minds  
Opening doors



## Code of Practice – Section 2.4

### Examinations

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
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Target Audience:	Relevant for all University staff and students and of particular relevance to: Staff for whom knowledge of the contents of the document is obligatory for efficient working practices including academic colleagues and support staff engaged in invigilation.
Also of Relevance to:	Staff and students at Collaborative Partners
Brief Summary of Purpose:	The purpose of this section of University Regulations is to outline what is required of staff acting as invigilators and students engaged in written examinations, which are part of the assessment contributing to an award of the University. This section refers to the timetabling, invigilation, security and confidentiality of written examinations and the conduct and responsibilities of students when undertaking a written examination.





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## **SECTION 2.4: EXAMINATIONS**

### **2.4.1 Purpose**

To outline what is required of staff as invigilators and students engaged in written examinations, which are part of the assessment contributing to an award of the University. This section details requirements for the timetabling, invigilation, security and confidentiality of written examinations and the conduct and responsibility of student undertaking a written examinations.

### **2.4.2 Application**

#### **2.4.2.1 An Award of the University**

The following Regulations apply to all written examinations which are part of the assessment contributing to an award of the University.

#### **2.4.2.2 External or Professional Bodies**

Relevant sections of the Regulations apply to examinations set by any external or professional body, together with any additional requirements as may be specified by that body.

### **2.4.3 Definition**

For the purposes of these Regulations, an examination is defined as follows.

#### **2.4.3.1 A Formal Invigilated Examination**

- a formal, timed written question paper
- normally answered in writing
- answered individually by each candidate
- on a specific day
- at a specified time and place.

#### **2.4.3.2 A Formal Invigilated Practical Assessment**

- a timed practical assessment
- undertaken individually by each candidate, or in a group of candidates
- on a specific day
- at a specified time and place.

## **2.4.4 Student Information: General**

### 2.4.4.1 Student Information: General

The Course Leader (or equivalent) is responsible for informing students in writing of the nature and form of the examination(s).

This will normally be done through the Course or module information given to students.

## **2.4.5 Security and Confidentiality**

### 2.4.5.1 Security and Confidentiality

At each stage of:

- the setting, approving and/or moderation of examination papers
- the preparation and reproduction of examination papers
- the marking, moderating, re-marking or assessing of examination scripts
- the person(s) involved are responsible for security and confidentiality.

This applies to University full- and part-time staff including staff based at collaborative partners, and to external examiners.

## **2.4.6 Preparation and Approval of University Examination Papers**

### 2.4.6.1 Dean (or nominee)

The Dean (or nominee) is responsible for:

- secure arrangements for the drafting and typing of examination papers
- internal scrutiny of draft papers
- consultation with appropriate external examiners
- the subsequent amendment and reproduction of finalised examination papers.

### 2.4.6.2 Format of Examination Papers

All examination papers must follow the University format and rubric.

#### 2.4.6.3 Internal Moderation

##### (a) Internal Team

Draft examination papers must be moderated by an internal group.

##### (b) Nature of Moderation

Internal moderation will be as appropriate for the examination in question.

##### (c) Security

Copies of draft examination papers must not be retained by members of the moderation group.

#### 2.4.6.4 External Examiner(s) Approval

##### (a) Submission to the External Examiner(s)

Where the examination paper(s) contribute to the assessment of the final award, above the level of Certificate of Higher Education, the draft papers must be submitted to the external examiner(s) for approval.

##### (b) Timing

Draft papers must be sent to the external examiner(s) to allow reasonable time for the detailed consideration of the drafts and discussion with internal staff if appropriate.

#### **2.4.7 Written Examination Papers from External Bodies**

##### 2.4.7.1 Despatch to the University

Written examination papers originating from external or professional bodies and relating to examinations of these bodies are sent directly to the relevant School.

##### 2.4.7.2 Security

The School is responsible for the secure storage of these papers and for secure copying if this is necessary.

## **2.4.8 Examination Timetables**

### 2.4.8.1 Responsibility for Timetables

Each School is responsible for the preparation of a provisional timetable for all formal examinations.

### 2.4.8.2 Religious Festivals

The provisional timetable should take account of religious festivals and practices and reasonable adjustments will be made where possible.

### 2.4.8.3 Shared Modules

Normally where a module is shared by Courses, any identical examination must be taken simultaneously.

### 2.4.8.4 Accommodation

Allocation of suitable accommodation is the responsibility of each School, assisted by the Head of Student Information, Awards and Examinations.

## **2.4.9 Invigilation**

### 2.4.9.1 Conduct of Invigilation

The Guidance issued by the Secretary and Registrar's Office for the conduct of invigilation of examinations specifies:

- the timing of the appointment of invigilators
- the designation and duties of invigilators
- all aspects of the conduct of invigilation.

### 2.4.9.2 Appointment of Invigilators

Each School is responsible for the appointment of invigilators for all examinations. Invigilation teams must be appointed within the timescales prescribed in the Guidance issued by the Secretary and Registrar's Office for the conduct of invigilation of examinations.

## **2.4.10 Examination Organisation**

### 2.4.10.1 Responsibility

School staff, together with the Head of Student Information, Awards and Examinations are responsible for the individual arrangements relating to each examination on the day of the examination.

## **2.4.11 Marking, Moderation and External Scrutiny**

### 2.4.11.1 Security during Marking and Moderation

During the marking and internal moderation process, internal examiners are responsible for the strict security of examination scripts/submissions, whether on University premises or elsewhere.

### 2.4.11.2 Despatch of Scripts/Submissions to External Examiner(s)

#### (a) Scripts/Submissions to External Examiner(s)

Where required, after the internal marking and moderation process, the scripts/submissions, or an agreed sample, should be sent to the external examiner(s).

#### (b) Timescale

External examiner(s) must be given reasonable time to consider the scripts/submissions prior to the meeting of the relevant Board of Examiners or Examination Committee.

## **2.4.12 Retention**

### 2.4.12.1 Period of Retention

Examination scripts, including examination submissions in other media, shall be retained by the School for one year after the date of the meeting of the Board of Examiners or Examination Committee at which the student outcomes were considered.

### 2.4.12.2 Secure Storage

The School must establish secure arrangements for the storage of Examination scripts, including examination submissions in other media.

### **2.4.13 Written Examinations: Regulations for Candidates: Application**

#### 2.4.13.1 Application

These regulations apply to all formal written examinations within the University.

### **2.4.14 Information to Students: General**

#### 2.4.14.1 Information to Students: General

Faculties are responsible for bringing these Regulations to the attention of all candidates prior to their first examination.

### **2.4.15 Registration for Assessment**

#### 2.4.15.1 Registration

To be considered to be registered for any assessment, a student must have completed the requirements of the University in respect of registration.

#### 2.4.15.2 Fees

To be considered to be registered for any assessment, a student must have fully complied with the University's requirements on the payment of fees.

#### 2.4.15.3 Student Identification

Candidates presenting themselves for written examinations will:

- have their student ID cards checked by, or on behalf of, the Senior Invigilator within 30 minutes of the commencement of an examination (ID cards should have a full face photograph. If this is not the case some other form of visual identification should be provided, such as a passport);
- the names of students who do not have their student card with them will be recorded on the Invigilator's Report form.



## **2.4.16 Breach of Regulations**

### 2.4.16.1 Breach of the Regulations

Students are warned that any breach of the assessment and/or examination regulations could result in severe penalties.

The possible penalties are those specified in Section 2.9: Academic Integrity.

### 2.4.16.2 Examples of Potential Breaches of these Regulations

Actions which may be considered to be breaches of the assessment and/or examination regulations are to be found in the Appendix at the end of this section of the Regulations.

## **2.4.17 In Advance of the Examination Period**

### 2.4.17.1 Information to Students

Before the examination period the following information will be given to students.

#### (a) Final Timetable

The final examination timetable will be published at least 6 weeks before the date of the first examination.

#### (b) Form of Notification

This will normally be by a notice prominently displayed and via the student web portal.

#### (c) Person to Contact in case of Difficulties

The notification of the final timetable will include the name of the designated person who should be contacted in the case of difficulties.

“Difficulties” includes matters such as a timetable clash for examinations or requirements of religious festivals and practices.

The scheduling of examinations within the University’s prescribed scheduling parameters *will not normally* be valid grounds for a review of the timetable.

(d) Timescale for Notification of Difficulties

The notification of the final timetable will include the timescale within which the student should contact the designated person above in case of difficulties.

2.4.17.2 Responsibilities of Students

(a) Checking the Timetable

It is the responsibility of students to check the timetable.

(b) Difficulty

In cases of difficulty a student should make representations to the designated person [see Section 2.4.17.1 C].

(c) Timescale for notification of difficulty

This should be done within the timescale as specified in the published information [see Section 2.4.17.1 D].

2.4.17.3 Scheduling of Examinations

The University may schedule examinations so that:

- a candidate may be required to sit more than one examination on any day
- A candidate would not normally be expected to sit more than two examinations on any day
- examinations may be scheduled between 9am and 9pm Monday to Sunday
- examinations may be scheduled outside the normal working week
- examinations may be located in other premises than those of the University.

2.4.17.4 Grounds for Review of the Timetable

Scheduling of examinations as specified above will *not normally* be valid grounds for review of the examination timetable.

#### 2.4.17.5 Dictionaries

Candidates

- whose first language is not English
- who wish to have a foreign language/English language dictionary available at the examination should consult with the appropriate School administration team at the start of the academic year with a view to this facility being made available.

### **2.4.18 Conduct Immediately Prior to the Commencement of the Examination**

#### 2.4.18.1 Assembly

Candidates shall assemble outside the examination room in good time before the published commencement time of the examination.

#### 2.4.18.2 Entry to the Examination Room

- Candidates may not enter the examination room until instructed to do so by the Senior Invigilator.
- This will normally be around 15 minutes before the published commencement time of the examination.

#### 2.4.18.3 Requirements on Entry to the Examination Room

Candidates shall follow the invigilator's instructions which are outlined in the Guidance issued by the Secretary and Registrar's Office.

#### 2.4.18.4 Other Instructions

Candidates should follow any other instructions pertaining to the examination as given by the Senior Invigilator.

### **2.4.19 Electronic and Other Personal Equipment**

#### 2.4.19.1 Permitted Equipment

Electronic and other personal equipment which is permitted to be used during an examination will be specified in the examination rubric.

#### 2.4.19.2 Information to Students

Candidates will be given advance notice of the specifications of such equipment.

#### 2.4.19.3 Cheating and Unfair Advantage

Candidates may not use or access equipment exceeding such specifications, including mobile phones. Any attempt to do so may be construed as an attempt to cheat or gain an unfair advantage.

### **2.4.20 Conduct during the Examination**

#### 2.4.20.1 Individual Conclusion of Examination

No candidate shall be allowed to terminate his or her examination during:

- the first 30 minutes after commencement time
- the final 30 minutes of examination time.

#### 2.4.20.2 Late Candidates

##### (a) Time of Arrival

A late candidate may be admitted up to 30 minutes after the commencement time of the examination, but not thereafter.

##### (b) Checking of Student Card

The following provisions apply:

- a late candidate shall be required to present his/her student card to verify his or her identity;
- a late candidate who does not have his or her student card with them will have their name recorded on the Invigilator's Report form.

##### (c) Finish Time

A candidate admitted after commencement time shall conclude his or her examination at the same time as the other candidates for the examination.

#### 2.4.20.3 Clarification

Candidates should read the examination rubric carefully.

Candidates who wish to have the “instructions to candidates” or typographical points clarified with the Senior Invigilator shall be able to do so:

- within the first 10 minutes of the examination
- or
- during any reading time allowed.

Candidates seeking clarification outside this time may be able to do so, but should be aware that the clarification may take some time to resolve.

#### 2.4.20.4 Reading Time

In examinations in which “reading time” is allowed, throughout the specified reading time candidates:

- shall observe examination regulations
- may make rough notes on the stationery
- may annotate or highlight the examination paper.

Candidates may not commence writing their answers during this period.

After the period of reading time has expired, the invigilator will announce the start of the examination, at which time candidates may commence writing their answers.

#### 2.4.20.5 Stationery

- Candidates must use only the approved examination stationery supplied by the University.
- All “rough work” must be done on the paper provided.
- All “rough work” must be attached to, and handed in with, the candidate’s script.

#### 2.4.20.6 Communication with an Invigilator

A candidate who wishes to attract the attention of an invigilator shall do so by raising a hand.

#### 2.4.20.7 Dictionaries

A candidate may request the use of the dictionaries provided by attracting the attention of the invigilator.

#### 2.4.20.8 Leaving the Examination Room during the Examination

A candidate who is unwell or who needs to leave the examination room for any reason deemed adequate by the Senior Invigilator may do so under the supervision of an invigilator and return whilst the examination is in progress.

#### 2.4.20.9 Unaccompanied Departure

A candidate who leaves the examination room unaccompanied by an invigilator shall not be allowed to re-enter the examination room.

#### 2.4.20.10 Communication with Other Candidates

Candidates shall not communicate with other candidates by word of mouth, sign, writing or other means.

#### 2.4.20.11 Reading Other Candidates' Work

Candidates shall not attempt to read the work of other candidates.

#### 2.4.20.12 Suitable Conduct

Candidates shall conduct themselves in a manner that will not cause disturbance to other candidates in the examination room.

#### 2.4.20.13 Mobile Phones: Disturbance

It is the responsibility of the candidate to ensure that any mobile phone is switched off and cannot cause disturbance in the examination room.

If the mobile phone of any candidate sounds in the examination room, the Senior Invigilator will make a report to the Chair of the Board of Examiners or Examination Committee:

- detailing the incident  
and
- identifying the student whose phone caused the disturbance.

#### 2.4.20.14 Other Instructions

A candidate must comply with instructions given to them individually, or to all candidates, by the invigilator.

### **2.4.21 Conduct on the Conclusion of the Examination**

#### 2.4.21.1 Cease Writing

Candidates shall cease writing their answers when instructed to do so.

#### 2.4.21.2 Seating and Silence

Candidates shall remain silent and seated until instructed to leave the examination room.

#### 2.4.21.3 Examination Scripts

Candidates shall ensure that their scripts, any continuation sheets and rough work sheets are attached together ready for collection by the invigilator.

#### 2.4.21.4 Unused Stationery

Candidates shall put unused stationery and any other items provided by the University ready for collection.

#### 2.4.21.5 Removal of University Items from the Examination Room

Candidates shall not remove any item supplied by the University other than the question paper.

#### 2.4.21.6 Leaving the Room

When authorised to do so, candidates shall collect all their items from their desks, including sweet wrappings and other similar rubbish, and their other belongings and leave the examination room.

## **2.4.22 Absence from Written Examinations**

### 2.4.22.1 Documentary Evidence

The Board of Examiners or Examination Committee requires documentary evidence of all cases of absence from examinations.

### 2.4.22.2 Illness

A candidate whose illness prevents them from attending an examination is required to provide a medical note/certificate to this effect and forward the medical note/certificate without delay to the relevant person as outlined in the course handbook.

### 2.4.22.3 Other Reasons

Candidates are expected to plan to arrive at the examination venue in good time. However, in the event of a failure of the transport service due to industrial action or severe weather conditions, candidates are required to:

- obtain an official note from the transport company to confirm the reason for the absence
- inform the Course Leader (or equivalent) as soon as possible
- hand in or post the official note without delay.

### 2.4.22.4 Extenuating Circumstances

In the event of absence from examinations through illness or for other reasons, besides providing information as required above, candidates should also submit a request for extenuating circumstances to be taken into consideration by a Board of Examiners or Examination Committee in accordance with Section 2.7: Extenuating Circumstances and Mitigation.

## **2.4.23 Breaches of Assessment Regulations**

### 2.4.23.1 Action Where an Offence is Suspected

Where an offence is suspected in an examination the Senior Invigilator shall:

- annotate the candidate's script(s)
- remove the object(s) which has become the centre of suspicion.



#### 2.4.23.2 Continuation with the Examination

The candidate shall be allowed to continue the examination.

#### 2.4.23.3 Notification to Candidate

At the end of the examination the student will be informed that an investigation will be conducted.

#### 2.4.23.4 Investigation

In the event of an alleged breach of the assessment regulations, the matter will be investigated and considered in accordance with the University Regulations.

## **APPENDIX: ACTIONS WHICH MAY BE CONSIDERED TO BREACH THE UNIVERSITY ASSESSMENT OR EXAMINATION REGULATIONS**

### **1 CHEATING**

Section 2.9: Academic Integrity of the University's Assessment Regulations defines cheating as:

Cheating is unfair behaviour relating to an examination. It includes:

- a) Actions within the examination room
  - communicating with any other candidate during an examination
  - copying from any other candidate during an examination
  - communicating with any other person other than an authorised invigilator or another member of staff during an examination
  - possession of any written or printed materials in the examination room unless expressly permitted by the examination regulations
  - possession of any electronically stored information in the examination room unless expressly permitted by the examination regulations
  - use of a mobile phone or other electronic device during an examination, unless expressly permitted by the examination regulations
- b) Actions outside of the examination room
  - gaining access to any unauthorised material relating to the examination during or before the examination
  - obtaining a copy of a written examination paper in advance of the time and date for its authorised release.

This list is not exhaustive.

### **2 OTHER FORMS OF UNFAIR PRACTICE**

Section 2.9: Academic Integrity of the University's Assessment Regulations defines other forms of unfair practice as:

Other forms of Unfair Practice include, but are not limited to:

- offering a bribe or inducement to any member of staff of the University, or any external invigilator or examiner, who is connected with the student's assessments
- falsifying data in any piece of work
- the assumption by one person of the identity of another person with the intent to deceive or gain unfair advantage
- submitting copies of another person's work stored on an electronic device

- ghostwriting, i.e. soliciting a third party to do some or all of a piece of work (paid or unpaid)
- non-compliance with university research ethics procedures
- failure to gain ethical approval for the submitted piece of work, as appropriate.



# Academic Principles and Regulations

Codes of Practice

## Boards of Examiners and Examination Committees

Section 2.5



LEEDS  
BECKETT  
UNIVERSITY

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Opening minds  
Opening doors



## Code of Practice – Section 2.5

### Boards of Examiners and Examination Committees

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Academic and Support Staff responsible for the operation of Boards of Examiners, Examination Committees and Re-convened Boards of Examiners.
Also of Relevance to:	External Examiners and Collaborative Partners
Brief Summary of Purpose:	This Code of Practice explains the requirement and operation for a Board of Examiners, including Examination Committee, for every Course leading to an award of the University who will reach decisions on students' suitability for progression or award.







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## **SECTION 2.5: BOARDS OF EXAMINERS AND EXAMINATION COMMITTEES**

### **2.5.1 Purpose**

The purpose of the Board of Examiners is to reach decisions on students' suitability for progression or award by:

- achieving the standard required for the award and
- having fulfilled the objectives and requirements of the Course/Pathway of study.

### **2.5.2 Assessment Outcomes Prior to the Board of Examiners**

#### **2.5.2.1 Assessment Outcomes: Coursework**

Written essays, assignments and other work will normally be returned with appropriate feedback within four weeks of their submission.

#### **2.5.2.2 Coursework Marks**

Marks awarded for coursework at any stage should be disclosed to the student, but it should be made clear that the marks are subject to:

- internal moderation
- moderation by external examiners
- the final decision of an Examination Committee and/or Board of Examiners.

#### **2.5.2.3 Confidentiality**

Disclosure of the detailed assessment outcomes of an individual student (eg actual mark(s) achieved) must be to that student only; except for marks which are posted by student ID as provided for in 2.5.2.5

Any written feedback on an individual assessment must be confidential to that student only.

#### 2.5.2.4 Assessment Outcomes: Examinations

The assessment outcomes of examinations will be made available to the student in accordance with University Regulations either:

- during the course of the academic year to permit reassessment if required
- or
- after the meeting of the relevant Board of Examiners or Examination Committee.

#### 2.5.2.5 Publication of Assessment Outcomes: Reassessment

At the conclusion of the full assessment process for each module, the internally-moderated module results will be given to the Course Leader (or equivalent).

The Course Leader (or equivalent) will then publish interim student outcomes. Where the student ID number is used, individual marks may be posted. Where names are used, outcomes must be designated pass/fail only. The publication of these interim student outcomes will be in accordance with current University procedures.

The purpose of the publication of these interim outcomes is solely to enable a student to identify the opportunity for reassessment.

### 2.5.3 Assessment Outcomes after the Board of Examiners

#### 2.5.3.1 Confirmed Marks

Students will be informed of their confirmed marks as agreed by the Board of Examiners or Examination Committee for all levels of a Course/Pathway of study, both:

- overall
- and
- for individual modules.

#### 2.5.3.2 Disclosure of Individual Results

Disclosure of the detailed module outcomes of an individual student (eg actual marks achieved) must be to that student only.

### 2.5.3.3 Confidentiality

Disclosure of the detailed module outcomes must be done only by an authorised tutor, either orally or by letter.

### 2.5.3.4 Publication of Progression or Award Decisions

Results lists (which include the results of deferred/referred students) will be prepared and published in accordance with the current University Procedures, and will be published within 5 working days of the meeting of the Board of Examiners.

### 2.5.3.5 Form of Results Lists

Results lists will take a standard form, namely:

Leeds Beckett University

Award

Assessment results level:

- *Surname, forenames*: Pass/deferred/referred (include details as necessary)

Classifications thus:

- First; Upper Second; Lower Second; Third Class Honours; Pass Degree

At the foot of the final sheet:

- Date of the Board of Examiners meeting
- Signature of the Chair of the Board of Examiners and the Course Leader (or equivalent)

## 2.5.4 Confidentiality

### 2.5.4.1 Disclosure to the Student

Disclosure of detailed assessment outcomes of an individual student must be to that student only in accordance with the provisions of 2.5.2.3

#### 2.5.4.2 Telephone Enquiries

Student outcomes either overall or for individual modules will not be given out over the telephone.

#### 2.5.4.3 Disclosure to Third Parties

Disclosure to third parties may only be done in exceptional circumstances.

#### 2.5.4.4 Conditions of Disclosure to Third Parties

Disclosure to any third party will only be done:

- if specifically authorised by the student with express written consent; and
- in accordance with the terms of that authorisation.

### **2.5.5 Storage of Marks and Other Assessment Information**

#### 2.5.5.1 Storage of Marks Prior to the Meeting of the Board of Examiners or Examination Committee

Raw, internally-moderated and externally-moderated marks can be stored either electronically or manually prior to the meeting of the Board of Examiners or Examination Committee.

#### 2.5.5.2 Presentation to the Board or Committee

A schedule of internally-moderated and externally-moderated marks can be presented to the Board of Examiners or Examination Committee.

#### 2.5.5.3 Final Marks

The confirmed marks and results of the Board of Examiners are the definitive outcomes of the assessment process.

#### 2.5.5.4 Storage of Final Marks

Final marks can be stored either electronically or manually provided that these are maintained in a secure location.

#### 2.5.5.5 Purpose of Storage of Final Marks

The final marks are stored for the purpose of record-keeping only.

The formal minuted decisions of Boards of Examiners and Examination Committees are the formal University record and are retained for this purpose.

#### 2.5.5.6 Deletion/Destruction of Other Marks

University staff should delete or destroy all other marks stored prior to the meeting of the Board of Examiners or Examination Committee within two working days of that meeting.

#### 2.5.5.7 Coursework: Retention by the University

A sample of major coursework assessment will be retained for one year after the meeting of the Board of Examiners or Examination Committee at which the assessment was considered.

#### 2.5.5.8 Examination Scripts: Retention by the University

Examination scripts, including examination submissions in other media, shall be retained for one year after the date of the meeting of the Board of Examiners or Examination Committee at which the student outcomes were considered.

#### 2.5.5.9 Purpose of Retention of Coursework and Scripts

A sample of major coursework assessment and examination scripts are retained for external audit purposes only.

#### 2.5.5.10 Secure Storage

The School must establish secure arrangements for the storage of retained coursework and examination scripts.

## **2.5.6 Information to Students**

### **2.5.6.1 Information on Disclosure**

Students will be informed of the University's provisions for the disclosure of assessment outcomes and for the publication of results.

### **2.5.6.2 Alternative Disclosure Methods**

Students will be informed of the possibility of alternative disclosure methods.

### **2.5.6.3 Agreement to Disclosure**

In the absence of any specific request for alternative disclosure methods, the student will be deemed to have consented to the University's Regulations and Procedures in respect of disclosure.

### **2.5.6.4 Request for Alternative Disclosure Methods**

Consideration will be given to alternative disclosure methods for any student who for good reasons requests alternative disclosure methods.

Requests for alternative disclosure method(s) should be made in accordance with the current guidance issued by the Secretary and Registrar.

## **2.5.7 Related Disclosure**

### **2.5.7.1 Request for an Appeal Hearing**

A student requesting an appeal against a decision of a Board of Examiners or Examination Committee will be provided with information in accordance with the provisions of Section 2.8 Academic Appeals.

### **2.5.7.2 Requests for Other Information**

Requests for any further information relating to assessment results beyond that detailed in these Regulations may be pursued by an individual under the provisions of the Data Protection Act 1998. The University will address any such request in accordance with the provisions of that Act.

## **BOARDS OF EXAMINERS AND EXAMINATION COMMITTEES**

### **2.5.8 Board of Examiners and Examination Committees: General**

#### **2.5.8.1 Boards of Examiners and Examination Committees**

Assessment is conducted under the general authority of Boards of Examiners to ensure impartiality. The University requires that there be a Board of Examiners for every Course leading to an award of the University and permits Boards of Examiners to establish Examination Committees.

Where a Board of Examiners decides not to establish an Examination Committee, the Board will undertake the functions of the Examination Committee.

In such cases, the agenda will reflect the distinct stages of the process otherwise carried out discretely by Committees and Boards.

#### **2.5.8.2 Remit of Board of Examiners**

A Board of Examiners is authorised to:

- assess students in accordance with the Course and University regulations
- determine student progression for awards
- make recommendations to the University on the conferment of awards
- determine outcomes for progression and award in respect of a report of extenuating circumstances and mitigation
- determine outcomes for progression and award in respect of a report of cases of cheating and plagiarism and other forms of unfair practice
- determine the outcomes of reassessment (where relevant).

(Also see Codes of Practice Academic Integrity and Extenuating Circumstances and Mitigation)

#### **2.5.8.3 Remit of Examination Committees**

Examination Committees are authorised to:

- determine the standard of student module assessment outcomes
- consider amendment of cohort marks as appropriate

- record credit where the student will not be presented to a Board for level progression or an award
- note cases of cheating or plagiarism and other forms of unfair practice
- determine the progression of Level 4 students

#### 2.5.8.4 Powers of the Academic Board: Review

A Board of Examiners may be required to review a decision or have that decision annulled.

#### 2.5.8.5 Academic Judgement

Disagreement with the academic judgement of a Board of Examiners or Examination Committee cannot in itself constitute grounds for appeal.

#### 2.5.8.6 External Examiners: Attendance at Examination Committees

All external examiners are required to attend the Examination Committee(s) for the Course to which they are appointed where such a Committee considers student assessment above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award).

#### 2.5.8.7 External Examiners: Attendance at Boards of Examiners

Where there is more than one external examiner for a Course, only one need attend the Board of Examiners.

Attendance of an External Examiner is only required where a Board of Examiners considers student assessment above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award).

All external examiners are entitled to attend the Board of Examiners.

#### 2.5.8.8 Right of Attendance

The following have the right to attend any meeting of a Board of Examiners or an Examination Committee as non-voting observers:

- Chair of Academic Board (or nominee)
- Chair of Academic Quality and Standards Committee (or nominee)



## **2.5.9 Boards of Examiners**

### **2.5.9.1 Constitution**

The constitution, terms of reference and membership of the Board of Examiners must:

- comply with the provisions of the Code of Practice Board of Examiners and Examination Committees
- accord with the approved regulations for the Course
- include at least one external examiner approved by the University

### **2.5.9.2 Responsibilities**

#### **(a) Awards**

A Board of Examiners may be responsible for more than one award.

#### **(b) Levels**

A Board of Examiners is responsible for all levels of a Course.

### **2.5.9.3 Boards of Examiners: Shared Provision**

In cases where a Board has elected not to establish an Examination Committee, the Board itself acts as an Examination Committee where:

- modules are shared by a Course  
and/or
- the assessment contributes to a number of awards.

### **2.5.9.4 Authority**

A Board of Examiners is authorised to:

- assess students in accordance with the Course and University regulations
- determine student progression for awards
- make recommendations to the University on the conferment of awards
- determine outcomes for progression and award in respect of a report of extenuating circumstances and mitigation

- determine outcomes for progression and award in respect of a report of cases of Academic Integrity
- determine the outcomes of re-assessment (where relevant)
- establish Examination Committees or act as an Examination Committee where one is not established
- establish an Examination Review Committee

#### 2.5.9.5 Amendments to Decisions of Boards of Examiners

No other body has the authority to amend the decision of a Board of Examiners acting within its terms of reference and in accordance with the Regulations.

#### 2.5.9.6 Extenuating Circumstances and Mitigation

The Board of Examiners will consider individual extenuating circumstances and appropriate mitigation in accordance with Section 2.7: Extenuating Circumstances and Mitigation.

#### 2.5.9.7 Cheating, Plagiarism and Other Forms of Unfair Practice

The Board of Examiners will make final decisions in respect of the outcomes of cases of cheating, plagiarism and other forms of unfair practice in accordance with Section 2.9: Academic Integrity.

#### 2.5.9.8 Examination Committees

A Board of Examiners may establish an Examination Committee to carry out the functions identified in Section 2.5.8.3.

#### 2.5.9.9 Membership of Boards of Examiners

The membership of a Board of Examiners must be competent to make judgements about the performance of individual students against specified criteria and in relation to comparable Courses.

The Board of Examiners shall consist of:

- the Chair
- the Course Leader (or equivalent)
- all internal examiners with significant responsibilities
- at least one external examiner
- a Secretary to the Board (in attendance)

#### 2.5.9.10 Representative of a Team of Tutors

Provided that the assessment has previously been considered through an internal moderation process, one member of a team of tutors may attend to speak for them all.

#### 2.5.9.11 Shared Modules

In cases where modules are shared by Courses and the assessment contributes to a number of awards:

- internal examiners (or a representative member of a team of examiners) must be present at the Examination Committee at which the standard of the students' assessment outcome was determined.
- but need not attend all meetings of the Boards of Examiners to which these assessment outcomes are forwarded.

#### 2.5.9.12 Chairs of Boards of Examiners

The Chair of the Board of Examiners shall be a member of the academic staff of the University with seniority and experience of Boards of Examiners. Chairs must receive Board of Examiners staff development annually.

Normally the Chair will be a Dean (or nominee) or Senior Academic Manager.

#### 2.5.9.13 Restrictions in respect of Chairs of Boards of Examiners

A member of:

- the teaching team
- the team of tutors

cannot be the Chair of the Board of Examiners for the Course in question.

#### 2.5.9.14 Students

##### (a) Students of the Course

No student of a Course shall be a member of the Board of Examiners or associated Examination Committee.

(b) Students on Other Courses

A person:

- otherwise qualified to be an examiner for a Course (eg as a member of academic staff or external examiner)
- who is coincidentally registered as a student on another Course of study, either at the University or elsewhere

shall not, by virtue of this in itself, be disqualified from carrying out normal examining commitments.

2.5.9.15 Attendance

All members of the Board of Examiners are required to be present at the meeting where decisions are to be reached.

2.5.9.16 Absence

If a member is absent due to:

- illness
- other good cause

the Board must ensure that the contribution that would be made by that member can be satisfactorily covered by other appropriate arrangements.

2.5.9.17 Recording

The Secretary to the Board of Examiners will compile records in accordance with the relevant procedures.

These will constitute the minutes.

2.5.9.18 Confidentiality

(a) Minutes

The minutes will be confidential and will be available to the next meeting of the Board.

(b) External Examiner(s)

The external examiner(s) may retain marks sheets, minutes and other materials, but shall be required to maintain confidentiality.

## **2.5.10 Examination Committees**

### 2.5.10.1 Scope of Committee(s)

The Board of Examiners may establish:

- a single Examination Committee to consider the assessment outcomes of all modules within the Course
- or
- more than one Examination Committee to consider the assessment outcomes of designated modules within the Course (eg all modules at Level 4; all modules at Level 5; all modules at Level 6)

### 2.5.10.2 Terms of Reference

Examination Committees are authorised to:

- determine the standard of student module assessment outcomes
- consider amendment of cohort marks are appropriate, in accordance with Sections 2.5.10.4 to 2.5.10.6.
- record credit where the student will not be presented to a Board for level progression or an award
- note at first instance cases of cheating or plagiarism and other forms of unfair practice
- determine the progress of Level 4 students.

### 2.5.10.3 Assessment Outcomes: Marks

An Examination Committee will consider and determine the marks and grades for specified modules, and forward its decisions to the appropriate Board(s) of Examiners.

### 2.5.10.4 Adjustment to Cohort Marks: External Moderation

Exceptionally, the external examiners may propose to the Examination Committee the moving of the threshold boundary in relation to a particular

cohort of students on a particular module. Such a proposal may be made in respect of:

- the pass/fail threshold
- other classification boundaries.

#### 2.5.10.5 Adjustment to Cohort Marks: Discussion with Internal Examiners

In such cases it is expected that the matter will have been discussed with the internal examiners in an attempt to reach agreement

#### 2.5.10.6 Adjustment to Cohort Marks: Cohort Mitigation

Adjustments may be made to the marks of a cohort of students after consideration of extenuating circumstances applicable to the entire cohort.

#### 2.5.10.7 Representation at an Examination Committee

Provided that the assessment has previously been considered at an internal moderation process, one member of a team of tutors may attend to speak for them all.

#### 2.5.10.8 Shared Modules

Where an Examination Committee is responsible for modules that contribute to more than one award, its decisions and recommendations will be forwarded to all relevant Boards of Examiners.

#### 2.5.10.9 Shared Modules: Internal Examiners

In cases where modules are shared by Courses and the assessment contributes to a number of awards:

- internal examiners (or a representative member of a team of examiners) must be present at the Examination Committee at which the standard of the students' assessment outcome was determined;
- but need not attend all meetings of the Boards of Examiners to which these assessment outcomes are forwarded.

#### 2.5.10.10 Recording of Credit

For students who are not being presented to a Board for level progression or for an award, the Examination Committee will formally record:

- the marks
- the amount and level of credit achieved.

#### 2.5.10.11 Student Suitability to Proceed

Where a student is not being presented for level progression and his or her attainment is identified as a matter of concern, the Committee should refer the issue to the relevant Board of Examiners for consideration of that student's suitability to proceed on the Course/Pathway of study.

#### 2.5.10.12 Membership

The membership shall include:

- the Chair of the Board (or nominee)
- Subject Group Leader
- the Course Leader (or equivalent)
- all staff making a significant contribution to the modules under consideration
- a Secretary to the Committee (in attendance).

#### 2.5.10.12 Representative of Team of Tutors

Provided that the assessment has previously been considered at an internal moderation process, one member of a team of tutors may attend to speak for them all.

#### 2.5.10.13 Conduct and Recording

The conduct of an Examination Committee and the recording of its proceedings will be in accordance with the current University Regulations and Procedures.

#### 2.5.10.14 Forwarding of the Committee Minutes

The minutes of the Examination Committee will be confirmed by the Chair of the Committee and forwarded to the next meeting of the relevant Board of Examiners.

#### 2.5.10.15 Acceptance of Results

The Board of Examiners will accept the results of module assessment outcomes agreed by the Examination Committee.

These results will not be amended except, where relevant, in respect of:

- mitigation in relation to individual extenuating circumstances
- cheating, plagiarism or other forms of unfair practice
- other material or procedural irregularities.

### **2.5.11 Re-assessment: Reconvened Board of Examiners**

#### 2.5.11.1 End of the Assessment/Re-assessment Process

Normally there will be no further opportunity for assessment or re-assessment after the meeting of the Board of Examiners, except as below.

#### 2.5.11.2 Reconvened Board

The Board of Examiners will be reconvened to consider outstanding matters of assessment and progression, where:

- curriculum or operational requirements determine later assessment or re-assessment for progression or awards  
and/or
- exceptional circumstances in respect of student assessment occur.

Such circumstances are defined in Sections 2.3.7.14 to 2.3.7.16.

In such circumstances the Reconvened Board of Examiners will fulfil the functions of both an Examination Committee (determination of module assessment outcomes) and a Board of Examiners.



#### 2.5.11.3 Membership: Re-convened Board

The membership of a Reconvened Board of Examiners need not be the full membership of the Board and shall include:

- the Chair of the Board (or nominee)
- the Course Leader (or equivalent)
- one external examiner
- at least two members of academic staff making a significant contribution to the teaching of the Course modules
- a Secretary to the Board (in attendance).

The membership of a Reconvened Board of Examiners shall be determined by the Board. Membership shall be sufficient to ensure fair and equitable exercise of academic judgement.

#### 2.5.11.4 External Examiners

One external examiner shall be associated with the decisions of the Reconvened Board of Examiners where such a Reconvened Board considers student assessment outcomes above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award).

All external examiners have the right to attend and vote.

#### 2.5.11.5 Conduct and Recording

The conduct of the Reconvened Board and the recording of its proceedings shall be in accordance with current University Regulations and Procedures.

The records will constitute the minutes.

#### 2.5.11.6 Confidentiality

##### (a) Minutes

The minutes will be confidential and will be available to the next meeting of the Board.

(b) External Examiner(s)

The external examiner(s) may retain mark sheets, minutes and other materials, but shall be required to maintain confidentiality.

2.5.11.7 Attendance of part-time staff

Part time staff are required to attend Board of Examiners, Examination Committee and Reconvened Boards on the same basis as full-time staff and are paid for this attendance.

2.5.11.8 Absence of Internal Examiners

Unavoidable absences, wherever possible, should be covered by:

- written comments
- a substitute when the absent person is representing a team of tutors.

2.5.11.9 Absence of External Examiners: Advance Notice Given

(a) Absent External Examiner is Part of a Team

In this circumstance the following apply:

- the Course Leader (or equivalent) must ensure that a written report from the external examiner is available to be tabled at the Committee;
- this report will complement the observations of those external examiners present at the Committee and inform the discussion.

(b) Absent External Examiner is Sole Examiner

In this circumstance the following apply:

- the Course Leader (or equivalent) must ensure that a written report from the external examiner is available to be tabled at the Committee;
- this report will inform and assist the Committee in making its decisions;

- in addition, the School/Academic Unit may seek to invite another external examiner who, whilst they may not have experience in the Course discipline area, will be able to support the Committee in ensuring justice to students.

#### 2.5.11.10 Absence of External Examiners: No Notice Given

##### (a) Absent External Examiner Is Part of a Team

In this circumstance the following apply:

- the Course Leader (or equivalent) should attempt to seek some comment in advance of the meeting;
- the other external examiners will support the discussion and decision making at the Committee;
- the absent external examiner will provide further comment to the University through the external examiner's report.

##### (b) Absent External Examiner Is Sole Examiner

In this circumstance the following apply:

- the Examination Committee should still take place;
- all decisions must be subject to the written consent of the external examiner;
- consequently all initial decisions should be subject to "Chair's Action";
- Quality Assurance Services will be informed and advice sought on recording the circumstance and effecting decisions of the Committee.

## 2.5.12 Record of Attendance

### 2.5.12.1 Record of Attendance

There should be a full list of members of the Board of Examiners or Examination Committee available, which must be signed by all members present.

This is evidence of their attendance.

#### 2.5.12.2 Absences

All absences should be noted on the record of attendance.

### **2.5.13 Chairing of Examination Committees**

#### 2.5.13.1 Chair

Normally a Dean (or nominee) or Senior Academic Manager will chair all Examination Committees.

#### 2.5.13.2 Experience

A Chair of an Examination Committee will normally have experience of Examination Committees and have participated in relevant staff development on an annual basis.

### **2.5.14 Information to Examination Committees**

#### 2.5.14.1 Marks

The following provisions apply:

- the schedule/spreadsheet of marks arrived at by internal examiners will be tabled as a confidential paper;
- where there is a discrepancy, the marks as moderated by the external examiner(s) may also be tabled, providing both sets of marks are shown;
- the schedule of marks will be presented in accordance with the relevant guidance.

#### 2.5.14.2 Identification of Need of Further Consideration

The following students should be clearly identified:

- students on whom further evidence will be presented to the Committee
- students who have failed a module.

#### 2.5.14.3 Documentation: Cohort Mitigation

Extenuating circumstances which have affected an entire cohort of students will be presented to the Examination Committee.

#### 2.5.14.4 Other Relevant Documentation

Where the Examination Committee will consider further evidence concerning a student (for example in cases of unfair practice or student suitability to proceed), relevant documentation will be prepared to permit due consideration of the matter in question.

#### 2.5.14.5 Written Reports

Where relevant, tutors should provide written reports on such students to the Committee.

Reliance solely on oral comment at the Committee itself should be avoided.

### **2.5.15 Discussion and Decision-Making**

#### 2.5.15.1 Possible Courses of Action

The Chair should clearly identify the courses of action open to the Examination Committee.

#### 2.5.15.2 Voting

Provisions in respect of voting at Examination Committees are:

- votes should be avoided where possible;
- if a vote is taken, all voting members of the Committee may vote [see Code of Practice Boards of Examiners and Examination Committees];
- the Chair has a casting vote.

For non-voting members, see section 2.5.8.8.

#### 2.5.15.3 Declaration of a Matter of Principle

When a Chair has identified a course or courses of action open to the Committee, where necessary external examiner(s) should be asked to declare whether any of these courses of action is a matter of principle.

On any matter which the external examiner(s) have declared a matter of principle, the decision of the external examiner(s) shall either:

- be accepted as final by the Examination Committee  
or
- be referred to the Academic Board.

#### 2.5.15.4 Disagreement on a Matter of Principle: Adjournment

If the external examiners are in disagreement about a matter or matters of principle, the Chair should call a short adjournment to give them the opportunity to resolve their disagreement.

#### 2.5.15.5 Disagreement on a Matter of Principle: Resolution

If the disagreement has not been resolved, the following apply:

- no decision can be taken on the specific matter under consideration;
- the matter will be referred to the Academic Board for resolution;
- the Committee can resume its deliberations on other matters.

#### 2.5.15.6 Disagreement between External Examiner(s) and the Committee

Any unresolved disagreement between external examiner(s) and an Examination Committee will be referred to the Academic Board for resolution.

#### 2.5.15.7 Disagreements between External Examiners

Where an external examiner disagrees with other external examiners, and will not agree a recommendation, it is for the Academic Board to ensure that the matter is resolved.

If the disagreement concerns only one or more individual students, the recommendations for all other students should be agreed.

#### 2.5.15.8 External Examiner's Veto

Other than where they declare a matter of principle, external examiners do not have an automatic veto over the decisions of an Examination Committee.

## **2.5.16 Discussion of the Marks Overall**

### **2.5.16.1 Discussion of the Marks Overall**

Discussion of the marks overall precedes discussion of individual marks. The following provisions apply:

#### **(a) Internal Examiners**

The internal examiners should be given the opportunity to comment on the marking and student performance overall.

#### **(b) External Examiners**

The external examiner(s) should be given the opportunity to comment on the level of internal marking.

### **2.5.16.2 Adjustment to Cohort Marks: External Moderation**

Exceptionally, the external examiner may propose to the Examination Committee the moving of the threshold boundary in relation to a particular cohort of students on a particular module.

Such a proposal may be made in respect of:

- the pass/fail threshold
- other classification boundaries.

### **2.5.16.3 Adjustment to Cohort Marks: Discussion with Internal Examiners**

In such cases, it is expected that such a proposal will have been discussed with internal examiners in an attempt to reach agreement.

### **2.5.16.4 Discussion with Other Relevant Staff**

In such cases it is expected that the matter will have been discussed with the appropriate staff so that:

- any necessary recalculation of overall total marks can have been completed before the meeting
- or

- both sets of marks can be presented to the meeting if required.

#### 2.5.16.5 Adjustment to Cohort Marks: Cohort Mitigation

Adjustments may be made to the marks of a cohort of students after consideration of extenuating circumstances applicable to the entire cohort.

#### 2.5.16.6 Determination of Adjustment to Cohort Marks

Final decisions on any adjustments to the marks of a cohort of students should be taken before the consideration of individual student outcomes.

### **2.5.17 Determination of Individual Module Assessment Outcomes**

#### 2.5.17.1 Individual Marks

The individual mark of any student *may not* have been moved in the process of moderation by external examiner(s); except where the module marks for a cohort have been adjusted.

#### 2.5.17.2 Module Assessment Outcomes

The module assessment outcomes for each student should be conducted as follows:

- the marks for each student should be considered;
- any amendment to the marks will be agreed and recorded on the mark sheet/schedule;
- the overall module assessment outcomes for the student will be agreed.

#### 2.5.17.3 Academic Integrity

All admitted or found cases of unfair practice within taught awards will be presented to the University Academic Integrity Board for determination of penalty.

A report of the penalty will be made to the Board of Examiners for application against the student's academic profile.



## 2.5.18 Progression Decisions

### 2.5.18.1 Schedule of Decisions for Examination Committee

Examination Committees should use whichever of these available decisions are relevant for Level 4 students and the recording of credit for students not presented for level progression or for an award.

#### Pass Award

Successful completion of final level; the student is eligible for a final award; there will not be any subsequent levels.

The award may be made with a classification, merit or distinction (if appropriate).

Note that 'final' may include an alternative award, it may also include a student who has withdrawn and takes a previous, lower level award, which had been obtained.

#### Pass Proceed

Successful completion of level; eligible to proceed to next level. The student does not receive an award at this point.

#### Award Proceed

Successful completion of level; eligible to proceed to next level. The student may receive a contained award.

#### Components Pending

Failed to achieve the requirements to progress to next level. Offered the opportunity for *re-assessment* to complete the level. Re-submitted work to be completed by a specified date.

#### Level Incomplete

Non-progression decision. The student is not yet ready to be presented for progression.

#### Failed - Complete

Failed the level/part of level. Offered the opportunity to:

- enrol with part-time mode of attendance on the same full-time level;

Attendance at the institution is required.

### Failed - Repeat

Failed the level/part of level. Offered the opportunity to repeat the whole of the level in full-time mode.

Attendance at the institution is required.

### Failed Placement

Failed the compulsory placement. Offered the opportunity to:

- repeat the placement
- or
- transfer to an alternative Course/Pathway of study.

### Failed - Withdraw

Failed the level. Required to withdraw. Re-enrolment is not normally permitted to the same Course/Pathway of study.

### Deferred

The decision is being deferred until a later date for further information, e.g. marks not available, work outstanding, etc. This deferral is likely to be for a prolonged period, i.e. greater than one week.

### Deferred Proceed

The decision to pass the level is deferred. Eligible to proceed to next level carrying forward outstanding modules.

### Module Deferred (Mitigation)

Assessment of one or more modules deferred to specified later date.

### Chair's Action

The decision is subject to immediate action by the Chair *where that action is agreed beforehand by the Board.*

### Conditional Award

Award to be confirmed at a subsequent meeting of the Board or Reassessment Committee.

### Letter of Completion

The student has been successful on part of the level and has accumulated credits (normally relevant for taster courses only).

### Exchange Student

The successful student is on an exchange and is not assessable by Leeds Beckett University (to be used when an exchange student has enrolled on a Leeds Beckett University awardset.)

### Not Assessed

The student's level is, for example, a sandwich year, for which there is no assessment.

#### 2.5.18.2 Notification to Boards of Examiners

The Board of Examiners should be provided with a schedule of students who have:

- been offered the opportunity for re-assessment to complete the level
- failed the level and been offered the opportunity for completion/repeat of the level
- been required to withdraw
- been deferred in one or more modules.

#### 2.5.18.3 Extenuating Circumstances

In the event that such a student presents extenuating circumstances which the Mitigation Panel recommends for acceptance to the Board of Examiners, the Board may amend the progression decision reached by the Examination Committee.

### **2.5.19 Students Not Completing a Level or Being Recommended for an Award**

#### 2.5.19.1 Recording of Credit

For students who have not completed Level 4, or are not being presented to a Board of Examiners for level progression or for an award, the Examination Committee will formally record:

- the marks achieved
- the amount and level of credit achieved.

### 2.5.19.2 Student Suitability to Proceed

Where a student is not being presented for level progression and his or her attainment is identified as a matter of concern, the Examination Committee should refer the issue to the relevant Board of Examiners for consideration of the student's suitability to proceed on the Course/Pathway of study.

## 2.5.20 Boards of Examiners

### 2.5.20.1 Boards without Examination Committees

Where a Board of Examiners has decided not to establish an Examination Committee, the Board will fulfil the functions of both an Examination Committee (determination of module assessment outcomes) and a Board of Examiners.

### 2.5.20.2 Agenda

Where this is the case, the agenda of the meeting of the Board of Examiners will be structured to reflect the distinct stages of the process carried out by Examination Committees and Boards of Examiners.

### 2.5.20.3 Proceedings of Boards of Examiners

The proceedings of Boards of Examiners are as found below for both:

- Boards of Examiners as a discrete meeting following the deliberations of an Examination Committee;
- Boards of Examiners meeting at the conclusion of the Examination Committee stage of a combined meeting.

## 2.5.21 Attendance at Boards of Examiners

### 2.5.21.1 Internal Examiners

Attendance for the entire duration of the Board of Examiners is compulsory for all staff responsible for a significant part of the assessment under consideration (except in cases of unavoidable absence – see section 2.5.11.8). This requirement is to ensure that tutors who have previously taught students may contribute their knowledge to the decision making. "Significant" is a matter for the Chair's judgement.

This also applied to a Board of Examiners which incorporates an Examination Committee.

#### 2.5.21.2 Representative of Team of Tutors

Provided that the assessment has previously been considered at an internal moderation process one member of a team of tutors may attend to speak for them all.

#### 2.5.21.3 Shared Modules

In cases where modules are shared by Courses and the assessment contributes to a number of awards:

- internal examiners (or a representative member of a team of examiners) must be present at the Examination Committee at which the standard of the students' assessment outcomes was determined;
- but need not attend all meetings of the Board of Examiners to which these assessment outcomes are forwarded.

#### 2.5.21.4 External Examiners

Where there is more than one external examiner for a Course, *one only* need attend the meeting of the Board of Examiners.

Attendance of an external examiner is only required where a Board of Examiners considers student assessment outcomes above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award).

All external examiners are entitled to attend the Board of Examiners.

### **2.5.22 Chairing of Boards of Examiners**

#### 2.5.22.1 Chair

A Dean (or nominee) or Senior Academic Manager will chair all Boards of Examiners and Examination Committees.

#### 2.5.22.2 Experience

A Chair of a Board of Examiners will normally have experience of Boards of Examiners and have participated in relevant staff development on an annual basis.

### **2.5.23 Information to Boards of Examiners**

#### 2.5.23.1 Module Assessment Outcomes

The schedule of module assessment outcomes as forwarded from relevant Examination Committee(s) (or determined in the earlier part of the meeting of the Board of Examiners) should be tabled as a confidential paper.

#### 2.5.23.2 Report from the Mitigation Panel

The recommendations of the Mitigation Panel in respect of students who have requested that extenuating circumstances be taken into account should be tabled as a confidential paper.

#### 2.5.23.3 Reports from Examination Committee(s)

Reports from Examination Committee(s) on matters relating to individual students should be tabled as a confidential paper.

#### 2.5.23.4 Identification of Need of Further Consideration

The following students should be clearly identified:

- students on whom further evidence will be presented to the Board
- students who have failed to complete the requirements for level progression or for an award.

#### 2.5.23.5 Other Relevant Documentation

Where the Board will consider further evidence concerning a student (for example in cases of cheating, plagiarism or other forms of unfair practice), relevant documentation will be prepared to permit due consideration of the matter in question.

#### 2.5.23.6 Written Reports

Where relevant, tutors should provide written reports on such students to the Board.

Reliance solely on oral comment at the Board of Examiners itself should be avoided.

### **2.5.24 Discussion and Decision-Making**

#### 2.5.24.1 Possible Courses of Action

The Chair should clearly identify the courses of action open to the Board of Examiners.

#### 2.5.24.2 Voting

Provisions in respect of voting at Boards of Examiners are:

- votes should be avoided where possible;
- if a vote is taken, all voting members of the Board may vote [see Section 2.5.8: Boards of Examiners and Examination Committees];
- the Chair has a casting vote.

For non-voting members, see Section 2.5.8.8.

#### 2.5.24.3 Declaration of a Matter of Principle

When a Chair has identified a course or courses of action open to the Board or Committee, where necessary external examiner(s) should be asked to declare whether any of these courses of action is a matter of principle.

On any matter which the external examiner(s) have declared a matter of principle, the decision of the external examiner(s) shall either:

- be accepted as final by the Board of Examiners or Examination Committee  
or
- be referred to the Academic Board.

#### 2.5.24.4 Disagreement on a Matter of Principle: Adjournment

If the external examiners are in disagreement about a matter or matters of principle, the Chair should call a short adjournment to give them the opportunity to resolve their disagreement.

#### 2.5.24.5 Disagreement on a Matter of Principle: Resolution

If the disagreement has not been resolved, the following apply:

- no decision can be taken on the specific matter under consideration
- the matter will be referred to the Academic Board for resolution
- the Board or Committee can resume its deliberations on other matters.

#### 2.5.24.6 Disagreement between External Examiner(s) and the Board

Any unresolved disagreement between external examiner(s) and a Board of Examiners will be referred to the Academic Board for resolution.

#### 2.5.24.7 Disagreements between External Examiners

Where an external examiner disagrees with other external examiners, and will not agree a recommendation, it is for the Academic Board to ensure that the matter is resolved.

If the disagreement concerns only one or more individual students, the recommendations for all other students should be signed.

#### 2.5.24.8 External Examiner's Veto

Other than where they declare a matter of principle, external examiners do not have an automatic veto over the decisions of a Board of Examiners or Examination Committee.

### **2.5.25 Discussion of the Marks Overall**

#### 2.5.25.1 Discussion of the Marks Overall

Discussion of the marks overall precedes discussion of individual marks. The following provisions apply:



(a) Internal Examiners

The internal examiners should be given the opportunity to comment on the marking and student performance overall.

(b) External Examiners

The external examiner(s) should be given the opportunity to comment on the level of internal marking.

## **2.5.26 Consideration of Individual Results**

### 2.5.26.1 Individual Results

Consideration of individual results should be conducted as follows:

- the marks of each student should be considered together with any written evidence pertaining to that student;
- the consideration of extenuating circumstances should be conducted in accordance with Section 2.5.28;
- the consideration of Conditional Awards should be conducted in accordance with Section 2.5.30;
- any amendment to the marks will be agreed and recorded on the mark sheet/schedule;
- the overall result for the student will be agreed.

### 2.5.26.2 Decisions of Boards of Examiners

The schedule of possible decisions open to a Board of Examiners is found in Section 2.5.38.

## **2.5.27 Consideration of Extenuating Circumstances by Boards of Examiners**

### 2.5.27.1 Consideration

A Board of Examiners should seek to establish to its satisfaction that a student's:

- inability to submit assessed coursework on the required date
- absence from examinations or other scheduled assessments
- failure to submit assessed coursework

- poor performance was wholly or in part due to a cause found to be valid on consideration of the evidence presented.

#### 2.5.27.2 Report from Mitigation Panel

Boards of Examiners will receive a report of decisions from a Mitigation Panel in respect of submitted extenuating circumstances in accordance with the provisions of Section 2.7.

#### 2.5.27.3 Determination

On the basis of this report of decisions, a Board of Examiners will determine the mitigation to be permitted (if any) in accordance with the provisions of Section 2.7.

#### 2.5.27.4 Mitigation: Deferral of Assessment

If the Board of Examiners permits mitigation, the mitigation will normally be permission for the student to be assessed in the work in question as if for the first time. Such a student is deemed deferred.

If the student fails the deferred assessment, any re-assessment will be in accordance with current University Regulations.

#### 2.5.27.5 Sole Form of Mitigation

A deferral will normally be the sole form of mitigation offered by a Board of Examiners.

#### 2.5.27.6 Exceptional Circumstances: Other Forms of Mitigation

In *exceptional circumstances*, and at its discretion, a Board of Examiners may:

- permit the student to be assessed in a form agreed by the Board
- deem the student to have passed the assessment
- award a mark
- raise a mark or permit re-assessment to raise a mark
- offer the relevant award if it is the final stage.

#### 2.5.27.7 Deem the Student to Have Passed the Assessment

Where the Board is satisfied as to the student's progress overall, the work relating to the level and the overall achievement of the learning outcomes, it may deem the student to have passed the assessment(s) in question.

#### 2.5.27.8 Award a Mark

##### (a) Decision to Allocate a Mark

The Board may allocate a mark, where it is satisfied that:

- the student's achievement overall in the Course/Pathway of study is of high quality
- and
- the record of work relating to the level is good.

##### (b) Determination of the Allocated Mark

Such an allocated mark may be:

- the average of the student overall
- the average for that cohort
- another mark.

##### (c) Student Option

The student will be given the choice between:

- accepting the mark
- being assessed as for the first time.

#### 2.5.27.9 Re-assessment or Raised Mark

Where the student has passed the module(s) but where the grade or mark attained is lower than might reasonably be expected from the student's overall performance, the Board may permit the student either:

- to be re-assessed in that module permitting the mark to be raised
- award a higher mark.

#### 2.5.27.10 Offer the Relevant Award

Where the Board is satisfied as to the student's progress overall in the work relating to the Course/Pathway of study it may:

- deem the student to have passed the assessment(s) in question
- offer the relevant award if it is the final stage.

### **2.5.28 Award Classification**

#### 2.5.28.1 Award Classification: Bachelor with Honours

The classification of awards of Bachelor with Honours should be determined in accordance with the provisions of Section 2.3: Progression and Award.

#### 2.5.28.2 Merit and Distinction

The award of merit or distinction should be determined in accordance with the provisions of Section 2.3: Progression and Award.

### **2.5.29 Conditional Awards**

#### 2.5.29.1 Awards without Degree Classification

If a student's final award cannot be determined at the Board of Examiners the following provisions apply:

- whenever possible, a conditional award should be made (eg award subject to passing a placement/teaching practice etc.);
- where this is done it is not necessary to reconvene the whole Board of Examiners in order for the award finally to be determined;
- the Board of Examiners should formally endorse Chair's Action in respect of such a conditional award.

#### 2.5.29.2 Honours Degree Classification

Where Honours Degree classification is to be decided, the above apply with the additional requirement that the external examiner(s) present at the Board of Examiners must be associated with the decision.

“Associated” may be by oral agreement followed by written confirmation.

### **2.5.30 Contained Awards**

#### 2.5.30.1 Entitlement and Recording

Where relevant, entitlement to a contained award should be noted and minuted.

### **2.5.31 Re-assessment**

#### 2.5.31.1 Opportunity for Re-assessment

If relevant, students may be offered the opportunity for re-assessment under the provisions of Section 2.3: Progression and Award.

#### 2.5.31.2 Tutorial Support

The responsibility for providing tutorial guidance to the student should be identified.

#### 2.5.31.3 Information and Confidentiality

Tutors should take care not to disclose the confidential proceedings of the Board of Examiners or Examination Committee, and should guide the student on what they now have to do.

#### 2.5.31.4 Reconvened Boards of Examiners: Student Outcomes

If a Board of Examiners decides that re-assessment outcomes will be determined by a Reconvened Board of Examiners, the Board of Examiners should:

- determine the course of action in the event of the student successfully re-submitting for assessment;
- determine the course of action in the event of the student failing the re-assessments;
- determine the course of action in the event of the student failing to achieve the requirements for level progression.

#### 2.5.31.5 Reconvened Board of Examiners: Recommendations for Awards

If a Board of Examiners decides that re-assessment outcomes will be determined by a Reconvened Board of Examiners, the Board of Examiners should:

- determine the arrangements by which the external examiner may be associated with the decision in the event of the Re-convened Board of Examiners making a recommendation for an award of the University.

“Associated” may be by oral agreement followed by written confirmation.

#### 2.5.31.6 Membership of the Reconvened Board of Examiners

If a Board of Examiners decides that re-assessment outcomes will be determined by a Reconvened Board of Examiners, the Board of Examiners should determine the membership of the Reconvened Board of Examiners.

### 2.5.32 Completion and Repeat

#### 2.5.32.1 Opportunity to Complete/Repeat

A student may be offered the opportunity to complete or repeat a level under the provisions of Section 2.3: Progression and Award.

#### 2.5.32.2 Information to Students

In cases of students being required to complete or repeat a level, the Board must make clear:

- what is being required of the student  
and
- what options (if any) are open to the student.

### 2.5.33 Student Results

#### 2.5.33.1 Accuracy

At the conclusion of the determination of individual results, the overall result for each student will be read from the results sheet/spreadsheet as a final check on its accuracy.

#### 2.5.33.2 Signing the Results Sheet

The results sheet/spreadsheet will then be signed by the Chair of the Board and the external examiner(s).

#### 2.5.33.3 Recommendations for Awards

No recommendations for an award of the University may be made without the written consent of the external examiner(s).

This is normally through the signing of the results sheet/spreadsheet.

#### 2.5.33.4 Proper Conduct and Review/Appeal

The signing of the results sheet/spreadsheet by the external examiner(s) is also confirmation:

- that the external examiner is satisfied that the Board has been conducted in accordance with the Regulations of the University;
- that any further consideration of any of the decisions of the Board is limited to the provisions of Section 2.8: Appeal Against the Decision of a Board of Examiners or Examination Committee.

#### 2.5.33.5 Recording of Results

The recording of the results on the University's student record system will proceed as provided for in the relevant Procedures.

### **2.5.34 Confidentiality**

#### 2.5.34.1 Results Sheets/Spreadsheets

Results sheets/spreadsheets may be retained by:

- the Chair
- External Examiner(s)
- the Course Leader (or equivalent)
- any other staff authorised to disclose results.

All other results sheets/spreadsheets must be collected at the end of the meeting.

#### 2.5.34.2 Disclosure of Results

Only designated staff are authorised to disclose results [see Section 2.5.35].

#### 2.5.34.3 Proceedings and Outcomes

All members of the Board of Examiners should take care not to disclose the confidential proceedings or outcomes of the Board.

### **2.5.35 Disclosure of Assessment Results**

#### 2.5.35.1 Coursework Marks

Marks awarded for coursework at any stage should be disclosed to the student, but it should be made clear that the marks are subject to:

- internal moderation
- moderation by external examiners
- the final decision of an Examination Committee and/or Board of Examiners.

#### 2.5.35.2 Confirmed Marks

Students will be informed of their confirmed marks as adjusted and agreed by the Committee and Board for all levels of a Course/Pathway of study, both:

- overall
- and
- for individual modules.

#### 2.5.35.3 Disclosure of Individual Results

The following provisions apply:

- disclosure of the module outcomes of an individual student must be to that student only or, in exceptional circumstances, to another third party specifically authorised by the student;



- disclosure should be done only by an authorised tutor, either orally in a tutorial situation or by an official letter;
- clerical/secretarial staff should be instructed not to give out results or marks.

#### 2.5.35.4 Publication of Overall Results

Results lists (which include the results of deferred/referred students) will be prepared and published in accordance with the relevant Procedures. These will be signed by the Chair of the Board and the Course Leader (or equivalent).

These will be published within five working days following the Board meeting.

### **2.5.36 Conduct of Reconvened Boards of Examiners**

#### 2.5.36.1 Functions of a Reconvened Board of Examiners

A Reconvened Board of Examiners will fulfil the functions of both an Examination Committee (determination of module assessment outcomes) and a Board of Examiners.

#### 2.5.36.2 Membership

The re-convened Board of Examiners shall consist of:

- the Chair
- the Course Leader (or equivalent)
- all internal examiners with significant responsibilities
- at least one external examiner
- a Secretary to the Board (in attendance).

The Board shall formally decide whether the membership of the Board is sufficient and appropriate before discussion of students' progress can take place.

### 2.5.36.3 External Examiners

One external examiner shall be associated with the decisions of the Reconvened Board of Examiners where such a Reconvened Board considers student assessment outcomes above the level of Certificate of Higher Education (unless the Certificate of Higher Education is the target award).

“Associated” may be by oral agreement followed by written confirmation.

All external examiners have the right to attend and vote.

### 2.5.36.4 Attendance

Attendance at the Reconvened Board of Examiners should meet the minimum requirements for membership. Where designated members are unable to attend the meeting, the Chair of the Board may replace them with substitute members to ensure the minimum attendance requirements.

### 2.5.36.5 Minutes of the Board of Examiners

The confirmed minutes of the Board of Examiners should be tabled at the meeting of the Reconvened Board of Examiners so as to have available the previously determined:

- course of action in the event of the student successfully re-submitting for assessment
- course of action in the event of the student failing the re-assessments
- course of action in the event of the student failing to achieve the requirements for level progression.

### 2.5.36.6 Proceedings

The Reconvened Board of Examiners should proceed according to the Regulations and Procedures for Boards of Examiners in respect of:

- record of attendance
- chairing of the Reconvened Board
- information to the Reconvened Board of Examiners
- discussion and decision-making
- consideration of individual results
- consideration of extenuating circumstances

- determination of student outcomes (awards, conditional awards, honours degree classification, contained awards, re-assessment, completion and repeat)
- student results
- confidentiality
- disclosure.

#### 2.5.36.7 Consultation with External Examiner

The Chair of the Reconvened Board of Examiners should consult with the designated external examiner when difficult or borderline cases are to be considered.

#### 2.5.36.8 Recommendations for Awards

No recommendations for an award of the University may be made without the written consent of the external examiner.

The written consent of the designated external examiner to any recommendations for award made by a Reconvened Board of Examiners should be obtained by the arrangements previously agreed by the Board of Examiners.

#### 2.5.36.9 Proper Conduct and Review/Appeal

The written consent of the external examiner(s) is also confirmation that, in respect of the recommendation for the award:

- the external examiner is satisfied that the Reconvened Board of Examiners has been conducted in accordance with the Regulations of the University.
- any further consideration of any of the decisions of the Reconvened Board of Examiners is limited to the provisions of Section 2.8: Appeal Against the Decision of a Board of Examiners or Examination Committee.

### 2.5.37 **Schedule of Possible Decisions of Board of Examiners**

#### Pass Award

Successful completion of final level; the student is eligible for a final award; there will not be any subsequent levels.

The award may be made with a classification, merit or distinction (if appropriate).

Note that 'final' may include an alternative award, it may also include a student who has withdrawn and takes a previous, lower level award, which had been obtained.

#### Pass Proceed

Successful completion of level; eligible to proceed to next level. The student does not receive an award at this point.

#### Award Proceed

Successful completion of level; eligible to proceed to next level. The student may receive a contained award.

#### Components Pending

Failed to achieve the requirements to progress to next level. Offered the opportunity for *re-assessment* to complete the level. Re-submitted work to be completed by a specified date.

#### Level Incomplete

Non-progression decision. The student is not yet ready to be presented for progression.

#### Failed - Complete

Failed the level/part of level. Offered the opportunity to:

- enrol with part-time mode of attendance on the same full-time level;

Attendance at the institution is required.

#### Failed - Repeat

Failed the level/part of level. Offered the opportunity to repeat the whole of the level in full-time mode.

Attendance at the institution is required.

### Failed Placement

Failed the compulsory placement. Offered the opportunity to:

- repeat the placement
- or
- transfer to an alternative Course/Pathway of study.

### Failed - Withdraw

Failed the level. Required to withdraw. Re-enrolment is not normally permitted to the same Course/Pathway of study.

### Deferred

The decision is being deferred until a later date for further information, e.g. marks not available, work outstanding, etc. This deferral is likely to be for a prolonged period, i.e. greater than one week.

### Deferred Proceed

The decision to pass the level is deferred. Eligible to proceed to next level carrying forward outstanding modules.

### Module Deferred (Mitigation)

Assessment of one or more modules deferred to specified later date.

### Chair's Action

The decision is subject to immediate action by the Chair *where that action is agreed beforehand by the Board*.

### Conditional Award

Award to be confirmed at a subsequent meeting of the Board or Reassessment Committee.

### Letter of Completion

The student has been successful on part of the level and has accumulated credits (normally relevant for taster courses only).

### Exchange Student

The successful student is on an exchange and is not assessable by Leeds Beckett University (to be used when an exchange student has enrolled on a Leeds Beckett University award set.)

### Not Assessed

The student's level is, for example, a sandwich year, for which there is no assessment.

# **APPENDIX A: LEGAL CONTEXT**

## **LEGAL CONTEXT**

### **A1 Data Protection Act 1998**

Under the terms of this Act students have the right, on the payment of a fee, to see personal data. This includes data held on computer or other electronic storage systems, and structured manual files.

### **A2 Personal Data**

The 1998 Data Protection Act defines “Personal Data” as:

“Personal Data’ are data which relate to a living individual who can be identified from that information, or from that data and other information in the possession of the data controller or which are likely to come into his or her possession. These include any expression of opinion about the individual and of the intentions of the data controller in respect of that individual”.

### **A3 Data Subject Access**

The 1998 Data Protection Act defines “Data Subject Access” as:

“Data Subject Access’ is the right of an individual to access personal data relating to him or her which is held by a data controller”.

### **A4 Exclusions**

Personal Data consisting of information recorded by candidates during an examination are exempt from subject access under the Data Protection Act 1998.

“Examination” means “any process for determining the knowledge, intelligence, skill or ability of a candidate by reference to his or her performance in any test, work or other activity”; and thus includes written assessment work and assessment work submitted in other media.

### **A5 Permitted Extension of Timescales**

Where a Data Protection Act subject access request is made in relation to examination marks or results before these have been announced, the timescale is extended to whichever of the following is earlier:

- five months from the date on which the request was received (or from the date on which the fee and any required additional information was received); or
- forty days from the announcement of the examination results.





# Academic Principles and Regulations

Codes of Practice

## Disabled Students

Section 2.6



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## Code of Practice – Section 2.6

### Disabled Students

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Academic and Support staff responsible for efficient working practices in relation to students who have declared a disability or impairment.
Also of Relevance to:	Collaborative partners, Professional Services Staff, Students' Union Advice Service.
Brief Summary of Purpose:	To outline the processes by which students declare a disability or impairment to our University and how our University responds.





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## **SECTION 2.6: DISABLED STUDENTS**

### **2.6.1 Purpose**

The purpose of these regulations is to outline the processes by which students declare a disability to our University, the responsibilities of students and the University and the way in which our University considers reasonable adjustments.

### **2.6.2 Application**

#### **2.6.2.1 Assessment**

“Assessment” shall be taken to mean any form of assessment as defined in Codes of Practice Section 2.2.4: Assessment Strategies, and shall include formal examinations.

#### **2.6.2.2 Disabled Student**

A “disabled student” is any student who has a diagnosed disability or impairment as defined by the Equality Act 2010.

The Equality Act defines a person as having a disability where:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities.

#### **2.6.2.3 Declaration of Disability**

All students requesting alternative arrangements for assessment must declare and provide evidence of their disability to the University via the Disability Advice team. This may include students who:

- have a diagnosed disability at the point of application
- are diagnosed with a disability following commencement of their studies
- become aware of an existing disability after their Course/Pathway has started

### **2.6.3 Reasonable Adjustment for Exams and Assessment or Alternative Methods of Assessment**

Reasonable adjustment for examinations and assessment or alternative methods of assessment enable disabled students to participate fully in their course and assessment ensuring they are not disadvantaged as a result of their disability or impairment.

Reasonable adjustment for examinations and assessment or alternative methods of assessment are considered in accordance with section 2.6.3.1 following the receipt of appropriate evidence and discussion between a Disability Adviser, student and, where necessary, an academic representative from the course team.

#### 2.6.3.1 Consideration of reasonable adjustments

Consideration should be given to requests for reasonable adjustments, and/or, alternative methods of assessment, where a disabled student would be otherwise disadvantaged.

Requests for reasonable adjustment for examinations and assessment or alternative methods of assessment may only be considered if the learning outcomes and core competency standards of the course are not compromised.

This will require negotiation between the Disability Advice team, the student and, where necessary, an academic representative from the course team.

#### 2.6.3.2 Timing of the Request

Requests for reasonable adjustment for examinations and assessment or alternative methods of assessment should, where possible, be made prior to admission, but may be made at any time during the student's course of study, if practicable and considered reasonable by the University.

#### 2.6.3.3 Academic Rigour

Reasonable adjustment for examinations and assessment or alternative methods of assessment must be:

- consistent with academic rigour,
- consistent with core competency standards and professional requirements of the course enable the course team to accurately measure learning outcomes



## **2.6.4 Responsibilities of Disabled Students**

### 2.6.4.1 Declaration

It is the responsibility of the student to declare their disability to the University's Disability Advice service.

### 2.6.4.2 Timescales

Requests for reasonable adjustments and/or alternative methods of assessment must be made within timescales specified by the University (see also section 2.6.3.2).

### 2.6.4.3 Evidence

It is the responsibility of the student to provide appropriate evidence of their disability (see section 2.6.5.2).

## **2.6.5 Responsibilities of Disability Advice**

### 2.6.5.1 Post Declaration

Following declaration by the student, the Disability Advice team will undertake an assessment of the student's support requirements.

### 2.6.5.2 Evidence

Reasonable adjustments and/or alternative methods of assessment can only be agreed if there is:

evidence of a disability, e.g. in the form of a letter from a medical professional or educational psychologist's report.

### 2.6.5.3 Recommendations for reasonable adjustments and/or alternative methods of assessment

Disability Advice will provide the School with:

- a written recommendation for reasonable adjustments to examinations or assessment
- the timescale to which the reasonable adjustments should be applied.

## **2.6.6 Responsibility of Dean (or nominee)**

### 2.6.6.1 Delegation of Implementation

If a Dean (or nominee) delegates responsibility for the implementation of:

- alternative methods of assessment
- And
- appropriate arrangements for assessment

This shall be to a designated member of staff within the School which may include the Course Leader

### 2.6.6.2 Meeting the Request

The Dean (or nominee) is responsible for determining the extent to which the request can and should be met.

Requests for alternative assessment methods or arrangements shall not be unreasonably refused. Where recommendations cannot be implemented this must be discussed with Disability Advice.

### 2.6.6.3 Informing the Student

The Dean (or nominee) should inform the student (as appropriate) of:

- whether the request will be met
- any modes of assessment which are unreasonable on academic or professional grounds

### 2.6.6.4 Arrangements for Alternative Assessment

The Dean (or nominee) is responsible for ensuring that the agreed:

- method of assessment
- And
- arrangements for assessment are fully implemented.

### 2.6.6.5 Other Methods of Assessment

The Dean (or nominee) is responsible for ensuring that any prescribed assessment other than written or practical assignments and examinations e.g. group work, presentations, field trips or placements:

- are discussed with disabled students at appropriate points throughout their Course/Pathway of study

And

- agreed alternatives are arranged where necessary.

#### 2.6.6.6 Notification to the Board of Examiners

The Dean (or nominee) is responsible for notifying the Chair of the Board of Examiners or Examination Committee of:

- any alternative methods of assessment or arrangements for assessment

And

- the student(s) to whom these apply.

### 2.6.7 **Assessment after the Event**

#### 2.6.7.1 Limitations on Seeking Assessment after the Event

A disabled student shall not be permitted to seek reasonable adjustment after the event:

- When the student, without good reason, has not previously requested that alternative arrangements be put in place.

### 2.6.8 **Requests in respect of Extenuating Circumstances**

#### 2.6.8.1 Precluded Requests

Provided that the agreed reasonable adjustment arrangements have been fully implemented:

- A student shall not normally be permitted to request further extenuating circumstances to be taken into account where these relate to the disability for which these arrangements were made.

#### 2.6.8.2 Non-precluded Requests

Circumstances in which a request for consideration of extenuating circumstances to be taken into account are permitted where:

- any mode of assessment is not covered by an alternative arrangement
- the agreed method of assessment or arrangements for assessment have not been fully implemented
- the student's disability is fluctuating in nature, and therefore unpredictable, and their circumstances and support requirements may change during the course of an assessment.

## **2.6.9 Confidentiality**

### **2.6.9.1 Requirements for Confidentiality**

Any information relating to a student's disability will be treated confidentially. Diagnostic evidence provided to Disability Advice will never be shared with third parties without consent from the disabled student.

### **2.6.9.2 Consent**

Disability Advice will request consent from disabled students prior to sharing information relating to a student's disability and recommended reasonable adjustments.

# Academic Principles and Regulations

Codes of Practice

## Extenuating Circumstances and Mitigation

Section 2.7



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## Code of Practice – Section 2.7

### Extenuating Circumstances and Mitigation

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Mitigation co-ordinators, mitigation panel chairs and members and any other colleagues involved in the extenuating circumstances and mitigation processes
Also of Relevance to:	Collaborative partners and Student Union Advice Service
Brief Summary of Purpose:	To provide the requirements of what may or may not be considered as a request for extenuating circumstances and mitigation and to outline the methods for processing such requests.







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## **SECTION 2.7: EXTENUATING CIRCUMSTANCES AND MITIGATION**

### **2.7.1 Purpose**

Leeds Beckett University recognises that circumstances may arise in which students are unable to complete or submit assessment. These are known as extenuating circumstances.

Students may submit details of their circumstances to request an extension or apply for mitigation to lessen the harmful effect of their extenuating circumstances on assessment outcomes.

The section sets out students' and staff roles and responsibilities in the process, how the University will deal with student requests for extenuating circumstances and mitigation, and possible outcomes of the process.

### **2.7.2 General Provisions**

#### **2.7.2.1 Definitions**

Extenuating circumstances are those which:

- affect a student's ability to attend or submit assessment(s)
- are outside a student's control
- can normally be corroborated with original documentary evidence
- occurred during or shortly before scheduled assessment

Mitigation is awarded to lessen the harmful effect of extenuating circumstances on student's assessment outcomes.

#### **2.7.2.2 Fit to Sit/Submit Principle**

The University Extenuating Circumstances and Mitigation regulations are based on the principle of fit to sit/submit. The principle asserts that students who undertake an assessment declare themselves fit to take that assessment; any claim for extenuating circumstances in relation to that assessment will not, normally, be considered.

#### **2.7.2.3 Non-submission**

Where a student has not declared themselves fit to sit/submit and has not completed an extension request or an authorised absence request the respective assessment(s) will normally be recorded as non-submission(s).

#### 2.7.2.4 Extenuating circumstances

Students may submit requests for consideration of extenuating circumstances in respect of:

- inability to submit assessed coursework on the required date
- inability to sit an examination or other scheduled assessment on the required date
- the same extenuating circumstances may not be claimed more than once for the same assessment.

#### 2.7.2.5 Mitigation

If the submitted extenuating circumstances are found to be valid, mitigation in respect of these will be considered in accordance with the University Regulations. There are two types of mitigation:

- mitigation at the point of assessment (see 2.7.2.6)
- other mitigation determined by a mitigation panel (see 2.7.2.7)

#### 2.7.2.6 Mitigation at the Point of Assessment

Mitigation at the point of assessment in respect of coursework submissions will be considered and determined by the Mitigation Co-ordinator, and a report of any mitigation granted will be made to the relevant mitigation panel [See Section 2.7.8 below].

#### 2.7.2.7 Other Mitigation

All other requests for consideration of extenuating circumstances must be submitted to the relevant mitigation panel and outcomes are forwarded to the appropriate Board of Examiners. The Board determines what action (if any) should be taken. The nature of the extenuating circumstances themselves is not disclosed to the Board.

#### 2.7.2.8 Consequences of Failure to Notify: Appeal

If, without good cause, a student fails to seek consideration of extenuating circumstances in accordance with University Regulations and guidance, normally, any Request for an Appeal Hearing on the grounds of these extenuating circumstances will be rejected.

### 2.7.2.9 Mitigation Panels

The University authorises the establishment of mitigation panels, in accordance with current University guidance, to:

- consider extenuating circumstances
- make appropriate recommendations to the relevant Boards of Examiners.

For collaborative partners, panels will be established at an appropriate level as determined by the University.

### 2.7.2.10 Authorised Absence from Assessment

Students are permitted to seek permission for an authorised absence from assessment in relation to circumstances which are outside the fit to sit/submit principle. Such circumstances may include, but are not limited to, Jury Service, UK Visas and Immigration interviews, and court proceedings.

A request for authorised absence from assessment must be directed to the designated member of Academic Staff for approval.

Authorised absence from assessment must be supported by original documentary evidence.

All requests for authorised absence from assessment will be presented to the mitigation panel for information.

Authorised absence from assessment will be recorded in the University's student record system.

## 2.7.3 Responsibility of Students

### 2.7.3.1 Student Responsibility

It is the responsibility of the student to do the following:

- Declare themselves fit to sit/submit by attending or submitting assessment.
- Inform the University of any extenuating circumstances which they wish to be taken into consideration in respect of inability to submit assessed coursework and/or sit examinations or other scheduled assessment.

- Ensure the request is received in writing, in the appropriate manner and is received by the designated member of staff
- Ensure the request is supported by original documentary evidence
- Ensure the request clearly states the module or modules affected and the specific assessment(s) affected
- Ensure the request clearly states the date(s) for or between which the submitted extenuating circumstances are being claimed. Failure to do so may result in the mitigation panel being unable to recommend any mitigation.

#### 2.7.3.2 Formal Notification

Extenuating circumstances will normally only be taken into account if the formal provisions for notification [Section 2.7.7 below] are followed.

#### 2.7.3.3 Timing

A student who has not undertaken assessment because they consider themselves to be unfit must make a request for consideration of their extenuating circumstances at the earliest possible time and normally no later than 5 working days from the date of assessment.

Where a student has declared themselves fit to sit/submit but later deems their declaration to have been incorrect they will, in exceptional circumstances, be permitted to submit extenuating circumstances within 5 working days of the date of assessment. For example, becoming ill during an examination.

#### 2.7.3.4 Evidence

All requests for consideration of extenuating circumstances must be substantiated by original, documentary evidence.

Evidence should be submitted with the request and normally no later than 5 working days of the request for extenuating circumstances being received by the University.

### 2.7.4 Information to Students

#### 2.7.4.1 Information

It is the responsibility of the Dean of School to ensure that students have access to the following information:

- the current University Regulations and associated guidance
- the name of the person(s) designated to receive requests for consideration of extenuating circumstances
- the location to which extenuating circumstances should be directed, including electronic submission
- sufficient advance notice of the dates by which such submissions must be submitted to enable them to be presented
- appropriate sources of advice and guidance.

#### 2.7.4.2 Discussion with University Staff

Discussion of problems or difficulties with a member or members of University staff does not in itself constitute a submission of extenuating circumstances.

#### 2.7.4.3 Statements from University Staff

Any relevant statement to be presented to a mitigation panel as original documentary evidence arising from previous discussion with or disclosure to a member of University staff:

- Needs to be requested from that member of staff by the student
- Be in writing
- Be submitted by the student

### 2.7.5 Confidentiality

#### 2.7.5.1 Details of Extenuating Circumstances

All submissions giving details of extenuating circumstances will be confidential to the University staff authorised to receive and consider them, except for the provisions of 2.7.5.3 below.

#### 2.7.5.2 Discussion of Extenuating Circumstances

Discussion of extenuating circumstances by mitigation panels or Boards of Examiners will be confidential to those members of staff, except for the provisions of 2.7.5.3 below.

### 2.7.5.3 Exceptions to Confidentiality

Submission of extenuating circumstances will not normally be disclosed outside the mitigation panel other than in the following circumstances:

- Where the needs of a Professional, Statutory or Regulatory Body requires wider disclosure.
- Where the decision of a Board of Examiners requires wider disclosure.
- Where a student subsequently requests and is granted, an Appeal Hearing.
- Where investigation of matters under the general student regulations requires wider disclosure.
- Where there is a potential threat to life.

Wider disclosure will be limited to the External Examiner, Chair or Investigating Officer as appropriate to each circumstance. Where disclosure is deemed to be necessary beyond these person(s) the student(s) will be informed in advance of disclosure.

## 2.7.6 Retention of Information

### 2.7.6.1 Retention of Information

Records of extenuating circumstances will be securely retained as follows:

#### (a) Mitigation Granted

Where the outcome of consideration was that a form of mitigation was granted to the student, records relating to this will be retained for the students' duration of study plus one year.

#### (b) Mitigation not Granted

Where the outcome of consideration was that mitigation was not granted to the student (including on account of late submission of the request), records relating to this will be retained for the students duration of study plus one year.

These provisions also apply to requests for mitigation at the point of assessment (Sections 2.7.7 and 2.7.8).



#### 2.7.6.2 Reasons for Retention of Information

Such information will be retained for the purposes of an Appeal against a decision of a Board of Examiners or Examination Committee (if appropriate).

#### 2.7.6.3 Destruction of Records

At the end of the period of retention, records of extenuating circumstances will be destroyed in a manner which ensures that confidentiality of the information is not breached.

### 2.7.7 **Submission of Extenuating Circumstances**

#### 2.7.7.1 Written requests

All requests for the consideration of extenuating circumstances must be in writing in accordance with guidance issued by the University.

Electronic submissions are acceptable, provided that they are accompanied by verification of the student's identity via University systems (e.g. Student ID number).

Electronic submission must be followed by submission of original documentary evidence.

This includes requests for extensions to submission deadlines for coursework.

#### 2.7.7.2 Third Party Submission of Extenuating Circumstances

In exceptional circumstances, third party submission of extenuating circumstances will be accepted, provided they are accompanied by confirmation of the student's inability to submit themselves.

### 2.7.8 **Mitigation at the point of Assessment: Coursework**

#### 2.7.8.1 Inability to meet coursework submission date

Students may seek an extension to a coursework submission date, where they have valid extenuating circumstances in respect of being unable to meet the relevant submission deadline.

#### 2.7.8.2 Requests for Coursework Extensions

Such requests must:

- be submitted to the person designated to receive them
- identify the circumstances
- provide independent documentary evidence

#### 2.7.8.3 Consideration

Consideration of such requests will be made by a designated member of academic staff, appointed for this purpose.

#### 2.7.8.4 Outcome of Consideration

The outcome of the consideration will be that the extension will be permitted or not permitted. There is no appeal against the outcome of this consideration through the regulations for an Appeal against a Decision of a Board of Examiners or Examination Committee (see Section 2.8).

#### 2.7.8.5 Length of Extensions

The length of the extension given will normally be:

- for 5 working days only -“Working Days” includes weekdays and vacations
- Saturdays, Sundays, Bank Holidays and other days when the University is closed are not working days for the purposes of these regulations.

If the student requests a longer period of time and the member of staff considering the request finds this to be justified, the length of the extension given may normally be given to a maximum of 10 working days.

#### 2.7.8.6 Sole Form of Mitigation

Such an extension will normally be the sole form of mitigation allowed in respect of these extenuating circumstances.

#### 2.7.8.7 Reporting of Extensions

All extensions, where granted, must be reported to the School mitigation panel and recorded in the University’s student record system.

#### 2.7.8.8 Extensions Requested after the Submission Date

An extension will not normally be given after the date on which the coursework should have been submitted.

#### 2.7.9 **Mitigation: Coursework, Examinations or Other Scheduled Assessments**

##### 2.7.9.1 Mitigation: Coursework

A student who is unable to meet a coursework deadline may submit their extenuating circumstances to the mitigation panel where:

- their circumstances are valid and
- an extension to their course work deadline is not a suitable remedy or has already been exhausted

In cases where an extension has already been granted the student would need to demonstrate that their circumstances had changed in some way and how this had impacted upon their ability to submit assessment.

##### 2.7.9.2 Absence from Examinations or Other Scheduled Assessments

A student who was absent from an examination or other scheduled assessment and considers that they have valid extenuating circumstances in respect of this, must request consideration of those circumstances in accordance with University Regulations.

If the circumstances are found to be valid, the mitigation panel will permit the student to take the assessment as if at the first attempt (deferral) at the next available opportunity.

No special examination or other scheduled assessment will, normally, be provided for such students.

##### 2.7.9.3 Mitigation: Examinations

If the circumstances are found to be valid, the mitigation panel will permit the student to take the examination as if at the first attempt (deferral) at the next available opportunity.

No special examination will be provided for such students.

## **2.7.10 Extenuating Circumstances affecting a Cohort of Students**

### **2.7.10.1 Presentation to Examination Committees or Board of Examiners**

Extenuating circumstances which may have affected the performance of a cohort of students will be presented to the relevant Board of Examiners or Examination Committee acting on behalf of a Board of Examiners.

### **2.7.10.2 Notification**

The Course Leader (or equivalent) (or nominee) is responsible for informing the Committee or Board of such circumstances.

### **2.7.10.3 Consideration**

Consideration of such circumstances will be conducted in accordance with Section C2.5 of the University Regulations: Boards of Examiners and Examination Committees. Where the circumstances are deemed to warrant this, the marks of the entire cohort may be adjusted upwards.

## **2.7.11 Mitigation Panels**

### **2.7.11.1 Establishment**

Mitigation panels will be established for the consideration of extenuating circumstances presented to Boards of Examiners.

### **2.7.11.2 Minimum Membership Requirement**

The following members are required for all mitigation panels:

- Senior member of academic staff nominated by the Dean of School (Chair)
- At least two members of academic staff internal to the School
- A senior member of support staff
- One experienced member of academic or senior support staff external to the School in which the students are located
- a secretary to the panel (in attendance).

### 2.7.11.3 Agenda and Recording

Mitigation panels will be conducted, and their proceedings recorded in accordance with guidance issued by the University. Provision for letter(s) of advice to students with repeated requests for mitigation is included in the guidance.

### 2.7.11.4 Receipt of Authorised Absence

The mitigation panel will receive a report of authorised absences granted by the designated officer, for information.

### 2.7.11.5 Consideration of Extenuating Circumstances

The mitigation panel will consider the extenuating circumstances presented and will determine as follows:

- The degree of seriousness of the extenuating circumstances accepted
- The assessments which were evidenced by the relevant extenuating circumstances.

### 2.7.11.6 Categorisation of Seriousness

The mitigation panel will categorise the seriousness of extenuating circumstances as follows:

- Category A – Very Serious
- Category B – Sufficiently Serious to defer assessment
- Rejected – the panel will reject claims which are late, not substantiated by original documentary evidence or are not deemed sufficiently serious to warrant deferral.

### 2.7.11.7 Report to the Board of Examiners

The mitigation panel will make a report to the relevant Board of Examiners in respect of each student:

- Identifying the assessments which were affected by the extenuating circumstances
- and
- Categorising the seriousness of the relevant extenuating circumstances in respect of those assessments.

The mitigation panel will also present a report of all extensions to coursework assessment deadlines granted at the point of assessment and all outcomes of requests for authorised absence granted by the designated officer.

The mitigation panel may make no recommendations to the Board of Examiners beyond those specified here.

#### 2.7.11.8 Disclosure: Nature of the Extenuating Circumstances

The precise nature of the extenuating circumstances will not be disclosed to the Board of Examiners. Exceptions to confidentiality are detailed in Section 2.7.5.3.

#### 2.7.11.9 Notification of Outcomes to Students

All outcomes of the mitigation panel will be notified to students in writing in accordance with University guidance.

### **2.7.12 Consideration of Extenuating Circumstances by Boards of Examiners**

#### 2.7.12.1 Report from the Mitigation Panel

Boards of Examiners will receive a report from a mitigation panel in respect of submitted extenuating circumstances setting out its decisions as provided for under Section 2.7.11.7 above. The report may not be amended by a Board of Examiners. The Board of Examiners will consider the decisions advised by the mitigation panel and discuss appropriate action in respect of the students.

#### 2.7.12.2 Mitigation: Deferral of Assessment

The mitigation permitted by the Board of Examiners will normally be deferral of assessment to permit the student to be assessed as if for the first time.

#### 2.7.12.3 Category A

Category A permits the Board of Examiners to consider alternative forms of mitigation, detailed below (Sections 2.7.12.4 – 2.7.12.7).

#### 2.7.12.4 Deem the student to have passed the assessment

Where the Board is satisfied as to the student's progress overall the work relating to the level and the overall achievement of the learning outcomes it may deem the student to have passed the assessment(s) in question.

#### 2.7.12.5 Award a mark

##### (a) Decision to allocate a mark

The Board may allocate a mark, where it is satisfied that:

- the student's achievement overall in the Course of study is of high quality;
- and
- the record of work relating to the level is good.

##### (b) Determination of the allocated mark

Such an allocated mark may be:

- the average of the student overall
- the average for that cohort
- another mark.

##### (c) Student Option

The student will be given the choice between:

- accepting the mark
- being assessed as for the first time.

#### 2.7.12.6 Re-assessment or raised mark

Where the student has passed the module(s) but where the grade or mark attained is lower than might reasonably be expected from the student's overall performance, the Board may permit the student either:

- to be re-assessed in that module permitting the mark to be raised
- award a higher mark.

#### 2.7.12.7 Offer the relevant award

Where the Board is satisfied as to the student's progress overall in the work relating to the Course of study, it may:

- deem the student to have passed the assessment(s) in question
- offer the relevant award if it is the final stage
- offer an aegrotat award.



# Academic Principles and Regulations

Codes of Practice

## Academic Appeals

Section 2.8



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## Code of Practice – Section 2.8

### Appeals

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students
Also of Relevance to:	Staff and Students at Collaborative partners, Members of our board of Governors
Brief Summary of Purpose:	This section of the Code of Practice for Taught Students makes provision for students who have valid grounds to appeal against the decision of Boards of Examiners, Examination Committees, Research Degrees Sub-Committee or Academic Integrity Board. The section sets out students' rights and responsibilities in the Appeal Process, how the University will deal with student requests for an appeal hearing, and possible outcomes of the process.



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## **SECTION 2.8: APPEALS**

### **2.8.1 Purpose**

This section of the Code of Practice for Taught Students makes provision for students who have valid grounds to appeal against the decision of Boards of Examiners, Examination Committees, Research Degrees Sub-Committee or Academic Integrity Board. The section sets out students' rights and responsibilities in the Appeal Process, how the University will deal with student requests for an appeal hearing, and possible outcomes of the process.

### **2.8.2 Student Rights and Responsibilities**

#### **Scope of the Appeals regulations**

2.8.2.1 Student academic outcomes are determined by:

- Boards of Examiners;
- Examination Committees;
- Research Degrees Sub-Committee;
- Appeal Panels; or
- Academic Integrity Board (withdrawal only)

acting in accordance with the academic regulations of the University.

2.8.2.2 Appeals against the decision of Boards of Examiners, Examination Committees, Research Degrees Sub-Committee or Academic Integrity Board acting in accordance with the academic regulations of the University will be permitted where the University has agreed that there are valid grounds for such an appeal.

2.8.2.3 An individual or group of students seeking redress in respect of a grievance relating to their position as student(s) of the University, should invoke the Student Complaints Procedure. The outcome of the Student Complaints Procedure may provide grounds for appeal, either in itself or in association with other factors. Where any student who has invoked the Student Complaints Procedure lodges a Request for an Appeal Hearing before the Complaints Procedure has been concluded, the Appeal process will take precedence on account of its significance for the determination of progression or award.

## **Student rights**

- 2.8.2.4 All students have the right to seek an Appeal Hearing to reconsider a decision of a Board of Examiners, Examination Committee, Research Degrees Sub-Committee or Academic Integrity Board acting in accordance with the academic regulations of the University without risk of disadvantage. Appeal Hearings may only proceed where the University has agreed that there are valid grounds for the appeal. [See Section 2.8.3 below].
- 2.8.2.5 The University will accept a request for an appeal hearing from students collectively. The Group may elect a spokesperson to liaise with the University on behalf of the group or communicate individually. In both cases the University will ensure communication is maintained with all members of the group to ensure the request fairly represents the views of all members of the group.
- 2.8.2.6 Students have the right to be accompanied and/or represented at all stages of the process provided that the companion or representative is not a professionally contracted advocate (with the exception of Staff of the Students' Union).
- 2.8.2.7 Students have the right to full information on the regulations and procedures in respect of Appeals; and to advice on their nature and operation.
- 2.8.2.8 A student whose case is under consideration within these regulations and procedures has the right to continue with his or her studies, subject to regulation 2.8.2.13 below.

## **Student responsibilities**

- 2.8.2.9 It is the responsibility of a student to draw to the attention of the University any factors which they consider may have adversely affected their performance in assessments. This should be done as soon as possible in order that any due remedial action within the University Academic Regulations may be taken. Failure to seek remedial action or otherwise draw the attention of the University to relevant circumstances may lead to the rejection of a Request for an Appeal Hearing. This is particularly the case in respect of:
- perceived deficiencies in the management of a Course
  - disclosure of extenuating circumstances.

[Further details of this are found in Section 2.8.3 below].



- 2.8.2.10 It is the responsibility of the student to:
- ascertain his or her assessment outcomes
  - submit all documentation required in respect of the appeal process
  - submit any evidence connected with the appeal process
  - arrange for accompaniment or representation (if required)
  - provide accurate details of contact address, e-mail address (if available) and telephone number.

### **Information, advice and guidance on the Appeals process**

2.8.2.11 The University will make full information on these regulations and procedures available to students. This information to students will also identify sources of University advice to students on these regulations and their operation. This advice will be limited to advice on the requirements and operation of the regulations and procedures and will not extend to assistance with the preparation of a Request for an Appeal Hearing which remains the responsibility of the individual student; or to assistance with any Appeal Hearing.

2.8.2.12 A student who is considering seeking an appeal hearing is strongly advised to contact the Students Union. Staff of the Students Union are able to give advice on the regulations and their operation. They may also assist with the identification and framing of the grounds on which the appeal is sought; and/or advise or represent the student during any subsequent Appeal Hearing.

2.8.2.13 A student whose case is under consideration within these regulations and procedures normally shall have the right to continue with his or her studies until such time as a final decision is reached, unless this conflicts with requirements in respect of professional practice. The determination of the requirements of professional practice will be taken by the relevant Dean of School (or nominee) on the advice of appropriate members of staff. The right to continue studies is intended to ensure that a student whose appeal is successful is not academically disadvantaged. Accordingly:

- it shall not be interpreted as acceptance of the student on a subsequent level of the Course of study; and
- satisfactory progress during such attendance is not admissible as evidence in any stage of the appeal process.

This right shall not apply to any student whose fees, charges and other debts have not been paid within the academic session in which the debts were incurred, or the period of the Course of study. The Secretary and Registrar's Office will make the administrative arrangements necessary to ensure that the student's formal status is appropriate for this purpose.

### **Meeting expenses incurred through appeal**

2.8.2.14 Subject to the limits below, the University will meet reasonable and proportionate expenses necessarily incurred by:

- any appellant; and
- one accompanying person where the student would otherwise be attending the appeal alone.

The University will require appropriate documentary evidence, including receipts, in support of all such expenses.

The University will not meet, and is not liable for, the following:

- expenses incurred by an appellant who fails to attend a hearing
- travel expenses of an accompanying person travelling from outside the UK
- costs of legal advice
- expenses of any Officer of the Students Union
- expenses of any friend of the appellant, where the appellant is accompanied or represented by the Students Union.

The Secretary and Registrar will make a decision, which shall be final, in respect of a dispute over:

- the legitimacy of a specified expense
- the amount claimed
- the validity of supporting evidence.

### **2.8.3 Grounds for Appeal**

2.8.3.1 Permission for an Appeal Hearing against a decision of a Board of Examiners, Examination Committee, Research Degrees Sub-Committee or Academic Integrity Board acting in accordance with the academic regulations of the University will only be granted where a student can show valid grounds for such an appeal.

2.8.3.2 It is the student's responsibility to provide the University with sufficient information for a decision on acceptance or rejection of

grounds for appeal to be made. The evidence which it is intended to submit need not necessarily be included in the Request for an Appeal Hearing, but the nature of such evidence needs to be identified. The submission of evidence must take place within 5 working days of the appeal request being submitted.

### **Academic Judgement**

2.8.3.3 Disagreement with the academic judgement of a Board of Examiners, Examination Committee or Research Degrees Sub-Committee cannot, in itself, constitute a valid ground for appeal. The Appeal process within the University may result in an amendment to the decisions of a Board of Examiners, Examination Committee or Research Degrees Sub-Committee. Where this is the case, it should be clearly understood that this is not a review of the soundness of the original academic judgement made in respect of the assessment or assessments in question. An amendment to a decision of a Board of Examiners, Examination Committee or Research Degrees Sub-Committee is a recognition that, while extraneous or more recently disclosed circumstances make it appropriate to change the final decision in respect of a student, the integrity and soundness of the initial academic judgement itself is not thereby questioned.

### **Valid grounds for Appeal**

2.8.3.4 There are 4 categories of valid grounds for appeal. These are:

- computational error
- material procedural or administrative error
- Course management deficiencies
- extenuating circumstances, which, for valid reasons, were not previously disclosed.

Further information on each of these grounds can be found below.

### **Computational Error**

2.8.3.5 A student who has reason to believe that a computational error has been made in respect of their results, should lodge a Request for an Appeal Hearing, stating:

- the reasons for the belief that a computational error has taken place
- what they think the computation should have been and why.

The Secretary and Registrar's Office will raise the query with the School/Partner concerned. If the belief is found to be correct, appropriate action to rectify the matter will be taken by the Dean of School (or nominee); the student notified of this; and the matter deemed to be concluded informally without the need for an Appeal Hearing. If the School/Partner maintains the computation is correct, and the student does not accept this view, the matter will proceed to appeal.

### **Material Procedural or Administrative Error**

2.8.3.6 An Appeal Hearing on the grounds of material procedural or administrative error might arise in relation to concerns about:

- the conduct of assessments or examinations
- the proceedings of the Board of Examiners, Examination Committee or Research Degrees Sub-Committee.

A student who has reason to believe that a material procedural or administrative error has been made, should lodge a Request for an Appeal Hearing, stating:

- details of the procedural or administrative error which they believe has occurred
- in what way this was material to the determination of their results
- in what way they feel disadvantaged on account of this alleged error
- what evidence there is of the error, and, if available, evidence of adverse consequences of it.

### **Course Management Deficiencies**

2.8.3.7 The University expects that students will seek to have any perceived deficiencies in the management of the Course of study rectified through the available mechanisms or procedures at the time when they were thought to have occurred.

A student seeking an Appeal Hearing on the grounds of material deficiencies in the management of a Course, or any component of a Course, should lodge a Request for an Appeal Hearing stating:

- details of the alleged deficiencies
- the time when they took place
- in what way these deficiencies were material to the determination of his or her results

- in what way they feel disadvantaged on account of this alleged irregularity
  - what action the student took to have these deficiencies rectified and the outcome of this
- or (as relevant)
- why the student did not seek to rectify the deficiencies through Course mechanisms or other University procedures.

Permission for an Appeal Hearing to take place on the grounds of Course management deficiencies will be granted only where the student can show one of the following:

- the mechanisms available within the management of the Course were not made available to them
- that the mechanisms did not remedy the deficiencies
- that there were valid reasons why they did not use these mechanisms
- that there were valid reasons why the concern was not raised through other University procedures.

### **Previously Undisclosed Extenuating Circumstances**

2.8.3.8 The University expects that any extenuating circumstances which a student wishes to have taken into account are disclosed prior to the meeting of a Board of Examiners, Examination Committee, Research Degrees Sub-Committee or Academic Integrity Board acting in accordance with the academic regulations of the University. For extenuating circumstances to be considered at an Appeal Hearing, evidence needs to be produced by the student showing that they were:

- unable to do this;
- or
- for valid reasons, unwilling to do this.

Simple unwillingness to disclose personal circumstances is insufficient for permission for an Appeal Hearing to be given on these grounds. For a claim of valid reasons for non-disclosure to be accepted, it is normally expected that

- the circumstances themselves were exceptionally serious, or had an exceptionally serious impact on the student's academic performance;

*and*

- there were substantial and grave reasons why the student was unwilling to disclose them to a Mitigation Panel.

A student who seeks an Appeal Hearing on the grounds that previously undisclosed extenuating circumstances have adversely affected their results, should lodge a Request for an Appeal Hearing stating:

- the nature of the extenuating circumstances
- evidence of the extenuating circumstances
- the reasons why they were unable to submit these prior to the meeting of the Board of Examiners, and evidence of the reasons or (as relevant)
- the reasons why they were unwilling to do this, and any supporting evidence for this claim.

## **2.8.4 Timescales for Appeal**

- 2.8.4.1 All Requests for an Appeal Hearing should be submitted within the maximum submission time of 15 working days after the formal publication of decisions of a Board of Examiners, Examination Committee or Research Degrees Sub-Committee. "Working Days" includes weekdays and vacations. Saturdays, Sundays, Bank Holidays, Customary Days, and other days when the University is closed are not working days for the purposes of these regulations.
- 2.8.4.2 The University intends to determine speedily whether there are valid grounds for seeking an Appeal Hearing; and to hold any permitted Appeal Hearing promptly. The University has developed a service standard for handling requests for an appeal hearing. The full service standard may be found in the procedures which accompany this section of the regulations. The University undertakes to endeavour to meet the timescales of the service standard, but accepts no liability for failure to do so.
- 2.8.4.3 In exceptional cases, or where it becomes apparent that an appeal is likely to be complex and protracted; or where relevant evidence cannot be speedily obtained and presented; variation of the expected timescales should be agreed between the student and the University.
- 2.8.4.4 A Request for an Appeal Hearing must be lodged with the Secretary and Registrar's Office within 15 days as specified above. Permission for an Appeal Hearing to take place will not normally be given in respect of a request lodged outside of these timescales, and late submissions will normally be rejected as out of time, unless a student

can show good and valid reasons for its late submission. The Secretary and Registrar (or nominee) has the discretion to extend the deadline for submission of the Request for an Appeal Hearing in exceptional circumstances where the student has shown serious and valid reasons for:

- the late submission
- the failure to contact the Secretary and Registrar's Office prior to the deadline.

## **2.8.5 Submission of Information and Evidence For Appeal**

2.8.5.1 The nature of the information and evidence required in support of the appeal request is identified in Section 2.8.3 above. The purpose of the submission of information and evidence at this point is twofold:

- it enables the University to reach a decision on whether or not valid grounds for appeal exist;

and, where an Appeal Hearing is granted

- it is forwarded to the School/Partner in question to enable them to prepare an Appeal Response, which will be sent to the student prior to the Appeal Hearing itself.

2.8.5.2 Acceptance of submissions without evidence, or indication of evidence (as appropriate) is at the discretion of the Secretary and Registrar, who will appoint a designated officer to make a decision on such submissions and notify the student accordingly. This decision is final.

2.8.5.3 Requests for an Appeal Hearing should also, if possible, include the names of any persons the student would hope to call as a witness at an Appeal Hearing, and the expected nature of that evidence. The University recognises that this may not be appropriate until after the student has received the Appeal Response from the School/Partner.

2.8.5.4 It is expected that the evidence to be used at any Appeal Hearing is either disclosed or identified at the point of submission of the request for an appeal hearing. No new *matter* (e.g. different grounds for appeal) will be permitted at the Appeal Hearing. At the discretion of the Chair of the Appeal Panel, supplementary evidence germane to the issue raised may be permitted, where this arises in reply to the Appeal Response, or for some other good reason. (See Regulation 2.8.11.9)

## **2.8.6 University Consideration of a Request for an Appeal Hearing**

2.8.6.1 All appeal submissions will be acknowledged by email within three working days and the date by which a final outcome should be available will be confirmed. Students can normally expect to receive the outcome within 20 working days of submitting a request. If this is exceeded, the student will be advised and a revised deadline provided.

2.8.6.2 Requests for an Appeal Hearing will be considered to establish whether valid grounds exist on which an Appeal Hearing may be granted. This will be done on the basis of:

- the statements made in the Request for an Appeal Hearing; and
- the evidence submitted.

Consideration at this point concerns the establishment of the validity or otherwise of the grounds claimed for an Appeal Hearing and does not extend to any judgement on the merits of any permitted Appeal Hearing, which is a matter for the designated Appeal Panel.

The Secretary and Registrar or nominee of appropriate seniority will consider the Request for an Appeal Hearing and will decide:

- that valid grounds exist;
- or
- that valid grounds do not exist.

The nominee may be a designated senior member of University staff but not from the same academic subject area as the student requesting an appeal hearing. A list of designated staff is maintained by the Secretary and Registrar's Office.

The request will be reviewed by another designated senior member of staff. This reconsideration will result in:

- an Appeal Hearing being granted;
- or
- the Appeal Hearing being rejected
- or
- the matter being referred for further, final, consideration

If both designated senior members of staff did not concur on the decision reached, the matter will be referred for consideration by the Secretary and Registrar (or nominee). The Secretary and Registrar (or nominee) will decide:



- that valid grounds exist, in which case an Appeal Hearing is granted at this stage

or

- that valid grounds do not exist, in which case the Request for an Appeal Hearing is rejected.

The decision of the Secretary and Registrar (or nominee) ends the process of consideration of grounds. Students may request a review of the decision to reject their request for an appeal hearing (see Section 2.8.7 below)

### **No Detriment to Academic Outcomes**

- 2.8.6.3 A decision to reject an appeal shall not adversely affect a student's Academic Outcomes decided by the Board of Examiners, Examination Committee or Research Degrees Sub-Committee, except in cases where it has been found that an incorrect mark or other material information has been presented to the Board of Examiners or Examination Committee.

### **2.8.7 Informal Resolution**

- 2.8.7.1 Where it has been found that valid grounds for appeal do exist, the Secretary and Registrar's Office will seek to determine whether the case may be resolved informally without the need to convene an appeal hearing. For example in cases of computational error.

- 2.8.7.2 Informal resolution will be sought at appropriate points in the process, including, but not exclusively following, Initial Consideration, Review of initial decision, Final consideration and upon compilation of the School Response.

The Dean or their nominee will be the point of contact for all matters relating to Informal Resolution within each School.

Where a student is not satisfied with any proposed informal resolution, the formal appeals process will be reinstated. The outcome will be notified to the student within 20 working days from the date of the rejection of the informal resolution.

### **2.8.8 Review Stage**

- 2.8.8.1 Students may request a review of the decision to reject their request for an appeal hearing on the grounds of:

- procedural irregularity; and/or
- that new evidence is available which was not available at the time that the appeal request was submitted.

A Request for review must be submitted within 10 working days of the notification of the outcome of the Request for an Appeal Hearing.

Requests for review will be considered by the Secretary & Registrar or designated senior member of University staff. The designated member of staff will have no prior involvement in the case and will not be from the same academic subject area as the student.

The Secretary & Registrar or nominee of appropriate seniority will consider the Request for a Review and will decide:

- that valid grounds exist, in which case an Appeal Hearing is granted;
- or
- that valid grounds do not exist, in which case the Request is rejected.

## **2.8.9 Completion of Procedures Letter and Use of the Office of the Independent Adjudicator**

2.8.9.1 Where it is decided that no valid grounds for appeal exist following the Review Stage, the student will be notified in writing of the finding and the reasons for it, and informed that the process is now at an end. This communication will be a formal “Completion of Procedures” letter for the purposes of any application to the Office of the Independent Adjudicator. Where a student does not request a Review, a “Completion of Procedures” letter will be issued at the expiry of the deadline for submitting a request for a Review. A student whose Request for an Appeal Hearing has been rejected by the University has the right to refer the matter to the Office of the Independent Adjudicator. See Appendix A for details on this.

## **2.8.10 Membership of Appeal Panels**

2.8.10.1 Appeals against a decision of a Board of Examiners, Examination Committee, Research Degrees Sub-Committee or Academic Integrity Board will normally be heard by an Appeal Panel of 3 members, which will consist of:

- Chair (member of Academic Board)

- 2 members from the membership of Academic Board, Heads of Subjects and/or Directors of Research and/or senior staff with experience of research supervision.

In exceptional circumstances (absence due to illness or other unforeseen circumstance) an appeal hearing panel may be heard by the Chair and one panel member. If the panel falls below this membership requirement the appeal hearing cannot proceed and must be re-scheduled.

All members of Academic Board, with the exception of student members of the Board, and all Heads of Subject and/or Directors of Research will be eligible to serve on Appeal Panels. The Secretary and Registrar is responsible for determining the specific membership of any Appeal Panel in accordance with the following provisions:

- The Chair of the Panel shall be a member of Academic Board, with the exception of student members of the Board.
- No member of the Appeal Panel shall be drawn from the appellant's Academic Subject area.
- The Panel shall be composed with regard for the experience of its members.

2.8.10.2 A representative of the Secretary and Registrar's Office with appropriate experience shall be in attendance at all hearings. The remit of this representative is to seek to clarify facts (if appropriate); to advise; and, where necessary, to direct the Appeal Panel to ensure consistency of outcomes and the avoidance of perverse decisions. A perverse decision is one which is grossly inconsistent with the evidence presented; proposes a disproportionate remedy outside the normal scope of the University regulations, or fails to give a reasonable remedy in the light of the circumstances

In the event of non-resolvable differences between the representative of the Secretary and Registrar's Office and the Appeal Panel, the Chair of the Appeal Panel will inform the Secretary and Registrar. The Secretary and Registrar will remit the matter for consideration and determination of outcome to the Chair of Academic Board, whose decision on the matter shall be final.

## **2.8.11 Preparing for an Appeal Hearing**

### **Student responsibilities following notification of an Appeal Hearing**

2.8.11.1 Where an appeal hearing has been granted, the student will be notified by email. An appeal hearing will normally take place within 15 working days of the decision having been taken to grant the request. If this is exceeded, the student will be advised and a revised date provided by which the hearing will take place.

2.8.11.2 A student may choose:

- to attend and participate in the Appeal Hearing in person
- to have the appeal considered through written submission(s) only, without personal attendance. Where a student chooses this option they must inform the Secretary and Registrar of this in writing at the time of submission of the Request for an Appeal Hearing. Unless such notification is received it will be assumed that the student will be attending the Appeal Hearing in person, and the regulations below relating to attendance will operate.

2.8.11.3 In exceptional circumstances, for example a student being resident abroad or having serious mobility difficulties, the Secretary and Registrar has the discretion to permit a telephone conference to be used. It is the student's responsibility to seek this permission from the Secretary and Registrar, and it should be understood that ordinary timescales cannot apply to such arrangements. Should this process be agreed, a variant on the normal conduct of the hearing will be used for the determination of the appeal.

2.8.11.4 The appeal processes are designed to provide for the prompt hearing of any appeal. A student granted an Appeal Hearing is required to give contact information; and is deemed to have agreed to access that form of contact (e-mail or letter) regularly; and to contact the Secretary and Registrar's Office if expected communications have not been received, or if any other material difficulties arise which may impede the process.

### **Identification of Witnesses**

2.8.11.5 It is the responsibility of the student to inform the University at the earliest opportunity of the name of any witness which they would wish to call at the Appeal Hearing, and the expected nature of the evidence. Witnesses not identified within the prescribed timescales

will not be permitted to attend the hearing. It is the responsibility of the student to ensure the attendance of any witnesses at the Appeal Hearing. If a witness is unable to attend the hearing, the student may present a written statement from the witness, provided that the identity of the witness has previously been disclosed. The non-availability of a witness will not be a valid reason for a change to the date of the Appeal Hearing, unless the Secretary and Registrar's representative at the Appeal Hearing decides that the evidence of the witness is essential to the determination of the facts of the matter.

### **Date of Appeal Hearing**

2.8.11.6 A date for the Appeal Hearing will be sent to the student. It is the responsibility of the student to be available on this date, unless they have chosen to have the hearing conducted through written representations only. It will not normally be possible for this date to be changed, and this will only be done in respect of exceptional circumstances, for example medical treatment. Holiday arrangements do not constitute a valid reason for seeking to change the date of the Appeal Hearing.

Where a student anticipating an award of the University has asked for, and been given, a postponement of the Appeal Hearing; it is unlikely that the re-arranged hearing will take place before the relevant award ceremony.

If a student fails to attend for the Appeal Hearing, or, where this has been arranged, is unavailable by telephone; the Chair of the Appeal Panel will determine either

- to proceed on the basis of the written evidence available; or
- to terminate the Appeal Hearing and dismiss the appeal.

The decision of the Chair of the Appeal Panel is final. Where the Chair of the Appeal Panel has taken the decision that the Hearing should be terminated and the appeal dismissed, the matter will be deemed concluded at this point; unless the Secretary and Registrar accepts that there were good grounds for the student's absence or non-contactability, and arranges for another hearing to take place.

It is the responsibility of the student to inform the Secretary and Registrar of the reasons for the absence or non-contactability and seek a re-arranged hearing. Such re-arrangement is at the discretion of the Secretary and Registrar, whose decision on the matter is final.

## **Refusal of Re-arranged Hearing**

- 2.8.11.7 Where a re-arranged Appeal Hearing is refused the student will be notified in writing of the refusal and the reasons for it and informed that the process is now at an end. This communication will be a formal “Completion of Process” letter for the purposes of any application to the Office of the Independent Adjudicator. A student whose appeal has been terminated without an Appeal Hearing taking place has the right to refer the matter to the Office of the Independent Adjudicator. See Appendix A for details on this.

## **Information to the School/Partner and Appeal Response**

- 2.8.11.8 Once permission for an Appeal Hearing to take place has been granted the submission and evidence contained in the Request for an Appeal Hearing (Student Submission) will be sent to the Dean or their nominee.

The Dean or their nominee is responsible for undertaking an investigation within the School/Partner and producing the Appeal Response (School Response) to the Student Submission. This investigation is conducted between appropriate academic colleagues and does not involve an interview with the student who is appealing.

The Appeal Response will be sent to the student to enable them to prepare for the Appeal Hearing. The Appeal Response is the substantive response to the matter raised by the student. The School/Partner will not normally be able to raise any new matter or use further evidence in the Appeal Hearing itself.

The Dean or their nominee will propose an experienced member of staff to represent the School at the Appeal Hearing. This person must have been present at the meeting of the Board of Examiners or Research Degrees Sub-Committee in question. The Dean or their nominee should notify the Secretary and Registrar’s Office of any member of staff who will be attending the hearing at the time when the School/Partner Response is submitted, in order that the student can be informed of their identity.

If the School/Partner fails to make a response within the required timescale, the Appeal will be considered to be non-contested, and the matter referred to an Appeal Panel for remedy only.

## **Information from the Student**

2.8.11.9 On receipt of the Appeal Response, the student should notify the Secretary and Registrar's Office if they

- wish to produce evidence in reply to the Appeal Response, indicating what that evidence will be
- wish to call a witness or witnesses in reply to the Appeal Response, indicating the nature of the proposed testimony.

## **Agreement by the School/Partner to informal resolution**

2.8.11.10 The Dean or their nominee, after consultation with colleagues, and the external examiner(s) if relevant, may accept that the student's appeal is well founded. In such a case, the Secretary and Registrar or their nominee should propose a remedy to the student. It is expected that such a proposed remedy will be in accord with decisions normally taken by a Board of Examiners. Such a remedy will be deemed to resolve the appeal informally.

Where the proposal would involve the recommendation for an award of the University above the level of Certificate of Higher Education, or an amendment to the classification of a Bachelor Degree with honours, or the designation of Merit/Distinction to a Masters award, the Dean or their nominee must consult with the external examiner(s), and confirm to the Secretary and Registrar that this has taken place.

The Secretary and Registrar's Office is responsible for ensuring that this consultation has taken place before issuing the "Completion of Procedures" letter. No amended award classification will be progressed by the Secretary and Registrar's Office without the "Completion of Procedures" letter.

Where the external examiner does not agree with a proposal to recommend an award of the University, or amend a degree classification or designation the matter will be remitted for consideration by an Appeal Panel.

If the student accepts the proposed remedy, the matter is terminated at this point; and the appropriate amendment made to the minutes of the Board of Examiners; and a "Completion of Procedures" letter issued.

If the student does not accept the proposed remedy any Appeal Hearing will be conducted for the purposes of establishing due remedy only. Such remedy may be the same as that originally proposed by the School/Partner.

## **2.8.12 Conduct of the Appeal Hearing**

2.8.12.1 The Appeal Hearing will be conducted in accordance with the procedures which accompany this section of the regulations.

2.8.12.2 All Appeal Panels will seek to carry out their remit by:

- seeking to establish the facts of the matter
- seeking to establish the degree of gravity of the circumstances
- on the basis of the evidence presented, reach a finding that an appeal is upheld or rejected
- determine a course of action in respect of appeals which have been upheld.

2.8.12.3 Where the grounds for appeal concern previously undisclosed extenuating circumstances, the Appeal Panel in seeking to carry out the remit above, will pay particular attention to:

- seeking to establish the facts of the matter in respect of the extenuating circumstances claimed
- seeking to establish, on the basis of the evidence presented, whether there were good grounds for the previous non-disclosure of these circumstances
- on the basis of the above consideration, reach a finding that an appeal is upheld or rejected
- where an appeal is upheld, determine the gravity of the extenuating circumstances themselves, in accordance with University Codes of Practice for Taught Students Section 2.8
- in the light of this determination of gravity, determine any appropriate course of action.

2.8.12.4 Where the grounds for appeal are other than those relating to previously undisclosed extenuating circumstances, the essence of the Appeal Hearing process is that the School/Partner will be invited to respond to the substance of the appeal (Appeal Response) and members of staff of the School/Partner will be eligible to participate in an Appeal Hearing and contest the appeal.



2.8.12.5 Where the grounds relate to previously undisclosed extenuating circumstances, the essence of the process is that, on account of the confidentiality of extenuating circumstances, the matter is conducted entirely between the student, and his or her friend, representative and witnesses (if relevant), and the Appeal Panel. The School/Partner is not invited to comment on the submission, nor does a representative of the School/Partner attend the Appeal Hearing.

2.8.12.6 Appeal Panels are required to consider each appeal on its individual merits and the circumstances of the case; and, where appropriate, to determine an appropriate remedy for the particular circumstances in question, in accordance with these regulations. No precedent may arise from an appeal, and no precedent may be cited in the course of an appeal.

### **Standard of proof**

2.8.12.7 Where the facts of the matter are at issue, the standard of proof required by the Appeal Panel in respect of all appeals, is that of “balance of probabilities”.

### **Adjournment**

2.8.12.8 The Chair of the Appeal Panel has the authority to adjourn the Appeal Hearing should the need for this become apparent, for example to seek further clarification of evidence produced.

### **Information to the Appeal Panel**

2.8.12.9 The Appeal Panel will be provided with the following information:

- the minutes of the relevant Board of Examiners and/or Examination Committee and/or Research Degrees Subcommittee
- details of the student’s academic profile
- the student’s file
- outcomes of any requests for consideration of extenuating circumstances made by the student where these apply to any assessments which are the subject of the appeal
- the Course regulations.
- Course Handbook

Where the ground of appeal concerns previously undisclosed extenuating circumstances, the panel will also receive:

- minutes of the relevant Mitigation Panel (to ensure that double-mitigation is not being sought)

The Appeal Panel shall have the right to access any other information it considers may be relevant.

### **Evidence in Person**

2.8.12.10 The Appeal Panel will hear evidence from:

- the student
- all other appropriate persons.

And – for all grounds for appeal which do not involve previously undisclosed extenuating circumstances:

- the School representative proposed by the Dean or their nominee

### **Written Evidence**

2.8.12.11 The Appeal Panel will consider:

- written evidence produced by the appellant (Student Submission)
- written witness statements.

And – for all grounds of appeal which do not involve previously undisclosed extenuating circumstances:

- written evidence produced by the School/Partner (Appeal Response)

### **Decisions on conclusion of the Hearing and Any Consequent Action**

2.8.12.12 At the conclusion of the hearing, the Appeal Panel will reach one of these decisions:

- the appeal is upheld
- the appeal is rejected.

Where the appeal is upheld, the Panel will also determine any appropriate action in respect of this finding. Where the appeal is on the grounds of hitherto undisclosed extenuating circumstances, the Appeal Panel will first categorise the grounds themselves as provided for in the Code of Practice for Taught Students Section 2.7, before determining appropriate action.

## **Notification to the Student**

2.8.12.13 It is normally expected that the decision, and any action arising from it, will be notified to the student verbally on the day and subsequently confirmed in writing. Where the Appeal Panel proposes to recommend an award of the University above the level of Certificate of Higher Education, or amend the classification of a Bachelor degree with honours, or the designation of Merit/Distinction to a Masters Award, the student will be informed that such a recommendation or amendment is subject to consultation with the external examiner.

Where some delay is anticipated in reaching a decision on any proposed action arising from an upheld appeal, the student should be advised of this, and given an indication of when it is anticipated the matter will be concluded.

Research awards of the University cannot be made without successful completion of the relevant examination process.

## **No Amendment to a Student's Academic Outcome**

2.8.12.14 An Appeal Panel may decide that the appeal itself is upheld, but that the circumstances do not warrant an amendment of the decision on the student's Academic Outcomes reached by the Board of Examiners, Examination Committee or Research Degrees Sub-Committee. In such a case, the Appeal Panel will determine whether any other outcome, for example an apology, is appropriate.

## **Amendment to an Academic Outcome**

2.8.12.15 If the Appeal Panel determines that an amendment should be made to an Academic Outcome as determined by the Board of Examiners, Examination Committee or Research Degrees Sub-Committee, this should be one of the actions authorised under the Code of Practice for Taught Students, Sections 2.5, or 3 in the case of research students, of the University Academic Principles and Regulations.

## **Consultation with the Chair of the Board of Examiners**

2.8.12.16 If the Appeal Panel considers that it is appropriate, members may consult with the Chair of the Board of Examiners or Research Degrees Sub-Committee on any proposed amendment to the decision of the Board of Examiners, Examination Committee or

Research Degrees Sub-Committee. This would normally be solely for the purpose of ensuring consistency of treatment with other students.

### **Professional, Statutory or Regulatory Body Courses**

2.8.12.17 Where the Course of study is accredited by a Professional, Statutory or Regulatory Body, the Appeal Panel must consult with the Chair of the Board of Examiners or the relevant Dean of School or nominee to ensure that any proposed amendment to the decision of a Board of Examiners is compatible with the requirements of the Body in question.

### **Consultation with External Examiners**

2.8.12.18 Where the Appeal Panel proposes the recommendation of an award of the University above the level of Certificate of Higher Education, or that an amendment be made to the classification of a Bachelor degree with honours, or that the designation of Merit/Distinction be given in respect of a Masters award, this may be done only after consultation with the External Examiner for the Course of study, or the Chief External Examiner where there are several. The written consent of the external examiner is required for the above. This may be by oral agreement followed by written confirmation.

Where an external examiner does not agree with a proposal to recommend an award of the University; amend the classification of a Bachelor degree with honours; or designate Merit or Distinction for a Masters Award, the Chair of the Appeal Panel will inform the Secretary and Registrar. The Secretary and Registrar will remit the matter for consideration and determination between the Chair of Academic Board and the external examiner. The Chair of Academic Board's decision on the matter shall be final.

### **Errors or Irregularities Affecting More than One Student**

2.8.12.19 If the Appeal Panel has reason to believe that an error or irregularity raised during the Appeal Hearing may have adversely affected the performance of more than one student, the Chair of the Appeal Panel shall discuss the finding with the Dean or their nominee or nominee. The purpose of that discussion will be to establish whether or not more than one student was adversely affected, and if so, what remedial action might be appropriate in respect of other students. Where the circumstances are found to have affected the entire

cohort of students, the matter shall be reported to the Secretary and Registrar. The Secretary and Registrar will inform the Chair of the Academic Board, who, after consultation with such colleagues as are deemed appropriate, will determine a course of action to be taken.

The course of action to be taken will be determined in the light of the circumstances of the case and the need for equitable and fair treatment of students of the University; and includes the authority to annul an examination, or any other assessment or part of it. In order to provide for equitable and fair treatment of students of the University, any course of action determined on in such a case is not limited to action which is currently provided for within the academic regulations.

### **Conclusion of the Appeal Process**

2.8.12.20 The decision of the Appeal Panel, or Chair of Academic Board where relevant, is final; and ends the process of appeal. There is no further appeal mechanism available in the University. On conclusion of the process, all students who have had an appeal hearing will receive a formal letter from the University, setting out:

- the decision
- a summary of the reasons for the decision
- notification of any outcome arising from the decision
- confirmation that the process is now at an end. This communication will be a formal “Completion of Procedures” letter for the purposes of any application to the Office of the Independent Adjudicator.

### **Office of the Independent Adjudicator**

2.8.12.21 A student whose Appeal has been rejected by the University, or who is otherwise dissatisfied with the process or its conduct, has the right to refer the matter to the Office of the Independent Adjudicator. See Appendix A for details on this.

### **Amendment to Minutes of Boards of Examiners and Student Record System**

2.8.12.22 Where the outcome of the Appeal Hearing is an amendment to the Academic Outcome of the student, the Secretary and Registrar or nominee will so inform the Dean or their nominee in order that the

necessary addendum to the Minutes of the Board or Committee and student record system, recording that amendment, can be made.

### **Report to Faculties on outcomes**

2.8.12.23 The Secretary and Registrar (or nominee) will inform each Dean or their nominee of the outcome of Appeals to facilitate future enhancement of the student experience. This information will be anonymised to maintain student confidentiality.

### **Report to the Academic Board**

2.8.12.24 The Secretary and Registrar will make an annual report to the Academic Board of the University or its Committees on the Appeal Process.

## APPENDIX A: APPLICATION TO THE OFFICE OF THE INDEPENDENT ADJUDICATOR

2.8.A1 A student who is dissatisfied with the academic appeal process or its conduct has the right to submit an application to the Independent Adjudicator that their dissatisfaction be reviewed independently of the University.

2.8.A2 This right may be exercised only once the internal processes have been exhausted.

2.8.A3 The University issues a "Completion of Procedures" letter when:

- permission to appeal has not been granted;

or, as relevant

- at the conclusion of an Appeal Hearing or earlier resolution.

This letter is the formal University confirmation that the internal process is at an end.

2.8.A4 A Framework Application Form must be completed in order to make a submission to the Office of the Independent Adjudicator.

2.8.A5 This must be received within 3 months of the date of the "Completion of Procedures" letter.

2.8.A6 The Office of the Independent Adjudicator will not review:

Admissions

- Academic judgement
- Student employment
- Matters which have already been considered by a court or tribunal and where the proceedings have been concluded
- Matters which are being considered by a court or tribunal where the proceedings have not been **stayed**
- Matters which have not materially affected the complainant as a student
- Matters which they have already dealt with
- Complaints where the main issues complained about took place more than three years before the complaint is received by the OIA.

2.8.A7 Further information on the Office of the Independent Adjudicator and its services is available on <http://www.oiahe.org.uk/>





# Academic Principles and Regulations

Codes of Practice

## Academic Integrity

Section 2.9



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Opening minds  
Opening doors



## Code of Practice – Section 2.9

### Academic Integrity

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Academic Integrity Leads, Academic Integrity Co-ordinators, Assessment Enquiry Panel Chairs and any other colleagues involved in the investigation of unfair practice.
Also of Relevance to:	Collaborative Partners and Students' Union Advice Service
Brief Summary of Purpose:	To outline the University's approach to maintaining the academic integrity of its awards and safeguarding against unfair practice. The code of practice includes examples of actions considered to be unfair practice and the processes for investigation and determination of penalty where an offence has been admitted or found.





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## **SECTION 2.9: ACADEMIC INTEGRITY**

### **2.9.1 Purpose**

Our university is responsible for maintaining the academic integrity of its awards and ensuring that unfair practice does not occur. These regulations provide examples of actions that are considered to be unfair practice and outline the processes for investigation and determination of penalty where an offence has been admitted or found.

The University operates an Academic Integrity Board to consider admitted or found cases of unfair practice across the institution for all taught awards. The Research Degrees Sub-committee considers all admitted or found cases of unfair practice for research awards. Prior to consideration of admitted or found cases, investigation takes place through Investigatory Interview and Assessment Enquiry Panel, as appropriate.

Provisions of these regulations (2.9) apply to Boards of Examiners for taught awards including those delivered in collaboration or partnership and the Research Degrees sub-committee for research awards.

### **2.9.2 Assessment**

For the purpose of these Regulations, assessment includes the following forms of assessment:

- Coursework
- Examinations
- Other Forms of Assessment (e.g. thesis, presentation).

#### **2.9.2.1 Coursework**

Coursework is individual or group work presented for marking, the results of which contribute to a student's formal assessment for progression or for an award.

Such coursework **may** include:

- written or other documented material e.g. essays, reports, projects
- dissertations, theses
- visual, three dimensional, audio and audio-visual material
- practical or task-orientated activities and their outcomes
- mixed-mode presentations
- material stored electronically
- such other individual or group learning as is appropriate for the course of study.

### 2.9.2.2 Examinations

An examination is a formal, timed, written question paper answered individually by each candidate, normally in writing, on a specific day at a specified time and place.

Such an assessment may be:

- a written examination
- an end of unit assessment
- a phase test
- such other form of assessment as is applicable to the course of study.

### 2.9.2.3 Other Forms of Assessment

Other forms of assessment are such other means of assessment as may be incorporated in a course, module or research award.

## 2.9.3 Definitions

Any attempt to gain an unfair advantage, **whether intentional or unintentional**, is a matter of academic judgement and may be considered an offence under these regulations.

Examples of unfair practice are provided below:

### 2.9.3.1 Cheating

Cheating is unfair behaviour relating to an examination. It includes:

#### a) Actions within the examination room

- communicating with any other candidate during an examination
- copying from any other candidate during an examination
- communicating with any other person other than an authorised invigilator or another member of staff during an examination
- possession of any written or printed materials in the examination room unless expressly permitted by the examination regulations
- possession of any electronically stored information in the examination room unless expressly permitted by the examination regulations
- use of a mobile phone or other electronic device during an examination, unless expressly permitted by the examination regulations



## b) Actions outside of the examination room

- gaining access to any unauthorised material relating to the examination during or before the examination
- obtaining a copy of a written examination paper in advance of the time and date for its authorised release.

### 2.9.3.2 Plagiarism

Plagiarism is the substantial, unacknowledged, incorporation in a student's work of material derived from the work (published or unpublished) of another. "Work" includes, but is not limited to, materials in all formats and sources including print, electronic, online, audio visual etc.

Examples of plagiarism include:

- the inclusion in a student's work of substantial extracts from another person's work without the use of quotation marks
- the substantial summarising of another person's work without acknowledgement
- the substantial and unauthorised use of the ideas of another person without acknowledgement

### 2.9.3.3 Self-Plagiarism

Self-plagiarism occurs when a student submits work which has been submitted elsewhere. This may be part of a piece of work or the entire piece of work. It may have been submitted to this University or another institution and may or may not have been awarded credit.

### 2.9.3.4 Collusion

Collusion occurs when a student collaborates with another student in the completion of work which is then submitted as unaided work by either student.

### 2.9.3.5 Other Forms of Unfair Practice

Other forms of Unfair Practice include, but are not limited to:

- offering a bribe or inducement to any member of staff of the University, or any external invigilator or examiner, who is connected with the student's assessments
- falsifying data in any piece of work
- the assumption by one person of the identity of another person with the intent to deceive or gain unfair advantage
- submitting copies of another person's work stored on an electronic device

- ghostwriting, i.e. soliciting a third party to do some or all of a piece of work (paid or unpaid)
- non-compliance with university research ethics procedures
- failure to gain ethical approval for the submitted piece of work, as appropriate.

## 2.9.4 General Provisions

### 2.9.4.1 Authority to Determine Penalty

The Academic Integrity Board is the only body which has the right to determine penalty in respect of found or admitted instances of unfair practice for taught awards. The Research Degrees Sub-committee is the only body which has the right to determine penalty in respect of found or admitted instances of unfair practice for research awards. Any penalty shall be in accordance with those specified in Section 2.9.8 of these regulations.

### 2.9.4.2 Determination of whether an offence has occurred

The determination of whether an offence has occurred is not a matter for the Academic Integrity Board or Research Degrees Sub-committee. Such determination is made through an Investigatory Interview, or by an Assessment Enquiry Panel.

### 2.9.4.3 Right of Appeal

A student has the right to appeal a decision of the Board of Examiners, Examination Committee or Research Degrees Sub-committee. Grounds on which the appeal is made must be included in the notification of appeal. A simple request for a re-hearing does not constitute valid grounds for appeal. See section 2.8 of these regulations.

### 2.9.4.4 Standard of Proof

The standard of proof required by an Assessment Enquiry Panel is that of “the balance of probabilities”.

### 2.9.4.5 Reports to the Academic Integrity Board or Research Degrees Sub-committee

A report will be made to the Chair of the Academic Integrity Board or Chair of the Research Degrees Sub-committee for the purpose of determining penalty where an allegation has been **admitted** or **found**. This report is the basis upon which the Academic Integrity Board or Research Degrees Sub-committee can be satisfied that, on the balance of probabilities, an offence has taken place, and can proceed to consider subsequent action.

#### 2.9.4.6 Remit of the Academic Integrity Board and Research Degrees Sub-committee

The role of the Academic Integrity Board and Research Degrees Sub-committee is to consider the individual case or cases, and to exercise its discretion and authority accordingly, and in accordance with these regulations.

#### 2.9.4.7 Consideration of Individual Cases

Each case will be considered on its own merits, and on the basis of:

- the gravity of the case
- the circumstances of the case
- the level at which the offence took place
- whether the offence was a repeat offence

#### 2.9.4.8 Record of Offences

A record of all admitted or found offences will remain on the student's file for the duration of their study in the University.

#### 2.9.4.9 Other University Procedures

From the time when action is taken by a member of staff that an investigation is taking place into a possible offence under these regulations, the student may not invoke the Student Complaints Procedure on any matter directly related to these investigations or proceedings. Complaints may only be raised on the conclusion of the procedures established for the consideration of allegations of unfair practice i.e. Investigatory Interview and Assessment Enquiry Panel as relevant.

### 2.9.5 **Suspected Cases**

#### 2.9.5.1 Making an allegation

An allegation of suspected unfair practice may be presented by a member of staff of our university or of a collaborative partner.

Taught awards may be investigated following submission of assessment or examination.

Research awards may be investigated prior to or following submission for examination.

Investigation of a suspected offence may consider previously awarded modules, if there is cause to do so.

## 2.9.5.2 Right to Accompaniment or Representation

At any stage of these procedures a student will have the right to:

- be accompanied by a friend (provided that the friend is not a professionally contracted advocate);
- be accompanied or represented by a Student's Union representative. (This right of accompaniment and representation is a general right and is not the right to accompaniment and/or representation by a specific individual.)

## 2.9.5.3 Stage 1 – Investigatory Interview

### 2.9.5.3.1 Written Information to the Student

A student will be given the following information in writing, at least 5 working days in advance of a request to attend an Investigatory Interview:

- the reason for their attendance being required
- a copy of any relevant report or other evidence
- the right to seek advice from the Students' Union
- the right to accompaniment / representation (as above).

### 2.9.5.3.2 Purpose of the Investigatory Interview

The purpose of the investigatory interview is to establish whether unfair practice has occurred.

### 2.9.5.3.3 Investigatory Interview Membership

The membership of the investigatory interview will consist of:

- Chair (Faculty Academic Integrity Co-ordinator)
- Internal Examiner (the person identifying the alleged offence)
- Director of Studies (Research only)

The student and their friend and/or representative will also be in attendance. (see 2.9.5.2 above)

### 2.9.5.3.4 Responsibilities of Student(s)

It is the student(s) responsibility to:

- co-operate with the regulations concerning the alleged offence
- seek independent advice, if required (see 2.9.5.3.1)
- attend the Investigatory Interview
- demonstrate that the work is their own or that the alleged offence has not occurred

#### 2.9.5.3.5 Outcomes of the Investigatory Interview

The possible outcomes of the investigatory interview are:

- an offence has been admitted
- no offence has occurred
- the matter is unresolved and is referred to an Assessment Enquiry Panel

#### 2.9.5.3.6 Action following Investigatory Interview

Upon conclusion of an investigatory interview the following action may be taken:

a) An offence has been admitted:

The offence will be reported to the Academic Integrity Board or Research Degrees Sub-committee to determine penalty.

b) No offence has occurred:

In the event of a finding that no offence has occurred the following apply:

- the matter shall be considered to be concluded
- no report of it shall be made to the Academic Integrity Board or Research Degrees Sub-committee
- no report of it shall be made within the University
- the student will be considered in the usual way and the matter will not be raised in the proceedings of the Board of Examiners or Examination Committee.
- any member of the Board or Committee who has been party to the allegation or the investigation shall totally disregard the original allegations.

c) The matter is unresolved and referred to an Assessment Enquiry Panel

In the event of non-attendance (in person, by telephone or internet) without good cause, of a student, at an Investigatory Interview the Chair will confirm the matter to be non-resolved and referred to an Assessment Enquiry Panel.

#### 2.9.5.4 Stage 2 – Assessment Enquiry Panel

##### 2.9.5.4.1 Written Information to the Student

A student will be given the following information in writing, at least 5 working days in advance of a request to attend an Assessment Enquiry Panel:

- the reason for their attendance being required
- a copy of any relevant evidence
- the right to seek advice from Student Services and/or the Students' Union
- the right to accompaniment/ representation (as above)

- the right to present witnesses, if applicable

#### 2.9.5.4.2 Purpose of the Assessment Enquiry Panel

The purpose of the Assessment Enquiry Panel is to establish whether unfair practice has occurred.

#### 2.9.5.4.3 Assessment Enquiry Panel Membership

The membership of the Assessment Enquiry Panel will consist of:

- Chair (Senior Academic nominated by the Dean of School)
- Two Members of Academic Staff who has not taught the student in relation to the assessment(s) under investigation or been a member of the Research Supervisory Team (nominated by the students' Dean of School)

In attendance:

- Internal Examiner (the person identifying the alleged offence)
- Secretary
- Student
- Student's friend and/or representative, if applicable
- Witnesses, if applicable

#### 2.9.5.4.4 Responsibilities of Student(s)

It is the student(s) responsibility to:

- Co-operate with the regulations concerning the alleged offence
- Seek independent advice, if required (see 2.9.5.3.1)
- Attend the Assessment Enquiry Panel
- Provide details of any witnesses who will be in attendance, at least 2 working days in advance of the Assessment Enquiry panel
- Demonstrate that the work is their own or that the alleged offence has not occurred

#### 2.9.5.4.5 Outcomes of the Assessment Enquiry Panel

The possible outcomes of the Assessment Enquiry Panel are:

- an offence has been admitted
- an offence has been found
- no offence has occurred

#### 2.9.5.4.6 Action following Assessment Enquiry Panel

Upon conclusion of an Assessment Enquiry Panel the following action may be taken:

a) An offence has been admitted:

The offence will be reported to the Academic Integrity Board or Research Degrees Sub-committee to determine penalty.

b) An offence has been found:

The offence will be reported to the Academic Integrity Board or Research Degrees Sub-committee to determine penalty.

c) No offence has occurred:

In the event of a finding that no offence has occurred the following apply:

- the matter shall be considered to be concluded
- no report of it shall be made to the Academic Integrity Board or Research Degrees Sub-committee
- no report of it shall be made within the University
- The student will be considered in the usual way and the matter will not be raised in the proceedings of the Board of Examiners or Examination Committee.
- Any member of the Board or Committee who has been party to the allegation or the investigation shall totally disregard the original allegations.

#### 2.9.5.4.7 Non-Attendance of Student at Assessment Enquiry Panel

In the event of non-attendance (in person, by telephone or internet) without good cause, of a student, at an Assessment Enquiry Panel, the Panel in question is authorised to proceed in his, her or their absence.

### **2.9.6 Action by the Academic Integrity Board or Research Degrees Sub-Committee**

#### 2.9.6.1 Receipt of Offences

The Academic Integrity Board for all taught awards or Research Degrees Sub-committee for all research awards, will receive reports of all admitted or found cases for the determination of penalty.

#### 2.9.6.2 Extenuating Circumstances

If a student admits the offence at any stage of these proceedings i.e. Investigatory Interview or Assessment Enquiry Panel, or an offence is found by an Assessment Enquiry Panel; the student should be advised of the following in respect of any extenuating circumstances which he or she may wish to adduce in explanation of his or her action.

a) Submission of Extenuating Circumstances

The need separately to submit these in writing to the relevant School for consideration by the Academic Integrity Board or Research Degrees Sub-committee.

b) Evidence

The need to submit independent documentary evidence, alongside requests for mitigation.

c) Upholding the Outcome

That such submission does not negate the process whereby the offence was admitted, and is not an appeal - the submission simply provides an opportunity to draw attention to any extenuating circumstances relevant to the admission or finding. The admission or finding will not itself be overturned by the Academic Integrity Board or Research Degrees Sub-committee.

d) Consideration of Extenuating Circumstances

Any extenuating circumstances submitted will be considered by the Academic Integrity Board or Research Degrees Sub-committee only in regard of penalties to be determined in respect of the admitted or found offence.

2.9.6.3 Mitigation Outcomes

Where the Academic Integrity Board accepts the extenuating circumstances, these will be taken into consideration when determining penalty.

2.9.6.4 Determination of Penalty

Where an offence has been admitted or found a mark of zero will be attributed to the assessment for taught awards and the Academic Integrity Board will determine the penalty. Any eligibility for re-assessment will be confirmed by the relevant Board of Examiners / Examination Committee and be available at the next scheduled re-assessment period.

For research awards no mark will be attributed and the Research Degrees Sub-committee will determine the penalty using the schedule of decisions. (see 2.9.8.4)

2.9.6.5 Right to request an appeal hearing – Fail Withdraw

All students have the right to request an appeal hearing to reconsider a decision of Fail Withdraw by the Academic Integrity Board or Research Degrees Sub-committee, where the University has agreed that there are valid grounds for the appeal (see section 2.8).

2.9.6.6 Range of Decisions



The Academic Integrity Board or Research Degrees Sub-committee may take one of the decisions set out in the Schedule at 2.9.8. Penalties in respect of marks will be accompanied by the relevant letter of advice, warning, final warning or withdrawal

#### 2.9.6.7 Academic Integrity

The University wishes to promote good academic practice and the Academic Integrity Board or Research Degrees Sub-committee will provide details of the requirement for students to complete learning on positive academic practice following an offence.

#### 2.9.6.8 Maximum penalty

The Academic Integrity Board will be limited in its discretion to a maximum penalty of the student failing the level and being required to withdraw.

#### 2.9.6.9 Entitlement to Lower Award

In the event of a student being required to withdraw the student will be entitled to any lower award for which he or she is eligible subject to confirmation by the relevant Board of Examiners or Examination Committee.

### **2.9.7 Documentation**

#### 2.9.7.1 Finding that No Offence has Occurred

In the event of a finding that no offence has occurred at any stage of these processes (i.e. Investigatory Interview and Assessment Enquiry Panel), the documentation associated with the allegation shall be shredded immediately after the decision is reached.

The responsibility for this rests with the School.

#### 2.9.7.2 Offence Admitted or Found

Where an offence has been admitted, or has been found, at any stage of the proceedings, all documentation associated with the case shall be securely retained for the duration of the student's study in the University.

The responsibility for the secure retention of this material rests with the School.

### **2.9.8 Schedule of Penalties**

#### 2.9.8.1 Schedule of Penalties for Taught Awards and Key to Taught Awards Tariff

The Academic Integrity Board may determine to do any one of the following:

A. Determine that the student may be awarded the full range of marks for the re-assessed work.

A letter of advice will be sent to the student and they will be strongly recommended to take and pass a non-credit bearing module on academic integrity. This is an exceptional outcome normally reserved for cases with mitigation at level 4.

B. Determine that the mark for re-assessed work will be capped to the minimum pass mark.

A letter of warning will be sent to the student and they will be strongly recommended to take and pass a non-credit bearing module on academic integrity.

C. Determine that the re-assessed work will be capped to the minimum threshold pass mark.

A letter of final warning will be sent to the student, emphasising that any repeat offence may result in a more serious sanction. They will be strongly recommended to take and pass a non-credit bearing module on academic integrity.

D. Determine that the student has failed the level and is required to withdraw from the Course/Pathway of study.

The Board of Examiners will advise the student of their entitlement to a contained award or credit achieved, if applicable.

#### 2.9.8.2 Tariff of Decisions Available to the Academic Integrity Board

Level	Offence Occurrence			
	1	2	3	4
Level 4	B	B	C	D
Level 5	B	C	D	N/A
Level 6	B	C	D	N/A
Level 7	B	C	D	N/A

#### 2.9.8.3 Considerations upon awarding penalty

- Students may submit extenuating circumstances pertaining to their admitted or found case for consideration by the Academic Integrity Board.

- The circumstances and the gravity of the offence may result in a different penalty being applied to that shown in the tariff.
- Re-assessment is subject to the limitations of regulation 2.3.6.4 which states that the opportunity for re-assessment will be given once only. The Board of Examiners or Examination Committee will apply this regulation upon receipt of the Academic Integrity Board decision.
- Where courses are subject to Professional, Statutory or Regulatory Body regulations the Board of Examiners or Examination Committee will apply the penalty within the context of the PSRB regulatory requirements.

#### 2.9.8.4 Schedule of Decisions Available to the Research Degrees Sub-committee Research Awards

The Research Degrees Sub-committee may determine to do one of the following depending on the circumstances and gravity of the offence.

<b>Awards and Level</b>	<b>Available Penalties</b>	
MRes – Level 7	Resubmit	Withdraw from the Course/Pathway of study
MPhil – Level 7	Resubmit	Withdraw from the Course/Pathway of study
PhD / Professional Doctorate / European PhD / PhD by Existing Published Work – Level 8	Resubmit	Withdraw from the Course/Pathway of study

#### 2.9.8.5 Considerations upon awarding penalty

- Students may submit extenuating circumstances pertaining to their proven case for consideration by the Research Degrees Sub-Committee.
- The circumstances and the gravity of the offence may result in a different penalty being applied to that shown in the tariff.

# Academic Principles and Regulations

Codes of Practice

## Research Awards

Section 2.10



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## Code of Practice – Section 2.10

### Research Awards

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
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Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Academic and Support Staff responsible for the operation of regulatory processes for Research Awards.
Also of Relevance to:	All support staff who work with Research Directors/Deans or their nominees for Research.
Brief Summary of Purpose:	The Code of Practice covers all aspects of regulatory requirements for all research awards of the University.





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## **SECTION 2.10: CODES OF PRACTICE – RESEARCH AWARDS**

### **2.10.1 Purpose**

The Code of Practice covers all aspects of regulatory requirements for the research awards of the University. These include; Masters by Research (MRes), Masters of Philosophy (MPhil), Doctor of Philosophy (PhD), Doctor of Philosophy by Existing Published Work (PhD) and all Professional Doctorates and Higher Doctorates. The Code of Practice provides clear, robust and effective regulatory guidance and conditions that apply to the research awards throughout the period of study. This Code of Practice should be read in conjunction with other regulations of the University.

### **2.10.2 Research Awards**

#### **2.10.2.1 Research Awards of the University**

The University makes the following awards to registered candidates who have successfully completed approved programmes of supervised research:

- Master of Research (MRes)
- Master of Philosophy (MPhil)
- Doctor of Philosophy (PhD)
- Professional Doctorate (which includes DBA, D Eng and Ed D).

#### **2.10.2.2 Other Research Awards**

The University also makes the following awards subject to the fulfilment of the specific requirements of the award:

- PhD by Existing Published work
- Higher Doctorates

#### **2.10.2.3 Field of Study**

Programmes of research may be proposed in any field of study subject to the following requirements:

- That the proposed programme is capable of leading to scholarly research
- That it can be presented for assessment by appropriate examiners
- That a suitable supervisory team can be formed.



## **2.10.3 Research Awards: Requirements**

### 2.10.3.1 Conditions of Award

An award of the University will be conferred when the following conditions are satisfied:

(a) Registration, Fees and Financial Liabilities

The candidate is a registered student for an award and payment of all the appropriate tuition and other relevant fees and outstanding financial liabilities has been made.

(b) Completion of Programme

The candidate has completed an approved programme of research.

(c) Recommendation for Award

The award has been agreed by the examiners, and confirmed by the Chair of the University Research and Enterprise Committee.

### 2.10.3.2 Masters by Research (MRes)

A Masters is awarded to a candidate who has investigated a topic using appropriate research methodology and has presented a satisfactory thesis. An oral examination may be required at the discretion of the examiners.

### 2.10.3.3 Masters Titles

Masters of Research (MRes)

The title Master of Research (MRes) is used for all subject areas.

### 2.10.3.4 Masters: Certificate of Award

The specification of the award of Master of Research is shown on the Certificate of Award.

### 2.10.3.5 Masters: Use of Designatory Letters

Award holders may use the designatory letters with or without the mode of attaining the award.

#### 2.10.3.6 Master of Philosophy (MPhil)

A Master of Philosophy (MPhil) is awarded to a candidate who has satisfactorily completed, or been exempted from, an approved programme of research training; has investigated and evaluated, or critically studied, an appropriate topic demonstrating an understanding of research methods appropriate to the chosen field; and has presented a satisfactory thesis. The candidate is required to defend the thesis by oral examination.

#### 2.10.3.7 Doctor of Philosophy (PhD)

A Doctor of Philosophy (PhD) is awarded to a candidate who has satisfactorily completed, or been exempted from, an approved programme of research training; has investigated or critically studied an appropriate topic resulting in a significant contribution to knowledge; and has presented a satisfactory thesis. The candidate is required to defend the thesis by oral examination.

#### 2.10.3.8 PhD by Existing Published Work

A Doctor of Philosophy (PhD) may also be awarded on the basis of existing published work. This may include the candidate's own original creative work. The work presented must demonstrate a systematic approach evidencing independent, critical and original aspects, with a significant contribution to knowledge; and must include a synoptic review. The synoptic review and existing published work will form the thesis which is presented for examination. The candidate is required to defend the synopsis and published work (the thesis) by oral examination.

#### 2.10.3.9 Professional Doctorate

A Professional Doctorate is awarded to a candidate who has satisfactorily completed an approved programme of research training and contextual study. The candidate will also have investigated or critically studied an approved topic or topics which make a significant contribution to practice and/or knowledge, and presented a satisfactory thesis. The candidate is required to defend the thesis by oral examination.

#### 2.10.3.10 Doctor of Education (EdD)

The title of Doctor of Education (EdD) is reserved for programmes of research focused on education and professional practice in education.

Normally all candidates must have appropriate professional experience.

#### 2.10.3.11 Doctor of Engineering (DEng)

The title of Doctor of Engineering (DEng) is reserved for programmes of research focused on engineering and related subjects and professional practice in engineering.

Normally all candidates must have appropriate professional experience.

#### 2.10.3.12 Doctor of Business Administration (DBA)

The title of Doctor of Business Administration (DBA) is reserved for programmes of research focused on Business Administration and related subjects and professional practice

Normally, all candidates must have appropriate professional experience.

#### 2.10.3.13 Professional Doctorate (DProf)

The title of Professional Doctorate is reserved for those areas not covered by a named award.

Normally, all candidates must have appropriate professional experience.

#### 2.10.3.14 Higher Doctorates

The University awards Higher Doctorates to applicants who have undertaken work of high distinction, which has constituted an original and significant contribution to the advancement of knowledge, or its applications, or both.

Applications may be made for the following Higher Doctorates:

- Doctor of Laws (LLD)
- Doctor of Letters (DLitt)
- Doctor of Science (DSc)
- Doctor of Technology (DTech).

## 2.10.4 Research Awards: General Provisions

### 2.10.4.1 Registration of Candidates

#### 2.10.4.1.1 Mode of Study

A candidate may register on a full-time or part-time basis.

A candidate may seek approval from the Research Degrees Sub-Committee of the University Research and Enterprise Committee for a change in the mode of study at any point during the research programme.

#### 2.10.4.1.2 Off Shore Study Option (MRes, MPhil, PhD, and Professional Doctorates)

A candidate may register on a full-time or part-time basis. Opting for offshore study will allow a candidate to remain in their own country to study for their award whilst using agreed facilities within a specified and University approved location (usually a place of education that the University has a pre-arranged agreement with).

A candidate opting for this mode of study will be expected to be in residence in Leeds and attend our University for a minimum of two months at the beginning of the programme of study. This will establish a good working relationship with the supervisory team, undertake appropriate training and prepare for the Confirmation of Registration. Additional visits will be required as necessary for the particular award being studied. The candidate must attend the Viva Voce Examination in person at Leeds Beckett University.

#### 2.10.4.1.3 Periods of Registration

Registration commences from the date the candidate registers and enrolls as a research candidate at the University. The periods of registration (which includes any period of writing-up, examination and conferment of the award), are provided in the table below:

<b>Award</b>	<b>Period of Study</b>	<b>Writing Up</b>	<b>Total</b>
Masters by Research (full time)	1 year	n/a	1 year
Masters by Research (part time)	2 years	n/a	2 years
Master of Philosophy (full time)	2 years	1 year	3 years

Master of Philosophy (part time)	3 years	1 year	4 years
Doctor of Philosophy (full time)	3 years	1 year	4 years
Doctor of Philosophy (part time)	5 years	1 year	6 years
Professional Research Doctorate (part time)	4 years	1 year	5 years
PhD by Existing Published Works	1 year	n/a	1 year

#### 2.10.4.1.4 Duration of Study – Submission Prior to Expiry of Minimum Period of Registration

The minimum period of registration can exceptionally be reduced normally by up to 6 months for both full-time and part-time candidates (with fees adjusted accordingly), with the support of the candidate's supervisory team and the prior approval of the Research Degrees Sub-Committee of the University Research and Enterprise Committee.

Candidates may submit their thesis for examination prior to the expiry of the minimum period of registration.

#### 2.10.4.1.5 Changes to a Candidate's Period of Registration

Where a candidate changes their mode of study or transfers from one research award to another, their period of registration will be calculated on a pro-rata basis.

#### 2.10.4.1.6 Candidates transferring from another institution – Periods of Registration

Where a candidate has commenced their period of registration with another institution, their period of registration will be calculated based on the date their registration commenced with the previous institution.

#### 2.10.4.1.7 Annual Progression and Continuation of a Candidate's Registration

Continuation of a candidate's registration will be subject to the outcome of the Annual Progression process.

#### 2.10.4.1.8 Duration of Study – Application to exceed maximum period of registration

A candidate registered for a research award of the University may only exceed the maximum period of registration in exceptional circumstances. The Research Degrees Sub-Committee of the University Research and Enterprise Committee is authorised to agree an extension to a candidate's registration up to a maximum of 12 months.

A candidate must submit a request to extend their registration at least 3 months prior to the expiry of their maximum period of registration or the request may be rejected.

#### 2.10.4.1.9 Externally-funded candidates – Duration of Study

Where a candidate accepted for a research award of the University is funded by an external body, and that external body prescribes time-limits for the completion of the award in question, the time-limit set by the external body shall be the duration of study for the candidate.

In accepting the funding from the external body to study within the University, the candidate agrees to be bound by the time limits set by the funding body for the submission of the award for which funding is given.

#### 2.10.4.1.10 Suspension of Registration

In exceptional circumstances, the Research Degrees Sub-Committee of the University Research and Enterprise Committee may approve a request for suspension of registration for any research award where the candidate is prevented by ill-health or any other valid cause from making progress on their research.

The minimum period for a suspension period is 3 months.

Application for suspension is not permitted within the first 6 months of a programme of study nor during the writing-up period.

During any period of suspension the candidate will be required to maintain regular contact with their Director of Studies, providing updated information (such as medical certificates) on their status and expected return date.

Any period of suspension will not count towards the candidate's overall period of registration.

#### 2.10.4.1.11 Withdrawal of Registration

A candidate wishing to withdraw their registration from the University must inform the University Research Office of this intention in writing. The University Research Office should offer the candidate an exit-interview in which the reasons for withdrawal will be discussed.

#### 2.10.4.1.12 Registration and Confirmation of Registration

To meet academic standards and to ensure that candidates are embarking on an achievable programme of research leading to an award of the University, candidates are required to submit for confirmation of their registration on their target award.

#### 2.10.4.1.13 Transfer of Registration

If, through the course of their research, the candidate feels their research project may be suitable for an alternative award than the one which they originally registered for (a candidate wishing to transfer from MRes to MPhil or MPhil to PhD for example), they may seek to transfer their registration. Candidates are advised to seek the opinion, and advice of, their supervisory team before making a request to transfer their registration to an alternative award.

An application to transfer to an alternative award will be considered by the Research Degrees Sub-Committee of the University Research and Enterprise Committee who may arrange for the candidate to undertake the Transfer of Registration process.

#### 2.10.4.2 Fees for Research Candidates

##### 2.10.4.2.1 Fees

The payment of fees will be as prescribed by the appropriate University guidance and processes.

The candidate will be expected to re-enrol and pay fees on an annual basis, subject to the outcome of the annual progression process.

The candidate's registration and fee payment must be current at the time of examination.

#### 2.10.4.2.2 Candidate entitlement on payment of fees

Payment of the required full-time or part-time fees entitles the research candidate to access the University's facilities and services. The candidate is entitled to receive supervision only during the period in which they pay the full fee for the appropriate mode of study.

#### 2.10.4.2.3 Writing-up Fee – MPhil, PhD and all Professional Doctorates only

A candidate permitted to register on to the writing-up fee by the Research Degrees Sub-Committee of the University Research and Enterprise Committee will not require, or receive, any supervision during the period in which they are paying the writing-up fee; but will be able to access the library and other learning facilities of the University.

The writing-up fee period will be a minimum of 2 months and a maximum period of 12 months which may not be extended.

#### 2.10.4.2.4 Writing-up Fee and Periods of Registration

A flat rate fee will be charged for the writing-up period. The fee is non-refundable.

Any period of writing-up will count towards the candidate's overall period of registration.

#### 2.10.4.3 Equality and Diversity: Reasonable Adjustments

##### 2.10.4.3.1 Consideration of Adjustments

In the interests of ensuring compliance with relevant equality and diversity legislation, where a candidate is prevented through disability, or any other valid cause, from undertaking the processes relating to their research award in the standard way, the Research Degrees Sub-Committee of the University Research and Enterprise Committee will consider and approve any variation to the processes relating to that award. In doing so, the standards of the award must be maintained.



## **2.10.5 Annual Reporting**

### 2.10.5.1 Process

The Research Degree Sub-Committee of the University Research and Enterprise Committee will receive reports on research students' progress, data and issues relating to research degree programmes.

## **2.10.6 Extenuating Circumstances**

### 2.10.6.1 Fit to Sit/Submit Principle

The Research Awards regulation in respect of Extenuating Circumstances is based on the principle of fit to sit/submit. The principle asserts that students who undertake an assessment or confirmation of registration process declare themselves fit to take that assessment or process; any claim for extenuating circumstances in relation to that assessment or process will not, normally, be considered.

### 2.10.6.2 Progression

Extenuating circumstances which may have affected a candidate's progress should be drawn to the attention of the Research Degree Sub-Committee of the University Research and Enterprise Committee in respect of decisions which may be made on any aspect of a candidate's progress including confirmation of registration and examination.

### 2.10.6.3 Early Notification

Candidates should draw the attention of their supervisory team (or independent contact) to any circumstances which may have affected or be affecting the progress of their studies at the earliest opportunity. This will enable the supervisory team to take this into account in respect of the annual progression review.

### 2.10.6.4 Extenuating Circumstances - Examination and Outcomes

Where the extenuating circumstances relate to the timing of the viva-voce examination and / or any further examination (as relevant), the candidate must inform the University Research Office of these circumstances at the earliest possible opportunity so that arrangements can be made to postpone / re-schedule the viva-voce examination and/or any further examination.

Normally, no research award of the University may be conferred without the candidate successfully undertaking the relevant examination process for that award.

#### 2.10.6.5 Research Degrees with Structured Learning

Students undertaking Research Degree Awards with structured learning may submit their extenuating circumstances for consideration by a Mitigation Co-ordinator.

#### 2.10.6.6 Consideration of Extenuating Circumstances

The Mitigation Co-ordinator may approve an extension up to 10 days.

The Chair of the University Research Degrees Sub-committee or nominee may approve an extension up to 1 month.

Request for extensions over 1 month must be presented to the University Research Degrees Sub-committee to consider suspension of study.

### **2.10.7 Appeal Provisions**

#### 2.10.7.1 Regulations and Procedures for Appeal

The regulations and procedures governing the submission of an appeal are as found in Section 2.8 of the University Academic Principles and Regulations.

#### 2.10.7.2 Application

These regulations apply to any candidate appeal in respect of the following:

- Confirmation of Registration
- Transfer of Registration
- Registration for an alternate award
- The outcomes of the Annual Progression panel
- The examiners' decision in respect of a research award of the University.

### **2.10.8 Research Misconduct And Unfair Practice**

#### 2.10.8.1 Investigating Research Misconduct and Unfair Practice

The circumstances of a claim of Research Misconduct will be investigated in line with the provisions of the Policy and Procedures for investigating allegations of misconduct in research.

A candidate or member of staff studying towards a research award who is suspected of plagiarism, collusion or other form of unfair practice may be investigated under the provisions of Section 2.9 of the University Academic Principles and Regulations.

## **2.10.9 Confidentiality And Presentation Of Work**

### 2.10.9.1 Confidentiality of Theses

Where a candidate or the University wishes the thesis to remain confidential for a period of time after completion of the work, application for approval is normally made to the University at the time of registration or as soon as the need for confidentiality emerges. Application must be made to the University Research Office on the appropriate form.

The Research Degrees Sub-Committee of the University Research and Enterprise Committee normally only approves an application for confidentiality in order to enable a patent application to be lodged or to protect commercially sensitive material. The maximum period of confidentiality is normally two years, although in exceptional circumstances the Research Degrees Sub-Committee of the University Research and Enterprise Committee may approve a longer period.

### 2.10.9.2 Form of Presentation

The form of presentation may be by:

- A written thesis; or
- A thesis that comprises other material accompanied by a written critical evaluation and contextualising overview of the process and product of the intellectual enquiry.

### 2.10.9.3 Creative Work

Candidates may propose a programme of work in which the candidate's own creative work forms a significant part of the intellectual enquiry where it is an integral part of the process and product. In such cases, the following are required:

#### (a) Research programme

Such creative work shall be undertaken within and as part of an identified research programme.

(b) Context

Such creative work must be clearly presented in relation to a written thesis or equivalent document which offers a critical evaluation or contextual overview of the process and product of the intellectual enquiry. This written component should be not less than 10,000 words and not usually more than 25,000 words as appropriate to the particular research proposal.

(c) Form of Submission, Methods of Assessment and Permanent Record

The form of the proposed submission and the proposed methods of assessment must be set out in the application for registration and be such that they meet the regulatory requirements for the award. Creative work submitted for examination must be documented through appropriate textual and photographic, video, CD-rom or DVD evidence including any artefacts or documentation integral to the creation of the work. Such documentation will provide a permanent archival record of the full submission. Where a web-based submission is made, a permanent archival record of the website on disk must be provided. Submissions in such a format may if appropriate integrate the written component (see 2.10.9.3 (b) above).

#### 2.10.9.4 Scholarly Editions

Applicants may propose a programme of research of which the principal focus is the preparation of a scholarly edition of a text or texts, musical or choreographic work, or other original artefact. In such cases the following are required:

(a) Form of Submission

The application must show how the final work shall be submitted.

(b) Commentary and Context

The resultant work to be examined shall include a substantial introduction and a critical commentary setting the text(s) in the relevant historical, theoretical and critical context.

(c) Other Requirements

The thesis shall conform to the usual scholarly requirements and be of an appropriate length.

## **2.10.10 Co-Operation With Other Organisations**

### 2.10.10.1 Co-operation with Other Organisations

The University encourages programmes of research that involve co-operation with industrial, commercial, professional or research organisations leading to one of its awards.

Such co-operation is undertaken with the intention of:

- Encouraging outward looking and relevant research
- Extending a research candidate's experience and perspectives
- Providing a wider context for the development of the research topic to be undertaken
- Benefiting the research of the co-operating organisation.

### 2.10.10.2 Co-operating Organisations

Formal co-operation may be with one or more external bodies or institutions, each of which is referred to as a Co-operating Organisation.

### 2.10.10.3 Details of Agreement

The establishment of such a co-operation shall specify:

- The resources and facilities available for a candidate
- The arrangements (if appropriate) for joint or other supervision
- Their commitment to support the candidate to submission, or other relevant guarantee.

Any agreement with a co-operating organisation(s) will be subject to the procedures identified in 'Section 3.5: Collaborations and Partnerships' of the University Academic Principles and Regulations.

### 2.10.10.4 Academic Independence

All proposed research programmes are considered for research award registration on their academic merits and without reference to the concerns or interests of any associated funding body.

## **2.10.11 Admission**

### 2.10.11.1 Admission & Entry Qualifications

#### 2.10.11.1.1 Admission

Admission of candidates for research awards will conform to the general Admission Regulations of the University, as appropriate, and to the specific provisions in respect of application and qualification for registration for research awards.

#### 2.10.11.1.2 Evidence of Qualifications

All applicants will be required to provide satisfactory evidence of the qualifications or experience claimed. Falsification of such evidence will lead to the termination of registration.

#### 2.10.11.1.3 MRes, MPhil, PhD, PhD by Existing Published Work

The normal entry qualifications for registration on to the degrees of MRes, MPhil or PhD, is an appropriate honours degree of a United Kingdom higher education institution; or one recognised by the University as equivalent.

Admission may also be through a qualification which is regarded by the Research Degrees Sub-Committee of the University Research and Enterprise Committee as equivalent.

#### 2.10.11.1.4 Professional Doctorates

Candidates for Professional Doctorates should normally have an appropriate honours degree of a United Kingdom higher education institution; and have had a minimum of three years of professional experience. Professional experience will be understood as practical experience within the relevant field of enquiry.

#### 2.10.11.1.5 Non-standard Entry Qualifications

An application made by someone other than those holding an appropriate entry qualification is considered on its merits. Evidence is required to demonstrate that the background knowledge is appropriate and that the candidate has the ability to carry out the research to the level required for that award.

Such an application is considered by the Chair of the University Research and Enterprise Committee who will consider the recommendation in the context of consistency and fairness across the University and make a recommendation.

#### 2.10.11.1.6 English Language Qualification

If a candidate's first language is not English, the University will require evidence that the candidate has the necessary language skills to fulfil the requirements of the award.

Candidates are required to provide evidence of a minimum International English Language Testing System Grade, of 7 (IELTS 7) with no individual sub-score below 6.5 for all research awards.

#### 2.10.11.1.7 Transfer of Registration from another Institution

An applicant wishing to transfer their registration from another institution in the United Kingdom must provide evidence:

- That the proposed programme of study has been accepted by that institution and when their registration commenced
- The level at which it was accepted.
- Written explanation of why they wish to transfer.

Subject to the satisfactory provision of evidence, an applicant for transfer into the University will be presented to the Research Degrees Sub-Committee of the University Research and Enterprise Committee for approval. If successful, an applicant for transfer will normally be required to attend a progression meeting prior to registering for the target award of PhD, Professional Doctorate, MPhil or MRes.

Candidates whose programme of study was approved for the award of MPhil or MRes and who wish to register for a higher or alternative award with the University will be required to submit for confirmation of registration on to the higher / alternative award.

## 2.10.11.2 Consideration and Determination of Application

### 2.10.11.2.1 Application for Admission

Application for admission to a research award of the University is made to the University Research Office.

### 2.10.11.2.2 Reference to relevant external legislation and policies

The University requires all candidates to comply with all laws, legislation and policies appropriate to the research project and provide documentary evidence as appropriate.

Confirmation of compliance with the relevant legislation / policies must be forwarded to the University Research Office before any decision on admission can be made.

This requirement applies equally where the requirement to comply with any law, external legislation / policies emerges after registration.

### 2.10.11.2.3 Group Projects

An applicant whose work forms part of a larger group project may apply to register for a research award subject to the following requirements:

- The project work to be undertaken by the applicant must be clearly defined, together with supervisory and technical assistance
- The individual contributions must be clearly identified and be distinguishable at the examination.

### 2.10.11.2.4 Research Projects substantially undertaken outside the University

Applications may be made from persons proposing to work substantially outside the University or outside the United Kingdom provided that:

- The facilities are available to carry out the programme of research
- Arrangements for supervision can be made to provide for adequate and appropriate contact between the candidate and the supervisor(s) based in the University.



#### 2.10.11.2.5 Research Training Programme

It is compulsory for a candidate registered for a research award to have successfully completed an approved research training programme before they are eligible to be examined for the research award, unless exemption has been agreed.

MRes candidates will be exempt from this requirement due to the nature of their award.

On account of the basis on which the submission will be made, a candidate for PhD by Existing Published Work is exempt from the requirement to participate in the University's Research Training Programme.

#### 2.10.11.2.6 Exemption from the Research Training Programme

The Research Degree Sub-Committee of the University Research and Enterprise Committee may, following an application from the supervisory team, exempt an applicant from the Research Training Programme.

In cases where a candidate has been exempted from the approved training this should be stated clearly on the offer letter to the applicant prior to them registering on their award.

#### 2.10.11.2.7 Decision on an Application

The University will determine:

- Whether an offer of a place should be made to an applicant
- The level at which registration should take place (if relevant)
- Whether the applicant is exempt from the Research Training Programme.

The University Research Office will communicate the decision to the applicant.

#### 2.10.11.2.8 Registration

After an offer of a place is made and accepted by the applicant, the new candidate must register and enrol as a research candidate of Leeds Beckett University on the appropriate award; and commence the payment of fees.

## **2.10.12 Supervision Of Research**

### 2.10.12.1 Supervision of Research

A research degree candidate is normally supervised by a Director of Studies and at least one other supervisor. In exceptional circumstances, an additional supervisor may be added to the supervisory team.

### 2.10.12.2 Appointment of Supervisory Team

The supervisory team will be proposed by the relevant School with the relevant members of academic staff, during the process of consideration of the application.

### 2.10.12.3 Supervisory Team: staff development

All supervisors will be required by the University to engage in development of various kinds to equip them to supervise candidates. New supervisors will participate in specified development activities arranged by the University to assure their competence in the role.

### 2.10.12.4 Advisors

An advisor or advisors may be proposed in addition to the Director of Studies and supervisor. The advisor would normally provide one or more of the following:

- A specialised knowledge of value to the research project
- Additional extensive experience of research award supervision
- An appropriate link with, or is in, an external organisation that will assist with the programme of research.

### 2.10.12.5 Staff ineligible to act as Research Supervisors

To avoid potential conflicts of interest, real or perceived, a member of staff registered for a research degree, either internal or external to the University, should not act as a supervisor to another research degree candidate.

In exceptional circumstances the Research Degrees Sub-Committee of the University Research and Enterprise Committee has discretion to approve variance to this provision; and such exemption should be sought from the Chair of the Research Degrees Sub-Committee of the University Research and Enterprise Committee.

#### 2.10.12.6 Change in Supervisory Arrangements

Changes in supervisory arrangements are approved by the Research Degrees Sub-Committee of the University Research and Enterprise Committee.

### **2.10.13 Commencement of Study**

#### 2.10.13.1 Candidates

During the first stage of the research project, the research candidate will work with the supervisory team, and:

- Refine the proposed project
- Comply with any other relevant University procedures required for confirmation of registration.

#### 2.10.13.2 Supervisory team

During the first stage of the research project, the supervisory team will work with the candidate, and:

- Assure themselves of the candidate's suitability to undertake the research and the feasibility of the proposed project
- Ensure compliance with any other relevant procedures.

#### 2.10.13.3 Ethical Approval of Research Programme

The supervisors will determine the type and level of approval or authorisation the candidate's project is likely to require and whether the proposed project requires reference to the School Research Ethics Committee; or requires any other external approval.

Where ethical approval has been sought and agreed, the relevant documentation must be submitted with the documentation for Confirmation of Registration. Where ethical approval is ongoing and/or subject to further refinement, a report to that effect must be included with the documentation for confirmation as defined by the confirmation of registration regulations for that award.

#### 2.10.13.4 Health and Safety: Risk Assessment

The supervisors, with the advice of the University Health and Safety Officers if appropriate, will determine whether the proposed project requires a risk assessment.

Where required, such a risk assessment must be carried out prior to confirmation of registration; and the record of the risk assessment and its outcomes included with the documentation for confirmation of registration.

#### 2.10.13.5 Data Protection Act 1988

Research candidates must make themselves aware of the provisions of the Data Protection Act 1988, and how this impacts on their programme of study.

#### 2.10.13.6 Intellectual Property Provisions

Research candidates must ensure they are aware of the University Regulations with regards to intellectual property (see General Student Regulations); by enrolling on to a University programme, candidates will confirm their compliance with these provisions.

#### 2.10.13.7 Collaborating Institutions or Organisations

The supervisors will ensure that, where required, a formal letter of support from a collaborating institution or organisation, setting out the terms of the collaboration, is obtained by the candidate. This letter will be included with the documentation for confirmation of registration.

### **2.10.14 Progression**

#### 2.10.14.1 Progression

At any point a formal progression meeting can be held.

#### 2.10.14.2 Annual Progression

The progress of all candidates will be reviewed annually through the Annual Progression process.

In the absence of such progress, the progression panel will take appropriate action which may include the requirement for the candidate to withdraw from their programme of study.

#### 2.10.14.3 Annual Progression: Process

The Annual Progression Process will take the following format:

- Annual Progression Panel is formed
- Candidate submits Annual Progression Form with any relevant supporting information (Director of Studies also completes the relevant section of this form)
- The candidate presents an overview of their work to date and outlines the progress made in a presentation to the Annual Progression Panel
- The Annual Progression Panel confirms outcome to the candidate
- Outcomes of the Annual Progression Process are reported to Research Degrees Sub-Committee of the University Research and Enterprise Committee.

#### 2.10.14.4 Annual Progression Panels

Candidate progress will be reviewed by an Annual Progression Panel which will meet within 12 months of the candidate's enrolment date with the University.

The candidate's progress will be reviewed on an annual basis thereafter.

#### 2.10.14.5 Annual Progression: Outcomes

The Annual Progression Panel is permitted to decide one of the following outcomes:

- **Continue** - The candidate is permitted to continue their studies
- **Continue with Written Warning** - The candidate is permitted to continue with their studies with a written warning regarding their lack of satisfactory progress which will be reviewed by the next available Annual Progression Panel or at an earlier additional progression point, as defined by the Panel
- **Alternative Award** - The candidate is not permitted to continue their studies on their current award but is offered the opportunity to registers on an alternative (MPhil to MRes) or lesser award (PhD to MPhil or MRes)
- **Withdraw** - The candidate is not permitted to continue their studies and is required to withdraw from their research programme.

#### 2.10.14.6 Annual Progression: Review of Written Warnings

Where the outcome of the Annual Progression Panel is to permit the candidate to continue with their studies with a written warning regarding the lack of satisfactory progress, this may be reviewed by the next Annual Progression Panel or at an earlier additional progression point as decided by the panel. If the additional progression point is set prior to the next meeting of the Annual Progression Panel, the date by which the review will take place will be clearly specified to the candidate.

Upon further reviewing the progress of the candidate, at the additional progression point, the Panel will retain the right to make any of the decisions available at the original Annual Progression Panel from which the written warning originated (as in 2.10.14.4).

#### 2.10.14.7 Appeal

A candidate whose registration is terminated or amended may lodge a request for an appeal hearing under the provisions of the University Academic Principles and Regulations, section 2.8. Appeals on the grounds of academic judgement are not permitted under these regulations.

### **2.10.15 Transfer of Registration**

#### 2.10.15.1 Transfer of Registration - Higher Award

A candidate registered for the award of MPhil may seek to transfer their registration to PhD. A candidate registered for the award of MRes may seek to transfer their registration to MPhil.

#### 2.10.15.2 Transfer of Registration – Lower Award

A candidate registered for a research award who is unable to complete the approved programme of work at that level may make an application to the Research Degrees Sub-Committee of the University Research and Enterprise Committee to revert to a lower award, providing this is done before the submission of the examination arrangements for the candidate.

In considering the application to transfer to the lower award, the Research Degrees Sub-Committee of the University Research and Enterprise Committee is required to confirm that the candidate will realistically be able to achieve the lower award.

Where there are doubts, the candidate may be required to submit for Confirmation of Registration for the lower award.

#### 2.10.15.3 Timescales

A request for transfer may take place at any point before the submission of the examination arrangements for the candidate.

#### 2.10.15.4 Process

The process of transfer will be the same as the process for confirmation of registration for the award the candidate is transferring to.

#### 2.10.15.5 Appeal

A candidate refused transfer of registration on to a higher award, may lodge a request for an appeal hearing under the provisions of the University Academic Principles and Regulations, section 2.8. Appeals on the grounds of academic judgement are not permitted grounds of appeal under these regulations.

### **2.10.16 Confirmation of Registration**

#### 2.10.16.1 Confirmation of Research Award

The following provisions for Confirmation of Registration apply to MPhil, PhD and Professional Doctorate candidates. For PhD by Existing Published Work see section 2.10.23.

#### 2.10.16.2 Purpose and Requirements of Confirmation of Registration

The purpose of these provisions is to ensure:

- That the completion of the research project as described will realistically enable the candidate to achieve a research award of the University at the designated level
- The suitability of the candidate to pursue the research project at that level.

#### 2.10.16.3 Timescales

Confirmation of Registration on their award will be completed within 4 months of enrolment for full-time candidates and 6 months for part-time candidates.

Candidates are required to undertake the Confirmation of Registration during the fixed weeks appropriate to the Intake Date.

The Research Degrees Sub-Committee of the University Research and Enterprise Committee may approve a change from the fixed weeks, in exceptional circumstances only. Any application for a change from the fixed weeks must be made at the earliest possible opportunity when the reasons for making such a request emerge.

#### 2.10.16.4 Outcomes

The discussion will result in one of the following outcomes:

- Confirmation of registration for the award
- Confirmation of registration for a lesser award
- Termination of programme.

#### 2.10.16.5 Appeal

A candidate refused Confirmation of Registration to a research award may lodge a request for an Appeal Hearing under the provisions of Section 2.8 of the University Academic Principles and Regulations.

Appeals on the grounds of academic judgement are not permitted as grounds of appeal under these regulations.

### **2.10.17 Eligibility and Submission for Examination**

#### 2.10.17.1 Eligibility for Examination

##### 2.10.17.1.1 Research Training Programme – Research Awards

Unless specifically exempted, a candidate registered for a Research Award of the University is required to follow an approved Research Training Programme before they are eligible to be examined for the research award.

##### 2.10.17.1.2 Research Training and Contextual Study – Professional Doctorate

A candidate for the award of Professional Research Doctorate is not eligible to be examined until the approved programme of research training and contextual study specific to that award has been successfully completed.



#### 2.10.17.1.3 Confirmation of completion of Research Training Programme

Before examination for the registered award, the candidate must obtain written confirmation that the relevant research training programme and/or contextual study has been satisfactorily completed.

#### 2.10.17.1.4 Submission at the Discretion of the Candidate

Submission of the thesis for examination is at the sole discretion of the candidate. Although a candidate would be unwise to submit the thesis against the advice of the supervisors, it is their right to do so.

Candidates should not assume that a supervisor's agreement to the submission of the thesis guarantees the award of the degree.

#### 2.10.17.1.5 Mock Viva

Any candidate registered on a research award of the University must be offered a mock viva.

The outcome or advice received by the candidate as a result of this process does not guarantee receipt of the award.

#### 2.10.17.1.6 Compliance with University Requirements

It is the responsibility of the candidate to ensure prior to the examination:

- That the requirements of the relevant University Academic Principles and Regulations have been met, including the payment of fees
- That registration is still current.

#### 2.10.17.1.7 Examination Arrangements and contact with External Examiner(s)

A candidate may not take part in the arrangement of the examination and shall have no formal contact with the external examiner(s) between the appointment of the examiners and the oral examination and any subsequent re-submission of the thesis and/or oral and any further examination as required.

#### 2.10.17.1.8 Candidate's Declaration

The candidate is required to confirm in writing that:

- The thesis has not been submitted for a comparable academic award
- The thesis is the candidate's own work.

Where work which has already been submitted for a degree or comparable award is included in the thesis, this should be declared.

The candidate's declaration must include a signature from their Director of Studies confirming that, so far as they are aware, the work was undertaken by the candidate. If the Director of Studies is unable to confirm this, any concerns will be outlined. Where appropriate, the Candidate's Declaration form will be presented to the Research Degree Sub-Committee of the University Research and Enterprise Committee, and any concerns raised by the Director of Studies may be investigated prior to the examination taking place.

Candidates should not assume that the Director of Studies signature guarantees the award of the degree.

#### 2.10.17.1.9 Format of the Thesis and Language of Submission

The candidate is responsible for ensuring that the thesis is submitted in the appropriate format.

All theses must be submitted in English.

#### 2.10.17.2 The Thesis: Submission, Deposit and Confidentiality

##### 2.10.17.2.1 Post-Examination: Submission of copies of final text to the University

Following a recommendation of the award, the candidate shall submit to the University Research Office such copies of the final text of the thesis as may be required under the Academic Principles and Regulations. This will be the text endorsed for the conferment of the award by the Chair of the University Research and Enterprise Committee.

##### 2.10.17.2.2 Deposit in Library

Following the award of the degree the University Research Office shall:

- (For PhD awards only) Send one loose copy of the abstract, table of contents and title page to the British Library for indexing
- Lodge one copy of the bound thesis in the appropriate library of the University; and one copy in the library of any collaborating establishment.

In the case of research by creative work, the permanent archival record of the full submission (see Regulation 2.10.9.3 (c)) shall be lodged in the appropriate Library of the University and a copy in the library of any collaborating establishment.

#### 2.10.17.2.3 Confidentiality: restriction of access

Where the Research Degrees Sub-Committee of the University Research and Enterprise Committee has agreed to confidentiality, this precludes the thesis being made freely available in:

- Any Library of the University
- The library of any Collaborating Establishment
- The British Library (PhD theses only).

In such cases the thesis shall, immediately on completion of the programme of work:

- Be retained by the University on restricted access
- For a defined period of time, shall only be made available to those who were directly involved in the project.

#### 2.10.17.2.4 University Property

The copies of the thesis submitted for examination remain the property of the University.

### **2.10.18 Examination Provisions**

#### 2.10.18.1 Examinations: General Provisions

##### 2.10.18.1.1 Proper Conduct of Examinations

The Research Degrees Sub-Committee of the University Research and Enterprise Committee has responsibility for ensuring that all examinations are conducted in accordance with University Principles and Regulations; and that all recommendations for awards are made in accordance with the University Academic Principles and Regulations of the University.

##### 2.10.18.1.2 Action on Irregularities

In any instance where the Research Degrees Sub-Committee of the University Research and Enterprise Committee is made aware of a failure

to comply with all the procedures of the examination process or of any circumstances which may have adversely affected the examination process of a candidate, it may declare the examination null and void, and appoint new examiners.

#### 2.10.18.1.3 Research Degrees Sub-Committee

The Research Degrees Sub-Committee of the University Research and Enterprise Committee is responsible for approving examination arrangements for all research degrees.

Non-UK based examiners will not normally be considered unless an exceptional rationale is made for their appointment.

#### 2.10.18.1.4 Contact with Examiners: prior to examination

A candidate shall have no formal contact with the external examiner(s) between the appointment of the examiner(s) and the conclusion of the examination process (including any re-assessment).

Any queries from the candidate will be directed to the Independent Chair.

#### 2.10.18.1.5 Authority to Decide the Outcome of an Examination

The examiners will make a decision on the outcome of an examination.

Where this relates to the conferment of an award of the University, whether following the successful completion of minor, re-submission or any other circumstances, the Chair of the University Research and Enterprise Committee will be required to confirm their agreement on behalf of the University Research and Enterprise Committee before the award is conferred.

In doing so, the Chair may inspect any relevant paperwork or information.

#### 2.10.18.1.6 Posthumous Awards

Research Awards may be awarded posthumously on the basis of a thesis completed by a candidate, which is ready for submission for examination.

## 2.10.18.2 Examiners

### 2.10.18.2.1 Number of Examiners

A candidate is examined by at least two and normally not more than three examiners. One examiner shall be an internal examiner. Examiners should be experienced in research in the general area of the candidate's thesis and, where practicable, have experience as a specialist in the topic(s) to be examined.

The supervisory team will propose suitable examiners for approval by the Research Degrees Sub-Committee of the University Research and Enterprise Committee.

### 2.10.18.2.2 External Examiners

At least one of the examiners shall be external to the University. External examiners are required to have substantial experience of examining research candidates to the level of the award being examined. This is normally regarded as having undertaken at least three previous examinations in the field and at the level in question.

### 2.10.18.2.3 External Examiners: independence

The external examiner is required to be independent both of the University and of the collaborating body (if any); and shall not have acted as the candidate's adviser or supervisor.

The Research Degrees Sub-Committee of the University Research and Enterprise Committee must also ensure that an external examiner is not approved so frequently that their familiarity with the University might prejudice objective judgement.

Former members of the University are not normally approved as external examiners until five years after the termination of their employment with the University.

### 2.10.18.2.4 Requirement for Second External Examiner

Where the candidate and the internal examiner are members of staff of the University at the time of submission of the thesis for examination, a second external examiner shall be appointed.

This provision does not apply in respect of a candidate who is on a time-limited employment contract for example a research assistant or part time hourly paid lecturing staff.

Where other circumstances arise outside of those above, the chair of the Research Degrees Sub-Committee of the University Research and Enterprise Committee will make a final decision regarding whether the circumstances of the individual case dictate that a second external examiner is required.

#### 2.10.18.2.5 Internal Examiners

An internal examiner may be:

- A member of staff of the University
- A former member of staff, employed during the period of registration
- A member of staff of any co-operating establishment concerned with the project.

#### 2.10.18.2.6 Ineligibility to act as Examiner

No member of the candidate's supervisory team should be appointed as internal examiner for that candidate.

No candidate registered for a research award may act as an examiner.

#### 2.10.18.2.7 Independent Chairs

The Research Degrees Sub-Committee of the University Research and Enterprise Committee will appoint a non-examining Independent Chair for all viva-voce examinations for research awards of the University.

The independent chair will be appointed from a different school to the supervisory team.

### **2.10.19 Examination**

#### 2.10.19.1 Form of Examination

##### 2.10.19.1.1 MRes

Examination for Masters by Research awards is normally through consideration of the written thesis only.

External examiners have the right to require that any candidate also be examined by oral examination. This form of assessment may be of advantage when the thesis is considered borderline.

#### 2.10.19.1.2 MPhil, PhD, Professional Doctorate

The examination for these research awards normally proceeds in two stages:

- The submission and preliminary assessment of a thesis
- An oral examination where the candidate is required to defend the thesis.

#### 2.10.19.1.3 MPhil, PhD, Professional Doctorate: Oral Examination

A candidate is normally examined orally on the programme of work and on the field of study in which the programme lies. The oral examination is normally held in the United Kingdom and the candidate is expected to attend in person.

In exceptional circumstances, the Research Degrees Sub-Committee of the University Research and Enterprise Committee may approve an alternative form of examination.

#### 2.10.19.1.4 Oral Examination: Supervisors and Advisors

Members of the supervisory team or an advisor may, with the consent of the candidate, attend the oral examination. They may participate in the discussion at the discretion of the examiners but they are required to withdraw prior to the deliberations of the examiners on the outcome of the examination.

#### 2.10.19.1.5 Oral Examination: Timing

The oral examination is normally arranged to take place within 3 months of the submission of the thesis.

#### 2.10.19.2 Re-examination

##### 2.10.19.2.1 Number and timescales - One Re-examination

Where the examiners decide that the candidate should be re-examined, they will be permitted to be re-examined once only.

#### 2.10.19.2.2 Information to Candidates

The examiners are required to provide the candidate with written guidance on any deficiencies of the first submission, which will be forwarded to the candidate with the result of the first examination.

Receipt of this guidance does not of itself guarantee successful re-examination.

#### 2.10.19.2.3 Timescale for Re-examination

Timescales in respect of re-examination commence from the date of the written notification from the University Research Office of the candidate's entitlement to re-submit.

All candidates will be re-examined at the earliest opportunity following the original examination and re-examination must take place within 12 months of the receipt of the written notification.

#### 2.10.19.2.4 Extension of the Timescale for Re-examination

The Research Degrees Sub-Committee of the University Research and Enterprise Committee may approve an extension of this period in exceptional circumstances only.

### **2.10.20 Examination Procedures**

#### 2.10.20.1 Examination for the awards of MPhil, PhD and Professional Doctorate

##### 2.10.20.1.1 Preliminary Assessment Report

Each examiner is required to read and examine the thesis and produce an independent preliminary assessment report on it.

The University Research Office will make arrangements for the exchange of preliminary assessment reports between examiners.

##### 2.10.20.1.2 Status of this documentation – Preliminary Assessment Report

The preliminary assessment report is a preliminary assessment of the academic standard of the work only. The contents of the preliminary report are confidential to the examiners and do not carry the status of a final decision.



The University Research Office will retain this documentation for the purpose of assuring due process only; and the contents of the preliminary view will not be disclosed to any other person under normal circumstances.

#### 2.10.20.1.3 Further Examination in addition to Oral Examination

The examiners may request a further examination in addition to the oral examination. This further examination is deemed to be part of the candidate's first examination.

A further examination requires the approval of the Research Degrees Sub-Committee of the University Research and Enterprise Committee; and shall normally be held within 2 calendar months of the oral examination unless the committee permits otherwise.

#### 2.10.20.1.4 Examiners' Decisions

Following the oral examination (and, if relevant, further examination), where the examiners are in agreement they complete the relevant joint decision paperwork.

The Research Degrees Sub-Committee of the University Research and Enterprise Committee will routinely review the paperwork produced following examinations to satisfy itself that due process has been followed and the decisions reached are sound.

In cases where the examiner's decision is to confer the award, the Chair of the University Research and Enterprise Committee must sign to confirm this on behalf of the committee.

#### 2.10.20.1.5 Available Outcomes

The examiners may make one of the following decisions:

- The candidate receives the award
- The candidate receives the award subject to minor amendments being made to the thesis within a 1 month period
- The candidate be permitted to re-submit for the award, and be re-examined on the thesis with an oral examination (and/or further examination (as applicable)
- The candidate be permitted to re-submit for the award, and be re-examined on the thesis only

- (For PhD and Professional Doctorate) That the candidate has not achieved the standard of the award, but has satisfied the criteria for award of an MPhil. In this case the candidate may, after possible changes to format of the thesis to satisfy the terms of the regulations for the degree, be awarded the degree of MPhil
- (For MPhil examinations) That the candidate has not achieved the standard of the award of MPhil, and should be awarded the alternative award of MRes subject to confirmation that the thesis meets the requirements for the award
- (For all examinations) That the candidate has not achieved the standard of the award, but should be offered the opportunity to re-submit to be assessed for the award of MPhil (PhD, or Professional Doctorate registrations) or MRes (MPhil registrations).

#### 2.10.20.1.6 Recommendations where the Examiners are not in agreement

Where the examiners are not unanimous in respect of their final decision, each examiner must complete, and forward their individual recommendation to the Research Degrees Sub-Committee of the University Research and Enterprise Committee, in the required format.

The individual recommendations must provide sufficiently detailed comments to enable the Committee to satisfy itself that due process has been followed.

#### 2.10.20.1.7 Course of Action open to the University

On receipt of the individual recommendations, Research Degrees Sub-Committee of the University Research and Enterprise Committee may take one of the following courses of action:

- Accept a majority recommendation, providing that the majority recommendation includes at least one external examiner
- Accept the recommendation of the external examiner
- Appointment an additional external examiner.

#### 2.10.20.1.8 Additional External Examiner

Where an additional external examiner is appointed, they are not informed of the recommendations of the other examiners.

The additional external examiner is required to provide an independent report on the thesis making any recommendation open to an examiner. For

clarification, where an additional examiner is appointed following the requirement for the candidate to re-submit their thesis and/or be re-examined by oral examination, only the recommendations available to examiners at the re-assessment stage will be available.

The additional external examiner may also conduct an oral examination. This may be in addition to any previous oral examination which may have taken place. In such cases, the Independent Chair of any previous examination will also be present.

## 2.10.20.2 Re-examination for the awards of MPhil, PhD and Professional Doctorate

### 2.10.20.2.1 Application

These provisions apply to re-submission following the decision of examiners for the awards of MPhil, PhD and Professional Doctorate.

### 2.10.20.2.2 Responsibility of the candidate

It is the candidate's responsibility to re-submit the work in the appropriate format and within the required timescale.

### 2.10.20.2.3 Re-examination process

The process for examination and determination of outcomes is the same as that for the initial examination, however the list of available decisions differ as outlined below.

### 2.10.20.2.4 Available Outcomes

The examiners may make one of the following recommendations:

- The candidate receives the award
- The candidate receives the award subject to minor amendments being made to the thesis within a 1 month period.
- (For PhD, Professional Doctorate) That the candidate has not achieved the standard of the award, and should be awarded the degree of MPhil, subject to the conditions for that award being met
- (For MPhil examinations) That the candidate has not achieved the standard of the award of MPhil, and should be awarded the alternative award of MRes subject to the conditions for that award being met
- That the candidate has not achieved the standard of the award or that of a lesser or alternative award; and shall not receive an award.

#### 2.10.20.2.5 Appeal

A candidate:

- Who has been offered a lower or alternate award (MPhil or MRes)
- Who has not been recommended for an award.

May lodge a request for an Appeal Hearing under the provisions of the University Academic Principles and Regulations, section 2.8. Appeals on the grounds of academic judgement are not permitted grounds of appeal under these regulations.

#### 2.10.21 Examination for Award of MRes

The general examination provisions will apply with the following exceptions:

##### 2.10.21.1 Application

These provisions apply to:

- Examination / Re-examination for the award of MRes
- Re-submission to be assessed for the award of MRes after examination for the awards of MPhil, PhD or Professional Doctorate (only the outcomes listed in 2.10.21.5 will be available)

##### 2.10.21.2 Meeting between Examiners

If, having completed the preliminary assessment reports, the examiners consider that the assessment process requires a meeting between the examiners; the University Research Office will arrange such a meeting.

##### 2.10.21.3 Oral Examination

The examiners may request an oral examination in addition to assessing the thesis. This may be particularly useful in determining the outcome of borderline cases.

The examination process is not complete until this oral examination has taken place.

##### 2.10.21.4 MRes Examination: Outcomes

The list of available decisions includes the following only:

- The candidate receives the award
- The candidate receives the award subject to minor amendments being made to the thesis within a 1 month period
- The candidate is permitted to re-submit for the award.

#### 2.10.21.5 MRes Examination: Re-Assessment Outcomes

The list of available decisions at the re-examination stage includes the following only:

- The candidate receives the award
- The candidate receives the award subject to minor amendments being made to the thesis within a 1 month period
- The candidate shall not receive the award.

### 2.10.22 Recommendation for an Award of the University

#### 2.10.22.1 Recommendation for a Research Award of the University

The University Research and Enterprise Committee is the sole body empowered to approve the conferment of a research award of the University. The chair of the University Research and Enterprise Committee will be given delegated authority to approve the conferment of a research award.

#### 2.10.22.2 Confirmation of Completion of Minor Amendments

Where the examiners have decided that the candidate receives the award subject to minor amendments being made to the thesis, the examiners (internal and/or external) shall confirm to the Chair of the University Research and Enterprise Committee that this has been completed satisfactorily.

#### 2.10.22.3 Documentation presented to the Chair of University Research and Enterprise Committee

The chair of the University Research and Enterprise Committee may in exceptional circumstances inspect any relevant documentation. This would normally include the following:

- The paperwork relating to the formal decision of the examiners
- The candidate declaration in respect of the work

- (For PhD awards only) A loose copy of the abstract, table of contents and title page
- a copy of the thesis
- (If appropriate) Written confirmation that required minor amendments have been satisfactorily completed.

#### 2.10.22.4 Formal Progressing of the Recommendation for an award

The Chair's approval will be presented to the next meeting of the University Research and Enterprise Committee for formal recording of the conferment of the award to the candidate.

#### 2.10.22.5 Date of Conferment

The date of conferment of an award will be the date when the Chair of the University Research and Enterprise Committee confirms the examiner's decision to award the degree.

The certificate of award will be available to the candidate at the time of the next award ceremony following conferment of the award and the University being in receipt of the hard copy of the thesis.

A candidate may elect to receive their award in absentia.

### **2.10.23 Doctor of Philosophy by Existing Published Work**

#### 2.10.23.1 General Requirements

##### 2.10.23.1.1 General Provisions

A candidate for the award of PhD by Existing Published Work will be covered by the standard University Academic Principles and Regulations and procedures for research awards with the following exceptions / additions.

A candidate may submit for the degree of PhD by Existing Published Work in any field of study. Published Work includes creative work where this is an integral part of the process and product.

##### 2.10.23.1.2 General Requirements

Published Work may be submitted for the award of PhD by Existing Published Work providing that:

- The submitted works constitute a sufficient, coherent programme of published peer-reviewed research, as opposed to a series of unconnected works
- The creative work has been placed in the public domain and underpins a coherent programme of research
- The University is able to provide appropriate advisor in the field of study.

#### 2.10.23.1.3 Eligibility

The award is open to all members of staff contracted to our University, graduates of our University, former academic staff and honorary academics. Candidates are normally expected to have at least five years relevant experience and evidenced research at postgraduate level prior to application

#### 2.10.23.1.4 Application

Applications for this award will be reviewed initially at the University Research Degrees Sub Committee.

#### 2.10.23.1.5 Research Standing

The PhD by Existing Published Work is primarily intended as an alternative route to the award of PhD in which recognition is given to the contribution of established researchers who have a substantial research and publication record and have made a contribution to the field of study commensurate with that of a PhD thesis. It is normally expected that the submission will demonstrate original work which has extended the forefront of the discipline in question.

Creative work is expected to be a substantive corpus of original creative work which extends the forefront of the discipline, and in which intellectual enquiry is shown to be an integral part of the process and product.

It is normally expected that the works submitted by a candidate form part of a substantial record of publication.

#### 2.10.23.1.6 Indicative Scope of Submission

As an indication of what would be sufficient, candidates would be expected to submit at least six distinct, substantial refereed journal articles or equivalent (for example chapters in edited collections or selected chapters from wholly authored publications) from an extensive portfolio of publications. These articles and the accompanying synopsis (see below)

are expected to approximately equate to the written work expected of more conventional doctoral dissertations in similar subject areas. This number should be increased appropriately where articles of multiple authorship are submitted, and authors will be expected to state the nature and quantity of their contribution to any shared publication. It is normally expected that some of the articles submitted should be single authored.

As an indication of what would be expected for submissions relying on creative work, candidates would normally be expected to submit a significant corpus of work which represents an equivalent depth and breadth of enquiry to that of a PhD. This may include original words, or, where necessary, their representation through other means.

#### 2.10.23.1.7 Candidate's Declaration

Normally, a candidate must not have submitted any of the publications listed in this application for any other award. A declaration to this effect must be submitted by the candidate, both at the time of application for registration and with the final submission.

Any exception to this provision must be agreed by the Research Degrees Sub-Committee of the University Research and Enterprise Committee as part of the admission process.

#### 2.10.23.1.8 Language of Submission

The published works and synopsis should be presented in English.

#### 2.10.23.1.9 Requirements in relation to Publications

A work is normally regarded as published only if it is traceable through ordinary catalogues, abstracts or citation indices and is available to the general public. This will normally require that the works are registered with an ISSN/ISBN numbers and therefore in the public domain.

#### 2.10.23.2 Application Process

##### 2.10.23.2.1 Application Process

The process followed is that set out in the Academic Principles and Regulations, Section 2.10.11, with the following additions.



#### 2.10.23.2.2 Information Required on Application

Each applicant should provide the following information with their application:

- A statement of not more than 1,500 words which identifies in outline how the proposed submission shows work at the forefront of the discipline; and outlines the rationale for the cohesion of the proposed works
- A full citation and short abstract of 50 words for each submission/output. Where there are joint publications the applicant must state the nature and quantity of their contribution
- A copy of the published works which the candidate proposes to submit
- A Curriculum Vitae
- Details of two academic referees.

#### 2.10.23.3 Confirmation of Registration – Phd by Existing Published Work

##### 2.10.23.3.1 Purpose

The purpose of these provisions is to ensure that the completion of the research project as described will realistically enable the candidate to achieve the award of PhD by Existing Published Work.

The candidate should provide the Review Panel with sufficient material for the Panel to be able to consider:

- The coherence of the submission
- The extent to which the proposed submission for the award demonstrates work which is original and has extended the forefront of the discipline in question
- The extent to which the proposed submission for the award is commensurate with that of a PhD.

##### 2.10.23.3.2 Interview Stage

A formal and rigorous interview of the Candidate by a Review Panel comprising selected members of University Research Degrees Sub Committee will be held. The candidate must attend in person. The Panel must satisfy itself that the published work is significant and the level of the individual's contribution justifies the registration for the award of the degree.

#### 2.10.23.3.3 Appeal

A candidate refused confirmation of registration may lodge a Request for an Appeal Hearing under the provisions of the University Academic Principles and Regulations, section 2.8. Appeals on the grounds of academic judgement are not permitted grounds of appeal under these regulations.

#### 2.10.23.3.4 Format of the Synopsis

The candidate is responsible for ensuring that the format of the submission is in accordance with the University Academic Principles and Regulations. The requirements are set out in Section 2.10.23.5.

#### 2.10.23.4 Requirements for Submission

##### 2.10.23.4.1 Contents of Submission

A candidate is required to submit copies of the published works accompanied by a synopsis which demonstrates how these works taken together constitutes a coherent piece of research which makes a significant contribution to knowledge.

##### 2.10.23.4.2 Requirements in relation to Publications

A work is normally regarded as published only if it is traceable through ordinary catalogues, abstracts or citation indices and is available to the general public. This will normally require that the works are registered with ISSN/ISBN numbers and therefore in the public domain.

##### 2.10.23.4.3 Collaborative Research

Where any work submitted for the award has been carried out in collaboration with others, a candidate must include within the Candidate's Submission a statement clearly setting out the relative input of the contributing/collaborating parties. This statement will also have to be included with the final submission for the award. The University reserves the right to consult with any of the co-authors or collaborators in respect of this statement.

## 2.10.23.5 Final Submission

### 2.10.23.5.1 Final Submission

The final submission is the finished submission after any amendments have been undertaken and the award has been conferred.

One copy must be permanently bound in its final form according to the format detailed in the University Academic Principles and Regulations for Research Awards. A further copy of the abstract, title and contents page is also required for the British Library records.

The final form must be such as to provide for a permanent record of any creative work considered for the award. This should be bound, where practicable, with the written component.

## 2.10.23.6 The Examination Process

### 2.10.23.6.1 The Examination Process

The examination for the degree of PhD by Existing Published Work is in two stages:

- The submission and preliminary assessment of the published work and accompanying synopsis
- Defence of the submission by oral examination

### 2.10.23.6.2 Assessment of the Submission

In examining the candidate, the examiners must determine whether:

- The submission demonstrates that the candidate has produced work which is commensurate with the requirements for the PhD thesis in the chosen field.
- The submission demonstrates original research and independent critical thinking which has extended the forefront of knowledge in the discipline in question.
- The submission demonstrates that the candidate has made a systematic and coherent study within a single or closely related field(s) and has made a distinctive contribution to knowledge.
- The candidate has demonstrated an appropriate level of critical analysis and reflection on the research undertaken.

#### 2.10.23.6.3 Available Decisions

Following consideration of the written submission and the oral examination, the examiners may make one of the following decisions:

- The candidate receives the award.
- The candidate receives the award subject to minor amendments being made to the synopsis within a 1 month period.
- The candidate be permitted to re-submit for the award, and be re-examined on the synopsis only without the need for an oral examination.
- The candidate be permitted to re-submit for the award and be re-examined by oral examination only without the need to re-submit the synopsis.
- The candidate be permitted to re-submit for the award, and be re-examined on the synopsis with an oral examination. This recommendation may include advice to the candidate to include further published work in the portfolio.

#### 2.10.23.6.4 Additional Material in portfolio

Where the examiners consider that the overall submission would not meet the requirements for a PhD on account of the volume or weight of the published works themselves, the examiners may recommend that re-submission should include a further paper or chapter, which may already be published, or about to be published.

#### 2.10.23.6.5 Re-examination Outcomes

The examiners may make one of the following decisions:

- The candidate receives the award.
- The candidate receives the award subject to minor amendments being made to the synopsis within a 1 month period.
- That the candidate has not achieved the standard of the award

#### 2.10.23.6.6 Appeal

A candidate who has not been recommended for an award may lodge a request for an Appeal Hearing under the provisions of the University Academic Principles and Regulations, section 2.8. Appeals on the grounds of academic judgement are not permitted grounds of appeal under these regulations.

## **2.10.24 Higher Doctorates**

### 2.10.24.1 Higher Doctorates: General Provisions

#### 2.10.24.1.1 Award of Higher Doctorates

The University awards Higher Doctorates to those who have contributed works of high distinction.

#### 2.10.24.1.2 Consideration of Applications

The University Research and Enterprise Committee considers all applications for Higher Doctorates.

### 2.10.24.2 Applicants

#### 2.10.24.2.1 Applicants

Applications for a Higher Doctorate may normally be considered from persons fulfilling the requirements below.

#### 2.10.24.2.2 First Degree

Holders of at least seven years standing, of a first degree awarded by an institution of Higher Education in the United Kingdom or a qualification of equivalent standing.

#### 2.10.24.2.3 Higher Degree

Holders of at least four years standing, of a research degree by an institution of Higher Education in the United Kingdom or of a qualification of equivalent standing.

### 2.10.24.3 Applications

#### 2.10.24.3.1 Eligibility

The award is open to all members of staff contracted to our University, graduates of our University, former academic staff and honorary academics.

#### 2.10.24.3.2 Criteria for Consideration

Applicants are required to demonstrate that they have undertaken work of a high distinction, which has constituted an original and significant contribution to the advancement of knowledge, or its application, or both.

The application should demonstrate that the applicant is a leading authority in their field or area of study.

#### 2.10.24.3.3 Submission to the University

The applicant should submit three copies of the work on which the application is based to the University Research Office.

#### 2.10.24.3.4 Form of Submission

The submission may take the form of:

- books
- contributions to journals
- patent specifications
- reports
- conference proceedings
- specification and design studies

The submission may also include other relevant evidence of original work.

#### 2.10.24.3.5 Presentation of Submission

The submission, other than books, may be in one, or more, hardback folders, or be bound.

#### 2.10.24.3.6 Title Page

Each book or folder shall contain a title page, which includes:

- the name of the applicant with designatory letters
- the subject/area of the bulk of the work
- the list of contents
- the name of the degree for which application is being made

#### 2.10.24.3.7 Submission for any other Academic Award

The applicant is required to state which part of the submission, if any, has been submitted for another academic award.

#### 2.10.24.3.8 Applicant's statement

The applicant is required to provide three copies of the following:

(a) Nature and significance of the work

A statement of not more than 2,000 words, setting out the applicant's view as to the nature and significance of the work submitted and highlighting the progression of the work and of any inter-relationships.

(b) Personal contribution

A full statement of the extent of the applicant's contribution to the work(s) submitted and detailing joint authorship or other types of collaboration.

#### 2.10.24.3.9 English Language

The contents of the submission will be English.

#### 2.10.24.3.10 Fees

The applicant is responsible for the payment of fees for each stage of the assessment.

### 2.10.24.4 Assessment Of The Submission

#### 2.10.24.4.1 Process of Assessment

The assessment of the submission consists of two stages which are set out below.

#### 2.10.24.4.2 Assessment Panel within the University

Preliminary consideration of the submission is undertaken by an Assessment Panel established by the University Research and Enterprise Committee. The Assessment Panel is required to ascertain whether a prima facie case exists for proceeding to a formal examination of the submission.

The panel will comprise of four members, one of whom will be the Chair of the University Research and Enterprise Committee. The Chair of the

University Research and Enterprise Committee will act as the Chair of the Assessment Panel.

All members of the Assessment panel will have extensive research experience.

#### 2.10.24.4.3 External Examination

If the Assessment Panel determines that the submission be formally examined, consideration of the submission will be undertaken by two external examiners, wholly independent of the University and the applicant.

The examiners will be appointed by the University Research and Enterprise Committee of Academic Board.

Each examiner is required to make an independent report to the University Research and Enterprise Committee.

#### 2.10.24.4.4 Action in Case of Disagreement

In the case of disagreement between the examiners the University Research and Enterprise Committee may appoint a third examiner and will accept a majority decision.

#### 2.10.24.5 Decision on an Award

##### 2.10.24.5.1 University Research and Enterprise Committee

The University Research and Enterprise Committee will make a decision on the report and recommendation(s) of the examiners in respect of the candidate.

##### 2.10.24.5.2 Confirmation of the Degree

The power to confirm the degree rests with the Academic Board of the University.





# Academic Principles and Regulations

Quality Codes

## Validation and Revalidation

Section 3.1



LEEDS  
BECKETT  
UNIVERSITY

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Opening minds  
Opening doors



# Quality Code – Section 3.1

## Validation and Revalidation

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Academic and Support Staff involved in validation/revalidation of courses including Deans of School, Panel Members, Course Teams and Secretaries to events.
Also of Relevance to:	Broader academic community, School professional support staff and Collaborative Partners
Brief Summary of Purpose:	To define the parameters that underpin the Validation and Revalidation activities within the university, including roles and responsibilities, and documentary requirements.





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## **SECTION 3.1: VALIDATION AND REVALIDATION**

### **3.1.1 Purpose**

The purpose of validation and revalidation is to set and maintain appropriate academic standards for our courses and to make available learning opportunities which enable the intended learning outcomes to be achieved. An end of cycle review enables higher education providers to reflect on the learning opportunities students have experienced, the academic standards achieved, and their continuing currency and relevance. It provides an opportunity to consider and take action on feedback from students and other stakeholders as revalidation of the course is due.

#### Overarching approach

The approach to establishing our processes of validation, monitoring and review (contained in sections 3.1, 3.2 and 3.5) is to separate each process whilst also establishing their inter-relationship and co-dependency. This reinforces a distinction between activities which focus on the course as the unit of review, the subject and the location of delivery. The approach includes a cycle of course validation, monitoring and review, periodic subject review based on the relevant portfolio and a separate process to enable courses to be taught in other locations.

Within this approach we will be alive to PSRB requirements and seek to establish where these meet the outcomes of assurance we would consider appropriate, avoiding any duplication.

The following regulations further explain the overarching approach:

- New Course Proposals (3.1.2)
- Validation and Re-validation (3.1.3)
- Annual Monitoring, review and enhancement (3.2)
- Periodic Review (to be developed in 2016-17)
- Approval of delivery of collaborative provision (3.5.7)

### **3.1.2 New Course Proposals: General**

#### **3.1.2.1 Requirement for New Course Proposals**

The University requires that all proposed academic provision requires submission of a New Course Proposal before it can be included within the University's portfolio. This includes:

- New course title or significant change to course title
- New forms of delivery



New awards are subject to approval by Academic Board.

#### 3.1.2.2 Titles

The title will be simple and accurate. It must conform to the usual expectations of higher education bodies, relevant professional bodies, students and employers about the level of knowledge and skills to be expected from a person holding such a qualification.

#### 3.1.2.3 Approval of Award Titles

Where the title is to appear on the Award Certificate conferred by the University, that title must be approved by the Academic Board in accordance with such procedures as may be instituted.

#### 3.1.2.4 Change to Award Titles

Where the title is to appear on the Award Certificate conferred by the University, the title may not be changed without the approval of Academic Board.

#### 3.1.2.5 Course Proposal Information Required

Documentation for New Course Proposals must, as a minimum, include the following information:

- the proposed title of the target award
- the proposed structure of the award (e.g. Course, Short Course)
- the proposed mode(s) of delivery e.g. full time, part time, sandwich, distance etc.
- the proposed start date for the first cohort
- its congruence with the strategic direction of academic provision within the University
- the market rationale
- broad feasibility and costing projections, including requirements for academic and support staffing and the minimum number of anticipated students
- Partnership information, where relevant.

#### 3.1.2.6 Outcome of New Course Approval

New Course Approval is the formal agreement by the University of the following in respect of the proposed provision:

- the proposed title of the award
- the proposed structure of the award

- the planned start date of the first cohort
- the proposed provision may proceed to validation.

### 3.1.2.7 Registration of Students

Registration is authorised only if the following apply:

- the Course has received New Course approval
- the Course is validated
- the Course is offered for delivery in the current academic year
- in the case of collaborations, the financial and contractual agreement is current.

### 3.1.2.8 Advertising

No new academic provision may be advertised before it has received New Course Approval. When a Course is awaiting validation (or approval of delivery in a recognised institution) then this should be made clear in any advertising.

## 3.1.3 Validation and revalidation: General

### 3.1.3.1 University Requirements

The University requires that all Courses leading to an award of the University undergo a formal process of validation.

The process of revalidation is the same as validation unless specified otherwise below.

These processes will be appropriate to the breadth and complexity of the proposal being considered.

### 3.1.3.2 Peer Review

A system of peer review including panel members external to the University will be applied to the validation of all taught Courses leading to awards of the University.

### 3.1.3.3 Validation Panel

Validation of proposed Courses is undertaken by a group of peers drawn from:

- the University,

- other academic institutions  
and
- from external organisations, where relevant

#### 3.1.3.4 Professional, Statutory and Regulatory Bodies

Where a Course is accredited by a professional, statutory or regulatory body, the University, where appropriate, will seek to conduct validation and review on an appropriate joint basis.

#### 3.1.3.5 Consultation with Students

Students or alumni will be consulted as appropriate during the process of validation of Courses.

#### 3.1.3.6 Requirements for Validation

Validation must ensure that:

- Courses are designed and operated in accordance with the University's Regulations
- The human and physical resources are available and the environment within which the Course is offered is satisfactory (for collaborative provision, this will be approved through a separate process).
- The award is securely located within the Framework for Higher Education Qualifications.
- Attention is given to relevant subject benchmark statements.

#### 3.1.3.7 Duration of Validation

A Course will be subject to revalidation within a 6 year period from the date of validation or sooner if the panel or university deems an earlier revalidation to be necessary.

#### 3.1.3.8 Contained Awards: General Provisions

All validated Courses leading to a target award will contain a series of contained awards at different levels unless specific provision is made to exclude these awards in the course specification.

#### 3.1.3.9 Contained Awards: Degree with Honours

Where the final award is a Degree with Honours, the validated contained awards are the:

- Ordinary Degree

- Diploma of Higher Education  
and
- Certificate of Higher Education

These contained awards are required to have discrete academic coherence.

#### 3.1.3.10 Contained Award: Masters Degree

Where the final award is a Masters degree, the validated contained awards are:

- Postgraduate Diploma
- Postgraduate Certificate

These contained awards are required to have discrete academic coherence.

#### 3.1.3.11 Other Contained Awards

All other contained awards are subject to validation. Contained awards are required to have discrete academic coherence.

#### 3.1.3.12 Title of Contained Awards

The title of the contained award(s) will be the same as the title of the target award unless an alternative title is specified in the Course specification.

#### 3.1.3.13 Combined Subject Awards

The titles of combined subject awards will follow the conventions set out in Section 4.2.6.6.

### 3.1.4 **Validation: Course Development Team**

#### 3.1.4.1 Role and Responsibilities of the Course Development Team

The role of the Course Development Team is to ensure that the course is designed and developed with due consideration to key issues relating to:

- assessment, learning and teaching strategies
- academic regulations
- policy issues
- external reference points e.g. subject benchmark statements and Framework for Higher Education Qualifications
- professional, statutory or regulatory bodies (where relevant).

The Course Development Team is responsible for:

- the development of the proposal
- the preparation of the documentation for validation
- liaison with Quality Assurance Services on regulatory matters
- liaison with stakeholders whose expertise may contribute to the design and development of the course
- consideration of the resource implications of the proposal
- working to guidance produced by the Quality Assurance Services in relation to validation

Additionally, at the end of cycle review and revalidation the Course Team is responsible for:

- critically appraising the course
- incorporating enhancements to the course (including any external and subject related developments), as appropriate

#### 3.1.4.2 Membership of the Course Development Team

The Course Development Team will be determined by the School in which the provision resides with due consideration to the role and responsibilities of the Course Development Team.

### 3.1.5 **Validation: School Consideration**

#### 3.1.5.1 Initial Consideration of the Proposal

The Dean is responsible for the initial consideration of the validation proposal.

#### 3.1.5.2 Submission for Validation Documentation

The Dean is responsible for submitting the validation documentation to Quality Assurance Services in accordance with deadlines issued in guidance.

### 3.1.6 **Validation: Validation Panel, Documentation and Outcomes**

#### 3.1.6.1 Membership of the Validation Panel

The Membership of the Validation Panel will be appropriate to the quality assurance requirements of the Course under consideration.

The following members are common to all validation panels:

- Chair (not associated with the provision under consideration)

- External Panel Members (One member of Academic Staff external to the University from the subject area related to the proposal and one employer representative)
- An external to School Academic Representative
- An internal to School Academic Representative

Other members may be required and assigned as appropriate to provision under consideration.

#### 3.1.6.2 Documentation

The Validation Panel will be provided with appropriate documentation to support their consideration. This will include, as a minimum:

- Course Specification
- Module Specification
- Staff CVs
- Professional, Statutory or Regulatory Body Requirements, if applicable
- Critical appraisal (end of cycle review and revalidation only)

#### 3.1.6.3 Validation Panel Decisions

The Validation Panel can make one of the following decisions:

- to validate the course subject to conditions and/or recommendations
- not to validate the course

#### 3.1.6.4 Decision Not to Validate the Course

Where a course is not validated the Dean or nominee will consider whether the proposal may be re-developed and re-submitted for validation or whether the provision should be withdrawn from the portfolio.

### **3.1.7 Criteria for Validation**

#### 3.1.7.1 Standard of University Awards

The University is responsible for the articulation, maintenance and assessment of the standard of its awards and the quality of learning opportunities. It aims to fulfil these responsibilities by appropriate quality assurance methods at all stages of the validation process.

### 3.1.7.2 Validation Panel Consideration

The primary objective of validation is to establish that the proposed Course:

- is of a standard appropriate to the award(s) offered
  - will be delivered to a standard appropriate to the award(s) offered
- and
- has sufficient resources to support student learning

To enable the Validation Panel to consider the proposed provision the following information should be provided:

#### (a) Aims

The aims of the proposed Course in relation to currency, comparability, national standards, and professional standards (if applicable).

#### (b) Learning Outcomes

The relationship and consistency between anticipated learning outcomes, their assessment and evidence of achievement supported by appropriate teaching and learning methods.

#### (c) Structure and Content of the Course

The structure of the Course in relation to the given aims and learning outcomes.

The distinctions between any different awards that may be offered; the sequencing and level of content; and the provisions for any supervised work experience or placement learning should also be considered.

Particular attention may focus on the inter-relations between subject areas; core/optional modules and the academic rationale for pre-requisite modules.

#### (d) Learning Support and Resources

The appropriateness of the learning support mechanisms to enable the students to achieve the learning outcomes; and that the level of resources is sufficient to deliver the Course as described.

#### (e) Regulations for Assessment

Where there are proposed variations to the University Regulations they should be presented to Quality Assurance Services for approval.

#### (f) Admissions

Any specific requirements or provisions should be clearly identified and specific approval be given to them.

#### (g) Course Evaluation and Enhancement

Any specific requirements or provisions should be clearly identified and specific approval be given to them e.g. Professional, Statutory or Regulatory Body requirements.

Additionally, at the end of cycle review and revalidation Course Teams are asked to:

- build directly on a critical appraisal of the evidence provided by the annual review and evaluation of the Course
- register examples of good practice
- make an evaluation of modifications to the Course
- consider external examiner reports and other external reference points e.g. QAA Subject benchmark statements and Framework for Higher Education Qualifications
- consider module evaluations
- consider management information
- consider research within the subject area in relation to course content

#### 3.1.7.3 Outcome and Oversight Reports

Quality Assurance Services will issue advice to the validation panel on areas of the proposal which require further consideration and/or approval.

Quality Assurance Services will provide a report of the outcome of validations to Academic Quality and Standards Committee.

### **3.1.8 Awards withdrawn from the University Portfolio**

#### 3.1.8.1 University Planning Procedures

Decisions not to recruit students to awards in validation are made from time to time as a result of the University's review of its academic portfolio.



### 3.1.8.2 Final Cohorts of Students

When an award ceases to recruit students, the School or associated institutions will take appropriate action to ensure that:

- standards are maintained for any students remaining on the award;
- or
- students are transferred to a suitable alternative award.

Such decisions will be taken in consultation with students, as appropriate.

### 3.1.8.3 Academic Standards

Academic Board shall withdraw validation of a Course:

- offered by the University;
- or
- by an associated institution if the University has evidence that the Course is no longer meeting minimum acceptable standards.



# Academic Principles and Regulations

Quality Codes

## Annual Monitoring, Review and Enhancement

Section 3.2



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## Quality Code – Section 3.2

### Annual monitoring, review and enhancement

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Deans of Schools, Heads of Subjects, Course Leaders and their teams (both on-campus and in collaborative contexts), Link Tutors, academic and professional support staff with quality assurance roles and student administrators
Also of Relevance to:	Members of our Board of Governors
Brief Summary of Purpose:	This section of the regulations provides the framework within which our university a) maintains oversight of the effectiveness of our courses and b) takes deliberate steps to improve our students' learning experiences





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## **SECTION 3.2: ANNUAL MONITORING, REVIEW AND ENHANCEMENT**

### **3.2.1 Purpose**

The purpose of monitoring, review and enhancement is to provide a flexible framework within which our university continuously monitors the academic standards of our awards and the quality of learning opportunities in order to:

- maintain threshold standards
- evaluate course performance and feedback to deliver enhancements to the quality of the learning opportunities
- provide evidence for cyclical monitoring and review of academic provision
- provide assurance to Academic Board and its committees that activities are being conducted consistently and effectively.

### **3.2.2 Process of Monitoring, Review and Enhancement**

The process by which the continued health of each course is monitored, reviewed and enhanced on a continuous basis, taking account of core course information.

#### **3.2.2.1 Elements of the process**

The elements of the process comprise of:

- Opportunities for student engagement including meetings, individual and collective feedback
- Student representation (see section 3.3)
- Course Team Meetings
- Maintenance of an ongoing Course Log
- Annual reports and action plans

#### **3.2.2.2 School responsibility**

It is the responsibility of each Dean of School to ensure that each course undertakes the process of monitoring, review and enhancement effectively, including the production of a course summary report and action plan.

These reports and action plans are overseen by the School Committee which is also in receipt of a School summary report and action plan. The

Dean of School is responsible for final reporting to Quality Assurance Services in accordance with the University guidance.

#### 3.2.2.3 Use of data and other quality indicators

The University will provide data for use in monitoring, review and enhancement. The information provided will be from a variety of sources including:

- Student Survey and Employability outcomes
- Cohort statistics
- External Examiner Reports
- Module evaluation outcomes

#### 3.2.2.4 Other Information

Other relevant information will be derived from within the School, for example matters raised by students; or from external sources, for example employers or Professional, Statutory or Regulatory bodies.

### **3.2.3 University Responsibility**

#### 3.2.3.1 Quality Assurance Services

Quality Assurance Services is responsible for producing an Annual Quality Report drawing upon the Schools' level Reports and action plans and other relevant internal and external quality indicators and data including collaborative partner information

#### 3.2.3.2 Academic Board

The University Annual Quality Report will be considered by the Academic Quality and Standards Committee prior to the report being received and ratified by Academic Board.

### **3.2.4 Modifications: General**

#### 3.2.4.1 Definition

A modification is a process which enables a course to respond to internal or external stimuli and adapt itself to meet the needs of its students, or external stakeholders. Modification may, in some cases, be approved at course level or, where the changes are more significant, at School level.

Substantial modification of a course, or a series of modifications which, over a defined period of time, have a widespread impact on curriculum or structure, may lead to revalidation of the course.

### **3.2.5 Modification approval processes**

#### 3.2.5.1 Course level process

Changes which may be approved at course level normally include non-material course information in accordance with external expectations and University guidance for example:

- composition of scheduled learning and teaching activities
- specific assessment methods where the impact is not to materially impact on Key Information Sets
- indicative module content
- changes to module learning outcomes where the effect is not to change the overall learning outcomes of the course.

#### 3.2.5.2 Effecting modifications: course level

Course level modifications are effected by:

- consideration at course level; and
- approved by Head of Subject

Course level modifications must be effected in accordance with the University guidance and schedule issued by Quality Assurance Services. Existing students must be advised of changes in line with our Student Consultation Framework.

### **3.2.6 School Level Process**

#### 3.2.6.1 Definition

Changes which may be approved at school level normally include the following elements of material course information in accordance with external expectations and University guidance

- title of a module
- the addition or deletion of module(s) where the course learning outcomes are unchanged
- change to the planned length of the course

- course structure including pre-requisite modules, and pathways
- the contextualisation of a course to be delivered by a collaborative partner\*
- substantive assessment methods and weightings
- volume of scheduled learning and teaching activities

\*The process of modification in a collaborative context will be proportionate to the provision under consideration.

#### 3.2.6.2 Effecting modifications: school level

Requests for approval of modifications should be made by the Course Leader to the School Committee.

External examiners and students likely to be affected must be consulted in relation to any proposal.

#### 3.2.6.3 Effecting modifications: applicants

Where modifications may constitute a change to material course information, approval will lead to:

- updated published course information for applicants and
- communication with relevant applicants in accordance with our associated University procedures.

#### 3.2.6.4 Limits on modifications

The following changes will trigger a validation:

- title of the Course and/or the award to which it leads
- overall aims and learning outcomes of the course
- a series of modifications which, over a defined period of time, have a widespread impact on curriculum or structure
- mode(s) of study
- awarding body
- the addition or deletion of module(s) where the course learning outcomes are changed

### **3.2.7 Reporting modifications**

Following approval modifications must be reported to Quality Assurance Services through submission of updated definitive documentation, where applicable.

# Academic Principles and Regulations

Quality Codes

## Engagement and Partnership with Students

Section 3.3



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## Code of Practice – Section 3.3

### Engagement and Partnership with Students

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Deans of School, Course Leaders, Module Leaders, Students, Student Representatives, Academic and Professional Services staff
Also of Relevance to:	Collaborative Partners
Brief Summary of Purpose:	This section of our Regulations sets out our University's approach to working in partnership with our students and their involvement and engagement in quality systems and processes for the improvement of our students' educational experience.







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## **SECTION 3.3 – ENGAGEMENT AND PARTNERSHIP WITH STUDENTS**

### **3.3.1 Purpose**

Leeds Beckett University and our Students' Union are committed to working in partnership with our students to provide an inclusive, safe and engaging environment for learning and working.

This section of our Regulations sits alongside our Student Charter in setting out our University's approach to working in partnership with our students and defines their involvement and engagement in quality systems and processes for the improvement of their educational experience.

### **3.3.2 Principles**

The following principles underpin the involvement and engagement of students in quality systems and processes:

- (a) The involvement of our students in quality systems has a positive influence on the delivery and development of all aspects of the student experience.
- (b) All students are provided with an opportunity to be involved in quality enhancement and assurance processes via individual and/ or collective feedback.
- (c) Partnership working with students is based on a spirit of mutual trust, transparency and openness and respect.
- (d) Feedback provided by our students is used to inform improvements to the educational experience of our students.

### **3.3.3 Engagement of Students**

Our University takes deliberate steps to engage all students, individually and collectively, as partners in the quality assurance and enhancement of their educational experience (see also section 3.2). The contribution of students and their representatives is central to our University's quality assurance systems and processes and the systematic enhancement of our students' educational experience.

Students' feedback and involvement is sought and their contribution recognised through our quality processes.

### **3.3.4 Participation by Students**

We seek active participation by all our students in the enhancement of student learning opportunities. Students are invited to participate in a range of quality assurance and enhancement processes and as members of focus groups, forums, meetings and committees. Students' involvement and feedback will be sought via a range of mechanisms including student surveys, module evaluation, annual monitoring and review processes, and the processes for the design, validation and review of courses. Feedback received from students via these mechanisms will be used to inform action plans and course enhancement.

### **3.3.5 Student Representation**

Students are invited to elect representatives from the student body to become Course Representatives. The Students' Union, working in partnership with our University, supports the process for election and appointment of Course Representatives, their training and development and their engagement in enhancement activities.

Course Representatives are student volunteers who represent the views of students on their course. They work in partnership with academic and professional services staff and the Students' Union to support the delivery of an excellent educational experience for our students through the provision of feedback and through their involvement in quality systems and processes (see Section 3.2).

Information on student representation and course representatives will be provided to students upon commencing their course.

### **3.3.6 Election of Course Representatives**

Normally Course representatives are elected by the student body and will be sought for taught courses and research awards. The Students' Union and the University work together to support the election process and the training and development of Course Representatives.

Students will have the opportunity to be elected as a Course Representative and to contribute in this capacity in addition to their involvement as an individual student (see Section 3.2). Flexibility is

permitted dependent on the nature of the course, size of the cohort and mode of study.

### **3.3.7 Annual Review and Enhancement**

The process of annual review and enhancement (see section 3.2) enables involvement and contribution by students and their course representatives to the enhancement of the educational experience.

Course representatives and the wider student course cohort are invited via annual monitoring and review processes and feedback mechanisms to be involved in this formal quality assurance and enhancement process.

Students are provided with an opportunity to be involved in quality enhancement and assurance processes via individual or collective feedback.

Students will be provided with opportunities to provide feedback on their educational experience to staff, informing action plans for enhancement.

### **3.3.8 Action for Enhancement**

Feedback from students will inform course enhancement action plans and our University's annual quality reports and action plans.

Responses to student feedback will be provided via the agreed mechanisms.

### **3.3.9 Training and Support**

Course Representatives and University staff have access to training and support to equip them to undertake their roles in enhancement and quality assurance. The Students' Union, in partnership with the University, will offer support and training throughout the year for all Course Representatives.

### **3.3.10 Oversight, Monitoring and Review of Student Engagement**

The effectiveness of our student engagement processes are reviewed annually as part of our annual review and enhancement process. Oversight of student representation is maintained via Academic Quality and Standards Committee.

### **3.3.11 Consultation on Modifications to the Course**

Students likely to be affected by proposals for modifications to their course will be consulted, in accordance with section 3.2 of our Regulations. This process will be informed by the Student Consultation Framework and associated University procedures.

All approved modifications will lead to updated published course information in accordance with section 3.2.4 of our University regulations.

### **3.3.12 Consultation on other changes**

Our University will seek feedback from students on other changes that may affect them (subject to section 3.3.1) guided by the Student Consultation Framework.

# Academic Principles and Regulations

Quality Codes

## Appointment and Role of External Examiners and Advisers

Section 3.4



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## Quality Code - Section 3.4

### Appointment and Role of External Examiners and Advisers

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students
Also of Relevance to:	Collaborative Partners and members of our Board of Governors
Brief Summary of Purpose:	This part of the Quality Code sets out our policy on External Examining, the duties and powers of our External Examiners, our processes for appointing them and their annual reporting obligation to us.





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## **QUALITY CODE SECTION 3.4: APPOINTMENT AND ROLE OF EXTERNAL EXAMINERS AND ADVISERS**

### **3.4.1 Purpose**

External Examining is a key component of our University's quality assurance framework. It provides assurance that the academic standards of our awards are appropriate in light of UK reference points, that the performance of our students is comparable to that on similar courses elsewhere, and that students are treated equitably in assessment. This part of the Quality Code sets out our policy on External Examining, the duties and powers of our External Examiners, our processes for appointing them and their annual reporting obligation to us.

### **3.4.2 University Policy on External Examiners**

- 3.4.2.1 The regulations outlined below apply only to taught awards. Regulations for external examiners for research awards are documented separately.
- 3.4.2.2 External examiners must be appointed for all approved Courses leading to an award of the University.
- 3.4.2.3 The role of the external examiner(s) approved by the University for Courses is to ensure that academic standards are appropriately set and maintained in light of relevant UK expectations, that student performance is comparable to that on similar courses elsewhere, and that students are assessed fairly in relation to other students on the Course.
- 3.4.2.4 External examiners may also be involved in the approval of Course of study for individual students under the Individual Course of Study (IPOS) Framework.
- 3.4.2.5 To carry out their responsibilities, the external examiner(s) must be:
- a) competent in assessing students' knowledge and skills at higher education level
  - b) expert and/or experienced in the field of study concerned

- c) impartial in judgement – able to judge students on the basis of the work submitted for assessment without being influenced by previous association with the course staff or students
- d) properly briefed on their role, the Course and the University's requirements.

### **3.4.3 Duties of External Examiners**

3.4.3.1 On appointment, external examiners are assigned specific duties including:

(a) **Confirming Standards for Awards**

External Examiners confirm that the standards set for the awards are appropriate by referencing:

- relevant national subject benchmark statements
- the Framework for Higher Education Qualifications
- the national qualifications framework
- University approval and validation documentation
- any appropriate Professional, Statutory or Regulatory Body requirements.

(b) **Comparing Performance of Students**

External Examiners draw on their professional experience to compare the performance of students with that of their peers on comparable Courses of higher education elsewhere.

(c) **Confirmation of Assessment**

External Examiners confirm the appropriateness of the form and content of proposed examination papers, coursework and other assessments which count towards an award above the level of Certificate of Higher Education, except where the Certificate of Higher Education is the target award. In confirming the appropriateness of assessments, external examiners are asked to ensure that the assessments are capable of measuring achievement of the intended learning outcomes, in such a way that internal and external examiners will be able to judge whether students have fulfilled the objectives of the Course and reached the required standard.

(d) **Commenting on Proposed Changes to Assessment Regulations**

External Examiners should be consulted about any proposed changes to the approved assessment regulations which will directly affect students currently on the Course.

(e) Modifications

External Examiners participate in decisions and/or approval of:

- new modules
- modifications to existing modules of a Course.

(f) Accessing Assessed Work

To ensure that each student is fairly assessed in relation to the rest of their cohort, external examiners have the right:

- to see the work of a representative sample of students proposed for the highest available category of the award and for failure
- to see samples of the work of students proposed for each category of award
- of appropriate access to all assessed work where practicable.

(g) Moderation

External examiners have the right to moderate the marks awarded by internal examiners. The marks may relate to:

- modules of a Course
- or
- groups of modules, appropriate to their subject or professional expertise.

The modules may also contribute to an award for which the external examiner is not responsible.

(h) Alteration to Sets of Marks

Exceptionally, the external examiner(s) may propose to the Board of Examiners or Examination Committee the adjustment up or down of marks for a particular cohort of students on a particular module to maintain academic standards. The adjustment must apply to the whole cohort marks and cannot be used to adjust the marks of individual students in isolation.

In such a case, discussion will be held with internal examiners in accordance with the provisions for the conduct of Boards of Examiners. (See section 2.5.10.4 to 2.5.10.6).

(i) Viva Voce Examinations

External Examiners have the right to conduct a viva voce examination of any candidate. Such a viva voce examination will be in accordance with (See section 2.3.17 Viva Voce



Examinations). Such additional assessment can only raise and may not lower a student's marks.

(j) Attendance at Boards of Examiners

External examiners have the right:

- to attend Examination Committees in accordance with the University Regulations
- to attend the meeting of the Board of Examiners at which decisions on student progression and recommendations for awards are made

and

- to ensure that those recommendations have been reached by means according with the University's requirements and normal practice in higher education.

(k) Participation in Reviews of Decisions

External examiners have the right to participate as required in any reviews of decisions about individual students' awards taken during the examiner's period of office.

(l) Annual Reports

External examiners are required to report annually in writing to the University and within four weeks of the date of the Board of Examiners for the award they examine. The reports are intended to provide assurance to the University that:

- academic standards set are appropriate in light of relevant external reference points;
- student performance is comparable to similar provision elsewhere;
- assessment arrangements are sound and students are treated equitably.

(m) Other Reports

External examiners will provide other reports as required by the University.

(n) Matters of Serious Concern

External examiners have the right to report to the University through the Chair of the Academic Board on any matters of serious concern arising from the assessments which put at risk the standard of the University's award, or jeopardise the fair treatment of students.

### **3.4.4 Powers of External Examiners**

3.4.4.1 No recommendation for the conferment of an award of the University above the level of Certificate of Higher Education may be made without the written consent of the approved external examiner(s). Normally, this is through the signing of the spreadsheet of marks but may also be by oral agreement followed by written confirmation. (See Sections 2.5.11.9 to 2.5.11.10 and 2.5.33.2).

3.4.4.2 Signing the spreadsheet of marks is also confirmation that:

- the external examiner is satisfied that the conduct of the Board of Examiners and/or Examination Committee has been in accordance with the regulations of the University and
- any further consideration of the decisions made at the Board of Examiners and/or Examination Committee is limited to the University regulations for the review of a decision of a Board of Examiners or Examination Committee and an appeal against the outcome of that review. (See section 2.8)

3.4.4.3 On any matter which the external examiner(s) have declared a matter of principle, the decision of the external examiner(s) shall either:

- be accepted as final by the Board of Examiners

or

- be referred to the Academic Board.

3.4.4.4 Any unresolved disagreement between external examiners shall be referred to the Academic Board. If the disagreement concerns only one or more individual students, the recommendations for all other students should be signed. (See Section 2.5.15.4 to 2.5.15.8)

3.4.4.5 Any unresolved disagreement between external examiner(s) and a Board of Examiners shall be referred to the Academic Board.

### **3.4.5 Appointment of External Examiners**

3.4.5.1 All nominations of external examiners are required to be approved by the School Academic Committee (or equivalent) or by approved sub-committees on their behalf.

Final approval of external examiners rests with Academic Quality and Standards Committee, acting on behalf of Academic Board.

- 3.4.5.2 The process of appointment of external examiners must be in accordance with the current University Regulations.
- 3.4.5.3 An external examiner should not hold more than two external examiner appointments. If an examiner appears to exceed this norm, the School must:
- provide supporting arguments for his/her appointment, for example that the phasing of examinations alleviates the workload during an academic session
  - include a commentary on the amount of work involved and the numbers of students.
- 3.4.5.4 The number of external examiners to be appointed will vary from Course to Course; and is specified in the relevant Course approval documentation. The number of external examiners appointed will reflect the major subject areas of the Course. There may also be particular requirements laid down by Professional, Statutory or Regulatory Bodies in relation to the number of practitioner and academic external examiners.

### **3.4.6 External Examiner appointment criteria**

Appointment of external examiners is subject to the criteria specified below.

- (a) Academic/Professional Qualification  
An external examiner's academic and/or professional qualifications are in an appropriate subject and at a level appropriate for the award.
- (b) Ratification by Professional, Statutory or Regulatory Bodies  
Any Professional, Statutory or Regulatory Bodies ratify, where appropriate, the external examiner appointment.
- (c) Academic/Professional Standing  
An external examiner is of an appropriate academic and/or professional standing to maintain the comparability of academic standards in the context of higher education.
- (d) Experience

An external examiner has sufficient recent experience of examining at the required level, preferably including experience as an external examiner, or comparable related experience, to indicate competence in assessing students in the subject area.

(e) Indications of Standing, Expertise and Breadth of Experience  
Standing, expertise and breadth of experience may be indicated by:

- the present (or last, if retired) post and place of work
- the range and scope of experience across higher education / professions
- current and recent active involvement in research / scholarly / professional / consultancy activities in the field of study concerned.

**3.4.6.1** If the proposed examiner has no previous external examiner experience or has no previous experience at the appropriate level, the application should be supported by:

- evidence that the proposed examiner will, where possible, join an experienced team of examiners who will provide support to the new examiner

or

- a proposal for the appointment of a Mentor to support the new examiner. This is usually necessary where there is only one external examiner, or where the external examiner team as a whole has limited experience.

### **3.4.7 Mentors**

Where a Mentor is proposed, the external examiner should work initially, normally for one academic year, alongside an appointed mentor. The mentor role is to support an inexperienced external examiner in ensuring that the proper processes of assessment have taken place in terms of:

- confirmation of standards
- justice to the students.

The mentor should provide advice to the mentee on:

- moderation of examination papers and other forms of assessment
- sampling of students' work

- providing advice to the Board of Examiners
- presenting an annual report.

Normally mentors will have significant external examiner experience, but not necessarily in the Course/discipline. It is acceptable to ask the retiring external examiner or another external examiner within the School to fulfil the role of mentor.

The period of tenure for a mentor will be for one academic year and this is usually the first year of appointment of the external examiner.

### 3.4.8 Prohibitions on Appointment

External examiners should be drawn from a wide variety of institutional / professional contexts and traditions in order that the Course benefits from wide-ranging external scrutiny. Accordingly, there should **not** be:

- more than one examiner from the same institution in the team of external examiners, except in complex provision involving a very large number of discrete subject areas and where those examiners will have no contact with each other during their period of tenure with the University, nor will they attend the same Board of Examiners during their tenure
- reciprocal external examining between University staff and external examiners on courses or in the same departments in their two institutions for the same or similar courses, and Faculties should take responsibility for ensuring that this practice does not take place
- direct replacement of an external examiner by an individual from the same institution
- an examiner in any significant personal or professional relationship which may influence staff or students on the Course concerned and it is the examiner's responsibility to declare these relationships
- an external examiner from an institution which has been the source of examiners in the same subject area in the recent past (normally five years)
- an external examiner who has been a member of staff or a governor of the University or any of its collaborative partners within the previous five years.

In addition, within the previous 5 years an examiner should not have been:

- an examiner on a cognate Course in the University or any of its collaborative partners;
- a student on a cognate course in the University or its collaborative partners, nor should an examiner become a student of the University on a cognate course in the University or its collaborative partners during the period of tenure.

### **3.4.9 External Examining teams**

External examining teams are expected to have an adequate balance including:

- examining experience
- academic and professional practice
- a range of subject specialisms
- membership of a number of institutions of higher education
- gender.

If the Course is associated with, or may lead to, a professional award, at least one practitioner with appropriate experience should be in the examining team. The phasing of appointments to an examining team should be structured to ensure continuity.

### **3.4.10 Chief External Examiners**

A chief external examiner may be appointed from within a team of approved external examiners to co-ordinate annual reporting across large and/or complex provision. The approval of the appointment of an external examiner who is to act in this capacity is subject to the normal criteria and the person is expected to have had or to retain subject responsibilities within the examining team. Where a chief external examiner is to be appointed, the nominee should have sufficient external examining experience to:

- take an overview of the Course
- ensure that a consistent standard is maintained across the range of subjects to be examined.

### **3.4.11 Periods of tenure for External Examiners**

The period of tenure for an external examiner will normally be four consecutive years running from the 1st November to the 31st October. The tenure will normally allow an external examiner to assess four successive cohorts of full-time students. A new external examiner will normally take up appointment on or before the retirement of his/her predecessor. External examiners must remain available after the last assessments with which they are to be associated to deal with any subsequent reviews of decisions.

- 3.4.11.1 In certain circumstances, for example in the case of a new award, to ensure continuity within an examining team, or where a course is running out and has only a further year to run, the period of appointment of an external examiner may be extended by a period of one year only. The external examiner must be consulted and should consent to the extension of tenure. In order to extend the term of office of an external examiner, the appropriate University process must be followed.

#### **3.4.12 Changes to External Examiners' responsibilities**

External examiners' responsibilities may be re-allocated within the period of appointment. This may be due to the award to which the examiner was first appointed ceasing to run or where it is decided by a School to change the responsibilities allocated within a large team of examiners. This may also occur when there is illness or where an external examiner ceases their tenure early due to resignation or the University has sought the early cessation of duties of an examiner. To re-allocate an external examiner's responsibilities:

- the external examiner must be consulted and agree the proposed re-allocation
- appropriate University process must be followed.

#### **3.4.13 End of External Examiners' period of tenure**

The appointment of an external examiner will normally cease at the end of their appointed tenure. In certain circumstances it may be necessary for the appointment to cease before the completion of the approved period of tenure. Examples of reasons for the early cessation of an appointment may include:

- resignation

- changes in Course structure
- non-fulfilment of duties
- failure to provide an annual report within the required timescale
- unprofessional conduct
- breakdown in relationship with staff teams or
- other cause which may disadvantage students

If such early cessation is thought to be necessary, the appropriate University process will be followed.

3.4.13.1 Examiners may request to temporarily cease their appointment, for example due to illness or maternity leave, and another suitable University Examiner should be asked to temporarily extend their duties to cover the period of absence. If this extension of duties is not possible the examiner must resign and a new examiner be appointed.

3.4.13.2 Resignations of external examiners should be made in writing, addressed to the appropriate Dean of School. The resignation must be notified to Quality Assurance Services and the appropriate School staff.

In the case of resignations late in the assessment cycle, the University may request the external examiner to perform some or all of their duties.

### **3.4.14 External Examiner's Reports**

3.4.14.1 External examiners are required to report annually in writing to the Academic Board about the ways in which assessment has been conducted and on issues relating to assessment. Reports must be made using the template issued by Quality Assurance Services and submitted electronically to the designated e-mail address.

3.4.14.2 The purpose of the report is to assure the University that the academic standards of its awards are appropriate, and to enable the University to judge whether the Course is meeting its stated objectives and to make any necessary improvements, either immediately or at the next review as appropriate.

3.4.14.3 External examiners have authority to submit a confidential report direct to the Chair of the Academic Board if they are concerned about



standards of assessment, levels of student performance, or the fair treatment of individual students.

3.4.14.4 The University requires that:

- external examiners submit their reports to the University within 4 weeks of the date of the Board of Examiners with which they are associated
- external examiners' reports are considered at Course level and the outcomes of such consideration are formally recorded
- reports do not reference individuals by name
- reports are made publicly available
- the final report of an examiner's tenure will be shared with the incoming external examiner for the purposes of continuity.

3.4.14.5 External examiners will be provided with a written response to their comments and recommendations by relevant School staff.

### **3.4.15 External Advisers**

3.4.15.1 Courses may appoint external advisers with particular subject expertise to assist the external examiners, for example in language awards.

3.4.15.2 All nominations of external advisers are required to be approved initially by the School Academic Committee (or equivalent), or by its sub-committees. Final approval of external advisers rests with Academic Quality and Standards Committee, acting on behalf of Academic Board.

3.4.15.3 The duties of external advisers will be fewer than those of external examiners and do not necessarily include participation in meetings of Boards of Examiners. Normally, a schedule of duties will be drawn up and agreed with the Course Team and progressed in accordance with the current University Regulations. An adviser is required to submit an annual report to the external examiner and Quality Assurance Services.

### **3.4.16 External Examiners for Pearson Courses**

3.4.16.1 All arrangements for and duties of external examiners for courses leading to Pearson awards will be in accordance with the Licence Agreement and appropriate University guidance issued by Quality Assurance Services.



# Academic Principles and Regulations

Quality Codes

## Collaborations and Partnerships

Section 3.5



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## Quality Code – Section 3.5

### Collaborations and Partnerships

Originating Department:	Quality Assurance Services
Enquiries to:	gas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type (delete as appropriate):	Regulation
Target Audience:	Relevant for all Academic and Support staff and students with particular relevance to Collaborative Partners.
Also of Relevance to:	Members of our Board of Governors
Brief Summary of Purpose:	<p>The delivery of learning opportunities with others can bring many benefits. Nevertheless, there are inherent risks to both academic standards and quality whenever learning opportunities are not directly delivered and supported by the degree-awarding body making the award.</p> <p>The fundamental principle underpinning all arrangements for delivering learning opportunities with others is that the degree-awarding body has ultimate responsibility for academic standards and the quality of learning opportunities, regardless of where these opportunities are delivered and who provides them.</p> <p>This part of the Quality Code sets out our general provisions on the approval, monitoring and review of Collaborations and Partnerships and the duties, roles and responsibilities of our University and Collaborative Partner stakeholders.</p>



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## PARTNERSHIPS AND COLLABORATIVE PROVISION

### 3.5.1 Purpose

The delivery of learning opportunities with others can bring many benefits. Nevertheless, there are inherent risks to both academic standards and quality whenever learning opportunities are not directly delivered and supported by the degree-awarding body making the award.

The fundamental principle underpinning all arrangements for delivering learning opportunities with others is that the degree-awarding body has ultimate responsibility for academic standards and the quality of learning opportunities, regardless of where these opportunities are delivered and who provides them.

This part of the Quality Code sets out our general provisions on the approval, monitoring and review of Collaborations and Partnerships and the duties, roles and responsibilities of our University and Collaborative Partner stakeholders.

### 3.5.2 Principles

**Assurance of standards** - The University is responsible for the academic standard of all credit and awards granted in its name.

**Quality of learning opportunities** - The quality of learning opportunities must be appropriate to the achievement of the learning outcomes for the award.

**Register of partnerships and collaborative provision** - The University shall make publicly available an up-to-date and authoritative record of its partnerships and collaborative provision.

**Serial arrangements** - The University will not permit serial arrangements, whereby a collaborating body uses a collaborative arrangement with the University as a basis for establishing collaborative provision of its own with other parties, but offering the University's awards, whereby the other party delivers the Course.

**Partnerships** - The University may enter into partnerships with other bodies in the United Kingdom or overseas. Partnerships do not involve delivery of University awards.

**Collaborative provision** - Collaborative provision is educational provision leading to an award, or to specific credit toward an award, of the University delivered and/or supported and/or assessed through an agreement with a collaborating body. The University may collaborate with other bodies in the United Kingdom or overseas to offer Courses or part of a Course leading to an award of the University.

**Partner approval and review** - In order for a collaborative partner to deliver academic provision of the University it must first be approved by the University as an organisation fit for this purpose. It is a requirement that all bodies recognised by our University undergo an approval.

**New course proposal** - At an early stage new course proposal for collaborative provision must be sought in accordance with University procedures where applicable.

**Validation, Monitoring and Revalidation**- All Courses are subject to validation and subsequent monitoring and revalidation, as set out in Sections 3.1 and 3.2.

**Approval of delivery and re-approval of delivery** - The University requires that all provision delivered by an approved partner is subject to the approval of delivery and subsequent re-approval.

**Public information** - The University shall make appropriate information available to students on collaborative provision.

**Conferment of award** - The University requires that all collaborative provision leading to an award of the University must satisfy the University's normal requirements for the conferment of an award.

**Written agreement** - There must be a written and legally binding agreement or contract setting out the rights and obligations of the parties and signed by the authorised representatives of the University and the partner in respect of delivery, monitoring, review, enhancement and modification of the provision.

**Duty of care** - In the event of withdrawal from a collaborative agreement, the University has a duty of care to all students registered on collaborative provision to reasonably enable them to complete a Course of study.

### **3.5.3 General Provisions**

3.5.3.1 **Assurance of standards** - The University is responsible for the academic standard of all credit and awards granted in its name. These standards should meet any applicable external requirements.

3.5.3.2 **Register of partnerships and collaborative provision** - The University shall make publicly available an up-to-date and authoritative record of its partnerships and collaborative provision.

3.5.3.3 **Guidance documentation** - The University shall set out the requirements and processes in respect of partnerships and collaborative provision through a series of guidance documents available through Quality Assurance Services.

3.5.3.4 **Due diligence** - Prior to entering into a partnership or collaborative provision with another body in the United Kingdom or overseas, the University will need to be assured of the following:

- the benefit to the University of the proposal
- the level of risk of the proposed partnership or collaborative provision
- the reputation and suitability of the proposed partner
- the financial standing of the proposed partner
- the legal status of the proposed partner
- the monitoring and review activities involved
- any implications the proposal may have on Courses that are accredited, approved or recognised by professional or statutory regulatory bodies
- future opportunities the proposal may present
- Safeguards against inappropriate practices

Requirements for due diligence shall be proportionate to the type of activity sought.

3.5.3.5 **Written agreements** - The University shall make available a set of agreement templates relating to the types of partnership and collaborative provision as set out in the guidance documents. All such written agreements must adhere to these templates unless variation has been expressly authorised by the Vice-Chancellor or nominee.

3.5.3.6 **Serial arrangements** - The University will not permit serial arrangements, whereby a collaborating body uses a collaborative arrangement with the University as a basis for establishing collaborative provision of its own with other parties, but offering the University's awards, whereby the other party delivers the Course. [see also Regulation 3.5.2]

3.5.3.7 **Location of delivery by a collaborating body** - The University may in some circumstances allow a collaborating body to deliver an element of a validated Course of study at a location other than the collaborating body's own premises. The process for this shall be detailed within University guidance.

### 3.5.4 **Partnerships: general provisions**

3.5.4.1 **Partnerships: definition** - The University may enter into partnerships with other bodies in the United Kingdom or overseas. Partnerships do not involve delivery of University awards but do provide development opportunities for staff and students alike. Normally, these include Memoranda of Articulation and Understanding, student exchange and placement arrangements.

#### 3.5.4.2 **Review of partnerships**

The operation of all partnerships and currency of agreements entered into in respect of those partnerships will be subject to review within a maximum period of six years in line with University guidance.

### 3.5.5 **Collaborative provision: general provisions**

3.5.5.1 **Collaborative provision: definition** - The University may collaborate with other bodies in the United Kingdom or overseas to offer Courses or part of a Course leading to an award or credit of the University. Collaborative provision is educational provision leading to an award, or to specific credit toward an award, of the University delivered and/or supported and/or assessed through an agreement with a collaborating body. More detailed definitions in respect of collaborative provision shall be as set out in the University's guidance on collaborations and partnerships.

3.5.5.2 **New Partner Proposal** - All proposals for partnerships and collaborative provision are subject to approval by the Academic Planning and Collaborations Group. The processes to be undertaken to achieve this are as set out in University guidance.

- 3.5.5.3 **Assessment** - The University requires that all collaborative provision leading to an award or credit of the University is subject to arrangements for assessment in accordance with University regulations.
- 3.5.5.4 **Public information** - The University and the collaborating body shall make appropriate information on collaborative provision available to students and the wider public in accordance with external requirements and as set out in the written agreement between the University and the collaborating body. The University shall be responsible for all public information in respect of partnerships and collaborative provision. The process to approve information produced by a collaborating body is as set out in University guidance.
- 3.5.5.5 **External examiners and advisers** - The arrangements in respect of external examiners and advisers for collaborative provision shall comply with the University's requirements as set out in Section 3.4. The University shall retain responsibility for the appointment and functions of external examiners and advisers for all collaborative provision. The University shall offer the same level of support and developmental opportunities to external examiners and advisers on collaborative provision as for awards offered within the University.
- 3.5.5.6 **Professional or statutory regulatory bodies** - The University shall notify any professional or statutory regulatory body, which has accredited, approved or recognised a Course that it will be offered as collaborative provision. Prospective students shall also be notified of the status of the Course in relation to the professional or statutory regulatory body.
- 3.5.5.7 **Conferment of award** - The University requires that all collaborative provision leading to an award of the University must satisfy the University's normal requirements for the conferment of an award, whether or not this provision might also lead to another award.
- 3.5.5.8 **Certificates of award** - The University has sole authority to produce certificates of award and associated transcripts for Courses of study delivered through collaborative provision. The certificate of award information will make reference to the name of the collaborating body and location of delivery.

3.5.5.9 **Contractual and financial arrangements** - Contractual and financial arrangements pertaining to collaborative provision shall be discussed at School level, the content of which shall be determined and agreed by the Deputy Vice-Chancellor, Resources in line with current University guidance. These shall form part of the written agreement.

### 3.5.6 **Partner approval and review**

3.5.6.1 **Partner approval process** - The University Executive Team will make an initial judgement on the partner proposal for the University's Academic Planning and Collaborations Group to receive full due diligence.

Thereafter, the University's Academic Planning and Collaborations Group is responsible for the conduct of the partner approval and review process.

The approval process is proportionate to the type of collaboration or partnership and is in accordance with University guidance

3.5.6.2 **Requirements for approved partner status for the delivery of collaborative provision** - To approve a new partner proposal intended for collaborative provision, the University Executive Team will need to be assured of the following:

- (a) Legal impediment - That there is or continues to be no legal impediment to the institution delivering University Courses.
- (b) Financial viability - That the collaborating body has or has maintained good standing and is financially stable.
- (c) Institutional mission - That the philosophy, mission and aims of the collaborating body are or remain acceptable to and compatible with those of the University.
- (d) Legal requirements - That the collaborating body meets or continues to meet its legal requirements, specifically in relation to matters affecting students such as health and safety, data protection, equal opportunities and non-discrimination.
- (e) Learning and teaching resources - That the collaborating body has or continues to have an infrastructure and learning resources adequate to ensure that the academic standards of

the University's provision and the quality of learning opportunities are maintained and enhanced.

- (f) Written agreement - That appropriate written agreements will be in place which specify clearly the mutual arrangements and obligations upon each other.

The requirements will be in accordance with the proposal under consideration and University guidance.

**3.5.6.3 Duration of period of approval** - The period of approval will normally be aligned to the University's academic cycle (i.e. 1 August – 31 July). An approved partner will be subject to review within a maximum period of six years of commencement of that period.

**3.5.6.4 Purpose of partner review** - The purpose of reviewing the approved partner status is to assure the University that this status remains fit for purpose . In addition, this may be used as an opportunity to review the balance of responsibilities between the University and the Partner.

**3.5.6.5 Revocation of period of approval** - The University may at its own discretion revoke or shorten the agreed period of approval in the event of the following:

- The philosophy, aims and objectives of the University and Partner are deemed to no longer align.
- The terms of the agreement are not being achieved.
- The approved partner ceases to deliver collaborative provision before the end of the agreed period of approval.
- The written agreement under which collaborative provision is delivered is terminated before the end of the agreed period of approval.
- The status of approved partner will automatically be revoked if the period as defined in regulation 3.5.6.3 runs out and re-approval has not taken place.

In all such cases the Vice-Chancellor or nominee, shall inform the collaborating body of the revocation of this status.

### **3.5.7 Approval and review of collaborative delivery**

**3.5.7.1 Approval of delivery: definition** – Approval of delivery is the process by which the University is assured that the quality of delivery

of University Courses offered in whole or in part by an approved partner is equivalent to that of comparable Courses delivered solely by the University. A Course approved for delivery may be designed and/or delivered by an approved partner alone or jointly with the University or solely by the University.

3.5.7.2 **Approval** - Any proposal for delivery of Courses by an approved partner institution is subject to:

- Due diligence
- new course proposal as appropriate
- validation and revalidation
- approval and review of collaborative delivery

3.5.7.3 **Process** - The approval and review of collaborative delivery processes is as set out in University guidance. The University is responsible for the conduct of the approval and review of collaborative delivery.

3.5.7.4 **Pre-requisites for approval of collaborative delivery** - To approve or review delivery of a Course by a partner, the University will need to be assured of the following:

- (a) That the academic standards and quality of the Course have been assured previously through the process of validation (or revalidation). Where any variance to the Course is proposed, this must be in accordance with University regulations and guidance (validation, revalidation or modifications).
- (b) That scrutiny of resources both physical and human of the proposed location of delivery has been undertaken as set out in University guidance.

3.5.7.5 **Requirements for approval of delivery** - To approve or review collaborative delivery of a Course, the University will need to be assured of the following:

- (a) Quality of learning opportunities - That the collaborating body is able to and continues to provide learning opportunities equivalent to that of comparable Courses delivered by the University. This will where appropriate include consideration as to whether the staffing body is appropriately qualified and able to deliver the Course to the standard of the award.



- (b) Quality assurance – That appropriate arrangements are in place for the collaborating body to fulfil the quality assurance, monitoring, review and enhancement requirements.
- (c) Student support - That the staffing body is appropriately qualified and able to deliver the required level of support to students and that the level of support required is appropriate to the achievement of the learning outcomes for the award.
- (d) Written agreement - That appropriate written agreements will be in place which specify clearly the mutual arrangements and obligations upon each party.
- (e) Provisions for the admission of students - That the arrangements for the admission of students onto collaborative provision are subject to the provisions of Section 2.1 of the regulations.

3.5.7.6 **Duration of period of approval of collaborative delivery** - The period of approval of collaborative delivery will normally be aligned to the University's academic cycle (i.e. 1 August – 31 July). A Course approved for collaborative delivery will be subject to review within a maximum period of six years of commencement of that period.

3.5.7.7 **Purpose of re-approval of collaborative delivery** - The purpose of the re-approval of collaborative delivery is to assure the University that the quality of the Course offered at an approved partner remains equivalent to those of comparable Courses delivered at the University and that the collaborating body has met and continues to meet its obligations as set out in the written agreement.

3.5.7.8 **Revocation of period of validation and/or approval of collaborative delivery** - The University may at its own discretion revoke or shorten the agreed period of validation and/or approval of collaborative delivery in the event of the following:

- The status of the approved partner is revoked in accordance with section 3.5.6.5.
- The approved partner ceases to offer collaborative provision before the end of the period of approval.
- The written agreement under which collaborative provision is delivered is terminated before the end of the period of approval.

- The approval will automatically be revoked should the period of approval run out without a re-approval taking place.

In all such cases the Vice-Chancellor or nominee, shall inform the collaborating body of the revocation of this status.

### **3.5.8 Monitoring, review, enhancement and modification of Courses approved for collaborative delivery**

This will be undertaken in accordance in Section 3.2, Annual Review and Enhancement.

#### **Mutual review**

**Purpose of Mutual Review** - To provide Academic Board with the assurance that arrangements for delivering learning opportunities with others are implemented securely and managed effectively.

**Form of Mutual Review** - Mutual Review; specific to collaborative delivery with or by a collaborating body is conducted in the first year of a partner's operation. Our University reserves the right to invoke Mutual Review in subsequent years of operation, in accordance with the following criteria:

- Substantial or potential changes and/ or additions to a partner's portfolio or the model of delivery.
- Significant concerns raised by one or more stakeholders e.g. University, External Examiner, Student, School, Partner
- Concerns related to one or more of the following:
  - non-compliance with quality management process;
  - non-compliance with regulatory or contractual requirements;
  - operational delivery.
- Recommendation of a collaborative approval Panel.

**Participation** - Mutual Review requires engagement by the collaborating body.

**Reporting** - The outcomes of mutual review and associated plans for continuous improvement will be presented to Academic Quality and Standards Committee.

### **3.5.9 Written agreements**

3.5.9.1 **Legal agreement** - The mutual arrangements specific to all partnerships and collaborative provision as described in these regulations as agreed between the University and the partner or collaborating body will be specified clearly in a legally binding written agreement. Agreement templates shall be available as set out in Section 3.5.3.5

3.5.9.2 **Content** - The written agreement must, as a minimum, cover the following:

- aspects of the partnership or collaborative provision concerned with the relationship between the University and the partner including roles and responsibilities assigned to each party
- aspects of the partnership or collaborative provision concerned with the Course(s), where applicable
- arrangements to ensure that the academic standards of any Course(s) are equivalent to those of comparable Courses delivered at the University
- arrangements to ensure that the quality of learning opportunities offered at the approved partner is equivalent to those offered by the University for comparable Courses, where applicable
- arrangements to ensure that the monitoring, review and enhancement activity is conducted in accordance with University regulations
- arrangements in the event of early termination or arbitration to include:
  - provisions to enable the University to suspend or withdraw from the agreement if the other party fails to fulfil its obligations
  - residual obligations to students, where applicable
  - the responsibilities of each party in respect of quality assurance and academic standards, with reference to any applicable external reference points
  - a defined commencement and termination date which clearly set out the duration of the agreement
  - arrangement in respect of payments between the parties, where applicable
  - the law under which the agreement is governed, in addition to the judiciary system which will hear and determine any suit, action or proceedings, and to settle any disputes, which may arise out of or in connection with that agreement.

- arrangements for flow of information and deliberative and executive reporting structures, where applicable
- arrangements to ensure the accuracy of public information relating to the Course(s) offered as part of the collaborative provision, where applicable;
- arrangements for review and possible renewal of the agreement

### **3.5.10 Accreditation of Provision Designed and Delivered by Other Organisations**

**Accreditation of learning delivered by other organisations** - The University may wish to accredit provision delivered at other organisations.

**Mapping of curriculum** - The University shall be satisfied that any provision to be accredited maps appropriately to the Framework for Higher Education Qualifications and where appropriate any antecedent, concurrent or subsequent University Course that leads to credit of or an award of the University and is quantifiable in terms of academic level outcomes and volume of credit.

**3.5.10.1 Accreditation by Standing Panel** - Any proposal for accreditation is subject to:

- Partner Approval
- Mapping of the curriculum
- New course proposal
- Accreditation by Standing Panel

**3.5.10.2 Process** - The process for accreditation will be informed by University guidance and appropriate external oversight

**3.5.10.3 Accreditation Process**— The Accreditation Panel will ascertain the following:

- (a) Quality of learning opportunities - The School will ensure through scrutiny of resources that the proposed location for delivery and access to the facilities and resources required for successful completion of the Course or credit are appropriate in relation to the quality of learning opportunities.

- (b) Quality assurance – That appropriate arrangements are in place for the collaborating body to fulfil the quality assurance, monitoring, review and enhancement requirements.
- (c) Mapping of the curriculum - That the curriculum-mapping process has been carried out appropriately.
- (d) Assessment – That appropriate arrangements are in place for assessment, achievement of credit and award to be undertaken in accordance with the University regulations.
- (e) Written agreement - That appropriate written agreements will be in place which specify clearly the mutual arrangements agreed in respect of the use of the facilities and resources of the collaborating body.

3.5.10.4 **Duration of accreditation** - The period of accreditation will normally be aligned to the University's academic cycle (i.e. 1 August – 31 July). Accredited provision will be subject to review of that approval within a maximum period of six years of commencement of that period.



# Academic Principles and Regulations

Quality Codes

## Academic Audit

Section 3.6



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## Quality Code – Section 3.6

### Academic Audit

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Academic and Support Staff involved in the delivery, standards and quality assurance of courses.
Also of Relevance to:	Collaborative Partners
Brief Summary of Purpose:	This section provides details of our University's approach to Academic Audit for the assurance of academic standards and quality.





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## **SECTION 3.6 – ACADEMIC AUDIT**

### **3.6.1 Purpose of Academic Audit**

3.6.1.1 Our University is responsible for the setting and maintaining of academic standards and the assurance and enhancement of the quality of learning opportunities for our students.

The purpose of academic audit is to provide institutional oversight of the implementation of our university Regulations, Policy and Processes relating to academic standards and quality to provide assurance for our University via Academic Board that:

- (a) the delegated responsibilities for academic standards, quality assurance and enhancement of academic provision are being properly discharged; and
- (b) to promote continuous improvement and systematic quality enhancement by the identification and dissemination of good practice.

### **3.6.2 Principles of Academic Audit**

The principles of academic audit are that:

- (a) Academic Audit will be undertaken systematically through annual continuous audit and the targeted use of enhancement audit.
- (b) Academic Audit will promote the continuous and effective use of our University's regulations and associated processes.
- (c) The Academic Audit will promote systematic enhancement and sharing of good practice and the development of inclusive practice through peer review and engagement.

### **3.6.3 Form and Process of Academic Audit**

3.6.3.1 A schedule of academic audit is agreed annually by Academic Quality and Standards Committee and may include:

- Continuous Audit: ongoing activity which involves the collection, monitoring and evaluation of routinely produced evidence and observation of a range of activities.

- Enhancement Audit: specific issues or themes which arise from consideration of the outcomes of continuous audit and/or any other form of internal or external monitoring and review. Issues or themes to be audited may be at all levels of University academic and related activities.

3.6.3.2 The Academic Quality and Standards Committee maintains oversight and has overall responsibility for Academic Audit. The Academic Audit outcomes will be reported to Academic Board and its committees.

3.6.3.3 Quality Assurance Services are responsible for the conduct of Academic Audit as described in University guidance.

# Academic Principles and Regulations

Definitions and Glossary

## Awards of the University and their Standards

Section 4.1



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# Awards of the University and their Standards

## Section 4.1

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type (delete as appropriate):	Regulation
Target Audience:	Relevant for all University staff and students and of particular relevance to: Staff creating and validating awards Honorary Awards Committee
Also of Relevance to:	Collaborative Partners and Students' Union Advice Service
Brief Summary of Purpose:	High level definition of university awards and their standard including honorary award parameters.





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## **SECTION 4.1: AWARDS OF THE UNIVERSITY AND THEIR STANDARD**

### **4.1.1 Purpose**

This section defines the awards of the University and their standard.

### **4.1.2 Title of Awards**

The Academic Board is responsible for approving the title of any award of the University granted under these Regulations.

### **4.1.3 Standard**

The Academic Board, on behalf of the University, ensures that all awards and distinctions are consistent and comparable with awards granted and conferred throughout higher education.

### **4.1.4 Designated Letters for Awards**

Designated letters are established to enable holders of awards and distinctions of the University to use them in accordance with academic convention.

### **4.1.5 Awards of the University**

The awards of the University are as below.

#### **4.1.5.1 Pre-Degree Level**

Foundation Certificate  
Certificate  
Letter of Achievement  
Certificate of Higher Education (CertHE)  
Certificate in Education (CertEd)  
Diploma  
Diploma of Higher Education (DipHE)  
Advanced Diploma  
Vocational Certificate  
Professional Diploma

#### **4.1.5.2 First Degree Level**

Foundation Degree Arts (FdA)

Foundation Degree Engineering (FdEng)  
Foundation Degree Science (FdSc)  
Bachelor of Arts (BA)  
Bachelor of Arts with Honours (BAHons)  
Bachelor of Education (BEd)  
Bachelor of Education with Honours (BEdHons)  
Bachelor of Engineering (BEng)  
Bachelor of Engineering with Honours (BEngHons)  
Bachelor of Laws (LLB)  
Bachelor of Laws with Honours (LLBHons)  
Bachelor of Medical Science (BMedSci)  
Bachelor of Science (BSc)  
Bachelor of Science with Honours (BScHons)  
Bachelor of Technology (BTech)  
Bachelor of Technology with Honours (BTechHons)  
Professional Graduate Certificate in Education (PGCE)

4.1.5.3 Post-Experience

Certificate in Professional Studies  
Diploma in Professional Studies

4.1.5.4 Postgraduate

Advanced Professional Diploma  
Postgraduate Certificate (PGCert)  
Postgraduate Certificate in Education (PGCE)  
Postgraduate Certificate in Higher Education (PGCHE)  
Certificate in Management (CM)  
Postgraduate Diploma (PGDip)  
Diploma in Management Studies (DMS)  
Graduate Certificate  
Graduate Diploma

4.1.5.5 Integrated Masters

Master of Osteopathy (MOst)  
Master of Biomedical Sciences (MBioms)  
Master of Engineering (MEng)  
Master of Planning (MPlan)

#### 4.1.5.6 Taught Masters Awards

Master of Arts (MA)  
Master of Business Administration (MBA)  
Master of Education (MEd)  
Master of Fine Art (MFA)  
Master of Laws (LLM)  
Master of Science (MSc)  
Master of Public Administration (MPA)  
Master of Architecture (MArch)  
Master of Engineering (MEng)  
Masters in Teaching and Learning (MTL)

#### 4.1.5.7 Research Awards

Master of Arts (MA by research)  
Master of Science (MSc by research)  
Master of Philosophy (MPhil)  
Doctor of Philosophy (PhD)

#### 4.1.5.8 Professional Research Doctorates

Doctor of Philosophy (DProf)  
Doctor of Engineering (DEng)  
Doctor of Education (EdD)  
Doctor of Business Administration (DBA)

#### 4.1.5.9 Higher Doctorates

Doctor of Laws (LLD)  
Doctor of Letters (DLitt)  
Doctor of Science (DSc)  
Doctor of Technology (DTech)

#### 4.1.6 Date of Conferment

The date of conferment of an award will normally be the date of the award ceremony. A student may elect to receive their award in absentia.

Where, through the working of the Appeal process, the classification of a Bachelor Degree with Honours is determined subsequent to the relevant award ceremony for the student's cohort, the date of the conferment of the degree will be deemed to be the date of that award ceremony.

Where through the working of the Appeal process, the entitlement to an award of the University is determined, the date of the conferment of that award will be deemed to be the date of the award ceremony for the student's cohort; and the student shall be entitled to attend a subsequent award ceremony if the student so wishes.

#### **4.1.7 Specific Provisions in respect of University Awards**

##### **4.1.7.1 Distinction and Merit**

Provision for the recommendation of a Distinction or Merit may be made in the regulations for all taught awards except for the classification for the degree with honours.

##### **4.1.7.2 Classification of Honours Degrees**

Bachelor Degrees with Honours are available in the following classifications:

- First Class
- Upper Second Class
- Lower Second Class
- Third Class

##### **4.1.7.3 Pass or Unclassified Degree**

Bachelor Degrees with Honours may be awarded as pass or unclassified degrees.

Where the Bachelor degrees are pass or unclassified, these awards do not appear on the degree certificate but may be on any transcript.

##### **4.1.7.4 Aegrotat Awards**

An Aegrotat award may be recommended when a Board of Examiners does not have enough evidence of the student's performance to be



able to recommend the award for which the student was a candidate, but is satisfied that but for illness or other valid cause the student would have reached the standard required. A candidate who has been offered an Aegrotat award, but who elects instead to be re-assessed may not claim the Aegrotat award in the event of failure.

Aegrotat awards do not carry any classification or distinction.

#### 4.1.7.5 Posthumous Awards

Providing that all normal conditions of an award have been satisfied, an award may be conferred posthumously and be accepted by another person on behalf of the late student; and as deemed appropriate by the University.

#### **4.1.8 Awards of Other Bodies**

The University may confer awards of other institutions, validating and accrediting bodies either singly or jointly with University awards, where the University has an agreement with the other institution or body.

#### **4.1.9 Honorary Awards**

##### 4.1.9.1 Conferment of Honorary Awards

The Academic Board, on behalf of the University, may confer honorary awards on individuals or organisations. The Academic Board delegates authority to the Honorary Awards Committee to seek nominations; select candidates against criteria and make invitations to candidates for the conferment of award.

##### 4.1.9.2 Categories of Honorary Awards

The University may confer honorary masters' degrees, honorary doctorates and honorary fellowships.

##### 4.1.9.3 Criteria for Conferment

Honorary awards of the University may be conferred on individuals or organisations whose work and achievement reflect the mission and values of the University and/or whose conduct or reputation has brought distinction in one or more of the following fields:

- research and scholarship
- education
- the arts and sport
- science and technology
- the professions
- industry and commerce
- public life
- public and voluntary service
- service to the University
- service to the City of Leeds and/or the region
- service to the national or international community.

#### 4.1.9.4 Selection for Conferment of Honorary Awards

In conferring honorary awards, the University will have regard to distinguished alumni of the institution and will also seek to ensure a broadly balanced list. Nominations for the conferment of honorary awards will be sought on a regular basis from all members of the University community, against the criteria for conferment.

#### 4.1.9.5 Recipients: Honorary Masters Degrees and Doctorates

Honorary masters' degrees and honorary doctorates may be conferred on individuals.

#### 4.1.9.6 Recipients: Honorary Fellowships

Honorary fellowships may be conferred on either individuals or organisations.

#### 4.1.9.7 Role of Recipients

Individuals and/or organisations invited to receive an award will also be invited to continue their involvement with the University after conferment for the benefit of students and staff.

#### 4.1.9.8 Award of Honorary Masters Degree

The general policy for the award of an honorary master's degree will be the honorary award of one of the taught or research master's degrees of the University or the honorary degree of Hon M Univ.

#### 4.1.9.9 Award of Honorary Doctorate

The general policy for the award of an honorary doctorate will be the award of one of the following:

- Hon D Arts
- Hon D Business Administration
- Hon D Ed
- Hon D Eng
- Hon D Laws
- Hon D Litt
- Hon D Music
- Hon D Science
- Hon D Sport Science
- Hon D Technology
- Hon D Univ

#### 4.1.9.10 Degree of Distinction

The conferment of honorary masters' and doctorate awards will be differentiated by the degree of distinction to be recognised.

#### 4.1.9.11 Personal Acceptance

Honorary awards of the University will not be conferred in absentia.

#### 4.1.9.12 Use of Designatory Letters

Recipients of honorary awards may use approved designatory letters but may not use the doctorate title unless they are entitled by virtue of their other qualifications.

#### **4.1.10 Academic Dress**

Styles and colours for academic dress will conform to the regulations approved by the University.



# Academic Principles and Regulations

Definitions and Glossary

## Definition of University Awards

Section 4.2



LEEDS  
BECKETT  
UNIVERSITY

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Opening minds  
Opening doors



# Definition of University Awards

## Section 4.2

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
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Also of Relevance to:	Academic and Professional Services Staff developing and approving new awards
Brief Summary of Purpose:	Definition of University Awards including credit requirements and any essential dependences.







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## **SECTION 4.2: DEFINITION OF UNIVERSITY AWARDS**

### **4.2.1 Purpose**

The purpose of defining university awards is to state the credit requirements and any essential dependencies which must be satisfied before an award of the university may be conferred.

The minimum standard shall be comparable with any other institution of higher education in the United Kingdom.

### **4.2.2 Definition of Award**

An award is that qualification, which is achieved by and conferred upon a student upon completion of a course. An award may be either a target or contained award, dependent on successful achievement of the course requirements and number of credits by a student. A student may undertake a course and successfully achieve credit but not be eligible for an award. The awards of the University are defined in this section.

Proposals for new awards are considered through procedures agreed by the Academic Board. New proposals will be considered in the context of the range of the University's awards and their relationship to each other and to the awards of other bodies.

### **4.2.3 Benchmark Definition**

For each award, the University has established a benchmark definition against which the proposal for a Course of study is to be judged as follows:

- the possession of the necessary knowledge and skills needed for admission to a Course may be demonstrated by means other than the possession of qualifications;
- the award may be attained by a variety of modes of study other than full-time;
- the period of study may be shorter or longer depending upon the student's prior knowledge and skills and upon the mode of study.

Courses approved by the University must conform in terms of standard and objectives to the requirements of the University's definitions of awards (see Section 1).

#### **4.2.4 Mode and Duration of Study**

##### 4.2.4.1 Modes of Study

For any mode of study, the following should be specified and be designed to satisfy the duration requirements of the award:

- the level of knowledge and skills required at the entry point
- the curriculum
- teaching arrangements
- time available for students' private study
- the length and nature of any supervised work experience
- assessment arrangements

##### 4.2.4.2 Minimum and Maximum Periods of Study

The minimum and maximum periods within which a student must normally complete the programme shall be specified.

##### 4.2.4.3 Normal Duration of Periods of Study

The normal duration of periods of study is as set out below:

###### (a) Certificate of Higher Education

The planned duration of the Certificate of Higher Education is 1 year full-time and 2 years part-time; and normally the maximum period of registration is 2 years full-time and 3 years part-time.

###### (b) Diploma of Higher Education

The planned duration of the Diploma of Higher Education is 2 years full-time and 4 years part-time; and normally the maximum period of registration is 5 years full-time and 7 years part-time.

(c) Foundation Degree

The planned duration of the Foundation Degree is 2 years full-time and 3 years part-time; and normally the maximum period of registration is 5 years full-time and 7 years part-time.

(d) Bachelor Degree

The planned duration of the Bachelor Degree is 3 years full-time and 5 years part-time; and normally the maximum period of registration is 6 years full-time and 8 years part-time.

(e) Bachelor Degree with Honours

The planned duration of the Bachelor Degree with Honours is 3 years full-time and 6 years part-time; and normally the maximum period of registration is 6 years full-time and 9 years part-time.

(f) Top-up Degree

The planned duration of the Top-up Degree is 1 year full-time and 2 years part-time; and normally the maximum period of registration is 2 years full-time and 3 years part-time.

(g) Masters Degree

The planned duration of the Masters Degree is up to 2 years full-time and 4 years part-time; and normally the maximum period of registration is 5 years full-time and 7 years part-time.

(h) Vocational Certificate, Vocational Diploma, Professional Diploma and Advanced Professional Diploma

The planned duration of the awards of Vocational Certificate, Vocational Diploma, Professional Diploma and Advanced Professional Diploma will be for delivery within one academic year; and normally the maximum period of registration is 2 years.

#### 4.2.4.4 Assessment beyond the Maximum Period of Registration

The Board of Examiners, having regard for the standard of the award, and the Course objectives and regulations, may, at its discretion, allow a student to be assessed beyond the maximum period of registration.

#### 4.2.4.5 Sandwich Mode

A programme of study leading to the Degree or Honours Degree in the sandwich mode shall include a placement of not less than 30 weeks of supervised work experience, in addition to the period for any related full-time award. The placement period will not exceed one calendar year's duration.

Any arrangement other than this specified period will be agreed at approval of the award and reviewed at revalidation.

#### 4.2.4.6 Sandwich Mode: Completion of Supervised Work Experience

For all sandwich mode awards, students are required to perform satisfactorily and complete the period of work experience before the award can be made.

#### 4.2.4.7 Sandwich Mode: Certification

If the Course is designed in the sandwich mode, then this is specified on the Diploma Supplement.

### 4.2.5 **Benchmark Standards**

For Courses of study, benchmark standards may be defined in terms of credit points and levels.

#### (a) Pre-Higher Education Level

The University may offer awards at a pre-higher education level.

#### (b) Undergraduate Honours Course

Normally 120 credit points each at HE Level 4, HE Level 5, or HE Level 6 equate with the first three years of a full-time undergraduate honours Course.



(c) Postgraduate Level

At postgraduate level, 180 credit points at Level 7 equate to one calendar year of full-time study.

**4.2.6 Successful Completion of a Course of Study**

Successful completion of a Course of study requires the achievement of the objectives and learning outcomes of the Course.

The definitions therefore specify that the Course must be suitable for the fulfilment of the University's general educational aims, and require the standard of achievement required for the award to be demonstrated by the fulfilment of the objectives.

**4.2.7 Definition of Awards at Pre-Degree Level**

4.2.7.1 Foundation Certificate

The Foundation Certificate is awarded for a Foundation year or equivalent period of study at HE Level 0. These are specific Courses as pre-entry to a named higher HE award and are not offered as discrete awards.

4.2.7.2 Letter of Achievement

The Letter of Achievement is awarded for the attainment of a minimum of 10 credit points at HE Level 4.

4.2.7.3 Vocational Certificate

The Vocational Certificate is awarded for the attainment of a minimum of 40 credit points at HE Level 4 or above studied on an award which provides the opportunity for continuous professional development.

4.2.7.4 Certificate

The Certificate is awarded for the attainment of a minimum of 60 credit points at HE Level 4.

#### 4.2.7.5 Certificate of Higher Education

The Certificate of Higher Education is awarded for the attainment of a minimum of 120 credit points at HE Level 4.

#### 4.2.7.6 Certificate in Education (CertEd)

The title of Certificate in Education (CertEd) is reserved for Courses of study of teacher education. The CertEd is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and includes appropriate periods of teaching practice.

#### 4.2.7.7 Vocational Diploma

The Vocational Diploma is awarded for the attainment of a minimum of 40 credit points at HE Level 5 or above studied on an award which provides the opportunity for continuous professional development.

#### 4.2.7.8 Diploma

The Diploma is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 60 credit points at HE Level 5.

#### 4.2.7.9 Diploma of Higher Education

The Diploma of Higher Education is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 120 credit points at HE Level 5.

#### 4.2.7.10 Advanced Diploma

The Advanced Diploma is awarded for the attainment of a minimum of 60 credit points at HE Level 6.

#### 4.2.7.11 Professional Diploma

The Professional Diploma is awarded for the attainment of a minimum of 40 credit points at HE Level 6 or above studied on an award which provides the opportunity for continuous professional development.

## **4.2.8 Definitions of First Degrees**

### **4.2.8.1 Foundation Degree**

The Foundation Degree is awarded for the attainment of a minimum of 120 credit points at HE Level 4 and 120 credit points at HE Level 5.

Candidates must have demonstrated the achievement of work related learning and core skills.

### **4.2.8.2 Bachelor Degree**

The Bachelor Degree is awarded for the attainment of a minimum of 120 credit points at HE Level 4, 120 credit points at HE Level 5 and 60 credit points at HE Level 6.

### **4.2.8.3 Bachelor Degree with Honours**

The Bachelor Degree with Honours is awarded for the attainment of a minimum of 120 credit points at HE Level 4, 120 credit points at HE Level 5 and 120 credit points at HE Level 6.

Candidates must have demonstrated the capacity for sustained independent and high quality work.

### **4.2.8.4 First Degree Courses**

First degree Courses lead to either:

- the title of Bachelor of Arts or Bachelor of Science;
- or
- a more closely defined award restricted to certain subjects and types of Course.

### **4.2.8.5 Title of First Degrees**

Courses of study for first degrees have a title which demonstrates more clearly the subject or field studied. Such titles are incorporated into degree certificates and may be used in designated letters by those who receive such awards.

#### 4.2.8.6 Combined Subject Awards

Combined Subject Awards may be made.

##### Titles of Combined Subject Awards

The titles of Combined Subject Awards will normally be guided by the following conventions:

##### (a) Use of “and” in the title

Where two curriculum areas are combined in the title of the degree, the two areas shall be linked by the word “and” where: candidates have attained at least 50% of the total credit points required for the completion of both HE Level 5 and HE Level 6 in each of the two curriculum areas identified in the title of the award.

##### (b) Use of “with” in the title

In cases where the approved Course of study does not meet the above requirements, the title of the award will specify the first curriculum area “with” the second as subsidiary curriculum area where:

- candidates have attained at least 25% of the total credit points for the completion of both HE Level 5 and HE Level 6 in a subsidiary curriculum area.

#### 4.2.8.7 Bachelor of Education (BEd)

The title of Bachelor of Education (BEd) is reserved for Courses of teacher education. The BEd may be at honours level or unclassified.

Initial or pre-service Courses include appropriate periods of teaching practice.

#### 4.2.8.8 In-service Bachelor of Education

The in-service Bachelor of Education degree is for qualified teachers holding a Certificate in Education or equivalent qualification.

The degree is awarded for the attainment of a minimum of 120 credit points at HE Level 5 and 60 credit points at HE Level 6.

The degree with honours is awarded for the attainment of a minimum of 180 credit points at HE Levels 5 and 6, of which at least 120 should be at HE Level 6.

#### 4.2.8.9 Bachelor of Engineering (BEng)

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

#### 4.2.8.10 Bachelor of Technology (BTech)

The title of Bachelor of Technology (BTech) is reserved for Bachelor Courses of study specialised in Civil Engineering.

#### 4.2.8.11 Bachelor of Laws (LLB)

The title of Bachelor of Laws (LLB) is reserved for Bachelor Courses of study specialised in Law.

If Law is combined with another subject then the title shall be Bachelor of Arts or Bachelor of Science as appropriate.

### **4.2.9 Definition of Post-Experience Awards**

#### 4.2.9.1 Post-Experience Awards

Post-experience awards are reserved for Courses of study related to specific professional areas and designed to build upon professional qualifications and professional experience.

#### 4.2.9.2 Certificate in Professional Studies

The Certificate in Professional Studies is awarded for the attainment of a minimum of 40 credit points at HE Level 5 or HE Level 6.

#### 4.2.9.3 Diploma in Professional Studies

The Diploma in Professional Studies is awarded for the attainment of a minimum of 120 credit points at HE Level 5 or HE Level 6.

#### 4.2.9.4 Professional Graduate Certificate in Education (PGCE)

The Professional Graduate Certificate in Education (PGCE) is an award for a graduate who has successfully completed the study of the theory and practice of teaching at HE Level 6.

### **4.2.10 Definition of Postgraduate Awards**

#### 4.2.10.1 Advanced Professional Diploma

The Advanced Professional Diploma is awarded for the attainment of a minimum of 40 credit points at HE Level 7 or above studied on an award which provides the opportunity for continuous professional development.

#### 4.2.10.2 Postgraduate Certificate (PGCert)

The Postgraduate Certificate (PGCert) is awarded for the attainment of a minimum of 60 credit points at Level 7.

The Course can be designed to re-orientate students from one area of a subject discipline to another related area and will use the skills and competencies attained in the first degree studied.

#### 4.2.10.3 Certificate in Management (CM)

The Certificate in Management (CM) is awarded for the attainment of a minimum of 60 credit points at Level 7. It is a post-experience, postgraduate certificate and the standard is that expected of a person who has demonstrated competence in the appropriate aspects of management.

#### 4.2.10.4 Postgraduate Diploma (PGDip)

The Postgraduate Diploma (PGDip) is awarded for the attainment of a minimum of 120 credit points at Level 7.

#### 4.2.10.5 Diploma in Management Studies (DMS)

The Diploma in Management Studies (DMS) is awarded for the attainment of a minimum of 120 credit points at Level 7.

This is a post-experience, postgraduate diploma award designed to meet the needs of those who have at least two years' management experience and wish to achieve a range of general management knowledge, skills and competencies.

#### 4.2.10.6 Graduate Certificate

The Graduate Certificate is awarded for the attainment of a minimum of 60 credit points, 40 of which at HE Level 6 and 20 at HE Level 4 or 5 or above.

#### 4.2.10.7 Graduate Diploma

The Graduate Diploma is awarded for the attainment of a minimum of 120 credit points, 80 of which at HE Level 6 and 40 at HE Level 4 or 5 or above.

#### 4.2.10.8 Postgraduate Certificate in Education (PGCE)

The Postgraduate Certificate in Education (PGCE) is an award for a graduate who has successfully completed the study of the theory and practice of teaching at HE Level 7

### **4.2.11 Definition of Integrated Masters Awards**

#### 4.2.11.1 Integrated Masters Awards

An Integrated Masters is awarded for the attainment of 480 credit points; 120 credits at level 4, 120 credits at level 5, 120 credits at level 6 and 120 credits at level 7. See Section 4.1.5.5.

## **4.2.12 Definition of Taught Masters Awards**

### **4.2.12.1 Taught Masters Awards**

Taught Masters degrees are awarded for the attainment of a minimum of 180 credit points, of which a minimum of 160 credit points are at Level 7.

They are at a level which demands more advanced and intensive study than a first degree, and include a compulsory element of advanced independent work.

### **4.2.12.2 Titles of Taught Masters Degrees (MA or MSc)**

Courses leading to awards of MA or MSc shall be given a title which indicates clearly the subject(s) studied.

### **4.2.12.3 Master of Business Administration (MBA)**

The title of Master of Business Administration (MBA) is reserved for Courses of study which focus on the general principles and function of management and the development of management skills.

Students entering MBA Courses shall have appropriate practical experience.

### **4.2.12.4 Titles of MBA Degrees**

Courses leading to the MBA may be given a title which indicates clearly the management context studied.

### **4.2.12.5 Master of Education (MEd)**

The title of Master of Education (MEd) is reserved for Courses of study focused on education and professional practice in teaching.

All students must have appropriate professional experience.

### **4.2.12.6 Master of Fine Art (MFA)**

The title of Master of Fine Art is comprised of 300 credit points, of which a minimum of 240 credit points are at level 7.



#### 4.2.12.7 Master of Laws (LLM)

The title of Master of Laws (LLM) is reserved for Courses of study in which the focus is on the principles and/or application of Law.

#### 4.2.12.8 Master of Engineering (MEng)

The title of Master of Engineering (MEng) is reserved for Courses of study in Engineering or its application.

The standard of the award is that expected of a student with a Bachelor Degree with Honours in Engineering or equivalent who has followed an additional Course, normally of one year's full-time study or equivalent, which is at a level more demanding than that required for the award of BEng (Honours).

#### 4.2.12.9 Master of Architecture (MArch)

The title of Master of Architecture (MArch) is reserved for Courses of study in Architecture incorporating Part 2 of the Royal Institute of British Architects (RIBA) professional qualification as prescribed by the Architects Registration Board (ARB). The award is comprised of 240 credit points at level 7.

### **4.2.13 Definition of Research Awards (see also Section 2.10)**

#### 4.2.13.1 Masters by Research

The standard of a Masters by Research is that expected of an honours graduate who has satisfactorily completed an approved period of research training, has investigated a topic using appropriate research methodology, and has presented a satisfactory thesis.

Where the Course involves Level 7 credit, any award will conform to the standard requirements for a Taught Masters award.

#### 4.2.13.2 Title of Master of Research Awards

The title Master of Research (MRes) is used for all subject areas.

#### 4.2.13.3 Application of Titles of Masters by Research Awards

##### (a) Master of Arts

The title Master of Arts (MA) is used in art, design, the arts and humanities and areas of social and business studies.

##### (b) Master of Science (MSc)

The title Master of Science (MSc) is used where studies are substantially based on science or mathematics, or their applications.

#### 4.2.13.4 Masters by Research: Certificate of Award

The specification of the award of Master of Research is shown on the Certificate of Award.

#### 4.2.13.5 Masters by Research: Use of Designatory Letters

Award holders may use the designatory letters with or without the mode of attaining the award.

#### 4.2.13.6 Master of Philosophy (MPhil)

The standard of the Master of Philosophy (MPhil) is that expected of a good honours graduate who has satisfactorily completed an approved period of research training and has investigated and evaluated, or critically studied, an appropriate topic, demonstrating an understanding of research methods appropriate to the chosen field, and has presented a satisfactory thesis.

#### 4.2.13.7 Doctor of Philosophy (PhD)

The standard of a Doctor of Philosophy (PhD) is that expected of a good honours graduate who has satisfactorily completed an approved Course of research training. The student shall have investigated or critically studied an approved and appropriate topic resulting in a significant contribution to knowledge, and presented a satisfactory thesis.

#### 4.2.13.8 European Doctorate (PhD)

Part of the thesis results from work undertaken in another European country.

#### 4.2.13.9 Doctor of Philosophy (PhD): Published Works

The award of a Doctor of Philosophy (PhD) may also be made on the basis of published works. The work presented, supported by a synoptic review, is required to demonstrate a systematic approach showing independent, critical and original powers with a distinct contribution to knowledge.

#### 4.2.13.10 Professional Research Doctorate (EdD, DEng, DBA)

The standard of a Professional Research Doctorate is that expected of a good honours graduate who has satisfactorily completed an approved Course of research training and contextual study.

The candidate will have investigated or critically studied an approved topic or topics which result in a significant contribution to practice and has presented a satisfactory portfolio of research including two or more substantial research outputs.

#### 4.2.13.11 Doctor of Education (EdD)

The title of Doctor of Education (EdD) is reserved for Courses of research focused on education and professional practice in education.

Normally all candidates must have appropriate professional experience.

#### 4.2.13.12 Doctor of Engineering (DEng)

The title of Doctor of Engineering (DEng) is reserved for Courses of research focused on engineering and related subjects and professional practice in engineering.

Normally all candidates must have appropriate professional experience.

#### 4.2.13.13 Doctor of Business Administration (DBA)

The title of Doctor of Business Administration (DBA) is reserved for Courses of research focused on Business Administration and related subjects and professional practice

Normally all students must have appropriate and subject relevant professional experience.

#### 4.2.13.14 Higher Doctorates

The standard of the award of Higher Doctorates is that expected of an applicant who is a holder of at least seven years' standing of a first degree, or a holder of at least four years' standing of a higher degree, who is a leading authority in the field of study concerned and has made an original and significant contribution to the advancement or application of knowledge in that field.

#### 4.2.14 Table of Credit requirements and minimum credit outcomes

	<b>Title of Certificate or Award</b>	<b>Overall Credits</b>	<b>Minimum required at Highest Level</b>	<b>Other credit and level requirements</b>	<b>QAA FHEQ level</b>
1	Letter of Achievement		10 @ L4		4
2	Vocational Certificate	40	40 @ L4	Award must provide opportunity for continuous professional development	4
3	Certificate (Cert)	60	60 @ L4		4
4	Certificate of Higher Education (Cert HE)	120	120 @ L4		4
5	Certificate in Education (CertEd)	120	120 @ L4	Appropriate periods of teaching practice	4
6	Vocational Diploma	40	40 @ L5	Award must provide opportunity for continuous professional development	5

7	Diploma (Dip)	180	60 @ L5	Remaining 120 @ L4 or higher	5
8	Diploma of Higher Education (DipHE)	240	120 @ L5	Remaining 120 @ L4 or higher	5
9	Professional Diploma	40	40 @ L6	Award must provide opportunity for continuous professional development	6
10	Advanced Diploma	60	60 @ L6	Award must provide opportunity for continuous professional development	6
11	Foundation Degree (FdA or FdSc)	240	120 @ L5	Remaining 120 @ L4 or higher Candidates must demonstrate achievement of work related learning and core skills.	5
12	Bachelor Degree (Ordinary Degree BA or BSc)	300	60 @ L6	Minimum of 120 @ L5 and remaining 120 at L4 or higher	6
13	Bachelor Degree with Honours (BA (Hons) or BSc (Hons))	360	120 @ L6	Minimum of 120 @ L5 and remaining 120 at L4 or higher	6
14	Professional Graduate Certificate in Education (PGCE)	120	60 @ L6	Remaining 60 @ L5 or higher and meets requirements for Qualified Teacher Status (QTS)	6
15	Postgraduate Certificate in Education (PGCE)	120	60 @ L7	Remaining 60 at L6 or higher and meets requirements for Qualified Teacher Status (QTS)	7
16	Postgraduate Certificate in	60	60 @ L7	Meets requirements for	7

	Education (PGCE) Schools Direct			Qualified Teacher Status	
17	Certificate in Professional Studies	40	40 @ L5 or L6		5 or 6
18	Diploma in Professional Studies	120	120 @ L5 or L6		5 or 6
19	Advanced Professional Diploma	40	40 @ L7	Award must provide opportunity for continuous professional development	7
20	Postgraduate Certificate (PGCert)	60	60 @ L7		7
21	Certificate in Management (CM)	60	60 @ L7		7
22	Postgraduate Diploma (PGDip)	120	120 @ L7		7
23	Diploma in Management Studies (DMS)	120	120 @ L7		7
24	Graduate Certificate	60	40 @ L6 and remaining 20 @ L 4 or L5 or above		6
25	Graduate Diploma	120	80 @ L6 and remaining 40 @ L4 or L5 or above		6
26	Integrated Masters (first degree e.g. MEng, MOst)	480	120 @ L7	Remaining 360 meets requirements of an honours degree	7
27	Masters Degree (MA, MSc, MBA)	180	160 @ L7	Remaining 20 credits @ L6 or above. Award must include a compulsory element of advanced independent work.	7
28	Master of Architecture (MArch)	240	200 @ L7	Remaining 40 credits @L6.	7

				Award is reserved for study in architecture incorporating part 2 of the RIBA professional qualification in accordance with the Architects Registration Board (ARB).	
29	Master of Fine Art	300	240 @ L7	Remaining 60 @ L6	7

## 4.2.15 Certificate of Award and University Transcript

### 4.2.15.1 Certificate of Award

The Certificate of Award conferred by the University records:

- the name of the University, together with, if appropriate, the name of any other institution sharing responsibility for the student's programme of study
- the student's full name as given on the final recommendations of the award
- the award and date of conferment
- the title of the course of study, if any, as approved by the University for the purposes of the Certificate of Award

### 4.2.15.2 Signatories of the Certificate of Award

The certificate shall bear the signature of the Vice-Chancellor of the University and/or the Chair of the Board of Governors.

### 4.2.15.3 University Transcript

A University Transcript may be issued on request to a student who has successfully completed any modules approved by the University as suitable to form part of an approved programme of study leading to an award.

#### 4.2.15.4 Contents of University Transcript

The University Transcript, or Certificate of Credit, records:

- the full name of the student
- the dates of the student's enrolment with the University
- the modules successfully completed, with details of their level and credit rating, grade achieved (where appropriate) and date of completion
- details of any periods of supervised work experience or placement, with grades where appropriate and dates.
- the name of the University, together with, if appropriate, the name of any other institution sharing responsibility for the student's programme of study

#### 4.2.15.5 Signatory of the University Transcript

The transcript shall bear the signature of the Vice-Chancellor or nominee.

##### (a) The Course of Study

A student may only be a candidate for an award of the University if he or she has followed an approved course of study designed to lead to that award and has satisfied the Board of Examiners for the Course.

##### (b) Distinction, Merit and Classification

The Board of Examiners may recommend that an award be conferred with merit or distinction with an honours classification where Scheme or Course regulations make such provision and where the student has satisfied the requirements of the regulations for such an award.

##### (c) Candidates Proceeding to a Further Award

Where Scheme or Course regulations make such provision, the Board of Examiners may recommend that an award be conferred upon a student who has satisfied the requirements for that award, whether or not the candidate is proceeding directly to a programme of study leading to a further award.



# Academic Principles and Regulations

Definitions and Glossary

## Glossary

Section 4.3



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# Glossary

## Section 4.3

Originating Department:	Quality Assurance Services
Enquiries to:	gas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type (delete as appropriate):	Regulation
Target Audience:	Relevant for all University staff and students
Also of Relevance to:	Collaborative Partners
Brief Summary of Purpose:	To explain the abbreviated used within our Regulations and any associated guidance handbooks for staff and students.





## 4.3 Glossary

<b>AB</b>	Academic Board
<b>ACCA</b>	Association of Chartered Certified Accountants
<b>AET</b>	Faculty of Arts, Environment and Technology
<b>AHRC</b>	Arts and Humanities Research Council
<b>ALF</b>	Access to Learning Fund
<b>APR</b>	Academic Principles and Regulations
<b>AQSC</b>	Academic Quality and Standards Committee
<b>ATAS</b>	Academic Technology Approval Scheme
<b>BA (Hons)</b>	Bachelor of Arts (Honours)
<b>BASES</b>	British Association of Sport and Exercise Sciences
<b>BoG</b>	Board of Governors
<b>BPS</b>	British Psychological Society
<b>Bsc (Hons)</b>	Bachelor of Science (Honours)
<b>CAF</b>	Carnegie Faculty
<b>CAGD</b>	Contemporary Art and Graphic Design (e-portfolio)
<b>CAT</b>	Course Approval Template
<b>CBI</b>	Confederation of British Industry
<b>CDC</b>	Collaborative Delivery Coordinator
<b>CERF</b>	Civil Engineering Research Facility
<b>CIM</b>	Chartered Institute of Marketing
<b>CIPR</b>	Chartered Institute of Public Relations
<b>CLT</b>	Centre for Learning and Teaching
<b>CMT</b>	Corporate Management Team
<b>CoR</b>	Confirmation of Registration
<b>CPD</b>	Continuing Professional Development
<b>CSE</b>	Customer Service Excellence
<b>CRM</b>	Customer Relationship Management
<b>CV</b>	Curriculum Vitae
<b>DBA</b>	Doctorate in Business Administration
<b>DEAP</b>	Developing Excellent Academic Practice
<b>DLHE</b>	Destination of Leavers in Higher Education
<b>DVCRE</b>	Deputy Vice Chancellor Research and Enterprise
<b>DVCS D</b>	Deputy Vice Chancellor Strategic Development
<b>DVCSE</b>	Deputy Vice Chancellor Student Experience
<b>EA</b>	Enterprise Academy
<b>EAA</b>	External Academic Advisors

<b><i>EdD</i></b>	Doctorate in Education
<b><i>EO</i></b>	Enterprise Office
<b><i>ERA</i></b>	Educational Recording Agency
<b><i>ESG</i></b>	Employability Sub-Group
<b><i>EU</i></b>	European Union
<b><i>FBL</i></b>	Faculty of Business and Law
<b><i>FDSO</i></b>	Federation of Disability Sports Organisations
<b><i>FE</i></b>	Further Education
<b><i>FHEQ</i></b>	Framework for Higher Education Qualifications
<b><i>FD</i></b>	Foundation Degree
<b><i>FTSE</i></b>	Financial Times Stock Exchange
<b><i>GLA</i></b>	Governance and Legal Affairs
<b><i>GTA</i></b>	Graduate Teaching Assistant
<b><i>HE</i></b>	Higher Education
<b><i>HEA</i></b>	Higher Education Academy
<b><i>HEAT</i></b>	Higher Education Assurance Team
<b><i>HEFCE</i></b>	Higher Education Funding Council for England
<b><i>HEI</i></b>	Higher Education Institution
<b><i>HESA</i></b>	Higher Education Statistics Agency
<b><i>HR</i></b>	Human Resources
<b><i>HSS</i></b>	Faculty of Health and Social Sciences
<b><i>HTS</i></b>	Highly Trusted Sponsor
<b><i>IBM</i></b>	International Business Machines
<b><i>IGSG</i></b>	Information Governance Steering Group
<b><i>IiP</i></b>	Investors in People
<b><i>IMTS</i></b>	Information, Media and Technology Services
<b><i>IO</i></b>	International Office
<b><i>IPR</i></b>	Intellectual Property Rights
<b><i>IR</i></b>	Institutional Recognition
<b><i>ISAS</i></b>	International Student Advisory Service
<b><i>ISB</i></b>	International Student Barometer
<b><i>IT/AV</i></b>	Information Technology/Audio Visual
<b><i>JBM</i></b>	Joint Board of Moderation
<b><i>KIS</i></b>	Key Information Sets

<b>KPI</b>	Key Performance Indicators
<b>KTP</b>	Knowledge Transfer Partnership
<b>LLEA</b>	Leeds Local Education Authority
<b>LLI</b>	Libraries and Learning Innovation
<b>LT</b>	Link Tutor
<b>LTEC</b>	Learning Teaching and Enhancement Committee
<b>MAT</b>	Module Approval Templates
<b>NAHEMI</b>	National Association for Higher Education in the Moving Image
<b>NARIC</b>	National Academic Recognition Information Centre
<b>NCUK</b>	The University Consortium
<b>NGO</b>	Non-Governmental Organisation
<b>NHS</b>	National Health Service
<b>NorMAN</b>	Out of Hours IT Support Service
<b>NSS</b>	National Student Survey
<b>NTFS</b>	National Teaching Fellow Scheme
<b>OFSTED</b>	Office for Standards in Education, Children's Services and Skills
<b>OIA</b>	Office of the Independent Adjudicator
<b>PAGE</b>	Politics and Applied Global Ethics
<b>PCPC</b>	Partnerships and Collaborative Provision Committee
<b>PCSC</b>	Partnerships and Collaborations Sub-Committee
<b>PDD</b>	Planning and Due Diligence
<b>PDR</b>	Performance and Development Review
<b>PES</b>	Professional Events Solution
<b>PG</b>	Postgraduate
<b>PGCAP</b>	Postgraduate Certificate in Academic Practice
<b>PGCHE</b>	Postgraduate Certificate in Higher Education
<b>PGRT</b>	Postgraduate Research Tutor
<b>PhD</b>	Doctor of Philosophy
<b>PI</b>	Published Information
<b>PLEU</b>	Practice Learning and Employability Unit
<b>PORESO</b>	Postgraduate Research Student Organisation
<b>PSRB</b>	Professional, Statutory or Regulatory Body

<b><i>PTES</i></b>	Postgraduate Taught Experience Survey
<b><i>QAA</i></b>	Quality Assurance Agency
<b><i>QAS</i></b>	Quality Assurance Services
<b><i>QE</i></b>	Quality Enhancement
<b><i>QR</i></b>	Quality Related
<b><i>RAS-CPD</i></b>	Research Awards Supervisory – Continuing Professional Development
<b><i>RDSC</i></b>	Research Degrees Sub-Committee
<b><i>REC</i></b>	Research and Enterprise Office
<b><i>REF</i></b>	Research Excellence Framework
<b><i>RFL</i></b>	Rugby Football League
<b><i>RPI</i></b>	Research Policy Institute
<b><i>RPL</i></b>	Recognition of Prior Learning
<b><i>RTP</i></b>	Research Training Programme
<b><i>SBC</i></b>	Sino British College
<b><i>SCONUL</i></b>	Society of College National and University Libraries
<b><i>SEMS</i></b>	Student Engagement Monitoring System
<b><i>SHC</i></b>	Summative Health Check
<b><i>SLO</i></b>	Student Liaison Officer
<b><i>SME</i></b>	Small and Medium Enterprises
<b><i>SPA</i></b>	Strategic Planning Approval
<b><i>SSS</i></b>	Student Satisfaction Survey
<b><i>SU</i></b>	Students' Union
<b><i>SUAS</i></b>	Students' Union Advice Service
<b><i>RTP</i></b>	Research Training Programme
<b><i>TOEFL</i></b>	Test of English as a Foreign Language
<b><i>TSB</i></b>	Technology Strategy Board
<b><i>UCAS</i></b>	Universities and Colleges Admissions Service
<b><i>UEESC</i></b>	University External Examiners Sub-Committee
<b><i>UEO</i></b>	University Enterprise Office
<b><i>UKPSF</i></b>	United Kingdom Professional Standards Framework
<b><i>UKVI</i></b>	United Kingdom Visa and Immigration Service
<b><i>UG</i></b>	Undergraduate
<b><i>URO</i></b>	University Research Office



<b><i>USC</i></b>	University of South Carolina
<b><i>VCG</i></b>	Vice Chancellor's Group
<b><i>WIS</i></b>	Wider Information Set
<b><i>VLE</i></b>	Virtual Learning Environment
<b><i>VRDF</i></b>	Vitae Researcher Development Framework
<b><i>WAEC</i></b>	West African Examinations Council
<b><i>WP</i></b>	Widening Participation

## **Module**

The standard 'building block' of all course delivery – identified in size by CATS credits. The most common module size across all courses is 20 CATS credits; other credit volumes can, however, be validated.

## **Course**

A full or part-time award-bearing structure of modules, with defined learning outcomes and secure location within the *Framework for Higher Education Qualifications*. Not all courses will lead to awards of the University (they may, for example, be Edexcel or professional-body courses). Courses may be single honours or combined degrees. Each course will have a unique Course Specification – except where awards are 'nested' (in the case of, for example, CertHE and DipHE – but not FDA/FDSc and 'top up' BA/BSc).

## **Framework:**

A structure of modules which lead, through appropriate designation of common and optional modules, to a number of defined award outcomes. Frameworks will contain designated Pathways.

Frameworks may operate at both undergraduate and postgraduate levels, and will have a common structure at levels 4 (or below) and 5 of undergraduate awards and in the early stages of taught postgraduate awards. They will lead to a common set of named awards, designated as pathways, which will qualify a generic award title (which should be available to all students who choose, or fail, to meet the criteria for a designated pathway). This will be iterated in the structure of generic title - *BSc Basketweaving* – with the qualifier in parentheses – *BSc Basketweaving (Macrame)*, *BSc Basketweaving (Rattan)* etc. Pathways will be designated by having a minimum of 60 credits (including the dissertation or project, where that exists) at level 6 which is particular to that pathway (and the associated qualified award title).

Up to the level of 60 level-6 credits differentiation, new pathways may be proposed within a framework, subject to approval of the qualified award title by Academic Quality and Standards Committee approval and subsequent approval of the pathway structure by the relevant School Committee. Related qualified award titles associated with these pathways will not require separate validation, unless the degree of change of an existing pathway is greater than that approved within the University's policy for modifications. All qualified award titles approved in this way will, however, be subject to review at the next review stage (no matter how soon after the validation of the pathway).

**Pathway:**

A structure of modules within a framework which leads to a specific named award. Pathways will have defined learning outcomes and be securely located within the *Framework for Higher Education Qualifications*.

Pathways will be validated, *en bloc*, alongside their related frameworks, and new pathways may be approved at School level, without a further validation event. Individual pathways will have a minimum of 60 credits at level 6 (including the dissertation or project, where that exists).



# Academic Principles and Regulations

Definitions and Glossary

## Student Charter

Section 4.4



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# Student Charter

## Section 4.4

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
Next due for approval:	July 2017
Document Type	Regulation
Target Audience:	Relevant for all University staff and students
Also of Relevance to:	Collaborative Partners
Brief Summary of Purpose:	The Student Charter explains how our University and our Students' Union work together in partnership with our students to provide an inclusive, safe and engaging learning environment.







# LEEDS BECKETT UNIVERSITY

# Student Charter

## Working together for success

Leeds Beckett University and our Students' Union are committed to working in partnership with our students to ensure that our University is an inclusive, safe and engaging learning environment which is conducive to study for its students and work life for its staff.

Our Student Charter sets out how we aim to achieve this by working together to understand and fulfil our commitments to one another.

Our Student Charter has been produced jointly with the Students' Union and we will review it, together, every year. Our University's Vision seeks to put students at the centre of all our activities and this Student Charter is a contribution towards that goal.

The Leeds Beckett Student Charter is not a contractual document, but provides a guide to what members of the Leeds Beckett community can expect of each other in terms of engagement and behaviour.

**Professor Peter Slee,**  
Vice Chancellor

**Jay Malpass-Clark,**  
Students' Union President



### We work to shape and sustain a supportive, safe, inclusive community for active learning and the building of skills for life.

*We will*

- Work together within a progressive, independent, and active environment which promotes lifelong learning.
- Support a culture of personal and academic resilience.
- Collaborate to build partnerships for learning.
- Work together to sustain our bold, industrious spirit.

### We forge an environment which builds trust, accountability and transparency.

*We will*

- Maintain mutually respectful codes of behaviour.
- Promote the availability of information and support for all.
- Ask each other for help when we need it.
- Be honest, clear and assertive with each other.
- Use the means available to give a compliment, raise a concern or make a complaint.
- Take advantage of opportunities for formal and informal learning.

### We foster inclusive academic, cultural, social, emotional and creative development for all.

*We will*

- Share an exciting and challenging curriculum which is contemporary and relevant.
- Promote a culture of critical enquiry and rigorous scholarship.
- Support participation in extracurricular opportunities which enhance career and personal development
- Enable one another to plan, develop, and drive forward our individual educational and career goals.
- Acknowledge and celebrate our joint and separate successes.

### We are responsible, diligent, reliable and considerate in our academic and professional actions and behaviours.

*We will*

- Act with academic integrity.
- Listen to, and respect, differing perspectives, including those from different cultures and backgrounds.
- Work together within a positive collaborative learning and working environment, wherever, and however, we engage.
- Take care with our personal and professional digital identity and recognise the impact it may have on us and others.

### We seek active engagement, feedback and participation in the issues that affect us.

*We will*

- Work together to enhance our experience of our University.
- Collaborate to promote learning and support enhancement, through mutual reflection and feedback.
- Build partnerships to enable our University communities to engage with our external stakeholders.
- Support the development of courses which prepare our graduates to be ready for work, ready for life and ready to seize the opportunities that lie ahead.
- Use our knowledge of local and world issues to strengthen our global outlook and build a sustainable environment for a thriving future for all.





# Academic Principles and Regulations

Definitions and Glossary

## University Committee Structure

Section 4.5



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# University Committee Structure

## Section 4.5

Originating Department:	Quality Assurance Services
Enquiries to:	qas@leedsbeckett.ac.uk
Approving Body:	Academic Board
Last Approved:	6 July 2016
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Target Audience:	Relevant for all University staff and students
Also of Relevance to:	Collaborative Partners, Members of our Board of Governors.
Brief Summary of Purpose:	The Committee Structure illustrates how our University Governance operates.





## Academic Board Committee Structure 2016/17

