
Common Credit Framework Regulations (CCF)

2020/21

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1. SCOPE

- 1.1 These regulations are applicable to all taught courses leading to an undergraduate or postgraduate award of the University or Higher Education credit allocated at levels 3 – 7 of the National Qualifications Framework. Any exemptions from these regulations must be exceptional and must be approved by the Academic Board.
- 1.2 These regulations will also be applicable to all taught courses delivered under a collaborative arrangement with a partner institution, unless otherwise agreed at the point of validation and approved by the Academic Board.

2. INTRODUCTION

- 2.1 All awards, and consequently the courses that lead to them, will be assigned, at the point of validation, to a Level of the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (QAA, August 2008) in accordance with the national system of levels and awards stated in Table 1.
- 2.2 The Awards of the University that may be conferred under this scheme are as stated in Table 1 below:

Table 1: The national system of levels and awards as it applies to the University

Level	Award Type	UCA Award	Notes	
Level 7 (Postgraduate)	Masters degrees	MBA		
		MBM		
		MFA		
		MRes		
		MA		
		MMus		
		MSc		
	MArch			
	Postgraduate diplomas	PG Dip	<i>Available as an Exit Award only*</i>	
	Postgraduate certificates	PG Cert		
Level 6 (Undergraduate)	Bachelors degrees	BA (Hons)		
		BA (Hons) with International Year		
		BA (Hons) with Professional Practice Year		
		BMus (Hons)		
		BMus (Hons) with International Year		
		BMus (Hons) with Professional Practice Year		
		BSc (Hons)		
		BSc (Hons) with International Year	<i>Option within Course</i>	
		BSc (Hons) with Professional Practice Year		
		BA	<i>Available as an Exit Award only*</i>	
		BMus	<i>Available as an Exit Award only*</i>	
		BSc	<i>Available as an Exit Award only*</i>	
			Graduate diplomas	Grad Dip
		Diplomas of Higher Education	DipHE	<i>Available as an Exit Award only*</i>
Level 4	Certificates of Higher	CertHE	<i>Available as an Exit</i>	

(Undergraduate)	Education		Award only*
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* see paragraph 6.7 below for details of Exit Awards.

- 2.3 To be eligible for an award a student must accumulate a specified amount of Credit, at specified Levels, as detailed in Table 8 below. Students accumulate Credit by undertaking and satisfactorily completing units. Units are the building blocks of Courses and Awards.
- 2.4 Each course is described in detail in the Programme Specification, which must be approved at the point of validation.
- 2.5 In addition to the Awards listed in Table 1 above, the University also delivers International Foundation in Art Design and Media (IFADM) and International Foundation in Business (IFB). These programmes comprise level 3 credits awarded within the scope of the University's CCF, but do not sit within the Framework for Higher Education (FHEQ). A certificate of completion and a transcript is awarded to students upon successful completion of 90 level 3 credits. The programme is awarded on a pass / fail basis only.

3. FRAMEWORK STRUCTURE

3.1 Units & Credits

- 3.1.1 Each unit is described in a Unit Descriptor: the specifications for Unit Descriptors and the associated approval processes are detailed in the Quality Assurance Handbook.
- 3.1.2 Each unit will normally be assigned a Credit Level and a Credit Volume. Together these constitute the Credit Value of that unit.
- 3.1.3 Some units are not credit rated and therefore do not have an associated Credit Volume. They will, regardless, comply with the Credit Level descriptors at 3.1.4 below and the assessment regulations at Section 4. Although they do not contribute to the credit for a UCA award attendance or achieving a pass mark may be required for purposes of progression and completion.
- 3.1.4 The Credit Level will reflect the depth of learning involved and the intellectual demand of the unit, and will be assigned with reference to the Credit Level Descriptors prescribed by Appendix B of the *Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England* (QAA, August 2008), see Table 2 below:

Table 2: Generic Credit Level Descriptors (source: HE Credit Framework for England 2008)

Level	Learning accredited at this level will reflect the ability to:
Level 7	display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making, including use of supervision
Level 6	critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.
Level 5	generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.
Level 4	develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

In addition, those courses that contain Level 3 studies will reflect the depth of learning described by the following descriptor¹:

	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 3	<ul style="list-style-type: none"> - Has factual, procedural, conceptual and theoretical knowledge and understanding of a subject to complete tasks and address problems. - Can interpret and evaluate relevant information and ideas. - Is aware of the nature of the area of study. - Is aware of different perspectives or approaches within the area of study. 	<ul style="list-style-type: none"> - Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems. - Use appropriate investigation to inform actions. - Review how effective methods and actions have been. - Bring personal organisation and effectiveness to the area of study.

3.1.5 The Credit Volume will reflect the amount of learning expected for the typical student to achieve the learning outcomes of that unit. The Credit Volume is based on an estimate of *notional hours of learning*, which includes formal classes and contact time, preparation time, independent study, reading, revision, assessment, undertaking course work, and all other self-directed learning. One credit represents 10 *notional hours of learning*. Credit Volume therefore defines the unit size. The permitted sizes of units are as stated in Table 3 below:

Table 3: Permitted Unit Sizes

Unit Level	Permitted Unit Volume
Levels 5 - 7	10, 15*, 20, 30, 40, 60 credits
Levels 3 & 4	10, 15*, 20, 30, 40 credits

***15 credits units are only incorporated in courses within the Business School for the Creative Industries**

3.2 Course Structure: Levels, Years & Stages

3.2.1 Each course will have one or more Stages.

3.2.2 Where a course has two or more Stages, the end of each Stage represents a progression point, and the student must satisfy the progression requirements (see Tables 7a and 7b below) in order to progress to the next Stage.

3.2.3 Within each Stage students must take units of prescribed credit values, as defined by Table 4 below:

¹ This was adapted from the OFQUAL National Qualifications Framework

Table 4: Course structures – Stages & Prescribed Credit Values

Course	No. of Years (standard FT mode)	No. of Stages	Stage	Credit Value of Units to be taken
MBA, MBM	1	1	1	180 credits at Level 7
	2	2	0	Up to 120 credits at Level 6 or equivalent non-credit bearing learning as specified in the Programme Specification
			1	180 credits at Level 7
MA, MMus, MSc, MRes	1	1	1	180 credits at Level 7
	2	2	0	Up to 120 credits at Level 6 or equivalent non-credit bearing learning as specified in the Programme Specification
			1	180 credits at Level 7
MFA	2	1	1	240 credits at Level 7
	2	2	0	Up to 120 credits at Level 6 or equivalent non-credit bearing learning as specified in the Programme Specification
			1	180 credits at Level 7
MArch	2	2	1	60 credits at Level 6 60 credits at level 7
			2	120 credits at level 7
PG Cert	1	1	1	60 credits at Level 7
Grad Dip	1	1	1	120 credits at Level 6
BA (Hons), BMus (Hons), BSc (Hons) ²	3	3	1	120 credits at Level 4
			2	120 credits at Level 5
			3	120 credits at Level 6
	4	4	0	Up to 120 credits at Level 3 or equivalent non-credit bearing learning as specified in the Programme Specification
			1	120 credits at Level 4
			2	120 credits at Level 5
			3	120 credits at Level 6
BA/BSc (Hons) top-up	1	1	1	120 credits at level 5/6 At least 100 credits at Level 6

3.2.4 For full-time students undertaking courses at Level 6 and below, each Stage will be co-terminus with the academic year* (see Glossary for definition of an academic year) and a year of the course.

3.3 Course Structure: Scheduling & Delivery

3.3.1 Undergraduate, MArch & PG Cert

3.3.1.1 The delivery of a unit may start and finish at any time during the academic year and be of any duration provided that it does not span across either stages or academic years.

² In order to achieve a BA, BMus or BSc (Hons) 'with International Year' or 'with Professional Practice Year', an additional 120 credits from approved International Year/Professional Practice Year Units is required at Level 5.

3.3.1.2 A unit may be delivered more than once in an academic year.

3.3.2 Postgraduate (excluding MArch, PG Cert)

3.3.2.1 With the exception of the courses identified above, units for courses leading to an award at level 7 will start at the beginning of a semester and will finish at the end of a semester. A unit may span semesters.

3.4 Course Structure: Student Choice

3.4.1 While units will normally be designed to belong to a named course, units may be common to two or more courses.

3.4.2 The Programme Specification for each course shall list, by Stage, all units which are available to students on that course, including both core units (units which must be taken by all students on that course) and, where applicable, elective units (units which may be selected).

3.4.3 Where a course of two or more Stages allows students to select from named elective units, students must normally make their selections for each Stage prior to the end of the preceding Stage. Where elective units are available in Stage 1, students must normally make their selections for that Stage before the end of the second week of the academic year. A student will not be permitted to change their elective unit selection more than two weeks after the start of the delivery of the unit in question.

3.4.4 Not all elective units will be available in every year and may vary from the published list as a consequence of student interest in a specific unit or staffing.

3.5 Mode of Study

3.5.1 The Programme Specification will state whether a course is available in part-time (PT) and/or full-time (FT) mode. Students must state their intended mode of study at the point of application to the course.

3.5.2 Part-time students on courses leading to an undergraduate award may, subject to regulations governing maximum periods of enrolment (see paragraphs 3.6.2 and 3.6.4 below), normally study at an intensity of between 25% and 50% of the full-time mode. This equates to:

Number of credits taken per academic year in FT mode ³	Number of credits that may be taken per academic year in PT mode
120	30 to 60

3.5.3 With the exception of the MBA award, part-time students on courses leading to a postgraduate award will, subject to regulations governing maximum periods of enrolment (see paragraphs 3.6.2 and 3.6.4 below), normally study at an intensity of 50% of the full-time mode.

3.5.4 Part-time MBA students will, subject to regulations governing maximum periods of enrolment (see paragraphs 3.6.2 and 3.6.4 below), normally study at an intensity of 33.33% of the full-time mode.

3.5.5 A student on a course comprising one or more stages wishing to change mode of study may only do so at the discretion of the Head of School, and where the course structure facilitates such a change and enables the student to undertake a coherent programme of study – in such cases the point of transfer shall be determined by the Head of School.

3.6 Enrolment

3.6.1 Students are required to enrol on a named course of study and must re-enrol annually in accordance with procedures laid down by the Director of Academic Services. An eligible student who fails to

³ This will be pro-rated for any courses or stages of less than one full academic year in duration

complete their enrolment within one month of their expected enrolment date will be deemed to have withdrawn from their course.

3.6.2 The maximum periods of enrolment for a course, including any periods of interruption, are as stated in Table 5 below:

Table 5: Maximum periods of enrolment

Course	Mode of Study	Standard (Minimum) Period of Enrolment (notwithstanding APEL & Credit Transfer)	Maximum Period of Enrolment
MBA	FT	1 year	3 years
MBA (2 year international course)	FT	2 years	4 years
MBM	FT	1 year	3 years
MFA	FT	2 years	4 years
	PT	4 years	6 years
MFA (3 year international course)	FT	3 years	5 years
MA, MMus, MSc, MRes	FT	1 year	3 years
	PT	2 years	4 years
MA, MSc, Mres (2 year international course)	FT	2 years	4 years
March	FT	2 years	4 years
	PT	4 years	6 years
PG Cert	FT	1 Year	3 Years
	PT	1 year	3 years
Grad Dip	FT	1 year	3 years
	PT	2 – 4 years	4 years
BA (Hons), BMus (Hons), BSc (Hons) (3 years FT)	FT	3 years	5 years
	PT	6 – 9 years	9 years
BA (Hons), BSc (Hons) (4 years FT) ⁴	FT	4 years	6 years
	PT	8 – 11 years	11 years
BA/BSc (Hons) top-up	FT	1 year	3 years

3.6.3 Where a student changes mode of study during their course, or transfers into the University in accordance with APEL or Credit Transfer regulations, the maximum period of enrolment shall be determined by the Director of Academic Services on a pro rata basis.

3.6.4 Where part-time study at the slowest permitted intensity (see paragraph 3.5.3 above) would result in a student exhausting the maximum period of enrolment before completion of studies, it will be the responsibility of the student to increase the intensity of study as appropriate to ensure completion of studies prior to the maximum period of enrolment being exhausted.

⁴ This includes where a degree is four years due to the addition of a foundation, International or Professional Practice Year.

3.6.5 An extension to the maximum period of enrolment may only be granted in exceptional circumstances and at the discretion of the Director of Academic Services.

3.6.6 Students who exhaust the relevant maximum period of enrolment without achieving the final award will have their enrolment terminated. Such students may be eligible for an Exit Award (see paragraph 6.7 below).

3.7 Interruptions

3.7.1 An interruption is an extended period of authorised absence from the course. It may be:

- i. required by the University on grounds relating to the student's health and/or well-being, in accordance with the procedure described in the University's *Support for Study Policy*; or
- ii. granted by, and at the discretion of, the relevant Head of School at the request of a student on grounds of the student's personal circumstances.

Such personal circumstances may include illness on the part of the student, illness or death on the part of a close relative of the student, financial difficulties, or other circumstances which must be unforeseen, beyond the control of the student, and with the potential to impact significantly, adversely, and for a substantial duration on the student's studies.

3.7.2 Students required to interrupt their studies on health grounds may be required to provide evidence that they are fit to resume their studies before they re-join the course.

3.7.3 An interruption is not to be confused with, or used as a substitute for, deferral of an assessment due to mitigating circumstances (see paragraphs 4.2.3, 4.2.7 and 4.9).

3.7.4 Interruption will initially be approved for a period of no longer than one year and will normally be approved for a period of not less than a term / semester. Students are entitled to apply for further successive periods of interruption, with approval given by, and at the discretion of, the Head of School on a year-by-year basis.

3.7.5 In addition to the regulations governing maximum periods of enrolment (see Table 5 above), no student may interrupt their studies for a total of more than two years over the duration of their course. A student who exhausts this maximum period of interruption and is unable or unwilling to return to their studies will have their enrolment terminated. Such a student may be eligible for an Exit Award (see paragraph 6.8 below).

3.7.6 Where a student commences a period of interruption in the middle of a unit and before completing the assessment requirements for that unit, no credit will be awarded and the student, upon their resumption of studies, will be required to re-join at the start of the uncompleted unit(s).

3.7.7 Upon return from interruption, an interrupting student will be permitted to undertake reassessment as determined by the Board of Examiners concurrently with any uncompleted units for that Stage.

3.8 Student Attendance

3.8.1 Students of the University are required to take responsibility for their own learning, and as such it is every student's responsibility to ensure that they attend the learning activities provided by the University. The University is responsible for reporting accurate information to HEFCE and the SLC about students who are actively engaged in studying and their eligibility for financial support. Accordingly, any student who is absent from their studies without authorisation for an extended period may be deemed by the University to have withdrawn from their course.

3.8.2 Where:

- i. a student on a course leading to a UCA award has not attended any timetabled activities for at least two weeks (10 consecutive working course days); OR

- ii. a student on one of the non-award bearing undergraduate International Foundation courses has not attended at least 80% of the timetabled activities they will be invited to an appointment to discuss the attendance issue. Where there is no response to this request, written warning will be provided that unless the student attends an appointment within a designated timeframe they will be deemed to have withdrawn from the course (see Student Absence Procedure Flow Chart at Appendix 2).
- 3.8.3 Following the termination of enrolment in accordance with Regulation 3.8.2 above the student has right of appeal to the Head of School against the decision. The student must submit a request for an appeal in writing to the Student Records & Systems Manager within 14 days of the notification of removal. The written request must state the ground or grounds on which the appeal is based, in accordance with paragraph 3.8.4 below.
- 3.8.4 The Head of School will allow an appeal to be heard only if s/he is satisfied that one or both of the following grounds has been met:
- i. that new information is to hand which was not available for consideration at the time the decision to remove was taken;
 - ii. that there is evidence of significant and substantive administrative or procedural error in the making of the decision to remove the student.
- 3.8.5 The Head of School will review the decision taking into account:
- i. the rationale for the original decision;
 - ii. written representation from the student, including mitigating evidence where appropriate to explain the unauthorised absence; and
 - iii. written representation from the Course or Unit Leader to support or refute the appeal.
- 3.8.6 The Head of School, having considered all the evidence, shall reach a decision in respect of the appeal to:
- i. Reject the appeal (in which case the decision to withdraw the Student stands); or
 - ii. Uphold the appeal (in which case the decision to withdraw will be set aside and the student will be reinstated or offered the opportunity to interrupt and return in the next academic year).
- 3.8.7 The decision of the Head of School is final. The outcome, including the reasons for the decision, shall be notified via a Completion of Procedures letter to the appellant within 5 working days of the hearing.

4. ASSESSMENT

4.1 Assessment Structure – Credit Bearing Units

- 4.1.1 Each unit shall comprise one or more summative assessment components. These assessment components will be clearly stated and detailed in the unit descriptor and may only be varied in accordance with the procedures for unit modification. Where a unit has more than one assessment component, the unit descriptor shall state the relative weighting of each component.
- 4.1.2 Each assessment component will comprise one or more assessment tasks. Examples of assessment tasks include: written examination, practical / skills examination, report, essay, dissertation, written assignment, oral presentation, production of an artefact and project.

Where an assessment component comprises only one assessment task, that task will be co-terminus with the component. A portfolio may be an assessment component comprising two or more assessment tasks.

Each assessment component will be awarded a mark in accordance with Table 6 below. The unit result will be determined by the marks awarded to the assessment components (see paragraph 4.2 below).

4.2 Marking

- 4.2.1 The unit pass mark is 40.

- 4.2.2 Each assessment component will be assessed against the assessment criteria as published in the unit descriptor for that unit and awarded a mark between 0 and 100 in accordance with the University's published mark descriptors (*Appendix 1*).

Table 6: Assessment component mark scheme

Mark Range	Result
40 – 100	Pass
0 – 39	Fail

Note that where an assessment component comprises two or more assessment tasks the mark shall be awarded to the assessment component rather than to the individual assessment tasks. The assessment tasks will therefore be assessed holistically.

- 4.2.3 A mark of 0 is awarded, with a result of 'Fail' where the student has failed to present the assessment component.
- 4.2.4 A mark of 0 is awarded, with a result of 'Defer', where the student, normally having failed to present the assessment component, has been permitted, as a result of mitigating circumstances, to present that assessment component at a later date. In such cases the student will be deferred in that assessment component (see paragraph 4.2.7 below).
- 4.2.5 The contributing assessment components will be averaged according to the respective weightings of each component (the 'weighted average') to determine the overall mark for the unit. Where a student has achieved a weighted average of 40 or above for the unit, the unit will be marked as a pass with the following exception:
- Where a student is on a prescribed course that requires every assessment component to be passed, the unit will be marked as a fail and the failed assessment component will be considered for retrieval under paragraphs 4.5 and 4.6 below (this refers to the PgCert in Professional Practice in Architecture); and
- 4.2.6 Where the weighted average of a unit is 39 or less, the student will fail the unit.
- 4.2.7 Where a student is deferred in one or more assessment components, but has not failed any assessment components, the student will be deferred in the unit and will be awarded a mark of 0 for the unit pending completion and assessment of the deferred assessment component (see paragraph 4.8 below).
- 4.2.8 Where a student passes a unit, the student will be awarded the volume of credit assigned to that unit. The award of partial credit for a unit is not permitted under any circumstances.
- 4.2.9 All marks and results, both at assessment component level and unit level, are provisional until considered and ratified by the appropriate Board of Examiners.
- 4.2.10 A unit that has been passed, and for which credit has been awarded, may not be repeated in order to improve a mark or gain additional credit.

4.3 Rounding of Unit Marks

- 4.3.1 In calculating the overall unit mark, for the purposes of presentation on transcripts etc. marks will be rounded to two decimal places, however for the purpose of calculation of degree classification indicator scores (see paragraph 6 below) unit marks will not be rounded.

4.4 Timing of Assessment & Boards of Examiners

- 4.4.1 Assessment, other than at Resit (see below), may take place at any time during the academic year, provided that the assessment of all assessment components, including the submission of marks, is completed by the end of the final term of the academic year (for undergraduate awards) or by the end of the semester (for postgraduate awards).
- 4.4.2 The Main Board of Examiners shall normally consider first attempt and Retake results (see below).
- 4.4.3 All students will be presented to the Main Board of Examiners regardless of whether or not they have completed a Stage.
- 4.4.4 Following the notification to students of the results from the Main Board of Examiners, there shall be a Resit Period, during which time Resit tasks (see below) shall be undertaken, presented and assessed. The assessment of all Resit tasks, including the submission of marks, must be completed by the end of the Resit Period.
- 4.4.5 The Resit Board of Examiners shall normally consider Resit results from the Resit period.
- 4.4.6 Students will be required to ensure that they are available during the Resit period in case they are required to undertake one or more Resits.
- 4.4.7 The Director of Quality Assurance and Enhancement (or Quality Manager as nominee) may permit resits to take place within year for particular circumstances or courses, on the recommendation of the Chair of the Board of Examiners and provided that internal verification of the units concerned has taken place.
- 4.4.8 Both the Main Board of Examiners and Resit Board of Examiners are empowered to make decisions concerning unit marks, progression and award regardless of the status of the assessment as first attempt, deferred, resit or retake.

4.5 Failure

- 4.5.1 A student who fails a unit may, subject to the following conditions, be permitted a further attempt at that unit:
 - i. A student undertaking a course leading to a postgraduate award will be permitted a maximum of two attempts at any unit.
 - ii. A student undertaking a course leading to an undergraduate award will be permitted a maximum of four attempts at any unit.

Where a student is permitted a further attempt, the student is deemed to be reassessed in that unit.

- 4.5.2 Reassessment will take the form of either a Resit or a Retake (see paragraphs 4.6 and 4.7 below). A student may be offered a combination of both Resits and Retakes.
- 4.5.3 A student who is not permitted a further attempt at a unit (in accordance with 4.5.1 above) will have their enrolment terminated and will be classified as an 'Academic Fail'. Such a student may be eligible for an Exit Award (see paragraph 6.8 below). A student classified as an Academic Fail will not be permitted to re-enrol at the University unless with the express permission of the Deputy Vice-Chancellor (Academic).
- 4.5.4 All reassessment opportunities are subject to the regulations governing maximum periods of enrolment.

4.6 Reassessment: Resit

4.6.1 Undergraduate & March

- 4.6.1.1 A Resit gives the student an opportunity to retrieve the failed assessment component(s) before the start of the next academic year.

4.6.1.2 A Resit will be offered where a further attempt is permitted by these regulations, where the reassessment can be undertaken and completed before the start of the next academic year.

4.6.1.3 The maximum mark available for any unit reassessed by Resit will normally be 40.

4.6.1.4 A Resit for a failed assessment component will be offered following each time a student takes a unit in its entirety and fails (i.e. following first attempt and any subsequent Retake).

4.6.2 Postgraduate (excluding March)

4.6.2.1 A Resit gives the student an opportunity to retrieve the failed assessment components during the Resit Period and shall normally be the only form of reassessment opportunity available to postgraduate students.

4.6.2.2 A Resit will be offered, where a further attempt is permitted by these regulations, following failure at the first attempt in that unit as confirmed by the Board of Examiners⁵.

4.6.2.3 In the case of courses of one stage only that are more than one academic year in duration, a student may undertake a Resit whilst also attending undertaking any units that are delivered concurrent with the Resit period.

4.6.2.4 The maximum mark available for any unit reassessed by Resit will be 40.

4.6.3 All Students

4.6.3.1 At Resit, the student will be required to undertake appropriate work, the Resit task(s). The nature of the Resit task(s) shall be determined by the Programme Director under the delegated authority of the Board of Examiners, and may be either a re-submission / re-presentation of the failed assessment component(s), or any alternative form of assessment at the discretion of the Chair of the Board or nominee, provided that it is equivalent, aligned to the unit's learning outcomes and consistent with the unit's validated assessment strategy. The Board must ensure that the student is notified of the Resit task(s) by the start of the designated Resit Period⁶.

4.6.3.2 The assessment of all Resit tasks must normally be completed before the end of the designated Resit Period.

4.6.3.3 At Resit, each Resit task will be awarded a mark in accordance with the mark scheme stated at Table 6 above. The marks achieved in any of that unit's assessment components passed at the preceding Main Board will stand.

4.6.3.4 Following each Resit attempt:

PgCert Professional Practice in Architecture

- where a student achieves a pass mark in all components in a unit (i.e. 40 or above), they will be deemed to have passed the unit. Where a pass has not been achieved in one or more unit components, the unit will be marked as a fail.

All other students

- where a student achieves a pass (i.e. 40 or above) in the weighted average of the unit (using the marks for any components passed previously and the Resit marks) the student will pass the unit.

⁵ In the case of Tier 4 visa students, any resit opportunity will be subject to continued sponsorship in accordance with UKVI Regulations.

⁶ Year 0 students on four year international courses will be issued resits in-year once marks have been internally confirmed at the end of a unit.

If the unit is passed at Resit, in accordance with paragraph 4.6.1.3 and 4.6.2.4 above, the unit will be awarded a mark of 40.

4.6.3.5 At Resit, where a student does not achieve a pass (i.e. 39 or less) in the weighted average of the unit (using the marks for any components passed previously and the Resit marks) the student will fail the unit. Where the mark awarded as a consequence of the Resit task is lower than that awarded at the preceding Main Board, the earlier higher mark will stand.

4.6.3.6 At Resit, where a student is deferred in one or more of the Resit tasks, but does not fail any of the Resit tasks, the student will be deferred in the unit and will be awarded a mark of 0 for the unit pending completion and assessment of the deferred Resit task.

4.6.3.7 No tuition fees are payable for Resits, however the University reserves the right to levy an administration charge. A materials charge may also be payable where deemed appropriate by the Head of School.

4.7 Reassessment: Retake

4.7.1 Undergraduate & March

4.7.1.1 A Retake gives the student an opportunity to retrieve the failed unit(s) during the next academic year and requires the student to repeat the unit in its entirety, with attendance, including all assessment components that may have already been passed. The student will be liable for the appropriate tuition fees.

4.7.1.2 A Retake will be offered, where a further attempt is permitted by these regulations, where any of the following conditions are met:

- i. where the unit has been failed at Resit; or
- ii. where the unit has been deferred at the Resit Board following failure at the Main Board; a student will only be permitted a maximum of one Retake opportunity per unit.

4.7.1.3 At Retake, each assessment component will be awarded a mark in accordance with the mark scheme stated at Table 6 above. Marks achieved in all assessment components previously undertaken will not be carried forward.

4.7.1.4 Retake marks will be calculated in accordance with section 4.2 above. Where a student achieves a pass mark for the unit, the unit will be awarded the weighted average mark.

4.7.1.5 At Retake, where a student does not achieve a pass mark for the unit the student will fail the unit. Where the mark awarded as a consequence of the Retake is lower than that awarded at the preceding Main or Resit Board, the earlier higher mark will stand. If the student meets the criteria listed in 4.6.1.2 above, the student may have a further Resit opportunity.

4.7.1.6 At Retake, where a student is deferred in one or more of the assessment components, but does not fail any of the assessment components, the student will be deferred in the unit and will be awarded a mark of 0 for the unit pending completion and assessment of the deferred assessment component.

4.7.2 Postgraduate (excluding March)

4.7.2.1 A Retake is not normally available to postgraduate students.

4.8 Deferred Assessment

4.8.1 A student may only be deferred in a unit as a result of mitigating circumstances and in accordance with paragraphs 4.2.3 and 4.2.7 above.

4.8.2 Where a student is deferred in a unit, it will not count as an attempt at that unit and the student will have a right to be assessed as if for the first time (where the deferral was at the first attempt) at the next available opportunity as defined below.

4.8.3 Undergraduate & March

4.8.3.1 Where the student is deferred at the Main Board of Examiners the student will normally be permitted to undergo assessment, which will normally comprise submission or presentation of the outstanding assessment components. The marks achieved in any assessment components previously passed will stand and will be carried forward.

4.8.3.2 Where the student is deferred at the Resit Board of Examiners the student will normally be required to repeat the unit in its entirety the following academic year, with attendance, including all assessment components that may have already been passed. In this case any assessment components that may have already been passed will not stand and will not be carried forward. Where the student has not previously failed this unit, the student will not be liable for tuition fees, however where the student has previously failed this unit the student will be liable for the appropriate tuition fees.

4.8.3.3 Exceptionally, where the student is deferred at the Resit Board but is deemed to be capable of undergoing assessment before the start of the following academic year, an extension may be granted and, Chair's action may be taken to consider that student's results in accordance with the Mitigating Circumstances regulations.

4.8.4 Postgraduate (excluding March)

4.8.4.1 Where the student is deferred at the Main Board of Examiners the student will normally be permitted to undergo assessment during the Resit Period, which will normally comprise submission or presentation of the outstanding assessment components. The marks achieved in any assessment components previously passed will stand and will be carried forward. The results of any such deferred assessment shall be considered at the Resit Board of Examiners.

4.8.4.2 Where the student is deferred at the Resit Board of Examiners (or is awarded a Resit at the Resit Board of Examiners following a deferral at the main Board of Examiners) the student will normally be given a further opportunity to submit or present the outstanding assessment components. The deadline shall be determined by the Board of Examiners, but the student shall normally be given the same amount of time as is available to students during the Resit period. The results of any such deferred assessment shall be considered at the next Main Board of Examiners. The student will not be liable for tuition fees.

4.9 **Discontinuation of Units**

4.9.1 Where a student is required to repeat the unit in its entirety the following year (as a result of being offered a Retake or having been deferred at the Resit Board) or following a period of interruption, but that unit is no longer available, the student will be required to undertake an alternative unit.

4.9.2 Where the unit to have been repeated would have been a second, third or fourth attempt, the alternative unit being taken will be regarded as being taken at the second, third or fourth attempt, as applicable, and recorded as such.

4.10 **Self-Plagiarism**

4.10.1 A student may not submit for assessment any artefact or piece of work which has previously been assessed, whether following failure in the same unit, or for a different unit, except where specifically required to resubmit that piece of work as a Resit task.

5. **PROGRESSION**

5.1 **Progression Requirements**

5.1.1 Progression requirements fit into two categories:

- i. Credit rated and contributing to the structure of the award as defined in table 7a below; AND

- ii. Additional requirements, either credit rated or non-credit rated as defined within the validated Programme Specification. Not all courses include additional requirements.

Examples of type (ii) above include:

- i. Attendance requirements (see paragraph XXX);
- ii. Contributing to Bootcamps or seminars
- iii. Undertaking additional credit (or 'bridging' credit) upon direct entry to Level 5 or 6.

Where these additional activities are credit rated they will comply with the assessment regulations contained in Section 4 above.

5.2 Undergraduate & March

- 5.2.1 Where a course comprises more than one Stage, the requirements for progression between Stages of a course are as follows:

Table 7a: UG / March Progression Requirements

Award	Progression From	Progression To	Requirements
BA/BMus/ BSc (Hons)	Stage 1	Stage 2	120 Credits at Level 4
	Stage 2	Stage 3	120 Credits at Level 5
BA/BSc (Hons) 4 Yr FT	Stage 0	Stage 1	Level 3 learning as defined in programme specification (between 90 and 120 level 3 credits or evidence of equivalent learning)
	Stage 1	Stage 2	120 Credits at Level 4
	Stage 2	Stage 3	120 Credits at Level 5
BA/BMus/ BSc (Hons) 4 Yr 'with International Year' OR 'with Professional Practice Year'	Stage 1	Stage 2	120 Credits at Level 4
	Stage 2	International Year OR Professional Practice Year	120 Credits at Level 5
	International Year OR Professional Practice Year	Stage 3	120 International Year or Professional Practice Year Level 5 Credits
MArch	Stage 1	Stage 2	60 Credits at Level 6 and 60 Credits at Level 7

A student may be compensated for a marginal failure. Such compensation can be applied for a single unit (up to a credit value of 30 credits) within each Stage at levels 3, 4 and 5. In these circumstances the compensated unit will be considered to have been achieved on the basis of the narrow margin of failure and the higher requirements for performance in the other units within the Stage (see 5.3 below).

A student will not be permitted to enrol for the next Stage of study unless and until the required number of credits have been achieved.

- 5.2.2 Assessment results will be considered by Boards of Examiners at the end of each academic year, following the Main and Resit assessment periods. There shall be no progression points other than these Boards of Examiners.
- 5.2.3 Full-time students will normally complete a Stage at the end of each Academic Year.
- 5.2.4 A full-time student who is offered a Retake in one or more units will be required to enrol for the same Stage of the course and will be required to register for those Retake units only.

5.2.5 A part-time student who is not scheduled to complete a Stage at the end of the academic year will still have their results considered by the Board of Examiners. Such a part-time student who is offered a Retake in one or more units will be required to register for those Retake units and may also register for additional units within that Stage, up to the maximum credit value permitted for part-time study and up to the maximum credit value permitted for that Stage of the course of study.

5.3 Postgraduate (excluding March)

5.3.1 Courses with only one Stage have no interim progression points. Provided that they have not exhausted their permitted assessment attempts, all students will be permitted to progress to the end of the course. It is expected that students will be advised of their indicative mark, and will be provided with formative feedback, following each assessment in accordance with the University 'Assessment Feedback Policy'. Students will therefore be aware of their likely results upon completion of each assessment and, in case of an indicative failure mark, will be expected to prepare for reassessment prior to the decision of the Board of Examiners. However, in accordance with the provisions of paragraph 4.6.2 above, reassessment may not be formally undertaken until the decision of the Board of Examiners is confirmed.

5.3.2 Students on postgraduate courses with two or more Stages are required to pass each Stage before progressing onto the next Stage.

5.4 Compensation

5.4.1 A student with a marginal fail in a unit may be eligible for compensation in that unit on the basis of performance overall in the Stage within which that unit sits. In order to be eligible for compensation, the following criteria must be met:

- i. the student must be undertaking a course leading to an undergraduate award;
- ii. the student must not be undertaking the BA (Hons) Architecture or the BA (Hons) Business Innovation and Management (top-up) nor be in the first year of a 4-year International Course;
- iii. the failed unit must not be one excluded from compensation [as detailed in the approved Programme Specification: Section A of the course];
- iv. the failed unit must not have been subject to academic misconduct;
- v. the failed unit must have a Credit Level of 3, 4 or 5;
- vi. the failed unit must have a Credit Volume of 30 credits or less;
- vii. an overall mark of at least 35 must have been achieved in the failed unit;
- viii. all other units in that Stage must have been passed within the maximum attempts permitted; and
- ix. the overall Stage mark (calculated using the actual mark for all Stage units including the failed unit) must be at least 40. Where all of the above criteria have been met, the overall performance on the Stage will be deemed to have compensated the marginal failure in the failed unit and the student will pass the unit. The unit will be awarded an overall mark of 40.

5.4.2 Compensation may only be applied at the end of a Stage.

5.4.3 Compensation may not usually be applied in respect of a deferred assessment component until and unless the unit that contains the deferred component is failed, as in such cases the student will be given an opportunity to complete that assessment component (see paragraph 4.8 above) and achieve a unit mark in excess of 40.

6. AWARDS & CLASSIFICATIONS

6.1 Credit Value Requirements for Award

6.1.1 In order to be considered for an award a student must have achieved the minimum number of credits at the required levels prescribed in Table 8 below and must have met any additional requirements detailed in the relevant programme specification.

6.1.2 The following table sets out the awards offered by the University and the maximum and minimum credit tariffs:

Table 8: Credit Tariffs

Award	FHEQ Qual. Level	Minimum Total Credits	Unit Credit Levels	Highest level required	Lowest level permitted	Minimum Credits Required at each Level
MBA	7	180	7	7	7	180 credits at Level 7
MBA <i>2 Year International Course</i>	7	180	6, 7	7	6	Level 6 learning as defined in the programme specification 180 credits at Level 7
MBM	7	180	7	7	7	180 credits at Level 7
MFA	7	240	7	7	7	240 credits at Level 7
MFA <i>3 Year International Course</i>	7	180	6, 7	7	6	Level 6 learning as defined in the programme specification 240 credits at Level 7
MA, MMus, MSc & MRes	7	180	7	7	7	180 credits at level 7
MA, MSc, MRes <i>2 Year International Course</i>	7	180	6, 7	7	6	Level 6 learning as defined in the programme specification 180 credits at Level 7
MArch	7	240	6, 7	7	6	60 credits at Level 6 180 credits at Level 7
PGDip	7	120	7	7	7	120 credits at Level 7
PGCert	7	60	7	7	7	60 credits at Level 7
Grad Dip	6	120	6	6	6	120 credits at Level 6
BA (Hons), BMus (Hons), BSc (Hons)	6	360	4, 5, 6	6	4	120 credits at Level 4 120 credits at level 5 120 credits at Level 6
BA (Hons), BSc (Hons) <i>1 Year Top-up</i>	6	120	5, 6	6	5	20 credits at Level 5 100 credits at Level 6
BA (Hons), BSc (Hons) <i>4 Yr FT</i>	6	480	3, 4, 5, 6	6	3	Level 3 learning as defined in programme specification 120 credits at Level 4 120 credits at level 5 120 credits at Level 6
BA (Hons), BMus (Hons), BSc (Hons) 4 Yr 'with International Year' OR 'with Professional Practice Year'	6	480	4, 5, 6	6	4	120 credits at Level 4 240 Credits at level 5 120 Credits at Level 6
BA, BMus, BSc	6	300	4, 5, 6	6	4	120 credits at Level 4 120 credits at level 5 60 credits at Level 6
DipHE	5	240	4, 5	5	4	120 credits at Level 4 120 credits at level 5
CertHE	4	120	4	4	4	120 credits at Level 4

6.2 Award Calculation

6.2.1 Table 9 below sets out the classification scheme that applies to each award:

Table 9: Classification of Awards

Award	Award Classifications	Scheme Name
MBA	Distinction / Merit / Pass / Fail	Masters Scheme
MBM		
MFA		

MA, MMus, MSc, MRes		
MArch		
BA (Hons), BMus (Hons), BSc (Hons)	1 st / 2:i / 2:ii / 3rd	Honours Degree Scheme
Grad Dip		
PGDip		
PGCert		
BA, BMus, BSc	Pass / Fail	Pass / Fail Scheme
DipHE / CertHE		

6.3 Honours Degree Scheme⁷

6.3.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.

6.3.2 The indicator score will be derived from all unit marks at Level 5, which will be weighted 25%, and all unit marks at Level 6, which will be weighted 75%. Marks will be also weighted according to unit credit volume, such that:

$$\text{Indicator Score} = 0.25 \times \frac{\text{sum (level 5 unit mark x credit volume of that unit)}}{\text{sum (level 5 credit volume)}} + 0.75 \times \frac{\text{sum (level 6 unit mark x credit volume of that unit)}}{\text{sum (level 6 credit volume)}}$$

6.3.3 The indicator score for the Level 6 top-up degrees will be derived from all unit marks at level 6 only, which will be weighted at 100%. Similarly, where, as a result of Credit Transfer or AP(E)L (see below), a student does not have any Level 5 credits awarded by UCA, the Level 6 credits will be weighted 100%.

6.3.4 The indicator score shall be rounded to the nearest integer (whole number) and mapped to the following table to derive a classification:

Indicator score	Classification
70 – 100	1 st Class Honours (I)
60 – 69	2 nd Class Honours Upper Division (II:i)
50 – 59	2 nd Class Honours Lower Division (II:ii)
40 – 49	3 rd Class Honours (III)

6.3.5 Where a student's indicator score is on the borderline of a classification the indicator score will be rounded upwards if the candidate's profile meets specific criteria with respect to exit velocity. The indicator score will be rounded upwards if both of the following criteria are met:

- i. the indicator score is within 2% below the borderline for a 1st Class Honours, 2nd Class Honours Upper Division or 2nd Class Honours Lower Division; and
- ii. 60 credits or more at Level 6 have a unit percentage mark that is in the band for the higher classification (see indicator score table above).

6.4 Masters Scheme

6.4.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.

6.4.2 The indicator score will be derived from all unit marks at level 7. The Final Project will be weighted 50%, and all other units combined will be weighted 50%. Marks for all other units will also be weighted according to unit credit volume, such that:

⁷ Due to potential impact of COVID-19 during 2019/20, **in 2020/21 only**, students completing awards will have their awards calculated on the basis of 6.3.2 or 6.6.3 above, whichever yields the higher indicator score.

$$\text{Indicator Score} = 0.5 \times \text{final project unit mark}^\dagger + 0.5 \times \frac{\text{sum (non-final project unit mark x credit volume of that unit)}}{\text{sum (non-final project credit volume)}}$$

† for the MArch, this comprises of units Thesis 01 and Thesis 02

6.4.3 The indicator score shall be rounded to the nearest integer (whole number).

6.4.4 In order to be awarded a Distinction, a candidate must:

- i. achieve an indicator score of at least 70, and
- ii. have passed all units at the first attempt

6.4.5 In order to be awarded a Merit, a candidate must:

- i. achieve an indicator score of between 60 and 69, and
- ii. have passed all units at the first attempt

6.4.6 All other candidates who have met the requirements for award will be awarded a Pass.

6.5 Pass / Fail Scheme

6.5.1 Where a student has met all of the requirements for award, the candidate will be awarded a Pass.

6.6 Discretion

6.6.1 Boards of Examiners will not have discretion to vary the award or award classification derived in accordance with the above award calculation schemes.

6.7 Exit Awards

6.7.1 Where a student:

- i. fails to achieve sufficient credits to gain the award for which they are registered, and
- ii. has exhausted all reassessment attempts or for good cause, as adjudged by the Board of Examiners, has terminated their studies early, and
- iii. has achieved sufficient credits to gain a lower level or lower volume award
the student will be recommended by the Board of Examiners for that lower award, provided that the award is offered by the University as specified in the Programme Specification.

6.7.2 All Exit Awards are conferred on a pass/fail basis only.

6.8 Aegrotat Awards

6.8.1 A student who completes the full period of study but is unable to complete the requirements for an award due to serious and unexpected illness or other incapacity may be eligible for an Aegrotat award.

6.8.2 An Aegrotat award may only be conferred following application by the student or the student's representative. An application, together with supporting evidence, must be submitted to the Board of Examiners within 12 months of the student's last date of attendance. The award will be conferred at the discretion of the Board of Examiners.

6.9 Posthumous Awards

6.9.1 A student who dies before completing the full period of study or the requirements for an award may be eligible for a Posthumous award, provided that the student has completed and achieved two-thirds of the credits required for that award.

6.9.2 A Posthumous award may be conferred at the discretion of the Board of Examiners.

6.10 Double counting

6.10.1 Once an award has been conferred there will be no further opportunity for assessment or to attempt to improve the classification of that award (e.g. a student who has achieved a 2:2 classification for a BA (Hons) may not return to attempt to gain a higher classification of that award).

6.10.2 A student who has been awarded an Exit Award may, provided that they have not exhausted all reassessment attempts, re-enrol and seek to achieve the higher award.

7. TRANSFER OF CREDIT

7.1 Credit Transfer

7.1.1 Credit Transfer is the process whereby a student's academic credit previously acquired at another institution is recognised for the purpose of admission, progression and award.

7.1.2 A student seeking recognition under this mechanism must apply to transfer their credit prior to admission to the course of study. Any credit to be transferred under this scheme must be agreed by the Head of the School in which the student is applying to study.

7.1.3 The maximum credit that may be recognised under this mechanism will not be more than two-thirds of the credit required for the award. An exception applies to the MFA Photography where the full 180 credits of an MA may be recognised for transfer purposes.

7.1.4 The classification of any award will be based only on marks awarded by the University for that course, and not on marks awarded for transferred credit.

7.1.5 Procedures for the operation of credit transfer will be detailed in the University's Quality Assurance Handbook.

7.2 AP(E)L

7.2.1 Accreditation of Prior (Experiential) Learning is the process whereby a student's previously acquired learning, whether certificated or not, but not including recognised academic credit, is recognised, through the awarding of credit, for the purposes of progression and award.

7.2.2 A student seeking recognition under this mechanism must apply prior to admission to the course of study. Any credit awarded under this scheme will be awarded at the discretion of the Head of the School in which the student is applying to study and must be awarded prior to the student's enrolment on their course of study. The Head of School must clearly state the volume and level(s) of all such AP(E)L credit awarded.

7.2.3 The maximum credit that may be awarded under this mechanism in recognition of AP(E)L will not be more than half of the credits required for the award. Accordingly, a student awarded such AP(E)L credit will not be eligible for an exit award where their AP(E)L credit comprises more than half of the credit required for that exit award.

7.2.4 Where credit is awarded under this mechanism, it shall be clearly recorded as AP(E)L credit and shall not be awarded a mark. Such AP(E)L credit shall not be used to calculate any indicator score or award classification.

7.2.5 Procedures for the operation of AP(E)L will be detailed in the University's Quality Assurance Handbook.

7.3 Professional Practice Year

7.3.1 120 level 5 credits taken as part of a UK or overseas based work placement, required in addition to 120 course-specific level 5 credits studied at UCA. These must be taken using the approved Unit Descriptors 'Professional Practice Year 1' and 'Professional Practice Year 2', which will appear on the student's transcript.

7.3.2 This credit is not required for progression to level 6. It is marked as pass/fail using the University's generic mark descriptors and upon successful completion of both units allows the suffix 'with Professional Practice Year' to be added to graduates' degree certificates and transcripts.

7.3.3 Upon failure of either or both units, one opportunity for reassessment by resit will be permitted (see paragraph 4.6 above). Failure on second attempt in either unit will result in transfer to the three-year mode of study for the course. The degree certificate and transcript will not refer to the award as 'with Professional Practice Year' although the transcript will list any associated units that have been passed.

7.3.4 Professional Practice Year units are not eligible for compensation.

7.3.5 Students on the Professional Practice Year will only exceptionally be permitted to interrupt their studies. This will be at the discretion of the Head of School.

7.4 Overseas Study

7.4.1 Overseas study opportunities are normally available to students on Honours degree programmes, unless the Academic Quality Committee has determined that the nature of the course precludes such studies.

7.4.2 A period of overseas study can only be offered using one of the following mechanisms. Each course can only offer one such opportunity, built into the course as part of course design and detailed within the validated programme specification:

7.4.3 Study Abroad Exchange

- i) 60 Level 5 Credits of overseas study taken at a host institution, in place of 60 of the required 120 credits at Level 5 required for progression to Level 6.
- ii) This replacement credit is marked pass/fail and does not contribute to the classification indicator score

7.4.4 International Year

- i) 120 level 5 credits of overseas study or work placement, required in addition to 120 course-specific level 5 credits studied at UCA.
- ii) This credit is not required for progression to level 6. It is marked as pass/fail and upon successful completion allows the suffix 'with International Year' to be added to graduates' degree certificates and transcripts.

7.4.5 The rules governing both the Study Abroad Exchange and International Year models of overseas studies are contained within the University's Overseas Studies Policy.

8. EUROPEAN CREDIT AND TRANSFER ACCUMULATION SYSTEM (ECTS)

8.1 In accordance with the Bologna process, the University's Undergraduate and Postgraduate programmes are recognised as equivalent to qualifications taught at universities across Europe.

The University operates on a conversion rate of 2:1, i.e. 2 UCA credits are equal to 1 ECTS credit:

UCA Award	FHEQ Qual. Level	Minimum Total Credits	ECTS credits
MBA	7	180	90
MBM	7	180	90
MFA	7	240	120
MA, MMus, MSc, MRes	7	180	90
MArch	7	240	120
PGDip	7	120	60
PGCert	7	60	30
Grad Dip	6	120	60
BA (Hons), BMus (Hons), BSc (Hons)	6	360	180
BA/BSc (Hons) top-up	6	120	90
BA, BMus, BSc	6	300	150
DipHE	5	240	120
CertHE	4	120	60

9. BOARDS OF EXAMINERS

9.1 Structure

9.1.1 The University operates a single-tier Board of Examiners structure.

9.1.2 Boards of Examiners will be organised by School and by Level of Study, such that each School shall have an Undergraduate Board of Examiners and a Postgraduate Board of Examiners (note that the MArch will be the responsibility of the Undergraduate Board of Examiners, and the Grad Dip in Art & Design will be the responsibility of the Postgraduate Board of Examiners).

Where such an approach would, in the view of both the Head of School and the Head of Quality Assurance and Enhancement, result in an unmanageably large meeting (in terms of either membership or business), meetings of the Board may comprise two or more sittings (e.g. on a campus basis), with the membership appropriate to the business of that sitting, provided that all sittings are completed within the designated Board of Examiners period.

Where such an approach would, in the view of the Head of Quality Assurance and Enhancement, result in a very small meeting (in terms of both membership and business), the Head of Quality Assurance and Enhancement may require that Board meetings of two or more Schools be combined.

9.1.3 Boards of Examiners are sub-committees of Academic Board.

9.1.4 Each Board of Examiners shall normally meet at least twice each academic year, once during the Main Board of Examiners period and again during the Resit Board of Examiners period. Boards may also be required to meet additionally on an ad hoc basis. The Constitution and terms of reference for the Boards of Examiners are approved by the Academic Board and published in the Quality Assurance Handbook.

9.2 Release of Results

9.2.1 Results, including assessment component marks, unit marks, reassessment, progression and award decisions, may only be formally released to students once ratified by the Board of Examiners.

9.2.2 Students with a tuition fee debt to the University may not be considered by a Board of Examiners, and therefore they may have no results to be released, in accordance with the University's Debtors Regulations (<http://www.uca.ac.uk/life-at-uca/fees/schedules-regulations/>).

- 9.2.3 For the purposes of formative feedback, in addition to the results of formative assessment, provisional assessment marks from summative assessments may be communicated to students in accordance with Table 6. Any such marks released will be clearly stated to be provisional, subject to review and moderation by External Examiners, subject to consideration and ratification by the Board of Examiners and may be modified either up or down.

GLOSSARY OF TERMS

Academic Year:	The period of the year during which students attend University as defined in the University's published term dates.
Award:	The academic qualification conferred by the University upon a student following successful completion of the course.
Course:	A validated combination of units, onto which a student is enrolled, the successful completion of which leads to an award.
Unit:	Units are the building blocks of courses. A unit is a discrete, self-contained element of study, which has defined learning outcomes and for which credit is awarded for meeting those learning outcomes.
Assessment Component:	An activity or set of activities (assessment tasks) undertaken by students, which summatively assess(es) the extent to which a student has met one or more of the learning outcomes for a unit as measured by the assessment criteria, and against which a mark is awarded. Each unit comprises one or more assessment components. Each assessment component comprises one or more assessment tasks.
Assessment Task:	An activity undertaken by students, which helps to summatively assess(es) the extent to which a student has met one or more of the learning outcomes for a unit as measured by the assessment criteria. An assessment component comprises one or more assessment tasks. Marks are not awarded to assessment tasks unless the assessment component comprises only one assessment task, in which case the assessment task is co-terminus with the assessment component.
Assessment Criteria:	Description of what a student is expected to do in order to demonstrate that the learning outcomes have been achieved. Assessment criteria have a direct relationship to specific learning outcomes.
Credit / Credit Volume:	A numerical value denoting the amount of learning expected for the typical student to achieve the learning outcomes of that unit. One credit represents 10 notional learning hours.
Credit Level:	A numerical value reflecting the depth of learning involved and the intellectual demand required to meet the learning outcomes of that unit.
Credit Value:	The combination of the Credit Volume and the Credit Level, the credit value therefore relates to the complexity of the learning outcomes and the notional time judged necessary to achieve them.
Learning Outcome:	That which needs to be learned or which a student is required to be able to do as a result of completing the learning process. Learning outcomes are defined for both units and courses.
Pass:	<p>At assessment component level, a result indicating that the assessment criteria relating to that component have been met;</p> <p>At unit level, a result indicating that the learning outcomes defined for that unit have been achieved, and that as a consequence credit has been awarded;</p> <p>At course level, for certain award types (see table 9 above) a result indicating that the learning outcomes defined for that course have been achieved, and that an award has been / may be conferred.</p>

- Defer:** As a result of mitigating circumstances, to set aside an assessment attempt and permit the student to be assessed as if for the first time.
- Fail:** At assessment component level, a result indicating that the learning outcomes have not been met;

At unit level, a result indicating that credit has not been achieved due to failure of one or more assessment components, signifying that one or more learning outcomes have not been met and no compensation applied.
- Reassessment:** Any opportunity to retrieve failure, either by Resit or Retake.
- Resit:** Reassessment, without attendance, of failed assessment components. In the case of undergraduate students, this is completed prior to the start of the next academic year.
- Retake:** Reassessment of a whole unit, with attendance, the following academic year, including assessment components previously passed.
- Stage:** The period of study leading to a formal point of progression or award. For full-time undergraduate students it is co-terminus with a year of study.
- Progression:** Movement from one Stage to the next Stage of a course. Progression is subject to successfully obtaining the required number of credits, at the required level, and is authorised only by a Board of Examiners.
- Progression Point:** The point within a course where a student must meet certain requirements (obtain a required number of credits, at the required level) in order to progress to the next Stage of the course.
- Rounding:** The mathematical process of returning a number to a specified number of decimal places. *'Rounding to the nearest integer (whole number)'* means returning the number to zero decimal places, such that, for example, anything from 59.5 but below 60.5 becomes 60, and anything below 59.5 (such as 59.4999) but 58.5 or above becomes 59. The following raw numbers would therefore round as follows:

Raw Number	Rounded to Nearest Integer
58.49	58
58.50	59
59.01	59
59.49	59
59.50	60
59.99	60
60.49	60

- Taught Course:** All courses, including distance learning and e-learning courses, which are not Level 8 research courses.
- Enrol:** The process of joining a course, and thus the University. Enrolment refers to the relationship between a student and his/her course and the University.
- Register:** The process of joining a unit. Registration refers to the relationship between a student and his/her units.

COMMON CREDIT FRAMEWORK 2020/21 APPENDIX 1: GENERIC MARK DESCRIPTORS

Note: This appendix does not form part of the regulations, and may be amended from time to time by the Academic Quality Committee

	Generic Criteria	80 - 100	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
Level 3	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which knowledge is demonstrated: <i>Relevant contextual or theoretical issues are identified, defined and described.</i> <i>Historical or contemporary practices are identified, defined and described.</i> <i>Appropriate technologies, methods and processes are identified, defined and described.</i></p>	<p>Extensive knowledge and understanding within a limited range of concepts, contexts and contemporary practices.</p> <p>A nuanced knowledge of a range of materials and processes to inform distinctively personal approaches to making work, utilising an in-depth knowledge of particular techniques or applications.</p>	<p>Depth of knowledge and understanding within a limited range of concepts, contexts and contemporary practices.</p> <p>A broad and effective demonstration of knowledge of a range of materials and processes to inform work that uses a depth of knowledge of particular techniques or applications.</p>	<p>Effective knowledge within a limited range of concepts, contexts and contemporary practices.</p> <p>Effective and engaging use of knowledge of a range of materials and processes to demonstrate insights into the use of particular techniques or applications to develop a personal approach to making work.</p>	<p>Sound knowledge within a limited range of concepts, contexts and contemporary practices.</p> <p>Consistent use of knowledge of a range of materials and processes to inform the development of work and demonstrate insight into particular techniques or applications.</p>	<p>Knowledge of a range of concepts, contexts and contemporary practices at an introductory level.</p> <p>Evidence of an application of knowledge to inform the basic use of materials and processes required to produce work in the subject area.</p>	<p>Limited knowledge of the basic concepts, contexts and contemporary practices that are necessary to inform reflection on the value of the ideas and work of others, in order to support the development of practical and written outcomes, as necessary for progression to HE Level 1.</p> <p>Limited evidence of the necessary basic knowledge of materials and processes that are required to produce work in the subject area.</p>	<p>Little or no knowledge of the basic concepts, contexts and contemporary practices that are necessary to inform reflection on the value of the ideas and work of others, in order to support the development of practical and written outcomes, as necessary for progression to HE level 1.</p> <p>Little or no evidence of the necessary basic knowledge of materials and processes that are required to produce work in the subject area.</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated: Relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted. Knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</p>	<p>Substantial ability to synthesise information and skill in the analysis of relevant information resulting in informed and justified conclusions.</p> <p>Outstanding skill in the ability to reflect on own work and that of others and to produce work that demonstrates an individual creative practice.</p>	<p>Ability to synthesise information and skill in the analysis of relevant information resulting in informed and justified conclusions.</p> <p>Ability to reflect on own work and that of others and to produce work that demonstrates an individual approach to creative work.</p>	<p>Ability to locate and evaluate relevant information and evidence of an ability to analyse and deduce appropriate meaning from information.</p> <p>Ability to reflect on own work and that of others and to produce creative work in a given framework.</p>	<p>Some ability to analyse and deduce meaning from information, demonstrating understanding of the validity of information.</p> <p>Some ability to reflect on own work and that of others and to produce creative work within a given framework.</p>	<p>Understand how to locate and evaluate relevant information for particular problems and projects.</p> <p>Ability to reflect on own work and that of others and to show an understanding of creative practice.</p>	<p>Limited ability to use information relevant to particular problems or projects.</p> <p>Limited ability for self-reflection or evaluation.</p>	<p>Little or no ability to locate and evaluate relevant information.</p> <p>Little or no ability to reflect on own work or that of others.</p>

<p>Application of technical and professional skills</p> <p>The degree to which:</p> <p>Appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions.</p> <p>Appropriate technologies, methods and processes are demonstrated.</p>	<p>Confidence and skill in the selection and use of processes and materials to bring coherence to the articulations of ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Confidence and skill in the selection and use of processes and materials to bring some coherence to the articulations of ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Confidence and some skill in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Some confidence and skill in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Competence in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Limited competence in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Correct protocols concerning safe working practices are not always applied.</p>	<p>Little or no competence in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Correct protocols concerning safe working practices are not applied</p>
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Generic Criteria	90 - 100	80 - 89	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which knowledge is demonstrated:</p> <p><i>relevant contextual or theoretical issues are identified, defined and described</i></p> <p><i>historical or contemporary practices are identified, defined and described</i></p> <p><i>appropriate technologies, methods and processes are identified, defined and described</i></p>	<p>Outstanding breadth of knowledge of fundamental contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Extensive knowledge of relevant and specialist technologies and processes</p>	<p>Extensive knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices</p> <p>In depth and broadening knowledge of appropriate technologies and processes</p>	<p>Significant knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices</p> <p>Significant knowledge of appropriate technologies and processes</p>	<p>Confident familiarity with fundamental contextual and theoretical issues and critical concepts</p> <p>Thorough knowledge of appropriate technologies and processes</p>	<p>Familiar with fundamental contextual and theoretical issues and critical concepts</p> <p>Sound knowledge of appropriate technologies and processes</p>	<p>Adequate knowledge of fundamental contextual and theoretical issues and critical concepts</p> <p>Adequate knowledge of appropriate technologies and processes</p>	<p>Limited knowledge of fundamental contextual and theoretical issues and critical concepts</p> <p>Limited knowledge of appropriate technologies and processes</p>	<p>Little or no knowledge of fundamental contextual and theoretical issues or critical concepts</p> <p>Little or no knowledge of appropriate technologies or processes</p>
<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated:</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesised and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</i></p>	<p>Relevant knowledge is explored and interpreted when proposing solutions to projects and problems which demonstrate evidence of independent thought</p> <p>Outstanding ability to analyse and synthesise knowledge to produce own creative practice in standard situations and to evaluate results</p>	<p>Deep level of comprehension and exploration of relevant knowledge in seeking solutions to projects or problems</p> <p>Outstanding ability to analyse and synthesise knowledge in order to produce creative practice in standard situations and to evaluate the results</p>	<p>Deep level of comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Strong ability to apply and analyse knowledge to produce creative practice in standard situations, with some evaluation of the results</p>	<p>Strong comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Sound ability to apply and analyse knowledge to produce creative practice in standard situations</p>	<p>Sound comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Sound ability to apply knowledge to produce creative practice in standard situations</p>	<p>Surface-level comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Competent application of knowledge to the production of creative practice in standard situations</p>	<p>Incomplete comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Limited ability to apply knowledge to produce creative practice in standard situations</p>	<p>Little or no comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Little or no ability to apply relevant knowledge to produce creative practice in standard situations</p>
<p>Application of technical and</p>	<p>Accomplished and fluent</p>	<p>Relevant, accomplished</p>	<p>Relevant and</p>	<p>Strong application of basic</p>	<p>Sound application of basic</p>	<p>Competent application of</p>	<p>Rudimentary application</p>	<p>Scant application of basic</p>

<p>professional skills</p> <p>The degree to which:</p> <p><i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i></p> <p><i>appropriate technologies, methods and processes are demonstrated</i></p> <p><i>transferable, professional skills are effectively demonstrated</i></p> <p><i>self management and independent learning are demonstrated</i></p>	<p>application of appropriate practical and technical skills</p> <p>Outstanding application of appropriate transferable and professional skills</p> <p>Significant ability to learn independently and critically evaluate own progress using a wide range of feedback sources</p>	<p>and fluent application of basic practical and technical skills</p> <p>Outstanding application of fundamental transferable and professional skills</p> <p>Substantial ability to work independently and use feedback to reflect critically on own progress</p>	<p>accomplished application of basic practical and technical skills</p> <p>Highly effective application of fundamental transferable and professional skills</p> <p>Strong ability to work independently and use feedback to plan future tasks effectively</p>	<p>practical and technical skills</p> <p>Strong application of fundamental transferable and professional skills</p> <p>Evidence of developing well as an independent learner</p>	<p>practical and technical skills</p> <p>Sound application of fundamental transferable and professional skills</p> <p>Evidence of beginning to develop as an independent learner</p>	<p>practical and technical skills</p> <p>Competent application of fundamental transferable and professional skills</p> <p>Adequate evidence of beginning to develop as an independent learner</p>	<p>of basic practical and technical skills</p> <p>Limited application of fundamental transferable and professional skills</p> <p>Limited evidence of ability to learn independently</p>	<p>practical and technical skills</p> <p>Ineffective application of fundamental transferable and professional skills</p> <p>Little or no evidence of ability to learn independently</p>
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	Generic Criteria	90 - 100	80 - 89	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
Level 5	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which knowledge is demonstrated:</p> <p><i>relevant contextual or theoretical issues are identified, defined and described</i></p> <p><i>historical or contemporary practices are identified, defined and described</i></p> <p><i>appropriate technologies, methods and processes are identified, defined and described</i></p>	<p>Outstanding breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Extensive knowledge of a range of relevant specialist techniques and processes</p>	<p>Outstanding breadth of knowledge of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Extensive knowledge of relevant and specialist techniques and processes</p>	<p>A significant breadth of knowledge of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Significant knowledge of relevant specialist techniques and processes</p>	<p>Confident knowledge of a range of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Confident knowledge of relevant specialist techniques and processes</p>	<p>Familiar with a range of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Sound knowledge of relevant specialist techniques and processes</p>	<p>Familiar with fundamental contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Adequate knowledge of relevant specialist techniques and processes</p>	<p>Some knowledge of fundamental contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Limited knowledge of relevant specialist techniques and processes</p>	<p>No significant knowledge of fundamental contextual and theoretical issues or critical concepts</p> <p>No significant knowledge of relevant specialist techniques or processes</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated:</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, solutions, arguments or hypotheses</i></p>	<p>Rigorous application of a range of research methodologies to projects, problems and hypotheses with evidence of highly focused independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to critically evaluate them to generate highly effective results</p>	<p>Relevant knowledge is systematically and rigorously explored and interpreted when proposing solutions to projects and problems which demonstrate evidence of independent thought</p> <p>Outstanding ability to analyse and synthesise knowledge to produce original creative practice and to evaluate results</p>	<p>Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems which demonstrate some evidence of independent thought</p> <p>Strong ability to analyse and synthesise knowledge to produce creative practice and to evaluate results</p>	<p>Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems</p> <p>Sound ability to analyse and synthesise knowledge to produce creative practice and to evaluate results</p>	<p>Relevant knowledge is competently explored and interpreted when proposing solutions to projects and problems</p> <p>Sound ability to apply and analyse knowledge to produce creative practice and to evaluate results</p>	<p>Competent ability to explore and interpret relevant knowledge in seeking solutions to projects and problems</p> <p>Competent ability to apply and analyse knowledge to produce creative practice</p>	<p>Limited ability to manipulate or interpret relevant knowledge in seeking solutions to projects and problems</p> <p>Limited ability to apply knowledge to produce creative practice</p>	<p>Little or no ability to manipulate or interpret relevant knowledge in seeking solutions to projects or problems</p> <p>Little or no ability to apply knowledge to produce creative practice</p>
	<p>Application of technical and professional skills</p> <p>The degree to which:</p> <p><i>appropriate materials and media</i></p>	<p>Accomplished and original application of a range of specialist practical and technical skills</p>	<p>Accomplished and fluent application of specialist practical and technical skills</p>	<p>Accomplished application of specialist practical and technical skills</p>	<p>Strong application of specialist practical and technical skills</p>	<p>Sound application of specialist practical and technical skills</p>	<p>Competent application of specialist practical and technical skills</p>	<p>Rudimentary application of specialist practical and technical skills</p>	<p>Ineffective application of specialist practical and technical skills</p>

	<p><i>are selected, tested and utilised to realise and present ideas and solutions</i></p> <p><i>appropriate technologies, methods and processes are demonstrated</i></p> <p><i>transferable, professional skills are effectively demonstrated</i></p> <p><i>self management and independent learning are demonstrated</i></p>	<p>Accomplished application of advanced transferable and professional skills to problem solving</p> <p>Very high ability to manage own learning in a sustained manner and critically evaluate own progress making effective use of feedback</p>	<p>Outstanding demonstration of transferable and professional skills</p> <p>Strong ability to learn independently and critically evaluate own progress using a wide range of feedback sources</p>	<p>Highly effective demonstration of transferable and professional skills</p> <p>Strong ability to learn independently and critically evaluate own progress</p>	<p>Confident application of transferable and professional skills</p> <p>Strong ability to learn independently make use of feedback</p>	<p>Sound application of transferable and professional</p> <p>Sound ability to learn independently and make effective use of feedback</p>	<p>Competent application of transferable and professional skills</p> <p>Evidence of ability to learn independently and make use of feedback</p>	<p>Rudimentary application of transferable and professional skills</p> <p>Evidence of a rudimentary ability to learn independently</p>	<p>Ineffective application of transferable and professional skills</p> <p>Limited evidence of ability to learn independently</p>
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	Generic Criteria	90 - 100	80 - 89	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
Level 6	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which:</p> <p><i>relevant contextual or theoretical issues are identified, defined and described</i></p> <p><i>historical or contemporary practices are identified, defined and described</i></p> <p><i>appropriate technologies, methods and processes are identified defined and described</i></p>	<p>Exceptional breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Exceptional knowledge of a range of relevant specialist techniques and processes</p>	<p>Outstanding breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Extensive knowledge of a range of relevant specialist techniques and processes</p>	<p>A breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Significant knowledge of a range of relevant specialist techniques and processes</p>	<p>Confident knowledge of a range of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Confident knowledge of a range of relevant specialist techniques and processes</p>	<p>Familiar with a range of contextual and theoretical issues, at least some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Sound knowledge of a range of relevant specialist techniques and processes</p>	<p>Familiar with a range of contextual and theoretical issues and their relationship to a range of historical and contemporary practices</p> <p>Adequate knowledge of a range of relevant specialist techniques and processes</p>	<p>Some knowledge of a range of contextual and theoretical issues and their relationship to a range of historical and contemporary practices</p> <p>Limited knowledge of a range of relevant specialist techniques and processes</p>	<p>Limited knowledge of contextual and theoretical issues and their relationship to a range of historical and contemporary practices</p> <p>No significant knowledge of a range of relevant specialist techniques or processes</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated:</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</i></p>	<p>Exceptional application of a range of research methodologies to projects and problems and hypotheses, with evidence of highly focused independent thought and some new insights into the subject</p> <p>Exceptional ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective and individual results</p>	<p>Systematic and thorough application of a range of research methodologies to projects and problems and hypotheses, with evidence of highly focused independent thought and some new insights into the subject</p> <p>Outstanding ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective and original results</p>	<p>Rigorous application of a range of research methodologies to projects, problems and hypotheses with evidence of highly focused independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective results</p>	<p>Confident ability to apply a range of research methodologies to projects, problems and hypotheses with clear evidence of independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to evaluate them in a wider context, generating effective results</p>	<p>Sound ability to apply a range of research methodologies to projects, problems and hypotheses and to demonstrate independent thought and critical analysis</p> <p>Sound ability to produce a range of creative practices and to evaluate them in a wider context, generating effective results</p>	<p>Competent ability to apply a range of research methodologies to projects, problems and hypotheses with some element of independent thought and critical analysis</p> <p>Competent ability to produce a range of creative practices and evaluate them in a wider context to generate effective results</p>	<p>Ability to apply a limited range of research methodologies to projects, problems and hypotheses with little evidence of independent thought or critical analysis</p> <p>Limited ability to produce a range of creative practices and to evaluate them in a wider context to generate effective results</p>	<p>No significant ability to apply research methodologies to projects, problems and hypotheses, and no evidence of independent thought or critical analysis</p> <p>No significant ability to produce a range of creative practices or to evaluate them in a wider context to generate effective results</p>
	<p>Application of technical and professional skills</p> <p>The degree to which:</p> <p><i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i></p>	<p>Exceptional, individual and fluent application of a range of specialist practical and technical skills</p> <p>Outstanding</p>	<p>Accomplished, original and fluent application of a range of specialist practical and technical skills</p> <p>Outstanding</p>	<p>Accomplished and original application of a range of specialist practical and technical skills</p> <p>Accomplished application</p>	<p>Confident and imaginative application of a range of specialist practical and technical skills</p> <p>Confident application of</p>	<p>Sound application of a range of specialist practical and technical skills</p> <p>Sound application of advanced transferable and professional skills</p>	<p>Competent application of a range of specialist practical and technical skills</p> <p>Competent application of advanced transferable</p>	<p>Basic application of a range of specialist practical and technical skills</p> <p>Limited application of advanced transferable</p>	<p>Rudimentary application of a range of specialist practical and technical skills</p> <p>Ineffective application of advanced transferable and</p>

<p><i>appropriate technologies, methods and processes are demonstrated</i></p> <p><i>transferable, professional skills are effectively demonstrated</i></p> <p><i>self management and independent learning are demonstrated</i></p>	<p>accomplishment of a range of advanced transferable and professional skills applied to complex situations and problems</p> <p>Exceptional ability to manage own learning in a sustained manner and to critically evaluate own progress, making use of a wide range of feedback sources</p>	<p>accomplishment of a range of advanced transferable and professional skills applied to complex situations and problems</p> <p>Outstanding ability to manage own learning in a sustained manner and to critically evaluate own progress, making use of a wide range of feedback sources</p>	<p>of advanced transferable and professional skills to complex situations and problems</p> <p>Very high ability to manage own learning in a sustained manner and critically evaluate own progress making effective use of feedback</p>	<p>advanced transferable and professional skills to challenging situations and problems</p> <p>Strong ability to manage own learning in a sustained manner and to critically evaluate own progress making effective use of feedback</p>	<p>Sound ability to manage own learning in a sustained manner and critically evaluate own progress making effective use of feedback</p>	<p>professional skills</p> <p>Competent ability to manage own learning in a sustained manner and make effective use of feedback</p>	<p>and professional skills</p> <p>Basic ability to manage own learning in a sustained manner and make use of feedback</p>	<p>professional skills</p> <p>Evidence of a basic ability to manage own learning</p>
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	Generic Criteria	90 - 100	80 - 89	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
Level 7	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which in-depth and advanced knowledge of subject and/or profession is demonstrated:</p> <p><i>relevant contextual or theoretical issues are identified, defined and described and critiqued</i></p> <p><i>historical or contemporary practices are identified, defined and described and critiqued</i></p> <p><i>appropriate technologies, methods and processes are identified, defined and described and critiqued</i></p>	<p>Exceptional and remarkable critical understanding of current issues and historical contexts demonstrating knowledge at the forefront of the discipline and/or professional practice</p> <p>Exceptional and highly original understanding of techniques methods and processes</p>	<p>Excellent and highly sophisticated critical understanding of current issues and historical contexts demonstrating knowledge at the forefront of the discipline</p> <p>An excellent and highly impressive understanding of techniques, materials and processes</p>	<p>Comprehensive critical understanding of current issues and historical contexts much of which is at, or informed by, the forefront of the discipline.</p> <p>Comprehensive knowledge of techniques and processes, and a critical understanding of their potential to advance scholarship in the discipline.</p>	<p>Significant understanding of current issues and historical contexts, much of which is at, or informed by, the forefront of the discipline.</p> <p>Significant knowledge of the techniques and processes applicable to understanding research and advanced scholarship in the discipline</p>	<p>Sound understanding of knowledge of current issues and historical contexts, some of which is at, or informed by, the forefront of the discipline.</p> <p>Sound knowledge of the techniques and processes applicable to research and advanced scholarship in the discipline</p>	<p>Passable understanding of knowledge of current issues and historical contexts, some of which is at, or informed by, the forefront of the discipline.</p> <p>Acceptable knowledge of the techniques and processes applicable to research and advanced scholarship in the discipline</p>	<p>Insufficient understanding of knowledge of the contextual, historical or theoretical issues that inform the discipline.</p> <p>Insufficient knowledge of techniques applicable to research and advanced scholarship in the discipline.</p>	<p>Very poor demonstration of understanding of contextual, historical or theoretical issues that inform the discipline.</p> <p>Very weak knowledge of technologies, methods and processes</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated to complete research in subject and/or discipline</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted knowledge and information including literature or other scholarly outputs is</i></p>	<p>Exceptional and remarkable demonstration of research methods which generate highly developed critical insights into existing knowledge</p> <p>Exceptional and remarkable critical evaluation of existing knowledge leading directly to new hypotheses</p> <p>Exceptional and remarkable judgements made in relation to creative and/or</p>	<p>Excellent and highly sophisticated demonstration of research methods leading to impressive critical insights into existing knowledge</p> <p>Excellent and highly sophisticated critical evaluation of existing knowledge working towards new hypotheses</p> <p>Excellent and highly sophisticated judgements made in relation to creative</p>	<p>Rigorous use of established methods of research combined with the ability to generate new concepts or insights into existing knowledge.</p> <p>Critical evaluation of current knowledge to evaluate methodological practices and propose new hypotheses.</p> <p>Carefully considered judgements on highly complex or 'under-</p>	<p>Confident use of established methods of research combined with the ability to recognise new concepts using existing knowledge.</p> <p>Critical evaluation of current knowledge to analyse methodological practices and propose hypotheses</p> <p>Informed judgements made on highly complex</p>	<p>Sound use of established methods of research to develop and interpret existing knowledge.</p> <p>Critical evaluation of current knowledge and recognition of methodological practices.</p> <p>Sound judgements made on complex research problems showing evidence of systematic analysis and deduction and creative processes to resolve them.</p>	<p>Passable use of established methods of research to develop and interpret existing knowledge.</p> <p>Evidence of critical evaluation of current knowledge and recognition of methodological practices.</p> <p>Passable judgements made on complex research problems</p>	<p>Insufficient use of existing methodologies to develop knowledge.</p> <p>Inability to fully understand or interpret relevant knowledge and methodological practices.</p> <p>Research problems are insufficiently complex and require mainly routine analytic and creative processes to resolve them</p>	<p>Inability to use and interpret existing research methodologies</p> <p>Little or no ability to evaluate existing knowledge</p> <p>Inability to define a research problem and to generate solutions or hypotheses through research and practice</p>

<p><i>selected, analysed, synthesized and evaluated in order to generate creative ideas, solutions, arguments or hypotheses</i></p>	<p>professional practice, current ideas, arguments and hypotheses</p>	<p>and/or professional practice, current ideas, arguments and hypotheses</p>	<p>researched' problems showing evidence of systematic analysis and deduction and creative processes to resolve them.</p>	<p>research problems showing evidence of systematic analysis and deduction and creative processes to resolve them</p>		<p>showing evidence of systematic analysis and deduction and creative processes to resolve them.</p>		
<p>Application of technical and professional skills</p> <p>The degree to which subject and/or profession:</p> <p><i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i></p> <p><i>appropriate technologies, methods and processes are demonstrated</i></p> <p><i>transferable, professional skills are effectively demonstrated</i></p> <p><i>self management and independent learning are demonstrated</i></p>	<p>Exceptional and remarkable critical and evaluative skills utilised leading to highly original solutions to very complex problems</p> <p>Outstanding application of advanced technical skills that fundamentally challenges current understanding and practices</p> <p>Exceptional and remarkable demonstration of professionalism, self-management and independent learning</p>	<p>Excellent and highly sophisticated critical and evaluative skills utilised leading to impressive solutions to very complex problems</p> <p>Highly impressive application of advanced technical skills that challenge current understanding and practices</p> <p>Excellent demonstration of professionalism, self-management and independent learning</p>	<p>Evidence of a high level of critical and evaluative skills in order to create original solutions to a range of highly complex problems.</p> <p>Application of advanced skills, techniques and processes that challenge knowledge and understanding of the discipline.</p> <p>Demonstration of a very high level of professionalism, self-management and independent learning</p>	<p>Evidence of the critical and evaluative skills necessary to construct solutions to a range of complex problems</p> <p>Application of advanced skills, techniques and processes that contribute to knowledge and understanding of the discipline.</p> <p>Demonstration of a competent level of professionalism, self-management and independent learning</p>	<p>Evidence of the critical and evaluative skills necessary to identify solutions to a range of complex problems.</p> <p>Application of advanced skills techniques and processes that sustain independent learning in the discipline.</p> <p>Clear demonstration of professionalism, self-management and independent learning</p>	<p>Evidence of the critical and evaluative skills necessary to identify solutions to a range of varied problems.</p> <p>Application of advanced skills techniques and processes that sustain independent learning in the discipline.</p> <p>Acceptable demonstration of professionalism, self-management and independent learning</p>	<p>Inability to demonstrate the critical and evaluative skills necessary to identify solutions to problems</p> <p>Insufficient ability to demonstrate the skills necessary for sustained independent learning</p> <p>Insufficient evidence of professional and transferable skills</p>	<p>Very poor ability to apply appropriate materials and media to present ideas and solutions</p> <p>Very poor judgement shown in choice of methods and processes</p> <p>Inability to manage self, meet deadlines, work professionally and independently</p>

APPENDIX 2: STUDENT ABSENCE PROCEDURE FLOW CHART

