



# Assessment Regulations for Northumbria Awards

## 2013/14

Issued by Academic Quality, September 2013, updated April 2014  
Please direct any queries to Faculty Registrars

## Note for students

This edition of the **Assessment Regulations for Northumbria Awards (ARNA)** supersedes previous versions and applies to all students of the University enrolling or re-enrolling on taught [programmes](#) in the 2013/14 academic year. The full set of regulations and a brief overview are available from the web page [assessment documentation for students](#). This can be accessed from the *Information for Students* section of your **MyNorthumbria** web page.

Students are expected to be familiar with the Assessment Regulations. From 2013/14 separate assessment regulations apply to [full-time](#) and [part-time](#) programmes. All new and continuing students should be aware which assessment regulations relate to their programme of study.

If you have any difficulties in understanding the contents you should consult your Programme Leader or Guidance Tutor. You may also seek independent advice and support from the Students' Union Advice & Representation Service (su.advice@northumbria.ac.uk) or from a student adviser in the Student Support and Wellbeing Service.

Procedures for students who wish to appeal against assessment decisions, or against the University withdrawing them for unsatisfactory progress, are defined in the **Handbook of Student Regulations** which is also available from **MyNorthumbria**.

**Professor Jane K Core**  
**Director of Academic Services**

<b>Contents</b>	<b>Page No</b>
<b>1. Introduction</b>	7
1.1 Status	7
1.2 Awards of the University offered by other institutions	7
1.3 Framework for academic awards	7
1.4 Information for students	7
1.5 Responsibilities of students	7
1.6 Academic misconduct	7
1.7 Conduct of examinations and assessments	7
1.8 Penalties for the late submission of coursework	8
1.9 Marks and results	8
1.10 Communication of results	8
1.11 Language of instruction	8
1.12 Linked awards	8
1.13 Lower level awards	8
1.14 Use of credit	8
1.15 Break in study	9
1.16 Withdrawal from a programme	9
1.17 Posthumous awards	9
1.18 Student's right of appeal	9
1.19 Review of the Assessment Regulations	9
<b>2. Pass mark</b>	9
2.1 General	9
2.2 Undergraduate modules	9
2.3 Postgraduate modules	9
2.4 Pass/fail modules	9
<b>3. Progression and award: full-time programmes</b>	10
3.1 Principles of progression and award on a full-time programme	10
3.2 Progression at an intermediate stage of a full-time programme	10
3.3 Compensation for module failure on a full-time programme	10
3.4 Referral on a full-time programme	11
3.5 Failure on a full-time programme	12
<b>4. Progression and award: part-time programmes</b>	12
4.1 Principles of progression and award on a part-time programme	12
4.2 Progression at an intermediate stage of a part-time programme	13
4.3 Compensation for module failure on a part-time programme	13
4.4 Referral on a part-time programme	14
4.5 Failure on a part-time programme	14
<b>5. Distinction/commendation</b>	15
5.1 General principles	15
5.2 Distinction	15

5.3	Commendation	15
6.	<b>Late submission of work</b>	15
7.	<b>Personal extenuating circumstances</b>	16
8.	<b>Technical extenuating circumstances</b>	17
9.	<b>Full-time awards and their classification</b>	18
9.1	Foundation Certificate (full-time)	18
9.2	Foundation Diploma (full-time)	18
9.3	Certificate (full-time)	18
9.4	Certificate of Higher Education (full-time)	19
9.5	Diploma (full-time)	19
9.6	Diploma of Higher Education (full-time)	19
9.7	Foundation Degree (full-time)	19
9.8	Advanced Diploma of Higher Education (full-time)	20
9.9	Advanced Diploma (full-time)	20
9,10	Ordinary Degree (full-time)	20
9.11	Honours Degree (full-time)	21
9.12	Professional Graduate Certificate in Education (full-time)	22
9.13	Graduate Certificate (full-time)	22
9.14	Graduate Diploma (full-time)	23
9.15	Master of Architecture (full-time)	23
9.16	Integrated Masters Degree (full-time)	23
9.17	Postgraduate Certificate in Education (full-time)	24
9.18	Postgraduate Certificate (full-time)	24
9.19	Postgraduate Diploma (full-time)	25
9.20	Masters Degree (full-time)	25
9.21	Master of Fine Art (full-time)	25
9.22	Professional Doctorate Programmes (full-time)	26
9.23	Completion Awards (full-time)	26
10.	<b>Part-time awards and their classification</b>	27
10.1	Foundation Certificate (part-time)	27
10.2	Foundation Diploma (part-time)	27
10.3	Certificate (part-time)	27
10.4	Certificate of Higher Education (part-time)	28
10.5	Higher National Certificate (part-time)	28
10.6	Diploma (part-time)	29
10.7	Diploma of Higher Education (part-time)	29
10.8	Foundation Degree (part-time)	30
10.9	Advanced Diploma of Higher Education (part-time)	30
10.10	Advanced Diploma (part-time)	30
10.11	Ordinary Degree (part-time)	31
10.12	Honours Degree (part-time)	31
10.13	Professional Graduate Certificate in Education (part-time)	32
10.14	Graduate Certificate (part-time)	33
10.15	Graduate Diploma (part-time)	33

10.16	Master of Architecture (part-time)	33
10.17	Integrated Masters Degree (part-time)	34
10.18	Postgraduate Certificate in Education (part-time)	35
10.19	Postgraduate Certificate (part-time)	35
10.20	Postgraduate Diploma (part-time)	35
10.21	Masters Degree (part-time)	36
10.22	Master of Fine Art (part-time)	36
10.23	Professional Doctorate Programmes (part-time)	36
10.24	Completion Awards (part-time)	37
11.	<b>Summary charts illustrating the application of the assessment regulations</b>	38
11.1	Full-time undergraduate programmes (including Integrated Masters)	39
11.2	Full-time masters programmes with a progression point after 120 credits	40
11.3	Full-time postgraduate programmes with no progression point (PgCert, PgDip, linked level 7 awards, MRes)	41
11.4	Part-time undergraduate and postgraduate programmes – intermediate stages	42
11.5	Part-time undergraduate programmes (including Integrated Masters) – award stage	43
11.6	Part-time Masters programmes – award stage (where this comprises a project/dissertation and taught modules)	44
11.7	Other part-time postgraduate programmes (PgCert and PgDip) – award stage	45

## Appendices

### APPENDIX I

#### Part A

	<b>Regulations and procedures applying to cheating, plagiarism and other forms of academic misconduct</b>	46
1.	Academic Integrity	46
2.	Principles underlying these regulations	46
3.	Definitions and examples	47
4.	Procedures for taught programmes	49
4.1	Stage 1 procedure for in-course assessment	49
4.2	Initial procedure for examinations	50
4.3	Stage 2, academic misconduct panel	51
4.4	Action by Examination Boards	52
5.	Student's right of appeal	53
	<b>Table 1</b> Guidelines on penalties for academic misconduct	54

#### Part B

	<b>Regulations and procedures for an appeal against the finding of academic misconduct by an Academic Misconduct Panel</b>	55
1.	Introduction	55
2.	Principles	55
3.	Academic Misconduct Appeals Panel	55

### APPENDIX II

#### Part A

	<b>Regulations governing Examinations</b>	58
--	---	----

1.	Conduct of examinations	58
2.	Students sitting examinations off-campus (including distance learning students)	59
3.	Resit examination facilities for students resident outside the UK	59
4.	Examination of students in debt to the University	59
<b>Part B</b>		
<b>Regulations governing alteration to assessment arrangements for disabled students or students in unforeseen medical circumstances</b>		60
1.	Disabled students	60
2.	General principles	60
3.	Individual examination arrangements to accommodate unforeseen medical circumstances	61
4.	Alternative assessment methods	61
<b>APPENDIX III</b>		
	Glossary	62

# ASSESSMENT REGULATIONS FOR NORTHUMBRIA AWARDS

## 1. Introduction

### 1.1 Status

- 1.1.1 These [assessment](#) regulations are the standard regulations which apply to all the University's academic programmes delivered in the UK or overseas (including under franchise arrangements), and by distance learning, unless variations for individual modules or programmes have been specifically approved by, or on behalf of, Academic Board.
- 1.1.2 Where programmes of study lead to the qualifications of a [Professional Statutory and Regulatory Body](#) (PSRB), or exemptions from the PSRB's own qualifications, full account is taken of the regulations and requirements of the PSRB in respect of assessment, but any variations to these University regulations will require the approval of the Regulations and Frameworks Sub-committee of the Student Learning and Experience Committee. Such exceptions are to be detailed in programme documentation.
- 1.1.3 In exceptional cases, an [Examination Board](#) has the right to exercise discretion in the interpretation and application of these regulations.
- 1.1.4 Any student who has had a break in his/her programme and returns to the University to complete the programme will be governed by the regulations in force at the time of re-entry to the University.

### 1.2 Awards of the University offered by other institutions

Where other institutions deliver Northumbria University awards with the authority of Academic Board, those institutions are bound by these regulations, subject to any variations specified by the particular agreement and approved by Academic Board.

### 1.3 Framework for academic awards

The *Modular Framework for Northumbria Awards* is available at:

<http://northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/>.

### 1.4 Information for students

A student is entitled to have access to full details of his/her programme, relevant assessment regulations and specific information about the assessments for the programme.

### 1.5 Responsibilities of students

- 1.5.1 It is the responsibility of the student to attend scheduled classes and carry out prescribed learning activities for the programme on which they are registered. The student is also expected to know when work is due to be submitted and when and where examinations are scheduled.
- 1.5.2 All assessment components in [modules](#) contributing to the programme must be completed. If a student fails to attend/submit any assessment in a module, the Examination Board will deem the student to have failed the module, unless there are approved extenuating circumstances relating to that particular assessment component (section 7).

### 1.6 Academic misconduct

Students are expected to observe University regulations which define and proscribe cheating, plagiarism and other forms of [academic misconduct](#) (Appendix I). They are also required to take reasonable precautions to guard against unauthorised access by others to their work.

### 1.7 Conduct of examinations and assessments

- 1.7.1 Students are expected to observe University regulations for the conduct of examinations and assessments. Regulations relating to the conduct of examinations are specified in Appendix II, part A.

1.7.2 Exceptionally, a student may request an alteration to assessment arrangements under the provisions of the Equality Act 2010<sup>1</sup>. Consideration of such a request, which should be submitted to the Faculty Registrar, will take account of the need to ensure that defined [learning outcomes](#) of the programme are met and that competence standards are not compromised. Any alteration to an assessment arrangement under this provision must be authorised by the Chair of the Faculty Student Learning and Experience Committee.

## 1.8 Penalties for the late submission of coursework

If a student fails to meet the agreed assessment deadline, and has not been granted an extension of time, the work submitted will be regarded as not having been completed and a mark of zero will be awarded. The Examination Board will deem the student to have failed the module.

## 1.9 Marks and results

Recommended marks awarded to the student for a summative assessment will be communicated individually to the student as and when the mark has been internally moderated and recorded. Definitive marks and results are agreed at the end of stage/year [Progression and Awards Board](#) (PAB) after any external moderation has taken place. Definitive marks will be released to the student within three weeks of the meeting of the Examination Board.

## 1.10 Communication of results

1.10.1 Students will be informed of the method and date by which results will be communicated to them. Confidentiality of marks will be observed at all times. Rights of access and provision for disclosure relate to an individual's own data only.

1.10.2 Information on assessment results may be made known to sponsors, but cannot be made available to other external organisations or individuals without the consent of the student. Only overall results, following notification to the student, may be given to external organisations or individuals who are not sponsors without prior consultation with the student.

1.10.3 Students may request historical marks. Requests should be made to the relevant Faculty Office and will be dealt with in accordance with the University procedure for requesting information under the Data Protection Act 1998.

## 1.11 Language of instruction

All modules contributing to a Northumbria award will be taught and assessed in English except where:

- the award is at level 3 or level 4 when at least half the qualifying credits must be taught and assessed in English or
- the subject area of the award or specified modules is another language.

## 1.12 Linked awards

Programmes of study may incorporate linked awards, each with distinct learning outcomes, eg Postgraduate Certificate, Postgraduate Diploma and Masters Degree. Each linked award is treated as separate and distinct, with assessment based on [current learning](#) for the individual award.

## 1.13 Lower level awards

If a student fails to complete an award, a lower level award may be given if the credit requirements and [learning outcomes](#) for that award, as specified at validation, have been met. At the discretion of the PAB, higher level credit can substitute for missing lower level credit to meet the requirements for the lower level award.

## 1.14 Use of [credit](#)

1.14.1 Credit attained and recognised by an award cannot be used a second time to gain an equivalent or lesser award, other than as a validated entry point.

1.14.2 A student may enter a completion award with existing qualifications or prior learning

---

<sup>1</sup> See <http://www.northumbria.ac.uk/eqdiv/equalityact/>.

(section 9.23/10.24).

### **1.15 Break in study**

With the approval of the Programme Leader, a student may be permitted to take a break in study for up to a period of five years (see also section 1.1.4).

### **1.16 Withdrawal from a programme**

A student must advise the University in writing if they are withdrawing from a programme. Failure to do so will result in the assessment not completed being recorded as failed.

### **1.17 Posthumous awards**

Any award of the University may be conferred posthumously. This may be an Aegrotat award or classified where there is sufficient evidence of the student's attainment (section 7.7v-vii).

### **1.18 Student's right of appeal**

A student has a right of appeal against examination/assessment decisions in accordance with the University's appeals procedures, which are described in section 7 of the 'Handbook of Student Regulations' at: <http://www.northumbria.ac.uk/static/5007/uso/section7.pdf>.

### **1.19 Review of the Assessment Regulations**

The Assessment Regulations are reviewed annually to reflect major changes approved by Academic Board informed by feedback from appropriate staff, students and external examiners and for the purpose of editorial and minor change.

## **2. Pass mark**

### **2.1 General**

2.1.1 [Module](#) marks are rounded to the nearest percentage as are all average marks used in the assessment of a student's overall performance.

2.1.2 If any assessment component has not been completed, the Examination Board will deem the student to have failed the module, even if the overall module pass mark has been attained. The student will be referred if the requirements for [referral](#) are met (section 3.4/4.4).

2.1.3 In clearly specified cases, referral in failed assessment components will also be required if the overall module pass mark has been attained and the student is eligible for referral (section 3.4/4.4). Such requirements will be detailed in programme documentation and normally will relate to professional body requirements.

### **2.2 Undergraduate modules**

The pass mark for undergraduate modules (up to and including level 6) is 40% unless a higher mark has been specified and approved on the grounds of professional ([PSRB](#)) requirement.

### **2.3 Postgraduate modules**

2.3.1 The pass mark for level 7 modules is 50%.

2.3.2 Postgraduate Certificate awards may include 20 credits at level 6; other postgraduate awards may include up to 30 credits at level 6.

### **2.4 Pass/fail modules**

2.4.1 Modules can be designated at validation as pass/fail modules. Whilst a pass must be achieved, the module does not contribute to the calculation of the overall mark required for progression or for classification of an award.

2.4.2 The credit points awarded for pass/fail modules will contribute to progression and to the award.

2.4.3 For an award to be classified (with honours or distinction/commendation) at least 50% of the credits at the level of the award must be graded, ie must have a percentage mark.

### **3. Progression and award: [full-time programmes](#)**

#### **3.1 Principles of progression and award on a full-time programme**

- 3.1.1 To attain an award on a full-time programme a student is required to progress through one or more [levels](#) of study by achieving a specified number of credits. The credit requirements for progression and award for full time programmes are specified in section 9.
- 3.1.2 Each [module](#) successfully completed will contribute a number of credits at a particular level as determined at validation.
- 3.1.3 On completion of a level of study or at a [progression point](#), the PAB will consider overall performance determined by the average of individual module marks weighted by the number of credits each module contributes to the level of study. Pass/fail module/s do not contribute to the calculation of the [level average](#). Marks for any level 6 modules taken as part of a level 7 postgraduate programme are excluded from the level average calculation.
- 3.1.4 Failed module/s may be compensated (section 3.3). Credit is awarded where module failure has been compensated. Such consideration will take place on completion of a level of study or at a progression point.
- 3.1.5 Failed module/s may be referred (section 3.4). A student referred in a module will be reassessed in that module and, if successful, will be awarded the pass mark for the module.
- 3.1.6 At the award stage of an undergraduate programme, and on a level 7 programme, classification cannot be improved by [compensation](#) or successful [referral](#) of failed module/s.
- 3.1.7 A student who has completed the requirements for a named award cannot re-register for the same award to improve the classification attained.

#### **3.2 Progression at an intermediate stage of a full-time programme**

- 3.2.1 A student must meet the specified credit requirements for a level to progress to the next higher level. Only in exceptional circumstances may a PAB permit a student to trail a module, ie to progress to the next level still needing to complete all the credit requirements for the current level, including placement and professional elements.
- 3.2.2 For undergraduate programmes and Integrated Masters degrees, progression requires the award of a specified number of credits **and** an average of at least 40% across all qualifying modules at the first attempt, except at levels 3 and 4 where an average of at least 30% across all qualifying modules is required at the first attempt.
- 3.2.3 Where there are more than 120 credits in the level, an additional progression point after 120 credits may be determined and approved by the Faculty Student Learning and Experience Committee.
- 3.2.4 For Masters programmes with a progression point after 120 credits, progression requires the award of a specified number of credits **and** an average of at least 45% across all qualifying modules at the first attempt. Where the programme includes level 6 modules, the marks attained for these modules are excluded from the level average calculation but the credit points awarded contribute to progression.

#### **3.3 [Compensation](#) for module failure on a full-time programme**

- 3.3.1 Compensation for module failure is permitted at intermediate and award stages of a full-time programme. Non-discretionary rules apply:
- i. At the award stage of programmes, classification cannot be improved by compensation.
  - ii. Compensation cannot be applied to a 60 credit award.
  - iii. The number of failed credits must not exceed the maximum number of compensatable credits (section 3.3.3).

- iv. All assessment component/s must have been completed at the first and/or referral attempt (section 2.1.2).
- v. Compensation is applied at the end of the level of study or at an approved progression point (section 3.3.1v).
- vi. The required level average across all [graded modules](#) must be met at the first attempt (sections 3.1.3/3.3.2).
- vii. The module mark must be at least 30%; a failed pass/fail module cannot be compensated.
- viii. Compensation should not be used where personal extenuating circumstances have been approved (section 7).
- ix. Compensation should not be used for modules determined as non-compensatable at validation, to a maximum of 40 credits per level.
- x. Module/s failed due to [academic misconduct](#) cannot be compensated (Appendix 1).

3.3.2 Level average requirements at the first attempt are as follows:

- Levels 3 and 4 30%
- Levels 5 and 6 40%
- Level 7 (Integrated Masters) 50%
- Level 7 (other postgraduate programmes) 45%

3.3.3 The number of credits which will be compensated will depend on the number of credits of current learning at that level, as indicated below:

	Number of credits of current learning in level	Maximum number of credits that can be compensated
Undergraduate programmes and Integrated Masters degrees	≤60	0
	>60 and <100	10
	≥100 and ≤120	20
	>120	Compensation applied pro-rata: 20 credits, plus 10 for each additional 60 credits of study over 120 credits.
Other postgraduate programmes	≤60	0
	>60 and <100	10
	≥100	20

3.3.4 When a failed module is compensated, credit is awarded for the module and the module pass mark is recorded.

### 3.4 [Referral](#) on a full-time programme

3.4.1 Failed modules will be referred provided any necessary level average is attained at the first attempt, unless all failed credits can be compensated (section 3.3). There is no limit to the number of modules which can be referred.

3.4.2 The required level average across all [graded modules](#) (section 3.1.3) at the first attempt is as follows:

- Levels 3 and 4 30%
- Levels 5 and 6 40%
- Level 7 (Integrated Masters) 50%
- Level 7 (other postgraduate programmes) 45% (taught modules only).

- 3.4.3 Modules may also be referred where:
- i. the module has been failed due to [academic misconduct](#) (section 3.3.1x)
  - ii. the module pass mark has been attained but an assessment component/s has not been completed (section 2.1.2)
  - iii. the module pass mark has been attained but failed assessment component/s must be referred to meet specified programme requirements (section 2.1.3).
- 3.4.4 The referral opportunity will normally take place after the end of level PAB.
- 3.4.5 There is one opportunity to resit a failed Masters dissertation irrespective of the overall average attained at the first attempt.
- 3.4.6 A student who passes a module after referral will be awarded the module pass mark (40% for modules at level 6 and below; 50% for level 7 modules) but at the award stage of undergraduate programmes and on level 7 programmes, successful referral cannot improve the subsequent classification of the award.
- 3.4.7 Any student who is eligible for referral but not able to take this opportunity will be permitted to resit at the next scheduled sitting of the module assessment. This will normally entail suspension of progression on the programme until the level has been successfully completed and the student is eligible to proceed.

### **3.5 Failure on a full-time programme**

- 3.5.1 At an intermediate level, a student who has not met the level average requirement for referral (section 3.4.1/2) will have failed the programme. The student may apply to repeat the level but will not normally be permitted to do so if the current level is a repeat level.
- 3.5.2 A student who fails at an intermediate level of the programme after referral, will normally be allowed one further attempt by re-registering for the failed module/s and repeating them as if for the first time. A student may be permitted to retrieve such failure with or without attendance. The mark gained at that attempt will be awarded in full; a referral opportunity is available.
- 3.5.3 Progression on the programme will be suspended until the student has successfully completed the level and is eligible to proceed. On full-time Masters programmes, with a progression point after the taught component, progression to the Masters dissertation will be suspended.
- 3.5.4 A student who fails at the [award level](#), either initially or after referral if applicable, cannot re-register for the original award to have a further attempt to attain that award unless permitted due to approved extenuating circumstances (section 7).
- 3.5.5 A student who fails to complete an award for which s/he is registered will, if qualified, be granted a lower level award (section 1.13).

## **4. Progression and [Award: Part-time Programmes](#)**

### **4.1 Principles of progression and award on a part-time programme**

- 4.1.1 To attain an award on a part-time programme, a student is required to achieve a specified number of credits. The credit requirements for each award are specified in section 10.
- 4.1.2 Each [module](#) successfully completed will contribute a number of credits at a particular [level](#) as determined at validation (section 10).
- 4.1.3 Programmes are structured with a specified number of credits in each [stage](#). The stage may be the standard academic year or a calendar year but is completed on or before the anniversary of the programme start date. Where there is more than one stage, progression to the next stage requires the award of the specified number of credits across all qualifying modules in the current stage either initially or following [referral](#) (section 4.4).
- 4.1.4 The [level average](#) is used to determine award classification but not to determine eligibility

for progression. It is calculated from the average of qualifying module marks weighted by the number of credits each module contributes to the level of study for the particular award (section 10). Pass/fail module/s do not contribute to the calculation of the level average. Marks for any level 6 modules taken as part of a Masters programme are excluded from the level average calculation.

- 4.1.5 Failed module/s may be compensated at the award stage only (section 4.3.1). Credit is awarded where module failure has been compensated.
- 4.1.6 Otherwise, failed module/s will be referred (section 4.4). A student referred in a module will be reassessed in that module and, if successful, will be awarded the pass mark for the module.
- 4.1.7 At the award stage of an undergraduate programme, and on a level 7 programme, classification cannot be improved by [compensation](#) or successful referral of failed module/s.
- 4.1.8 A student who has completed the requirements for a named award cannot re-register for the same award to improve the classification attained.

## 4.2 Progression at an intermediate stage of a part-time programme

- 4.2.1 The requirements for progression on part-time programmes are specified in section 10.
- 4.2.2 Only in exceptional circumstances may a PAB permit a student to trail a module, ie to progress to the next stage still needing to complete all the current requirements, including professional elements.
- 4.2.3 Failed module/s will be referred (section 4.4).

## 4.3 [Compensation](#) for module failure on a part-time programme

- 4.3.1 Compensation for module failure is permitted at the award stage of a part-time programme but not at an intermediate stage (unless a student exits with a lower level award or on a postgraduate programme where taught modules are completed at an intermediate stage and the award stage comprises the masters project/dissertation only). The following non-discretionary rules apply:
  - i. At the award stage of programmes, classification cannot be improved by compensation.
  - ii. Compensation cannot be applied to a 60 credit award.
  - iii. The number of failed credits must not exceed the maximum number of compensatable credits (section 4.3.2).
  - iv. All assessment component/s must have been completed at the first and/or referral attempt (section 2.1.2).
  - v. The module mark must be at least 30%; a failed pass/fail module cannot be compensated.
  - vi. Compensation should not be used where personal extenuating circumstances have been approved (section 7).
  - vii. Compensation should not be used for modules determined as non-compensatable at validation, to a maximum of 40 credits per level.
  - viii. Module/s failed due to [academic misconduct](#) cannot be compensated (Appendix 1).
- 4.3.2 The number of credits which will be compensated will depend on the number of credits of current learning at the level of the award as indicated below. This may include credits at the [award level](#) attained at an intermediate stage of the programme. Section 10 specifies the level of each award.

	Number of credits of <a href="#">current learning</a> in level	Maximum number of credits that can be compensated
Undergraduate	≤60	0

programmes and Integrated Masters degrees	>60 and <100	10
	≥100 and ≤120	20
Other postgraduate programmes	≤60	0
	>60 and <100	10
	≥100	20

4.3.3 When a failed module is compensated, credit is awarded for the module and the module pass mark is recorded.

#### 4.4. [Referral](#) on a part-time programme

4.4.1 At the end of an intermediate stage of a part-time programme, a student will be referred in all failed modules.

4.4.2 At the award stage of a part-time programme, if all failed modules cannot be compensated, the student will be referred.

4.4.3 Modules will also be referred where:

- i. the module has been failed due to [academic misconduct](#) (section 4.3.1viii)
- ii. the module pass mark has been attained but an assessment component/s has not been completed (section 2.1.2)
- iii. the module pass mark has been attained but failed assessment component/s must be referred to meet specified programme requirements (section 2.1.3).

4.4.4 The referral opportunity will normally take place after the end of stage PAB.

4.4.5 A student who passes a module after referral will be awarded the module pass mark (40% for modules at level 6 and below; 50% for level 7 modules) but at the award stage of programmes, successful referral cannot improve the subsequent classification of the award.

4.4.6 Any student who is eligible for referral but not able to take this opportunity will be permitted to resit at the next scheduled sitting of the module assessment. This will normally entail suspension of progression on the programme until the stage has been successfully completed and the student is eligible to proceed.

#### 4.5 Failure on a part-time programme

4.5.1 A student who fails at an intermediate stage of the programme after referral will normally be allowed one further attempt by re-registering for the failed module/s and repeating them as if for the first time. A student may be permitted to retrieve such failure with or without attendance. The mark gained at that attempt will be awarded in full; a referral opportunity is available.

4.5.2 Progression on the programme will be suspended until the student has successfully completed the stage and is eligible to proceed. On part-time Masters programmes with a [progression point](#) after the taught component, progression to the Masters dissertation will be suspended.

4.5.3 A student who has exhausted [reassessment](#) opportunities is not eligible for progression and will have failed the programme.

4.5.4 A student who fails at the award stage after referral cannot re-register for the original award to have a further attempt to attain that award unless permitted due to approved extenuating circumstances (section 7).

4.5.5 A student who fails to complete an award for which s/he is registered will, if qualified, be granted a lower level award (section 1.13).

## 5. Distinction/commendation

### 5.1 General principles

- 5.1.1 The BTEC Higher National Certificate (section 10.5) is available with distinction and merit. Distinction and commendation are available to all other taught awards except Honours and Integrated Masters classified degrees (sections 9/10).
- 5.1.2 For postgraduate programmes, level 6 credits are excluded from the overall average calculation for classification of distinction or commendation (see also section 2.3.2).
- 5.1.3 With the exception of the honours degree where this is a lower level award from an Integrated Masters degree (section 9.16/10.17), a lower level award (section 1.13) is available with distinction and commendation if it comprises a sub-set of prescribed modules defined in the programme specification. A 60 credit lower level award comprising non-specific taught modules will be unclassified.

### 5.2 Distinction

- 5.2.1 A distinction will be awarded to a student who has attained an overall average of 70% or more from the qualifying credits at the first attempt.
- 5.2.2 The marks profile of a student is regarded as borderline where the overall average at the first attempt is 67-69%. A student will be awarded a distinction if:
- the overall average at the first attempt is 69% and a mark of 70% or more has been attained in at least half of the graded credits
  - the overall average is 67/68% and a mark of 70% or more has been attained in the majority of the graded credits.

### 5.3 Commendation

- 5.3.1 A commendation will be awarded to a student who has attained an overall average of 60-69% from the qualifying credits at the first attempt.
- 5.3.2 On undergraduate programmes, the marks profile of a student is regarded as borderline where the overall average at the first attempt is 58/59%. A commendation will be awarded if:
- the overall average at the first attempt is 59% and a mark of 60% or more has been attained in half of the graded credits
  - the overall average is 58%, and a mark of 60% or more has been attained in the majority of graded credits.
- 5.3.3 On postgraduate programmes, a commendation will be awarded if an average of 59% has been attained across level 7 modules at the first attempt and a mark of 60% or more has been attained in half of the graded level 7 credits.

## 6. Late submission of work

- 6.1 A student may apply for an extension of time to complete assessed coursework if there are personal circumstances which are unforeseen and unpreventable and have a serious effect on the student's ability to submit the work by the published hand-in deadline.
- 6.2 The student must submit an 'Application for Authorisation for Late Submission of Assessed Work' before the hand-in deadline. Appropriate medical certification, or other relevant evidence confirming the circumstances, must be provided. Guidance is available to students from the web page [assessment documentation for students](#) which can be accessed from the *Information for Students* section of MyNorthumbria. The student's Programme Leader<sup>2</sup>

---

<sup>2</sup> or other designated member of staff.

is responsible for the authorisation of a late submission, which should not normally extend beyond the end of the last week of the relevant academic session or beyond the date when assessment feedback is issued to the student cohort, where this is earlier.

- 6.3 Coursework submitted after the published hand-in deadline without approval will be regarded as not having been completed. A mark of zero will be awarded for the assessment and the module will be failed, irrespective of the overall module mark (section 1.5/1.8).

## 7. Personal extenuating circumstances

- 7.1 Students are responsible for informing the [Progression and Awards Board](#) (PAB) of any serious personal extenuating circumstances which they feel might have significantly affected their performance in examinations or other forms of assessment. Personal extenuating circumstances should cover situations that are both unforeseen and unpreventable.
- 7.2 A personal extenuating circumstances (PEC) claim must be submitted as soon as possible and no later than the published Faculty deadline for the period in which the affected work is assessed (eg semester 1). Appropriate medical certification, or other relevant evidence confirming the circumstances, must be provided. Guidance is available to students from the web page [assessment documentation for students](#) which can be accessed from the *Information for Students* section of MyNorthumbria.
- 7.3 If a student is unable to submit work by the assessment deadline, or to attend an examination, because of extenuating circumstances s/he must register intention to submit a PEC claim with the Faculty Office as soon as practicable. The PEC claim and supporting evidence should then be submitted as soon as possible and within published deadlines.
- 7.4 PEC claims received after the relevant published deadline will not normally be considered unless there is a valid reason for submitting late, which can be evidenced. PEC claims received after the PAB has determined end of stage results can only be considered under the Appeals procedure (see Handbook of Student Regulations, section 7 at <http://www.northumbria.ac.uk/static/5007/uso/section7.pdf>).
- 7.5 Where personal extenuating circumstances cause a student to be absent for up to 10 working days during teaching, it will normally be expected that the student will make good this time through additional study unless it is close to the assessment submission or examination date.
- 7.6 The procedure for late approved submission should be used to request a short extension to the assessment deadline for coursework (section 6.1/6.2).
- 7.7 PEC claims are considered by the PEC sub-committee of the PAB which decides whether to accept or reject the claim. This is normally held at the end of an assessment period. Accepted claims are taken into consideration by the PAB which is normally held at the end of the academic stage. Possible outcomes are as follows:
- i. If the module is passed and the student is at a progression stage no action will normally be taken, although the circumstances will be taken into account when the award is determined if relevant.
  - ii. The student is given a deferral (ie additional first sit) opportunity. The mark for the re-assessed work will count in full even if lower than the original mark. If the affected assessment is a resit, the student may be permitted to resit as if for the first time.
  - iii. In exceptional cases a module pass may be awarded taking into account any work completed, the overall profile of marks and the requirement that all components of assessment must be completed (section 1.5.2).
  - iv. Where it is deemed that extenuating circumstances have had a major impact, the student may be given the opportunity to repeat part or all of the academic stage.
  - v. If the PAB is satisfied that there is sufficient evidence of the student's achievement at the award stage, the student may be recommended for the award (and classification if relevant) for which s/he is a candidate.

- vi. Where further evidence is thought to be necessary the PAB may assess the student by whatever means it considers appropriate. It may exercise discretion on the form of re-assessment provided the student is not put in a position of unfair advantage over other candidates for the award.
- vii. An Aegrotat award may be recommended when a PAB does not have enough evidence of the student's performance to be able to recommend the intended award, but is satisfied that the student would otherwise have reached the required standard for an unclassified Aegrotat award.

## **8. Technical extenuating circumstances**

- 8.1 Technical extenuating circumstances affecting the conduct of an examination or assessment may affect individual students or groups of students. They will normally be considered and resolved at the [Module Examination Board](#) (MEB) as part of the marks confirmation process.
- 8.2 Changes to marks at the MEB as an outcome of technical extenuating circumstances will be based on consideration of statistical evidence which may include:
  - data from a previous operation of the module, for example average marks
  - the extent of the effect of the technical extenuating circumstance in comparison to the performance of any students on the module who were not affected by the technical extenuating circumstance
  - the performance of the same group of students on other components of assessment on the module, or on a comparable module/s.

<b>9.</b>	<b>Full-time <u>awards</u> and their classification</b>
<p>The regulations for Northumbria awards, their qualification level<sup>3</sup>, standard credit requirements, progression and available lower level awards are specified below. Programmes may be approved with some lower or higher level credit in accordance with the Higher Education Credit Framework for England guidance<sup>4</sup> and section 5.2.2 of the Modular Framework for Northumbria Awards<sup>5</sup>.</p>	

<b>9.1</b>	<b>Foundation Certificate (full-time)</b>
Award level	Level 3.
Credit required	60 credits. Maximum 20 at level 2; minimum 40 at level 3.
Progression	Not applicable.
Award	To achieve the award a student must attain the 60 credits and obtain an overall average of at least 30% at the first attempt. Any referred modules must be passed (section 3.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.2</b>	<b>Foundation Diploma (full-time)</b>
Award level	Level 3.
Credit required	120 credits at level 3.
Progression	Not applicable.
Award	To achieve the award a student must attain the 120 credits and obtain an overall average of at least 30% at the first attempt. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Lower level award	Foundation Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.3</b>	<b>Certificate (full-time)</b>
FHEQ level	Level 4.
Credit required	60 credits. Maximum 20 at level 3; minimum 40 at level 4.
Progression	Not applicable.
Award	To achieve the award a student must attain the 60 credits and obtain an overall average of at least 30% at the first attempt. Any referred modules must be passed (section 3.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.

<sup>3</sup> as specified in the 'Framework for Higher Education Qualifications in England, Wales and Northern Ireland' (FHEQ), available at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>.

<sup>4</sup> <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Higher-education-credit-framework-for-England-guidance-on-academic-credit-arrangements-in-higher-education-in-England-August.aspx>

<sup>5</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/>

Classification	Distinction/Commendation rules apply (section 5).
----------------	---

<b>9.4</b>	<b>Certificate of Higher Education (full-time)</b>
FHEQ level	Level 4.
Credit required	120 credits at level 4. <sup>6</sup>
Progression	Not applicable.
Award	To achieve the award a student must attain the 120 credits and obtain an overall average of at least 30% at the first attempt. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Lower level award	Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.5</b>	<b>Diploma (full-time)</b>
FHEQ level	Level 5.
Credit required	60 credits at level 5.
Progression	Not applicable.
Award	To achieve the award a student must attain the 60 credits and obtain an overall average of at least 40% at the first attempt. Any referred modules must be passed (section 3.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.6</b>	<b>Diploma of Higher Education (full-time)</b>
FHEQ level	Level 5.
Credit required	240 credits. 120 at level 4; 120 at level 5. <sup>6</sup>
Progression	A student will progress to level 5 on the attainment of 120 credits at level 4. An overall level 4 average of at least 30% at the first attempt is required. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Award	To achieve the award a student must attain the 240 credits and obtain an overall average of at least 40% on all level 5 modules at the first attempt. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Lower level award	Certificate of Higher Education.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>9.7</b>	<b>Foundation Degree (full-time)</b>
FHEQ level	Level 5.
Credit required	240 credits. 120 at level 4; 120 at level 5. <sup>7</sup>

<sup>6</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/>

Progression	A student will progress to level 5 on the attainment of 120 credits at level 4. An overall level 4 average of at least 30% at the first attempt is required. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Award	To achieve the award a student must attain the 240 credits and obtain an overall average of at least 40% on all level 5 modules at the first attempt. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Lower level award	Certificate of Higher Education.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>9.8</b>	<b>Advanced Diploma of Higher Education (full-time)</b>
FHEQ level	Level 6.
Credit required	300 credits. 120 at level 4; 120 at level 5; 60 at level 6. <sup>7</sup>
Progression	A student will progress to level 5 on the attainment of 120 credits at level 4, and to level 6 on the attainment of 120 credits at level 5. An overall average of at least 30% at the first attempt is required at level 4. An overall average of at least 40% at the first attempt is required at level 5. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Award	To achieve the award a student must attain the 300 credits and obtain an overall average of at least 40% on all level 6 modules at the first attempt. Any referred modules must be passed (section 3.4). No credits can be compensated at the 60 credit award level.
Lower level award	Certificate of Higher Education, Diploma of Higher Education.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>9.9</b>	<b>Advanced Diploma (full-time)</b>
FHEQ level	Level 6.
Credit required	60 credits at level 6.
Progression	Not applicable.
Award	To achieve the award a student must attain the 60 credits and obtain an overall average of at least 40% at the first attempt. Any referred modules must be passed (section 3.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.10</b>	<b>Ordinary Degree (full-time)</b>
FHEQ level	Level 6.
Credit required	300 credits. 120 at level 4; 120 at level 5; 60 at level 6. <sup>8</sup>
Transfer from Honours	Regulations permitting transfer to the Ordinary degree after failure on an Honours degree were phased out in 2007/08.

<sup>7</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Progression	A student will progress to level 5 on the attainment of 120 credits at level 4, and to level 6 on the attainment of 120 credits at level 5. An overall average of at least 30% at the first attempt is required at level 4. An overall average of at least 40% at the first attempt is required at level 5. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Award	To achieve the award a student must attain the 300 credits and obtain an overall average of at least 40% on all level 6 modules at the first attempt. Any referred modules must be passed (section 3.4). No credits can be compensated at the 60 credit award level.
Lower level awards	Certificate of Higher Education, Diploma of Higher Education.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>9.11</b>	<b>Honours Degree (full-time)</b>	
FHEQ level	Level 6.	
Credit required	360 credits. 120 at level 4; 120 at level 5; 120 at level 6. <sup>8</sup>	
Progression	A student will progress to level 5 on the attainment of 120 credits at level 4, and to level 6 on the attainment of 120 credits at level 5. An overall average of at least 30% at the first attempt is required at level 4. An overall average of at least 40% at the first attempt is required at level 5. Compensation and referral are subject to the regulations in sections 3.3/3.4.	
Award	To achieve the award a student must attain the 360 credits and obtain an average of at least 40% at level 6 at the first attempt. Compensation and referral are subject to the regulations in sections 3.3/3.4.	
Lower level awards	Certificate of Higher Education, Diploma of Higher Education.	
Classification	Classification is determined as follows:	
	<b>First class honours</b>	Average mark of 70% or above
	<b>Second class honours, upper division</b>	Average mark of at least 60% but less than 70%
	<b>Second class honours, lower division</b>	Average mark of at least 50% but less than 60%
	<b>Third class honours</b>	Average mark of at least 40% but less than 50%
	Where an overall average of at least 40% has not been achieved at level 6, a Pass degree will be awarded if at least 60 level 6 credits have been attained.	
Calculation of classification	The Honours degree classification is computed on the basis of the most favourable outcome to the student using the averaged mark of <b>either</b> the qualifying modules in levels 6:5 weighted 60:40 <b>or</b> the qualifying modules in level 6 only.	

<sup>8</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Borderline classification	<p>The marks profile of a student is regarded as borderline where the average mark is not more than 2% below a boundary between classes of degree with the exception of the boundary between Second class honours, upper division and First class honours where the margin is 3%. The higher class of degree is awarded:</p> <ul style="list-style-type: none"> <li>• if an average mark of 69%, 59% or 49% has been attained and half of the graded credits at level 6 lie on or above the appropriate boundary</li> <li>• if the majority of graded credits at level 6 lie on or above the appropriate boundary.</li> </ul> <p>If this is not the case, the lower class of degree is awarded.</p> <p>Modules validated as pass/fail are excluded from consideration of borderline classification.</p> <p>The borderline classification rules apply to all Honours degree classifications, however calculated, except at the fail/third class boundary (where the 40% level 6 average minimum requirement cannot be met).</p>
Classification for Honours programmes containing more than 240 level 5/6 qualifying credits	<p>Where a programme includes additional level 5 and 6 percentage graded modules (eg 480 credit Honours programmes) then the marks from all such modules will contribute towards classification. The contribution of such additional modules to the classification is based on a pro rata application of the 60:40 weighting <b>or</b> on all level 6 credits as outlined under 'Calculation of classification' above.</p> <p>The pro rata application of the 60:40 weighting of a programme which has 240 level 5 credits and 120 level 6 credits will be as follows:</p> $\frac{((240 \times 0.4 \times \text{level 5 average}) + (120 \times 0.6 \times \text{level 6 average}))}{((240 \times 0.4) + (120 \times 0.6))}$

<b>9.12</b>	<b>Professional Graduate Certificate in Education (full-time)</b>
FHEQ level	Level 6.
Credit required	120 credits at level 6.
Progression	Not applicable.
Award	<p>To achieve the award all modules must be passed and the assessments associated with professional competence must be completed to a satisfactory standard. The requirements for reassessment of failed modules are specified in programme documentation.</p> <p>No compensation is permitted.</p>
Lower level award	Graduate Certificate.
Classification	Not applicable; all modules are designated pass/fail.

<b>9.13</b>	<b>Graduate Certificate (full-time)</b>
FHEQ level	Level 6.
Credit required	60 credits at level 6.
Progression	Not applicable.
Award	<p>To achieve the award a student must attain the 60 credits and obtain an overall average of at least 40% at the first attempt.</p> <p>Any referred modules must be passed (section 3.4).</p> <p>No credits can be compensated in this 60 credit award.</p>
Lower level award	Not applicable.

Classification	Distinction/Commendation rules apply (section 5).
----------------	---

<b>9.14</b>	<b>Graduate Diploma (full-time)</b>
FHEQ level	Level 6.
Credit required	120 credits at level 6. <sup>9</sup>
Progression	Not applicable.
Award	To achieve the award a student must attain the 120 credits and obtain an overall average of at least 40% at the first attempt. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Lower level award	Graduate Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.15</b>	<b>Master of Architecture (full-time)</b>
FHEQ level	Level 7.
Credit required	240 credits. 120 at level 6; 120 at level 7.
Progression	A student will progress to level 7 on the attainment of 120 credits at level 6. An overall average of at least 40% at the first attempt is required at level 6. Referral is subject to the regulations in section 3.4.
Award	To achieve the award a student must attain the 240 credits, and obtain an overall average of at least 45% at level 7 at the first attempt to be eligible for referral. Referral is subject to the regulations in section 3.4. Any referred modules must be passed. Compensation rules (section 3.3) apply to the lower level award of Graduate Diploma only.
Lower level awards	Graduate Certificate, Graduate Diploma, Postgraduate Certificate.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>9.16</b>	<b>Integrated Masters Degree (full-time)</b>
FHEQ level	Level 7.
Credit required	480 credits. 120 at level 4; 120 at level 5; 120 at level 6; a minimum of 120 at level 7. <sup>10</sup>
Progression	A student will progress to level 5 on the attainment of 120 credits at level 4, to level 6 on the attainment of 120 credits at level 5 and to level 7 on the attainment of 120 credits at level 6. An overall average of at least 30% at the first attempt is required at level 4. An overall average of at least 40% at the first attempt is required at levels 5 and 6. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Award	To achieve the award a student must attain the 480 credits and obtain an average of at least 50% at level 7 at the first attempt. Compensation and referral are subject to the regulations in sections 3.3/3.4.

<sup>9</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Lower level awards	Certificate of Higher Education, Diploma of Higher Education, Honours Degree, Postgraduate Certificate.	
Classification	Classification is determined as follows:	
	<b>First class honours</b>	Average mark of 70% or above
	<b>Second class honours, upper division</b>	Average mark of at least 60% but less than 70%
	<b>Second class honours, lower division</b>	Average mark of at least 50% but less than 60%
	Where an overall average of at least 50% has not been achieved at level 7, a Postgraduate Certificate will be awarded if at least 60 level 7 credits have been attained. The relevant Bachelor's degree will also be awarded on the basis of <a href="#">current learning</a> , classified in accordance with the principles for Honours degree programmes.	
Calculation of classification	The Honours degree classification is computed on the basis of the most favourable outcome to the student using the averaged mark of <b>either</b> the qualifying modules in levels 7:6 weighted 60:40 <b>or</b> the qualifying modules in level 7 only.	
Borderline classification	<p>The marks profile of a student is regarded as borderline where the average mark is not more than 3% below the boundary between Second class honours, upper division and First class honours or 2% below the boundary between Second class honours, lower division and Second class honours, upper division. The higher class of degree is awarded:</p> <ul style="list-style-type: none"> <li>• if an average mark of 69% or 59% has been attained and half of the graded credits at level 7 lie on or above the appropriate boundary</li> <li>• if the majority of graded credits at level 7 lie on or above the appropriate boundary.</li> </ul> <p>If this is not the case, the lower class of degree is awarded.</p> <p>Modules validated as pass/fail are excluded from consideration of borderline classification.</p> <p>The borderline classification rules apply to all Integrated Master degree classifications, however calculated, except at the fail/second class honours, lower division boundary (where the 50% level 7 average minimum requirement cannot be met).</p>	

<b>9.17</b>	<b>Postgraduate Certificate in Education (full-time)</b>
FHEQ level	Level 7.
Credit required	120 credits, Maximum 80 at level 6; minimum 40 at level 7.
Progression	Not applicable.
Award	To achieve the award all modules must be passed and the assessments associated with professional competence must be completed to a satisfactory standard. The regulations for reassessment of failed modules are specified in programme documentation.  No compensation is permitted.
Lower level awards	Professional Graduate Certificate in Education, Postgraduate Certificate, Graduate Certificate.
Classification	Not applicable; all modules are designated pass/fail.

<b>9.18</b>	<b>Postgraduate Certificate (full-time)</b>
FHEQ level	Level 7.

Credit required	60 credits. Maximum 20 at level 6; minimum 40 at level 7.
Progression	Not applicable.
Award	To achieve the award a student must attain the 60 credits and obtain an overall average at level 7 of at least 45%. Referral is subject to the regulations in section 3.4. Any referred modules must be passed. No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.19</b>	<b>Postgraduate Diploma (full-time)</b>
FHEQ level	Level 7.
Credit required	120 credits at level 7. <sup>10</sup>
Progression	Not applicable.
Award	To achieve the award a student must attain the 120 credits and obtain an overall average at level 7 of at least 45%. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Lower level award	Postgraduate Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.20</b>	<b>Masters Degrees (full-time)</b> Includes Master of Research; excludes Master of Fine Art
FHEQ level	Level 7.
Credit required	180 credits at level 7. <sup>11</sup>
Progression	Only applicable where a progression point has been approved after 120 credits have been completed (sections 3.2.3/4). A student will progress to the project/dissertation on the attainment of 120 credits. An overall level 7 average of at least 45% at the first attempt is required. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Award	To achieve the award a student must attain the 180 credits. Compensation and referral are subject to the regulations in sections 3.3/3.4.
Lower level awards	Postgraduate Certificate, Postgraduate Diploma.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.21</b>	<b>Master of Fine Art (full-time)</b>
FHEQ level	Level 7.
Credit required	240 credits at level 7.

<sup>10</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Progression	There is a progression point after 120 credits have been completed (sections 3.2.3/4). Referral is subject to the regulations in section 3.3. No credits will be compensated on this award as it comprises modules of 30 credits or more.
Award	To achieve the award a student must attain the 240 credits. Referral is subject to the regulations in section 3.3. No credits may be compensated on this award as it comprises modules of 30 credits or more.
Lower level awards	Postgraduate Certificate in Fine Art Practice, Postgraduate Diploma in Fine Art Practice.
Classification	Distinction/Commendation rules apply (section 5).

<b>9.22</b>	<b>Professional Doctorate Programmes (full-time)</b>
See Professional Doctorate Award Regulations at <a href="http://northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/">http://northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/</a>	
FHEQ level	Level 8.
Credit required	540 Credits. 360 at level 8; 180 at level 7. <sup>11</sup>
Progression	See Professional Doctorate Award Regulations.
Award	These regulations apply to the taught component of the award. The research component is examined according to the Professional Doctorate Award Regulations.
Lower level awards	Postgraduate Certificate, Postgraduate Diploma, Masters Degree.
Classification	Distinction/Commendation rules apply to lower level awards as for taught awards (section 5).

<b>9.23</b>	<b>Completion Awards (full-time)</b>
<p>A student may enter an existing undergraduate or postgraduate programme with advanced standing, or be admitted on to a free-standing undergraduate or postgraduate completion award. The student will be assessed on the basis of the regulations applying to the specific award as described above.</p> <p>The following points apply to free-standing completion awards:</p> <ul style="list-style-type: none"> <li>• <a href="#">Current learning</a> for an award will comprise at least 60 credits.</li> <li>• The award and classification are based on current learning (ie learning undertaken on the completion award only). In the case of completion to Honours, the calculation of the Honours classification is based on the classification principles for Honours programmes (section 9.11/9.16), irrespective of the number of credits in the completion award.</li> <li>• Where current learning is 120 credits, compensation is available as described in section 3.3.</li> <li>• Where current learning is only 60 credits, all modules must be passed either at the first attempt or on referral: compensation is not available for 60 credit awards. Referral opportunities are described in section 3.4.</li> </ul>	

<sup>11</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

<b>10.</b>	<b>Part-time <a href="#">awards</a> and their classification</b>
------------	--

The regulations for Northumbria awards, their qualification level<sup>12</sup>, standard credit requirements, progression and available lower level awards are specified below. Programmes may be approved with some lower or higher level credit in accordance with the Higher Education Credit Framework for England guidance<sup>13</sup> and section 5.2.2 of the Modular Framework for Northumbria Awards<sup>14</sup>.

<b>10.1</b>	<b>Foundation Certificate (part-time)</b>
Award level	Level 3.
Credit required	60 credits. Maximum 20 at level 2; minimum 40 at level 3.
Progression	Applicable only on programmes with an intermediate stage. Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 60 credits. All modules failed at the first attempt will be referred (section 4.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.2</b>	<b>Foundation Diploma (part-time)</b>
Award level	Level 3.
Credit required	120 credits at level 3. <sup>15</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 120 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.
Lower level award	Foundation Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.3</b>	<b>Certificate (part-time)</b>
FHEQ level	Level 4.
Credit required	60 credits. Maximum 20 at level 3; minimum 40 at level 4.

<sup>12</sup> as specified in the 'Framework for Higher Education Qualifications in England, Wales and Northern Ireland' (FHEQ), available at: <http://www.gaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>.

<sup>13</sup> <http://www.gaa.ac.uk/Publications/InformationAndGuidance/Pages/Higher-education-credit-framework-for-England-guidance-on-academic-credit-arrangements-in-higher-education-in-England-Aug0.aspx>.

<sup>14</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/>.

Progression	Applicable only on programmes with an intermediate stage. Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 60 credits. Modules failed at the first attempt will be referred (section 4.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.4</b>	<b>Certificate of Higher Education (part-time)</b>
FHEQ level	Level 4.
Credit required	120 credits at level 4. <sup>15</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 120 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.
Lower level award	Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.5</b>	<b>Higher National Certificate (part-time)</b>
FHEQ level	Level 4.
Credit required	120 credits at level 4.
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).

<sup>15</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Grades	The following grades apply to all modules within programmes of study leading to BTEC/Pearson (Edexcel) awards:	
	<b>Grade</b>	<b>Criteria</b>
	Distinction (70%)	Outstanding in all major areas of the module as defined by principal objectives
	Merit (55%)	<b>Either</b> significantly better than pass in all areas of the module <b>or</b> outstanding in some areas with pass performance in others
	Pass (40%)	Satisfactory performance in all major areas as defined by principal objectives
	Referred (under 40%)	Below pass standard but judged likely to succeed after a short period of further work and reassessment
	Fail (under 40%)	Below pass standard and judged to need a repeat course of study and reassessment.
Award	To achieve the award a student must attain the 120 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.	
Lower level award	Certificate.	
Classification	Distinction rules apply (section 5). Merit is awarded if an average of at least 55% is attained; borderline regulations do not apply.	

<b>10.6</b>	<b>Diploma (part-time)</b>
FHEQ level	Level 5.
Credit required	60 credits at level 5.
Progression	Applicable only on programmes with an intermediate stage. Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 60 credits. All modules failed at the first attempt will be referred (section 4.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.7</b>	<b>Diploma of Higher Education (part-time)</b>
FHEQ level	Level 5.
Credit required	240 credits. 120 at level 4; 120 at level 5. <sup>16</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 240 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.

<sup>16</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Lower level award	Certificate of Higher Education. Compensation is subject to the regulations in section 4.3.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>10.8</b>	<b>Foundation Degree (part-time)</b>
FHEQ level	Level 5.
Credit required	240 credits. 120 at level 4; 120 at level 5. <sup>17</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 240 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.
Lower level award	Certificate of Higher Education. Compensation is subject to the regulations in section 4.3.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>10.9</b>	<b>Advanced Diploma of Higher Education (part-time)</b>
FHEQ level	Level 6.
Credit required	300 credits. 120 at level 4; 120 at level 5; 60 at level 6. <sup>18</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 300 credits. Modules failed at the first attempt will be referred (section 4.4). No credits can be compensated at the 60 credit award level.
Lower level awards	Certificate of Higher Education, Diploma of Higher Education. Compensation is subject to the regulations in section 4.3.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>10.10</b>	<b>Advanced Diploma (part-time)</b>
FHEQ level	Level 6.
Credit required	60 credits at level 6.
Progression	Applicable only on programmes with an intermediate stage. Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).

<sup>17</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Award	To achieve the award a student must attain the 60 credits. Modules failed at the first attempt will be referred (section 4.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.11</b>	<b>Ordinary Degree (part-time)</b>
FHEQ level	Level 6.
Credit required	300 credits. 120 at level 4; 120 at level 5; 60 at level 6. <sup>18</sup>
Transfer from Honours	Regulations permitting transfer to the Ordinary degree after failure on an Honours degree were phased out in 2007/08.
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 300 credits. Modules failed at the first attempt will be referred (section 4.4). No credits can be compensated at the 60 credit award level.
Lower level awards	Certificate of Higher Education, Diploma of Higher Education. Compensation is subject to the regulations in section 4.3.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>10.12</b>	<b>Honours Degree (part-time)</b>
FHEQ level	Level 6.
Credit required	360 credits. 120 at level 4; 120 at level 5; 120 at level 6. <sup>19</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 360 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.
Lower level awards	Certificate of Higher Education, Diploma of Higher Education. Compensation is subject to the regulations in section 4.3.

<sup>18</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Classification	Classification is determined as follows:	
	<b>First class honours</b>	Average mark of 70% or above
	<b>Second class honours, upper division</b>	Average mark of at least 60% but less than 70%
	<b>Second class honours, lower division</b>	Average mark of at least 50% but less than 60%
	<b>Third class honours</b>	Average mark of at least 40% but less than 50% or attainment of 360 credits following compensation and referral
	If, following compensation and referral, the student has not attained the 360 credits required for the award, a Pass degree will be awarded if at least 60 level 6 credits have been attained.	
Calculation of classification	The Honours degree classification is computed on the basis of the most favourable outcome to the student using the averaged mark of <b>either</b> the qualifying modules in levels 6:5 weighted 60:40 <b>or</b> the qualifying modules in level 6 only.	
Borderline classification	<p>The marks profile of a student is regarded as borderline where the average mark is not more than 2% below a boundary between classes of degree with the exception of the boundary between Second class honours, upper division and First class honours where the margin is 3%. The higher class of degree is awarded:</p> <ul style="list-style-type: none"> <li>• if an average mark of 69%, 59% or 49% has been attained and half of the graded credits at level 6 lie on or above the appropriate boundary</li> <li>• if the majority of graded credits at level 6 lie on or above the appropriate boundary.</li> </ul> <p>If this is not the case, the lower class of degree is awarded.</p> <p>Modules validated as pass/fail are excluded from consideration of borderline classification.</p> <p>The borderline classification rules apply to all Honours degree classifications, however calculated, except at the fail/third class boundary.</p>	
Classification for Honours programmes containing more than 240 level 5/6 qualifying credits	<p>Where a programme includes additional level 5 and 6 percentage <a href="#">graded modules</a> (eg 480 credit Honours programmes) then the marks from all such modules will contribute towards classification. The contribution of such additional modules to the classification is based on a pro rata application of the 60:40 weighting <b>or</b> on all level 6 credits as outlined under 'Calculation of classification' above.</p> <p>The pro rata application of the 60:40 weighting of a programme which has 240 level 5 credits and 120 level 6 credits will be as follows:</p> $\frac{((240 \times 0.4 \times \text{level 5 average}) + (120 \times 0.6 \times \text{level 6 average}))}{((240 \times 0.4) + (120 \times 0.6))}$	

<b>10.13</b>	<b>Professional Graduate Certificate in Education (part-time)</b>
FHEQ level	Level 6.
Credit required	120 credits at level 6.
Progression	<p>Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4).</p> <p>No compensation is permitted.</p>

Award	To achieve the award all modules must be passed and the assessments associated with professional competence must be completed to a satisfactory standard. The requirements for reassessment of failed modules are specified in programme documentation. No compensation is permitted.
Lower level award	Graduate Certificate.
Classification	Not applicable; all modules are designated pass/fail.

<b>10.14</b>	<b>Graduate Certificate (part-time)</b>
FHEQ level	Level 6.
Credit required	60 credits at level 6.
Progression	Applicable only on programmes with an intermediate stage. Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 60 credits. All modules failed at the first attempt will be referred (section 4.4). No credits can be compensated in this 60 credit award.
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.15</b>	<b>Graduate Diploma (part time)</b>
FHEQ level	Level 6.
Credit required	120 credits at level 6. <sup>19</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 120 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.
Lower level award	Graduate Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.16</b>	<b>Master of Architecture (part-time)</b>
FHEQ level	Level 7.
Credit required	240 credits. 120 at level 6; 120 at level 7.
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).

<sup>19</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Award	To achieve the award a student must attain the 240 credits. Referral is subject to the regulations in sections 4.4. Any referred modules must be passed. Compensation is not applicable on this award.
Lower level awards	Graduate Certificate, Graduate Diploma, Postgraduate Certificate. Compensation is applicable to the lower level award of Graduate Diploma only and is subject to the regulations in section 4.3.
Classification	Distinction/Commendation rules apply (section 5), determined by overall average at the final level of the award.

<b>10.17</b>	<b>Integrated Masters Degree (part-time)</b>	
FHEQ level	Level 7.	
Credit required	480 credits. 120 at level 4; 120 at level 5; 120 at level 6; a minimum of 120 at level 7. <sup>20</sup>	
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).	
Award	To achieve the award a student must attain the 480 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.	
Lower level awards	Certificate of Higher Education, Diploma of Higher Education, Honours Degree, Postgraduate Certificate. Compensation is subject to the regulations in section 4.3.	
Classification	Classification is determined as follows:	
	<b>First class honours</b>	Average mark of 70% or above
	<b>Second class honours, upper division</b>	Average mark of at least 60% but less than 70%
	<b>Second class honours, lower division</b>	Average mark of at least 50% but less than 60% or attainment of 480 credits following referral and compensation
	If, following compensation and referral, the student has not attained the 480 credits required for the award, a Postgraduate Certificate will be awarded if at least 60 level 7 credits have been attained.  The relevant Bachelor's degree will also be awarded on the basis of <a href="#">current learning</a> , classified in accordance with the principles for Honours degree programmes.	
Calculation of classification	The Honours degree classification is computed on the basis of the most favourable outcome to the student using the averaged mark of <b>either</b> the qualifying modules in levels 7:6 weighted 60:40 <b>or</b> the qualifying modules in level 7 only.	

Borderline classification	<p>The marks profile of a student is regarded as borderline where the average mark is not more than 3% below the boundary between Second class honours, upper division and First class honours or 2% below the boundary between Second class honours, lower division and Second class honours, upper division. The higher class of degree is awarded:</p> <ul style="list-style-type: none"> <li>• if an average mark of 69% or 59% has been attained and half of the graded credits at level 7 lie on or above the appropriate boundary</li> <li>• if the majority of graded credits at level 7 lie on or above the appropriate boundary.</li> </ul> <p>If this is not the case, the lower class of degree is awarded.</p> <p>Modules validated as pass/fail are excluded from consideration of borderline classification.</p>
---------------------------	---

<b>10.18</b>	<b>Postgraduate Certificate in Education (part-time)</b>
FHEQ level	Level 7.
Credit required	120 credits, Maximum 80 at level 6; minimum 40 at level 7.
Progression	<p>Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4).</p> <p>Compensation is not applicable (section 4.3.1).</p>
Award	<p>To achieve the award all modules must be passed and the assessments associated with professional competence must be completed to a satisfactory standard. The regulations for reassessment of failed modules are specified in programme documentation.</p> <p>No compensation is permitted.</p>
Lower level awards	Professional Graduate Certificate in Education, Postgraduate Certificate, Graduate Certificate.
Classification	Not applicable; all modules are designated pass/fail.

<b>10.19</b>	<b>Postgraduate Certificate (part-time)</b>
FHEQ level	Level 7.
Credit required	60 credits. Maximum 20 at level 6; minimum 40 at level 7.
Progression	<p>Applicable only on programmes with an intermediate stage. Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4).</p> <p>Compensation is not applicable (section 4.3.1).</p>
Award	<p>To achieve the award a student must attain the 60 credits. All modules failed at the first attempt will be referred (section 4.4).</p> <p>No credits can be compensated in this 60 credit award.</p>
Lower level award	Not applicable.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.20</b>	<b>Postgraduate Diploma (part-time)</b>
FHEQ level	Level 7.
Credit required	120 credits at level 7. <sup>20</sup>

<sup>20</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 120 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.
Lower level award	Postgraduate Certificate.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.21</b>	<b>Masters Degrees (part-time)</b> Includes Master of Research, excludes Master of Fine Art
FHEQ level	Level 7.
Credit required	180 credits at level 7. <sup>21</sup>
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable unless all taught modules are completed at an intermediate stage and the award stage comprises the masters project/dissertation only (section 4.3.1).
Award	To achieve the award a student must attain the 180 credits. Compensation and referral are subject to the regulations in sections 4.3/4.4.
Lower level awards	Postgraduate Certificate, Postgraduate Diploma. Compensation is applicable to the lower level award of Postgraduate Diploma only and is subject to the regulations in section 4.3.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.22</b>	<b>Master of Fine Art (part-time)</b>
FHEQ level	Level 7.
Credit required	240 credits at level 7.
Progression	Progression takes place at the end of the stage if all modules in the stage have been passed. Modules failed at the first attempt will be referred (section 4.4). Compensation is not applicable (section 4.3.1).
Award	To achieve the award a student must attain the 240 credits. No credits will be compensated on this award as it comprises modules of 30 credits or more. Referral is subject to the regulations in section 4.4.
Lower level awards	Postgraduate Certificate in Fine Art Practice, Postgraduate Diploma in Fine Art Practice.
Classification	Distinction/Commendation rules apply (section 5).

<b>10.23</b>	<b>Professional Doctorate Programmes (part-time)</b>
See Professional Doctorate Award Regulations at <a href="http://northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/">http://northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/</a>	
FHEQ level	Level 8.
Credit required	540 Credits. 360 at level 8; 180 at level 7. <sup>21</sup>

<sup>21</sup> for approved variations see section 5.2.2 of Modular Framework for Northumbria Awards, available from <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/framework/> .

Progression	See Professional Doctorate Award Regulations.
Award	These regulations apply to the taught component of the award. The research component is examined according to the Professional Doctorate Award Regulations.
Lower level awards	Postgraduate Certificate, Postgraduate Diploma, Masters Degree. Compensation is applicable to the lower level awards of Postgraduate Diploma and Masters degree and is subject to the regulations in section 4.3.
Classification	Distinction/Commendation rules apply to lower level awards as for taught awards (section 5).

<b>10.24</b>	<b>Completion Awards (part-time)</b>
<p>A student may enter an existing undergraduate or postgraduate programme with advanced standing, or be admitted on to a free-standing undergraduate or postgraduate completion award. The student will be assessed on the basis of the regulations applying to the specific award as described above.</p> <p>The following points apply to free-standing completion awards:</p> <ul style="list-style-type: none"> <li>• <a href="#">Current learning</a> for an award will comprise at least 60 credits.</li> <li>• The award and classification are based on current learning (ie learning undertaken on the completion award only). In the case of completion to Honours, the calculation of the Honours classification is based on the classification principles for Honours programmes (section 10.12/10.17), irrespective of the number of credits in the completion award.</li> <li>• Where current learning is 120 credits, compensation will apply as described in section 4.3.</li> <li>• Where current learning is only 60 credits, all modules must be passed either at the first attempt or on referral: compensation is not available for 60 credit awards. Referral opportunities are described in section 4.4.</li> </ul>	

## **11. Summary charts illustrating the application of the assessment regulations**

Flow charts on the following pages illustrate the application of the assessment regulations.

**11.1 Full-time undergraduate programmes (including Integrated Masters)**

**11.2 Full-time masters programmes with a progression point after 120 credits**

**11.3 Full-time postgraduate programmes with no progression point (PgCert, PgDip, linked level 7 awards, MRes)**

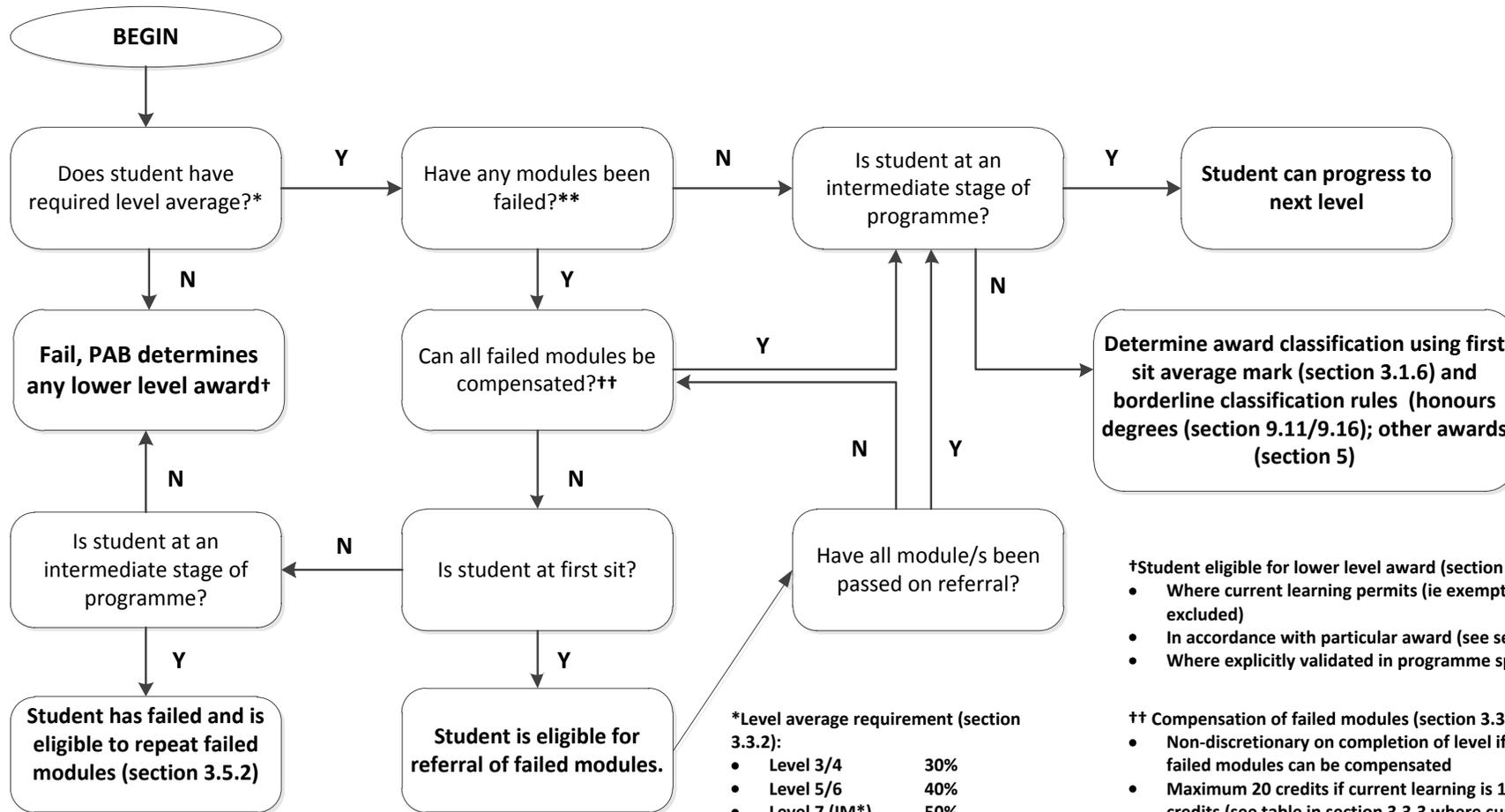
**11.4 Part-time undergraduate and postgraduate programmes - intermediate stages**

**11.5 Part-time undergraduate programmes (including Integrated Masters) – award stage**

**11.6 Part-time Master's programmes – award stage (where this comprises project/dissertation and taught modules)**

**11.7 Other part-time postgraduate programmes (PgCert and PgDip) – award stage**

## 11.1 Full-time undergraduate programmes (including Integrated Masters)



†Student eligible for lower level award (section 1.13):

- Where current learning permits (ie exempted credit excluded)
- In accordance with particular award (see section 9)
- Where explicitly validated in programme specification.

†† Compensation of failed modules (section 3.3):

- Non-discretionary on completion of level if all failed modules can be compensated
- Maximum 20 credits if current learning is 120 credits (see table in section 3.3.3 where current learning is not 120 credits)
- Module mark must be ≥30
- All assessment must have been completed
- Not permitted where module designated non-compensatable at validation or module failure due to academic misconduct or PEC
- Module pass mark awarded but compensation does not change award classification.

\*Level average requirement (section 3.3.2):

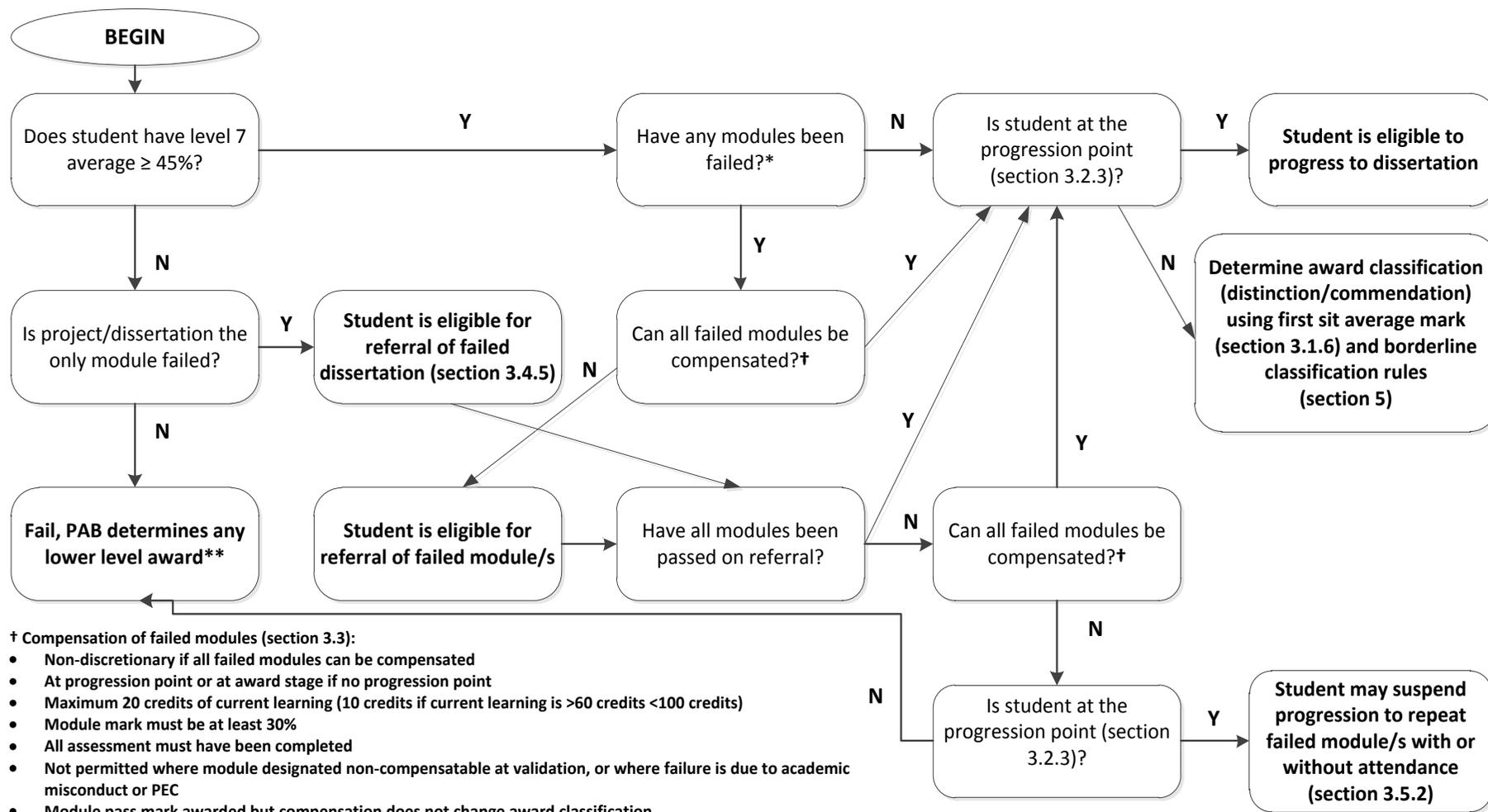
- Level 3/4 30%
- Level 5/6 40%
- Level 7 (IM\*) 50%

\*Integrated Masters

\*\*Modules failed (section 2) when:

- Pass mark not achieved (or pass grade for pass/fail modules)
- Assessment incomplete
- Any locally-specified component requirement not met.

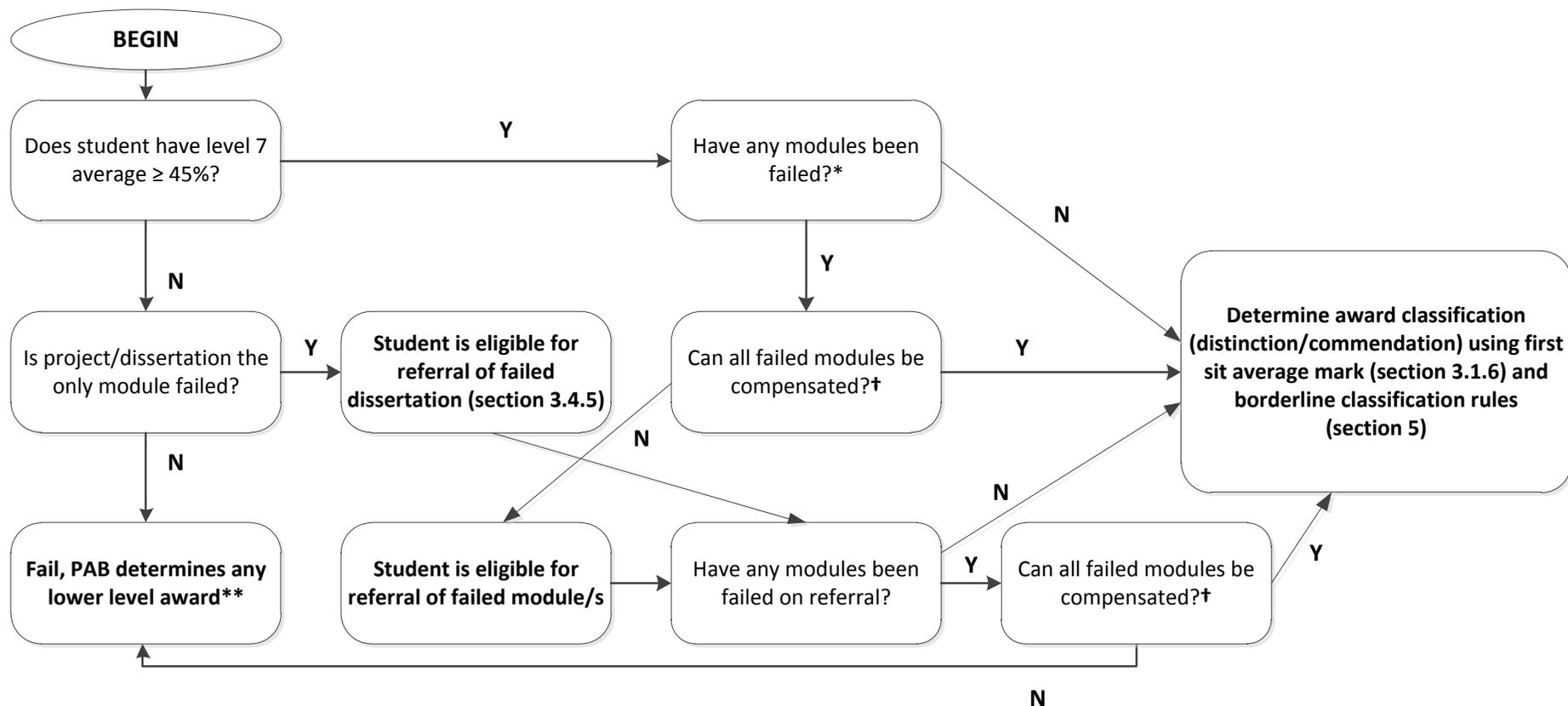
## 11.2 Full-time masters programmes with a progression point after 120 credits



### \*Modules failed (section 2) when:

- 50% pass mark not achieved (or pass grade for pass/fail modules)
- Assessment incomplete
- Any locally-specified component requirements not met.

### 11.3 Full-time postgraduate programmes with no progression point (PgCert, PgDip, linked level 7 awards, MRes)



**\*Modules failed (section 2) when:**

- 50% pass mark not achieved (or pass grade for pass/fail modules)
- Assessment incomplete
- Any locally-specified component requirements not met.

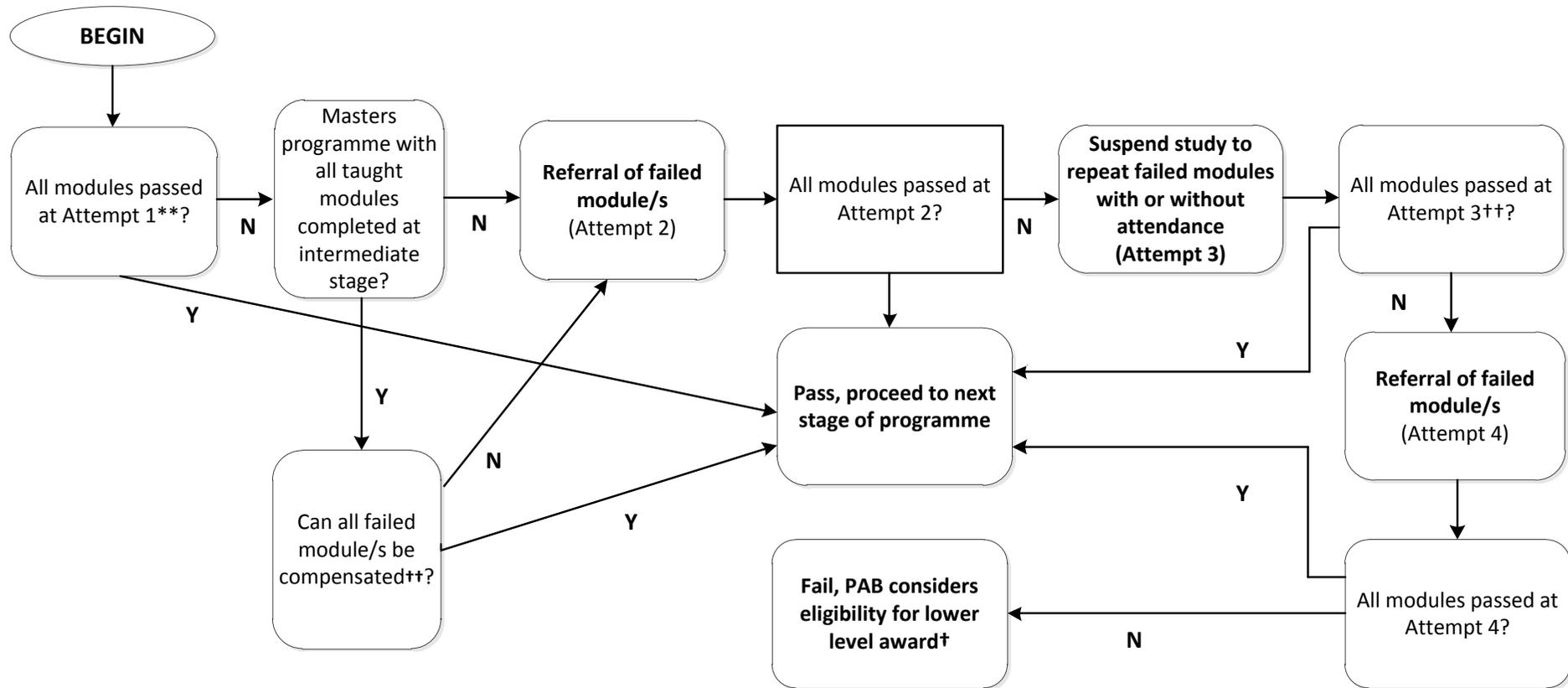
**\*\*Student eligible for lower level award (section 1.13):**

- Where current learning permits (ie exempted credit excluded)
- In accordance with particular award (section 9)
- Where explicitly validated in programme specification.

**† Compensation of failed modules (section 3.3):**

- Non-discretionary if all failed modules can be compensated
- At progression point or at award stage if no progression point
- Maximum 20 credits of current learning (10 credits if current learning is >60 credits <100 credits)
- Module mark must be at least 30%
- All assessment must have been completed
- Not permitted where module designated non-compensatable at validation, or where failure is due to academic misconduct or PEC
- Module pass mark awarded but compensation does not change award classification.

## 11.4 Part-time undergraduate and postgraduate programmes - intermediate stages\*



\*Part-time programmes are structured with a defined number of credits in each stage; the number of credits in each stage varies between programmes, and may vary within a programme. A stage may be the standard academic year or a calendar year but is completed by, or before, the anniversary of the programme start date. Some stages may comprise mixed levels. The award stage is the final stage; all stages leading up to this are defined as intermediate stages.

\*\*Modules failed (section 2) when:

- Pass mark not achieved (or pass grade for pass/fail modules)
- Assessment incomplete
- Any locally-specified component requirement not met.

††Compensation of failed module/s (section 4.3.1):

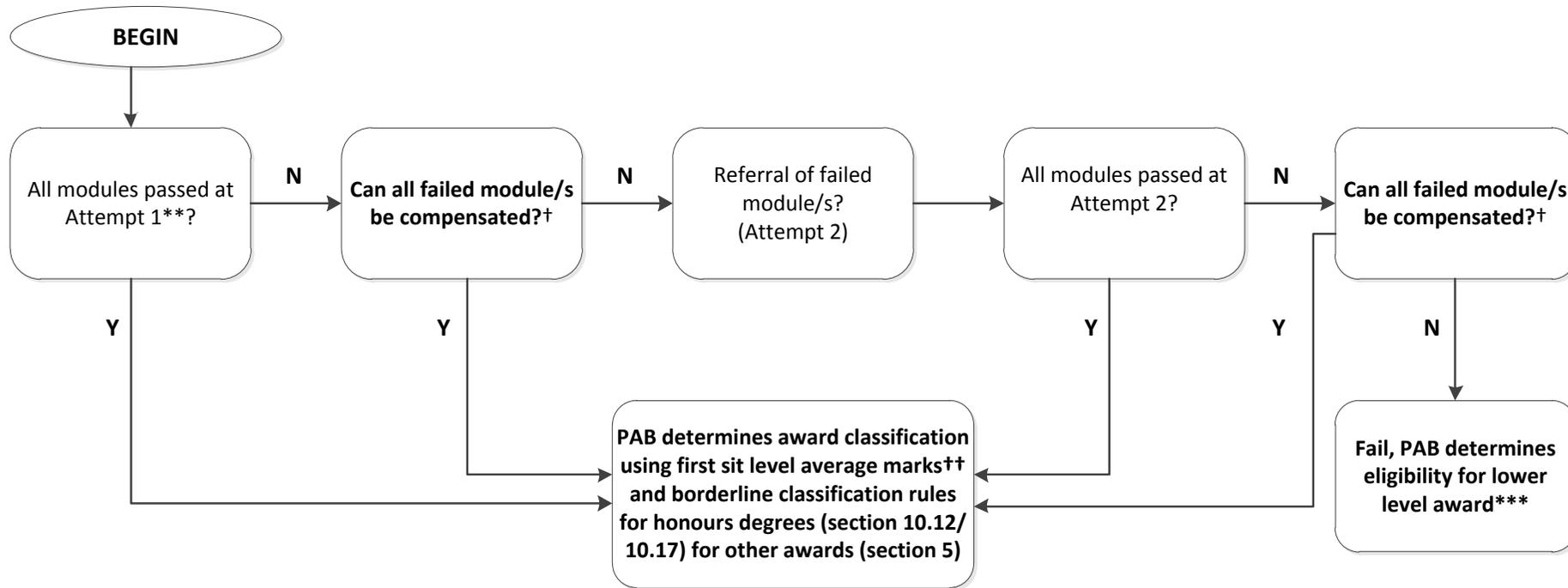
- Non-discretionary if all failed modules can be compensated, otherwise student is referred
- Maximum 20 credits if current learning is 120 credits (see table in 4.3.2 where current learning is not 120 credits)
- Module mark must be  $\geq 30\%$
- All assessment must have been completed
- Not permitted where module designated non-compensatable at validation or module failure due to academic misconduct or PEC
- Module pass mark awarded but compensation does not change award classification.

†Student eligible for lower level award (section 1.13):

- Where current learning permits
- In accordance with particular award (see section 10)
- Where explicitly validated in programme specification.

†† The mark for Attempt 3 counts in full.

## 11.5 Part-time undergraduate programmes (including Integrated Masters) - award stage\*



\*Part-time programmes are structured with a defined number of credits in each stage; the number of credits in each stage varies between programmes, and may vary within a programme. A stage may be the standard academic year or a calendar year but is completed by, or before, the anniversary of the programme start date. Some stages may comprise mixed levels. The award stage is the final stage; all stages leading up to this are defined as intermediate stages.

\*\*Modules failed (section 2) when:

- Pass mark not achieved (or pass grade for pass/fail modules)
- Assessment incomplete
- Any locally-specified component requirement not met.

\*\*\*Student eligible for lower level award (section 1.13):

- Where current learning permits
- In accordance with particular award (see section 10)
- Where explicitly validated in programme specification.

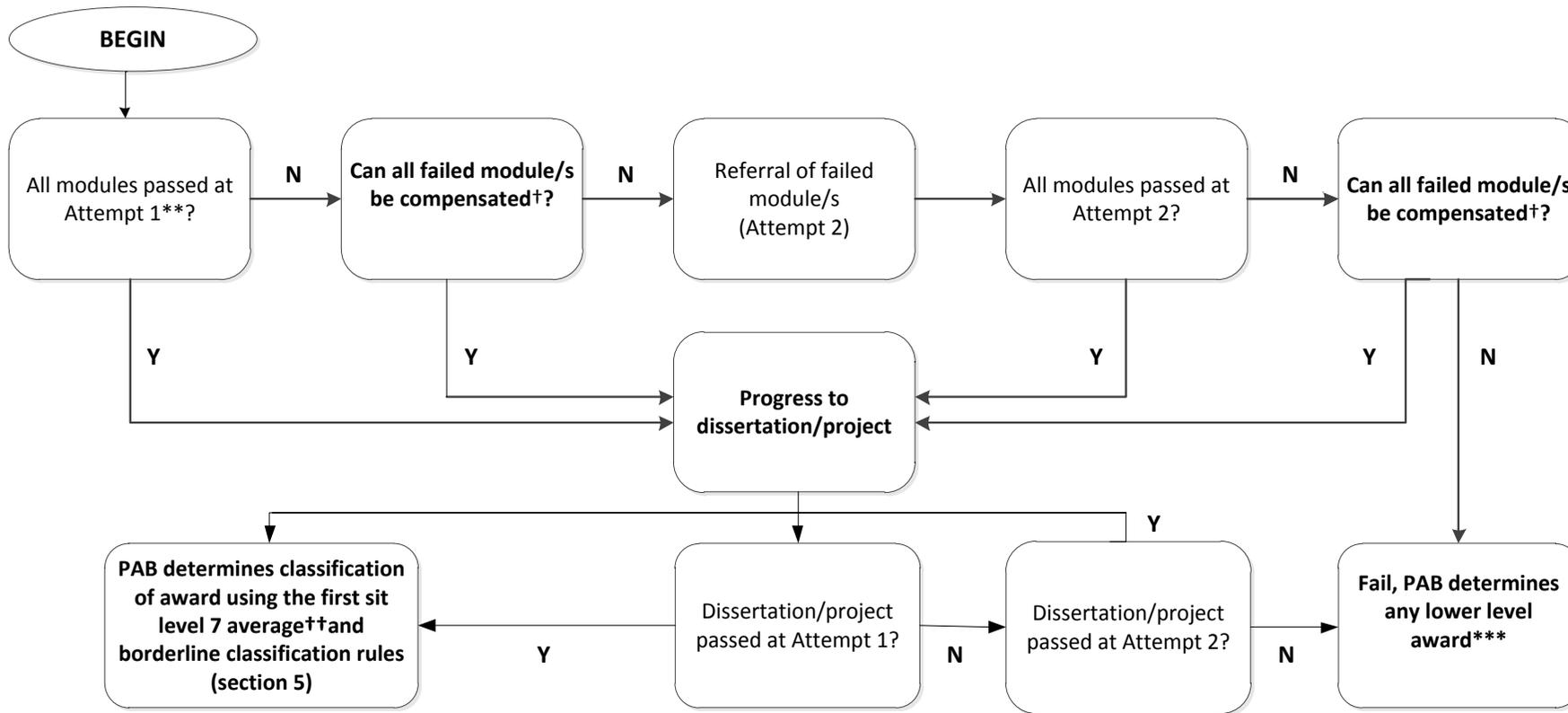
†Compensation of failed modules (section 4.3):

- At award stage of part-time programmes only
- Non-discretionary if all failed modules can be compensated, otherwise student is referred
- Maximum 20 credits if current learning is 120 credits (see table in section 4.3.2 where current learning is not 120 credits)
- Module mark must be  $\geq 30\%$
- All assessment must have been completed
- Not permitted where module designated non-compensatable at validation or module failure due to academic misconduct or PEC
- Module pass mark awarded but compensation does not change award classification.

†† The mark for an Attempt 3 completed at an intermediate stage counts in full.

†† The minimum honours classification (3<sup>rd</sup> class honours on Bachelor's degrees; 2<sup>nd</sup> class honours, lower division on Integrated Masters degrees) is awarded where a student has not met the minimum first sit level average requirement but, following compensation/referral, has attained the credits required for the honours award.

## 11.6 Part-time Masters programmes – award stage (where this comprises the project/dissertation and taught modules)\*



\*Part-time programmes are structured with a defined number of credits in each stage; the number of credits in each stage varies between programmes, and may vary within a programme. A stage may be the standard academic year or a calendar year but is completed by, or before, the anniversary of the programme start date. Some stages may comprise mixed levels. The award stage is the final stage; all stages leading up to this are defined as intermediate stages.

\*\*Modules failed (section 2) when:

- 50% pass mark not achieved (or pass grade for pass/fail modules)
- Assessment incomplete
- Any locally-specified component requirement not met.

\*\*\*Student eligible for lower level award (section 1.13):

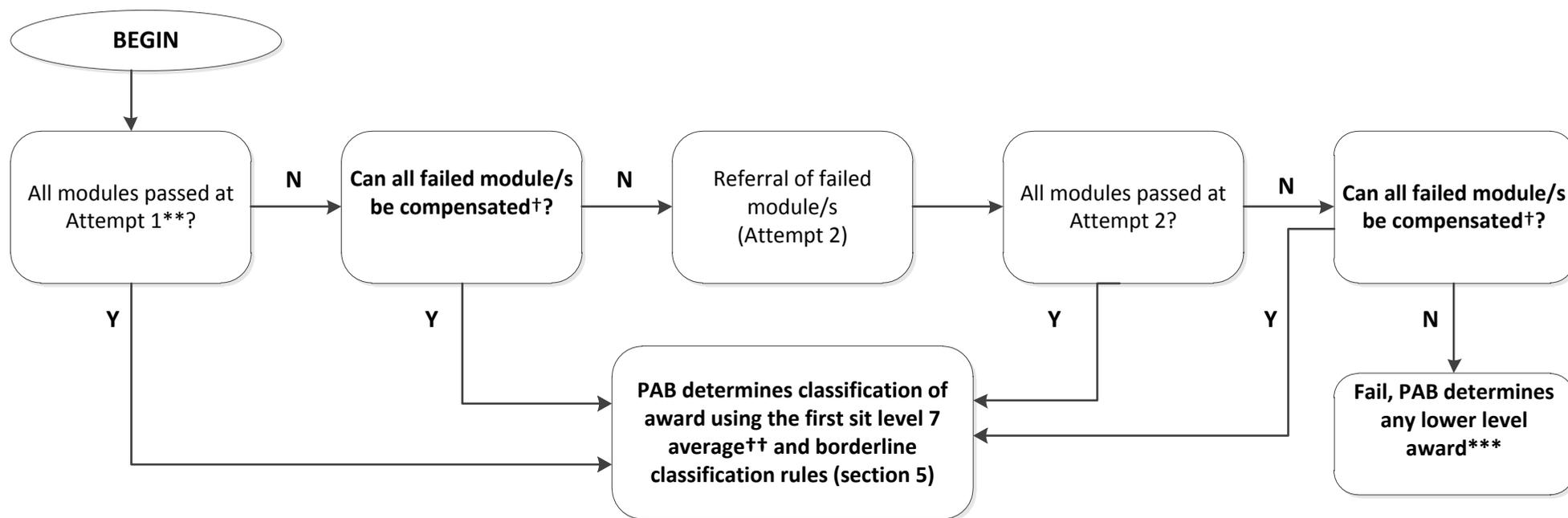
- Where current learning permits
- In accordance with particular award (see section 10)
- Where explicitly validated in programme specification.

† Compensation of failed module/s (section 4.3):

- At award stage of part-time programmes only
- Non-discretionary if all failed modules can be compensated, otherwise student referred
- Maximum 20 credits if current learning is >100 credits; 10 credits if >60<100 (section 4.3.2)
- Module mark must be ≥30%
- All assessment must have been completed
- Not permitted where module designated non-compensatable at validation or module failure due to academic misconduct or PEC
- Module pass mark awarded but compensation does not change award classification.

††Mark for an Attempt 3 from an intermediate stage counts in full.

## 11.7 Other part-time postgraduate programmes (PgCert and PgDip) – award stage\*



\*Part-time programmes are structured with a defined number of credits in each stage; the number of credits in each stage varies between programmes, and may vary within a programme. A stage may be the standard academic year or a calendar year but is completed by, or before, the anniversary of the programme start date. Some stages may comprise mixed levels. The award stage is the final stage; all stages leading up to this are defined as intermediate stages.

\*\*Modules failed (section 2) when:

- 50% pass mark not achieved (or pass grade for pass/fail modules)
- Assessment incomplete
- Any locally-specified component requirement not met.

\*\*\*Student eligible for lower level award (section 1.13):

- Where current learning permits
- In accordance with particular award (see section 10)
- Where explicitly validated in programme specification.

†Compensation of failed module/s (section 4.3):

- At award stage of part-time programmes only
- Non-discretionary if all failed modules can be compensated, otherwise student referred
- Maximum 20 credits if current learning is >100 credits; 10 credits if >60<100 ie no compensation on PgCert award (section 4.3.2)
- Module mark must be ≥30%
- All assessment must have been completed
- Not permitted where module designated non-compensatable at validation or module failure due to academic misconduct or PEC
- Module pass mark awarded but compensation does not change award classification.

†† Mark for an Attempt 3 from an intermediate stage counts in full.

## APPENDIX I

### Part A

#### Regulations and procedures applying to cheating, plagiarism and other forms of academic misconduct<sup>1</sup>

##### 1. Academic integrity

- 1.1 Every student of the University is expected to act with integrity in relation to the production and representation of academic work. Academic integrity is central to University life and requires in particular that students are honest and responsible in acknowledging the contributions of others in their work.
- 1.2 In all assessed work students should take care to ensure that the work presented is their own and that it fully acknowledges the work and opinions of others. It is also incumbent upon students to ensure that they do not undertake any form of cheating or gain unfair advantage in any other way.
- 1.3 In order to assure the University that the work is their own and that the work and opinions of others have been acknowledged, students must take care to follow the appropriate standards for academic practice in their subject. This includes:
  - i) Providing full citation of all sources (books, articles, web sites, newspapers, images, artefacts, data sources, programme code etc) which have been drawn on in the preparation of an assignment. Normally this will be done in a bibliography included in the assignment.
  - ii) Properly referencing the sources of the arguments and ideas in an assignment using a recognised referencing system (as specified in programme and module guidelines). It is not only quotations that must be referenced but also paraphrasing of the arguments of others and the use of their ideas, even if explained in the student's own words.
  - iii) Following other guidelines for preparing and presenting coursework as defined in the relevant programme handbooks, assignment briefs and criteria.
  - iv) Using mechanisms provided by the University for checking their own work, including Turnitin text matching software, Cite Them Right and the support and advice from the University Library.
- 1.4 Proof-reading entails the identification of grammatical, spelling or punctuation mistakes in text. The use of a proof-reading service may constitute academic misconduct if the service includes any editorial activity which entails re-writing or re-wording the student's original work beyond this.
- 1.5 Work that does not meet appropriate standards of academic practice will be marked at a lower level than work that does and may leave the student open to action under these regulations<sup>2</sup>.

##### 2. Principles underlying these regulations

- 2.1 The work submitted by a student for assessment must have been undertaken by the student.
- 2.2 Academic misconduct also includes the attempt to breach any of these regulations so that, for example, a student who attempts to communicate with an unauthorised person during

---

<sup>1</sup> Guidance on approaches to the consistent management of academic misconduct and on procedures for carrying out an investigation of academic misconduct is available at

<http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/acmis/?view=Standard>.

<sup>2</sup> A student guide to avoiding academic misconduct is available at

<http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/assdocstud/>

an examination could be in breach of the regulations even if they were not successful in communicating.

- 2.3 The determination of whether cheating, plagiarism or other form of academic misconduct has occurred is not a matter for the [Examination Board](#).
- 2.4 The facts must be established before an Examination Board can consider the effect of the alleged incident on a student's performance.
- 2.5 An allegation of cheating, plagiarism or other academic misconduct is not the same as proof of the incident.
- 2.6 Allegations of academic misconduct will be investigated with full regard to principles of equity and fairness.
- 2.7 Once the facts have been established, it is then for the Examination Board to judge the seriousness of the case and to exercise discretion accordingly, having regard to institutional precedent where appropriate.

### **3. Definitions and examples**

There are different forms of "academic misconduct", all of which may be the subject of the procedures described below (section 4). The following are different examples of academic misconduct but do not constitute an exhaustive list:

#### **3.1 Cheating**

- i) communicating with or copying from any other student during an examination except insofar as the examination regulations may specifically permit this, eg group assessments.
- ii) communicating during an examination with any person other than a properly authorised Invigilator or another authorised member of staff.
- iii) introducing any written or printed materials into the examination room unless expressly permitted by the examination or programme regulations.
- iv) introducing any electronically stored information into the examination room, unless expressly permitted by the examination or programme regulations.
- v) gaining access to any unauthorised material relating to an assessment.

#### **3.2 Plagiarism**

The unacknowledged incorporation in a student's work of material derived from the work (published or unpublished) of another. Examples of plagiarism are:

- i) the inclusion in a student's work of more than a single phrase from another person's work without the use of quotation marks and acknowledgement of the sources.
- ii) the summarising of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- iii) the use of the ideas of another person without acknowledgement of the source.
- iv) the unacknowledged use of images (digital or otherwise) music, patents or other creative material either in the entirety or in the creation of a derivative work.
- v) copying the work of another student, with or without their knowledge or agreement. See also section 3.3, Collusion.
- vi) the unacknowledged re-submission of work the student had previously submitted to gain academic credit at this university or elsewhere.

#### **3.3 Collusion**

Collusion exists where a student:

- i) submits as entirely his/her own, work done in collaboration with another person.
- ii) collaborates with another student in the completion of work which is submitted as that other student's own unaided work.
- iii) enables another student to copy all or part of his/her own work and to submit it as that

student's own unaided work.

### **3.4 Falsification**

Examples of falsification include:

- i) The falsification of data. The presentation of data in laboratory reports, projects or other forms of assessment based on experimental or other work falsely purported to have been carried out by the student, or obtained by unfair means.
- ii) The falsification of references, including the invention of references and/or false claims.

### **3.5 Personation**

"Personation" is the legal term for what is usually referred to by the lay person as "impersonation". Personation is thus the assumption by one person of the identity of another person with intent to deceive or to gain unfair advantage. It may exist where:

- i) one person assumes the identity of a student, with the intention of gaining unfair advantage for that student.
- ii) the student is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for himself/herself.

### **3.6 Ghosting**

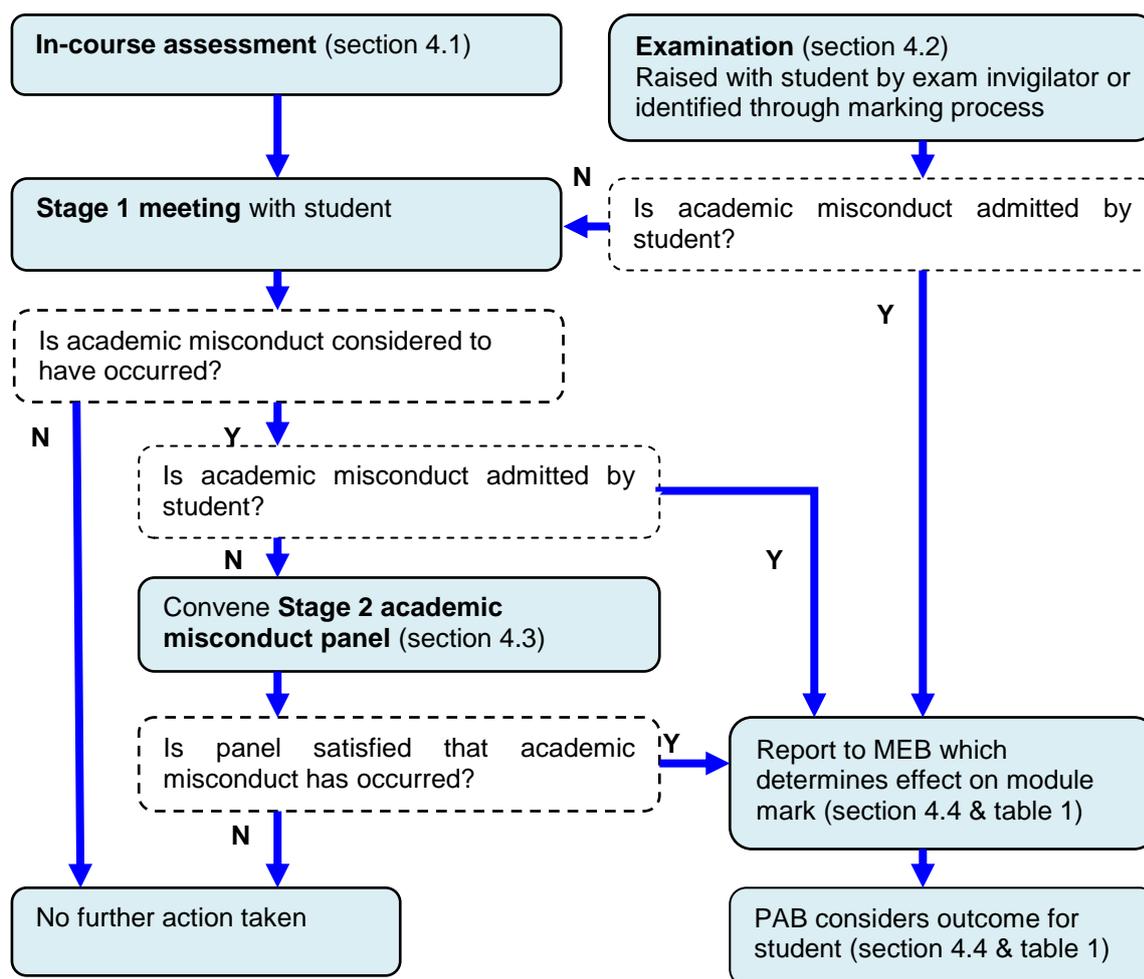
Ghosting exists where:

- i) a student submits as their own, work which has been produced in whole or part by another person on their behalf, eg the use of a 'ghost writing' service or similar.
- ii) A student will also be guilty of academic misconduct if he/she deliberately makes available or seeks to make available material to another student (of this university or elsewhere) whether in exchange for financial gain or otherwise with the intention that the material is to be used by the other student to commit academic misconduct.

### **3.7 Other academic misconduct**

Any other form of academic misconduct not identified in the above examples.

#### 4. Procedures for taught programmes



##### 4.1 Stage 1: procedure for in-course assessment

- 4.1.1 When academic misconduct is suspected, the member/s of academic staff concerned should first discuss the matter in a meeting with the student/s concerned and the Programme Leader for the student's programme (or other appropriate member of staff nominated by the Programme Leader) and give the student the opportunity to present his or her case. This process may also include conduct of a viva, with review and discussion of working papers, to establish a student's understanding of the work submitted.
- 4.1.2 The student/s should be given written notification of the time and place of the meeting, provided with details of the alleged academic misconduct and informed that they may be accompanied by a Friend<sup>3</sup> during the meeting.
- 4.1.3 Where a student is based in a partner institution overseas, the partner institution will take responsibility for the Stage 1 meeting.
- 4.1.4 If it is impractical for the meeting to be conducted on-site the Stage 1 meeting should be conducted via telephone or video link and recorded.
- 4.1.5 If the conclusion of the Stage 1 meeting is that academic misconduct has not occurred, this will be reported to the Faculty Registrar<sup>4</sup> using the Academic Misconduct Report Form and no further action will be taken. No report will be submitted to the [Module Examination Board](#)

<sup>3</sup> 'Friend' is as defined in section 1 of the Handbook of Student Regulations, available at <http://www.northumbria.ac.uk/static/5007/uso/section7.pdf>.

<sup>4</sup> or nominee.

(MEB).

- 4.1.6 If the student admits to the academic misconduct, this should be indicated on the Academic Misconduct Report form and confirmed by the student's signature. Details of the alleged academic misconduct should be recorded on the form. Member/s of academic staff concerned should report the matter and the outcome to the Faculty Registrar normally within five working days. The Faculty Registrar is responsible for ensuring that the matter is reported to the next scheduled meeting of the MEB. The MEB will take this into account when considering the mark to be awarded and the action to be taken, in accordance with section 4.4 below.
- 4.1.7 The student should also be given the opportunity at the Stage 1 meeting to declare academic misconduct in other work that they have submitted. The report to the Faculty Registrar should contain detail of any other academic misconduct so declared and also a statement by the Programme Leader about any other cases of proven or admitted academic misconduct in the student's record. In cases of plagiarism, collusion or falsification, the report should also contain a statement from the first marker for the module on whether or not there is evidence of the learning outcomes for the assessment having been met by the student/s involved, despite the misconduct.
- 4.1.8 In the exceptional circumstances where a student judges that there had been a procedural error in stages 4.1.1 to 4.1.7, which resulted in them erroneously admitting to academic misconduct, they should immediately inform the Programme Leader that they now wish to withdraw their admission and contest the allegation of academic misconduct. Any such change of admission must be conveyed in writing to the Programme Leader within five working days of receiving the decision of the Stage 1 meeting. The Programme Leader will advise the Faculty Registrar and an investigation will be carried out by an Academic Misconduct Panel, according to section 4.3 below.
- 4.1.9 If this Stage 1 meeting does not resolve the matter, the member/s of staff concerned will then, within five working days or as soon as reasonably practicable following the discovery or allegation, report the matter in writing to the Registrar of the Faculty owning the module. The report should contain full details about the circumstances surrounding the alleged irregularity including, if appropriate, photographs of images or artefacts or photocopies of the student's work together with reports from plagiarism detection software where used. The Faculty Registrar will notify the student that a report has been made and that a Stage 2 investigation will be undertaken in accordance with section 4.3 below. The Faculty Registrar will initiate this process.
- 4.1.10 An allegation of academic misconduct may be made after the work has been marked and returned to the student (see 4.4.8).
- 4.1.11 If a student believes academic misconduct to be taking place in any form of in-course assessment, it is their responsibility to bring this to the attention of the Faculty Registrar.

## **4.2 Initial procedure for examinations**

- 4.2.1 Where academic misconduct is suspected in an examination, the Invigilator concerned will inform the Co-ordinating Invigilator, and in the presence of that colleague, inform the student of his/her suspicions and clearly annotate the student's script. The student will also be advised by the Invigilators that a full report will be submitted following the examination.
- 4.2.2 The Invigilators will seek to confiscate any relevant evidence (for example, any unauthorised material) and allow the student to continue with the examination. However, if the student persists with the irregularity s/he will be expelled from the room. The student will also be expelled from the room if s/he refuses to submit any suspected material to the Invigilators.
- 4.2.3 Immediately following the examination, the Invigilator, together with the Co-ordinating Invigilator, will submit a full report of the matter using the Academic Misconduct Report Form. If academic misconduct is admitted, this should be indicated on the form and confirmed by the student's signature. This form will be returned to Faculty administrative staff along with the scripts and other examination stationery. The Faculty staff will then ensure that the report is immediately sent to the Module Tutor for the module in question and the Registrar of the Faculty owning the module. The Invigilator's report should be

accompanied by any relevant evidence.

- 4.2.4 If the student/s concerned has admitted to the academic misconduct at the point of being challenged by the Invigilators, then the Faculty Registrar is responsible for ensuring that the matter is reported to the next scheduled meeting of the Module Examination Board (MEB). The MEB will take this into account when considering the mark to be awarded and action to be taken, in accordance with section 4.4 below. The Faculty Registrar will also ensure that the MEB is informed of any other cases of academic misconduct on the student's record.
- 4.2.5 If the student disputes the allegation of misconduct then it is the responsibility of the Module Tutor to convene a Stage 1 meeting and follow the procedures as specified in 4.1 above. If this does not resolve the issue then the procedures for initiating a Stage 2 investigation specified in section 4.3 will be followed.
- 4.2.6 If a student believes academic misconduct to be taking place during an examination, it is their responsibility to bring this to the attention of the Invigilator. However, no further action can be taken unless the suspected academic misconduct is subsequently verified by the Invigilator.
- 4.2.7 Where alleged academic misconduct is identified after an examination has taken place, the procedure set out in section 4.1 and, if necessary, section 4.3 will be followed.

### **4.3 Stage 2: academic misconduct panel**

- 4.3.1 Where an allegation of an academic misconduct has been made in accordance with section 4.1 or 4.2 and not admitted or resolved through the defined Stage 1 process, the matter will be investigated as soon as reasonably practicable following the discovery or allegation of the misconduct by an Academic Misconduct Panel to be convened comprising:
- i) the Executive Dean of the Faculty which owns the module on which the misconduct is alleged to have taken place or their nominee (who must be an Associate Dean or equivalent) - Chair
  - ii) two other members of staff, taken from a register of staff nominated for this purpose by Faculty Student Learning and Experience Committees. Neither should have direct involvement with the module, the student or their programme and at least one should be from a Faculty other than that owning the module or from a University Service.

The Registrar for the Faculty owning the module (or nominee) will act as Secretary and Convenor of the Panel.

If the academic misconduct in question involves more than one student then the same Panel membership will consider each case.

- 4.3.2 Where there are also matters of professional suitability to be taken into account, it may be considered appropriate to combine the roles of the Academic Misconduct Panel and the Professional Suitability Board, to include representation from the relevant professional body as specified in the Handbook of Student Regulations 3.8.3.
- 4.3.3 The Academic Misconduct Panel Secretary will notify the members of the Panel and the student/s concerned of the date, time and place of the meeting of the Panel. Notification should take place within five working days of receipt of the report, or as soon as reasonably practicable. If alleged misconduct comes to light during a set of examinations, and the candidate still has some examinations to sit, this timescale shall be extended to five working days after the end of that particular set of examinations.
- 4.3.4 If it is impractical for the meeting to be conducted on-site, the Panel should be conducted via telephone or video link and recorded.
- 4.3.5 The student/s will be provided by the Secretary with full details of the alleged misconduct and informed of his/her right to appear before the Panel, accompanied by a Friend<sup>5</sup> of his/her choice and to submit a written statement concerning the alleged misconduct. Failure by the student/s to appear before the Panel or to submit a statement will not prevent the investigation proceeding.
- 4.3.6 The Panel may call witnesses, as appropriate, to substantiate the allegations, and will not

<sup>5</sup> 'Friend' is as defined in section 1 of the Handbook of Student Regulations, available at <http://www.northumbria.ac.uk/static/5007/uso/section7.pdf>.

unreasonably refuse permission for the staff or student/s concerned to call such witnesses as they deem appropriate.

4.3.7 The Panel will interview the student/s, staff, and witnesses as appropriate, consider the student's written statement, and come to a decision on the basis of the student/s statement and the supporting evidence. The student/s will withdraw while the Panel deliberates.

4.3.8 The order of proceedings is as follows:

- i) statement of the case against the student/s, production of evidence in support of it and responses of those presenting that case to questions from the panel.
- ii) statement of the case for the student/s, production of evidence in support of it and responses by the student/s to questions from the panel.
- iii) reply to the case of the student/s.
- iv) reply to the case against the student/s.

4.3.9 Evidence may be received by the Panel by oral statement, written and signed statement, or statutory declaration. The Chair of the Panel shall decide, after taking account of the evidence assembled, whether the evidence from each party can be heard in the other's presence.

4.3.10 Each member of the Panel has equal status and, in the event of a disagreement about the decision, the decision shall be made by a majority of panel members.

4.3.11 If the student/s has attended, he/she will be informed of the Panel's decision at the conclusion of the meeting. The Secretary will report the outcome in writing to the student/s normally within five working days of the Panel's decision.

4.3.12 If the conclusion of the Panel meeting is that academic misconduct has not occurred, this will be recorded on the Academic Misconduct Report Form and no further action will be taken. No report will be submitted to the Module Examination Board (MEB).

4.3.13 If the conclusion of the Panel meeting is that academic misconduct has occurred, the student/s should also be given the opportunity to declare academic misconduct in other work that they have submitted.

4.3.14 The student/s should be advised that they have the right to appeal against the finding of academic misconduct (Appendix I Part B) within ten working days of receiving the decision of the Academic Misconduct Panel.

4.3.15 The report by the Academic Misconduct Panel to the MEB shall include a statement (to be obtained from the Registrar of the student's home Faculty) about any other cases of proven or admitted academic misconduct in the student's record. If the misconduct is one of plagiarism, collusion or falsification then the report should also contain a statement from the first marker for the module on whether or not there is evidence of the [learning outcomes](#) for the assessment having been met, despite the misconduct.

#### 4.4 Action by [Examination Boards](#)

4.4.1 If an Academic Misconduct Panel is satisfied that there has been academic misconduct, or if the student admits (under sections 4.1 or 4.2) that academic misconduct has taken place, the Examination Boards will take all the factors reported and evidence submitted into account in its consideration of the student's case and decide on action to be taken appropriate to the gravity of the case. This includes the power to fail the student for all or part of the assessment in respect of which an academic misconduct has been found to have occurred, and to determine whether the student should be permitted to continue on the programme with or without [reassessment](#), or whether the student is not permitted to continue on the programme.

4.4.2 It is the MEB's responsibility to decide the results of a module affected by the academic misconduct applying relevant action (see 4.4.5), and for the PAB to determine whether the student can continue on the programme in the light of the overall performance, and in the light of any recommendations from the MEB.

4.4.3 Members of the Examination Board who have been involved with the formal investigation of

the academic misconduct may contribute to the discussion of the matter by the Board, in order to provide contextual information, but may not be involved in the Board's decision on action to be taken. If the Examination Board Chair has been involved in the investigation, he/she should not chair the discussion.

- 4.4.4 The MEB and PAB will have regard to the guidelines in Table 1 overleaf in arriving at a decision on what action is appropriate (see 4.4.1).
- 4.4.5 It should be noted that the guidelines in Table 1 are not mandatory. Decision on the penalty rests with the Examination Board in the light of the details of the case.
- 4.4.6 Where matters of professional suitability have been considered by a joint academic and professional misconduct panel (see 4.3.2), the student may be subject to additional penalties as specified in the Handbook of Student Regulations (paragraph 3.8.5).
- 4.4.7 If a student is deemed by the MEB to have failed a module because of academic misconduct, then the PAB cannot compensate the failure.
- 4.4.8 Where alleged academic misconduct comes to light after Examination Boards have met to consider a student's assessment, the procedure set out above in section 4.1 and, if necessary, section 4.3 will be followed. Reconvened Examination Boards will meet as soon as practicable following the receipt by the Faculty Registrar<sup>6</sup> of a report from the academic staff concerned or Academic Misconduct Panel. If the outcome of the reconvened Examination Boards affects the student's final result, the Chair of the PAB will inform the student/s in writing of the reasons for the varied result and of his/her right of appeal. Such a reconsideration may take place at any time up to and after an award has been made.
- 4.4.9 In all cases where a MEB has had to consider an academic misconduct in respect of a student's assessment, the Secretary of the MEB should report the decision of the Board to the Registrar of the student's home Faculty in writing, normally within five working days of the meeting of the MEB in question. Cases of academic misconduct will be recorded on the marks recording system using an agreed code.

## **5. Student's right of appeal**

- 5.1 The student has a right of appeal against the actual finding of academic misconduct as described in sections 4.1.8 and 4.3.14.
- 5.2 The student has a right of appeal against the decision of the Examination Board (section 4.4) in accordance with the University's Appeals Procedures; see Handbook of Student Regulations, section 7.2 at <http://www.northumbria.ac.uk/static/5007/uso/section7.pdf>.

---

<sup>6</sup> or nominee

<b>Table 1 Guidelines on penalties for academic misconduct (see section 4.4.4)</b>		
<b>If the misconduct is one of plagiarism, collusion, falsification or similar:</b>		
	<b><u>Learning outcomes of assessment on balance met despite the misconduct</u></b>	<b><u>Learning outcomes of assessment not met (or insufficient evidence that they are met)</u></b>
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1.7 or 4.3.13), student in level 4 or below</b>	Written warning plus a reduced mark for the assessment with a maximum mark of the pass mark for the assessment. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules will apply to the referral opportunity on a full time programme (section 3.3), and at the award stage of a part-time programme (section 4.3).	Written warning plus a mark of zero for the assessment. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules will apply to the referral opportunity on a full time programme (section 3.3), and at the award stage of a part-time programme (section 4.3).
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1.7 or 4.3.13), student in level 5 or above</b>	Written warning plus a reduced mark for the module with a maximum mark of the pass mark for the module. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules will apply to the referral opportunity on a full time programme (section 3.3), and at the award stage of a part-time programme (section 4.3).	Written warning plus a mark of zero for the module. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules will apply to the referral opportunity on a full time programme (section 3.3), and at the award stage of a part-time programme (section 4.3).
<b>Subsequent instance of misconduct</b>	Mark of zero for the module. PAB to consider whether candidate is required to withdraw from the programme or, if the candidate is in their final year, a reduction in award class beyond that which might follow from the failed module <sup>z</sup> .	
<b>If the misconduct is one of cheating in an examination, personation, ghosting or similar:</b>		
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1.7 or 4.3.13), student in level 4 or below</b>	Written warning plus a mark of zero for the assessment. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules will apply to the referral opportunity on a full time programme (section 3.3), and at the award stage of a part-time programme (section 4.3).	
<b>First instance of misconduct (to cover multiple instances if these have been declared under 4.1.7 or 4.3.13), student in level 5 or above</b>	Written warning plus a mark of zero for the module. Referral opportunity will normally be granted by PAB if the candidate is eligible. Normal compensation rules will apply to the referral opportunity on a full time programme (section 3.3), and at the award stage of a part-time programme (section 4.3).	
<b>Subsequent instance of misconduct</b>	Mark of zero for the module. PAB to consider whether candidate is required to withdraw from the programme or, if the candidate is in their final year, a reduction in degree class beyond that which might follow from the failed module. <sup>z</sup>	

# APPENDIX I

## Part B

### Regulations and procedures for an appeal against the finding of academic misconduct by an Academic Misconduct Panel

#### 1. Introduction

The following section describes the procedure for the consideration of an appeal by a student against the decision of an Academic Misconduct Panel that academic misconduct has occurred.

#### 2. Principles

2.1 If a student feels dissatisfied with the decision of the Academic Misconduct Panel, they may appeal to the University's Student Appeals and Complaints Ombudsman.

2.2 The student should submit their appeal in writing within ten working days of receiving the Academic Misconduct Panel decision, specifying the grounds for their appeal.

2.3 An appeal can only be made on the following grounds:

- i) that there was a procedural irregularity in the conduct of the Academic Misconduct Panel which has prejudiced the student's case
- ii) additional relevant evidence has come to light since the Academic Misconduct Panel which could not have been made available earlier.

2.4 The Student Appeals and Complaints Ombudsman will consider the documents submitted and either:

- i) reject the appeal on the grounds that no case has been established in support of their appeal and issue a 'Completion of Procedures Letter' together with details of the Office of the Independent Adjudicator for Higher Education (OIA); or
- ii) if the Student Appeals and Complaints Ombudsman accepts that the student has established, on a balance of probabilities, grounds for having the case reconsidered, the case will be referred to the Chair of the Academic Misconduct Panel with the requirement that the Panel reconsider the case in the light of evidence put forward by the student, as soon as practicable; or
- iii) if the Student Appeals and Complaints Ombudsman judges that i) or ii) above do not clearly apply, then an Academic Misconduct Appeals Panel will be convened. The decision of the Student Appeals and Complaints Ombudsman as to whether to convene an Academic Misconduct Appeals Panel is not subject to further internal appeal.

The Student Appeals and Complaints Ombudsman will advise the student of the outcome of this preliminary stage, normally within fifteen working days of receiving the appeal.

#### 3. Academic Misconduct Appeals Panel

3.1 Where an appeal against the finding of academic misconduct has been accepted for further investigation under 2.4 iii) above, the matter will be considered by an Academic Misconduct Appeals Panel as soon as reasonably practicable following the decision of the Student Appeals and Complaints Ombudsman to convene such a panel. The Academic Misconduct Appeals Panel will comprise:

- i) the Pro Vice-Chancellor (Learning & Teaching)

- ii) two members of Academic Board (not being members of the Academic Misconduct Panel which made the disputed decision)
  - iii) one student member of Academic Board
  - iv) the University's Chief Legal Officer or their nominee shall attend as Clerk to the Panel to provide advice and guidance on the regulations. A secretary will also attend to take formal minutes of the proceedings.
- 3.2 The Academic Misconduct Appeals Panel Secretary will notify the members of the Panel, the student concerned and the Chair of the relevant Academic Misconduct Panel of the date, time and place of the meeting of the Panel. Notification should be no less than five working days prior to the Panel.
- 3.3 If it is impractical for it to be conducted on-site, the Academic Misconduct Appeals Panel meeting should be conducted via telephone or video link and recorded.
- 3.4 The student will be provided by the Secretary with full details of the constitution of the Academic Misconduct Appeals Panel, a copy of the relevant regulations relating to academic misconduct, informed of his/her right to appear before the Panel, accompanied by a Friend or representative of his/her choice and to submit a written statement of mitigation concerning the alleged misconduct. Failure by the student to appear before the Panel or to submit a statement will not prevent the investigation proceeding.
- 3.5 The Academic Misconduct Appeals Panel may call witnesses, as appropriate, and will not unreasonably refuse permission for the student or staff concerned to call such witnesses as they deem appropriate.
- 3.6 Evidence may be received by the Academic Misconduct Appeals Panel by oral statement, written and signed statement, or statutory declaration. The Chair of the Panel shall decide, after taking account of the evidence assembled, whether the evidence from each party can be heard in the presence of others.
- 3.7 The Academic Misconduct Appeals Panel will interview the student, staff, and witnesses as appropriate, consider the student's written statement, and come to a decision on the basis of the student's statement and the supporting evidence.
- 3.8 The order of proceedings is as follows:
- i) statement from the student and production of evidence in support of their appeal and responses to questions from the Academic Misconduct Appeals Panel
  - ii) statement from the Academic Misconduct Panel and production of supporting evidence and responses to questions from the Academic Misconduct Appeals Panel
  - iii) the Panel will consider the evidence in private and reach a decision in accordance with 3.10 below.
- 3.9 Each member of the Academic Misconduct Appeals Panel has equal status and, in the event of a disagreement about the decision, the decision shall be made by a majority of Panel members.
- 3.10 After consideration of the available evidence relating to the appeal, the Academic Misconduct Appeals Panel will either:
- i) reject the appeal; or
  - ii) refer the appeal and all the relevant documentation available to the Academic Misconduct Panel, including the formal minutes of the Academic Misconduct Appeals Panel proceedings, for reconsideration.
- 3.11 The student and the Chair of the relevant Academic Misconduct Panel will be provided with a copy of the formal minutes of the [Academic Misconduct](#) Appeals Panel's proceedings, normally within five working days.
- 3.12 Where an appeal is not upheld, the student will be provided with a 'Completion of Procedures Letter' and details of the OIA by the Student Appeals and Complaints Ombudsman.
- 3.13 When it is decided that the case should be referred back to the Academic Misconduct Panel:

- i) the Student Appeals and Complaints Ombudsman will explain to the student how their case will be presented to the reconvened Academic Misconduct Panel
- ii) the reconvened Academic Misconduct Panel will meet as promptly as possible to re-consider the case.

3.14 The decision of such a reconvened Academic Misconduct Panel shall be final. On informing the student of the Panel's decision, the Chair will also inform the Student Appeals and Complaints Ombudsman in order that a 'Completion of Procedures Letter' may be issued.

## APPENDIX II

### Part A

#### Regulations governing examinations

The following section deals with regulations relating to examinations. Examination procedures are covered in section 5 of **The Handbook of Examination and Invigilation Procedures**<sup>7</sup>.

#### 1. Conduct of examinations

- 1.1 Candidates will be required to complete an attendance slip before the examination commences and should also bring photographic ID to the venue, preferably their University smartcard but other photographic ID will be accepted.
- 1.2 The use of calculators is allowed only where indicated on the examination paper.
- 1.3 A candidate who requires the use of a dictionary due to disability will have been advised by their Faculty office to ensure that such requirements are agreed by the Disability Support Team.
- 1.4 Where there are queries arising from the wording of an examination paper the Co-ordinating Invigilator must contact the Faculty office immediately for clarification and follow the advice given. If it is not possible to get timely clarification, the examination should be sat as presented and the difficulty noted by the Co-ordinating Invigilator to be dealt with through the technical extenuating circumstances procedure (section 8). The Co-ordinating Invigilator should make sure a full report is completed.
- 1.5 The Co-ordinating Invigilator should report any disturbance to the examination, such as external noise, interruption, disruption or emergency evacuation of the examination venue. The effect of the disturbance will be considered according to the procedure for technical extenuating circumstances (section 8).
- 1.6 Candidates arriving late for an examination may be permitted to enter the examination room and proceed with the examination up to **one hour** from the start of the examination. Candidates will not normally be admitted after one hour from the start.  
  
No candidate, having commenced the examination, may leave the examination room during the **first hour** of the examination, or during the **final 20 minutes**, other than for accompanied temporary absence. Otherwise, provided that the same examination is not being held off-campus with a delayed start time (see section 2.2), a candidate who completes the examination before the end of the time allocated, or who does not wish to proceed with the examination, may leave the examination room early.  
  
A candidate who has left the examination venue (other than in an accompanied, temporary absence) will not ordinarily be re-admitted. Before leaving a candidate must hand in his/her script and all other examination material.
- 1.7 Examinations must be conducted in a manner conducive to the maximum performance by each candidate. The Co-ordinating Invigilator may order from the examination room any candidate who unreasonably disturbs the examination.
- 1.8 A student who fails to attend a scheduled examination will be deemed to have failed the examination and the module unless there are related approved extenuating circumstances.

---

<sup>7</sup> available from the web-page <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/assproc/>.

## 2. **Students sitting examinations off-campus (including distance learning students)**

2.1 All examinations at remote locations should comply with University examination regulations and procedures.

2.2 Where the examination relates to students both on campus and overseas (eg franchise students), the timing of the overseas examination must take account of the time differences between the country concerned and the UK if the same paper is to be used. Normally examinations will be held at exactly the same (actual) time as in the UK. If there is to be any delay in start times, due to time differences, arrangements must ensure that there is no possibility of collusion between candidates. These may include refusal of a request to leave the examination room early (see section 1.6), or a requirement for all candidates to remain under supervision in the examination room after the examination has ended, or a requirement for the Co-ordinating Invigilator to collect all examination material including examination papers. If one examination finishes up to one hour before the next is due to start, arrangements must be agreed with Academic Registry in advance of the examination. If satisfactory arrangements cannot be made under these circumstances, or if one examination is scheduled to finish more than one hour before the next is due to start, a separate paper should be set and forwarded to the overseas centre/institution concerned.

## 3. **Resit examination facilities for students resident outside the UK**

3.1 Students who studied in the UK, and who are normally resident elsewhere, can request to resit examinations overseas. In the event of such a request, it is recommended that Faculty Offices liaise with the British Council or with institutions recommended by British Council. Individual students are required to meet the costs incurred in providing invigilation and facilities, with the provider invoicing students directly.

3.2 In arranging the sitting of an examination overseas the time difference needs to be taken into account to ensure that the examination is held at exactly the same (actual) time as the UK sitting. If this is impossible, a separate paper should be set and forwarded to the overseas centre/institution concerned.

## 4. **Examination of students in debt to the University**

4.1 Students who are in debt to the University and have not made arrangements for payment of the debt will be withdrawn from the University and will not normally be permitted to sit examinations.

## **APPENDIX II**

### **Part B**

#### **Regulations governing alteration to assessment arrangements for disabled students or students in unforeseen medical circumstances**

##### **1. Disabled students**

1.1 This section is intended to apply to disabled students who require individual arrangements to be made at examinations. The term 'disabled students' includes all those who fall within the definition of a disabled person set out in the Equality Act 2010:

'A disabled person is someone who has a physical or mental impairment, which has a substantial, adverse and long term effect on his or her ability to carry out normal day-to-day activities.'

1.2 This definition covers students with mobility impairments, sensory impairments, mental illness or mental health problems, dyslexia and other specific learning difficulties, and medical conditions such as epilepsy or diabetes.

1.3 The Equality Act requires educational institutions to take reasonable steps to ensure that a disabled student is not placed at a substantial disadvantage in comparison to a student who is not disabled.

1.4 In the case of examinations this requires institutions to make 'reasonable adjustments' to arrangements where necessary to prevent a disabled student being disadvantaged. In some cases this may mean alternative assessment methods to examinations being considered (see 4 below).

1.5 There may be other students who have short-term medical conditions which could not be foreseen but which arise before or during the examination and require similar individual arrangements to be made. Such students are dealt with under section 7 of the Assessment Regulations. The key point is that different procedures for notification of the circumstances apply and different timescales are necessarily involved. Disabled students will be dealt with on an on-going basis throughout the student's study at the University and therefore do not come under the remit of the Personal Extenuating Circumstances (PEC) procedure. However, the unforeseen short-term medical emergency, eg a broken arm, may require both individual arrangements to be made for examinations and, if appropriate, consideration via the PEC process of the particular circumstances of the student during a critical period.

##### **2. General principles**

2.1 The examination should be a fair test of each candidate's academic ability. Individual arrangements can be made to minimise the disadvantage created by the disability and to not otherwise advantage the student.

2.2 In an examination a disabled candidate should be permitted access to equipment or aids which s/he would normally use in day to day study and communication, eg word-processor, electronic dictionary.

2.3 In order for individual examination arrangements to be made the University must know of the student's disability. The onus lies with the student to disclose disability and students are urged to consult the Disability Support Team in Student Support and Wellbeing at an early stage so that their needs can be assessed. Decisions made by the Examination Board on progression or award will not be reconsidered when information on a pre-existing disability is provided retrospectively.

2.4 Disabled students requesting individual examination arrangements must be able to provide the Disability Support Team with 'evidence' of their disability. In the case of students with

dyslexia or other specific learning difficulties this should be in the form of a diagnostic assessment report by an Educational Psychologist or similar. For other disabilities this should be written evidence from a GP or similar appropriate professional.

- 2.5 For disabled students there remains a need to respond flexibly, and occasionally on an ad hoc basis. Examination arrangements may need to be as individual as the student concerned.
- 2.6 Depending on the effects of each disabled student's individual impairment, individual examination arrangements may be required, as recommended by the Disability Support Team.

### **3. Individual examination arrangements to accommodate unforeseen medical circumstances**

- 3.1 Students may require individual arrangements to be made at examinations due to unforeseen medical circumstances. All requests made by students for additional time or individual examination provision should be supported by appropriate medical certification. Students are required to submit requests and medical certification as soon as possible following the accident/illness/diagnosis in order to allow time for individual provision to be made.
- 3.2 The student should submit any request for individual examination provision to the Disability Support Team. Any arrangement agreed with a student will be notified to the Faculty Office so that appropriate measures can be taken with regard to examination arrangements, and so that any subsequent PEC report can be considered with full information. The pro forma should be kept on the student's file in the student's home Faculty both as a guide for future examinations, and in case of an appeal.
- 3.3 The student may also submit a PEC report in respect of the illness/injury, which relates to the effect upon performance not covered by the individual arrangements for examination. Any individual arrangements made for a student should be reported by the Faculty Office to the relevant PEC sub-committee of the PAB.
- 3.4 In exceptional circumstances, where a student who has a disability or long-standing medical problem has chosen not to declare this to the Disability Support Team, they may still submit a claim for personal extenuating circumstances. In such cases it is important to make contact with the Disability Support Team as soon as possible, so that documentation in support of the claim can be provided. PEC claims must be submitted before the published Faculty deadline for the period in which the assessed work is assessed (see section 7).

### **4. Alternative assessment methods**

- 4.1 Where a disabled student cannot be assessed by examination for a reason related to their disability the examiners may vary those methods as appropriate, taking into account the need to ensure that defined [learning outcomes](#) of the programme are met and that competence standards are not compromised.
- 4.2 Where a disabled student feels that alternative assessment arrangements are required the student should initially discuss this with a Disabilities Adviser. The Disabilities Adviser will then contact the Programme Leader to negotiate and agree whether alternative assessment methods are appropriate and, if so, what the assessment methods should be. This discussion may also involve the student directly. Any alteration to assessment arrangements under this provision must be authorised by the Chair of the Faculty Student Learning and Experience Committee.

## APPENDIX III

### Glossary of terms

1. **ARNA**

All Northumbria taught awards are governed by a common set of assessment regulations, the Assessment Regulations for Northumbria Awards (ARNA)<sup>8</sup>. This is updated annually at the start of the academic year so care must be taken to use only the current version.

2. **Academic misconduct**

Academic Misconduct refers to plagiarism and other forms of cheating in assessed work, as defined in Appendix 1 of these regulations; see also:

<http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/acmis/>.

3. **Assessment**

Assessment is the means to measure a student's achievement of specified [learning outcomes](#).

4. **Award**

Qualification conferred in formal recognition that a student has achieved the intended [learning outcomes](#) required to meet the academic standards set for a programme of study.

5. **Award level**

The levels of Northumbria Awards are in line with the 'Framework for Higher Education Qualifications in England, Wales and Northern Ireland' (FHEQ)<sup>9</sup> and specified in ARNA sections 9/10. The levels are:

Level 3 foundation certificate level (offered in some areas as entry route to degrees)

Level 4 first year undergraduate (certificate of higher education level)

Level 5 second year undergraduate (foundation degree level)

Level 6 third year undergraduate (honours degree level)

Level 7 Masters degree

Level 8 Doctoral degree.

6. **Compensation**

Provision for the allowance of module failure on the basis of overall performance to enable a student to progress to the next level or complete the award.

7. **Credit**

A means of quantifying and recognising learning expressed as numbers of credits at a specific level. One credit is intended to equate to 10 hours work for the average student. In a standard full-time undergraduate academic year (2 semesters), a student will study 120 credits. The number and level of credits required for each Northumbria award is defined in ARNA sections 9/10.

8. **Credit level**

An indicator of the relative complexity, depth and autonomy of learning associated with a particular module.

9. **Current learning**

Learning undertaken by a student towards a Northumbria award excluding any credit attained elsewhere which has been recognised as contributing to the overall credit requirements for the award.

10. **Examination Board**

Northumbria operates a two tier system of examination boards; see [Module Examination Board](#)

---

<sup>8</sup> available at <http://northumbria.ac.uk/static/worddocuments/ardocs/arna.doc>.

<sup>9</sup> as specified in the 'Framework for Higher Education Qualifications in England, Wales and Northern Ireland' (FHEQ), available at: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>.

and Progression and Awards Board.

11. **Full-time programme**

A programme which requires attendance for at least 24 weeks in an academic year and requires the student to undertake learning which amounts to an average of at least 21 hours per week. For the purposes of these regulations a full-time programme will normally comprise at least 120 credits in an academic or calendar year.

12. **Graded modules**

Modules assessed on a percentage scale, ie not pass/fail modules.

13. **Learning outcomes**

What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

14. **Level**

Each stage of a programme consists of given number of credits at an appropriate level as defined in the programme specification. A level is an indicator of the relative complexity and depth of learning associated with stages of a programme.

15. **Level average**

The average mark a student has achieved over all credits assessed in one level, expressed as a percentage and combining individual module marks with weightings which reflect the credit attached to each.

16. **Module**

Programmes are divided into units of learning (modules). Each module has specified [learning outcomes](#) and a specified volume of credit at one level only. Each module successfully completed at a level will contribute a number of credits as determined at validation of the programme.

17. **Module Examination Board (MEB)**

The examination board which confirms results for a defined set of modules.

18. **Part-time programme**

A programme with fewer than 120 credits in an academic or calendar year.

19. **Professional, statutory and regulatory bodies (PSRBs)**

Organisations that set the standards for, and regulate entry into, particular profession/s and are authorised to accredit, approve or recognise specific programmes leading to the relevant professional qualification/s, for which they may have a statutory or regulatory responsibility.

20. **Programme**

An approved course of study that provides a coherent learning experience leading to a qualification.

21. **Progression**

Formal progress through an academic programme, meeting key academic requirements. Progression on full-time programmes takes place at the end of a level or at a progression point. Progression on part-time programmes takes place at the end of an intermediate stage.

22. **Progression point**

Where there are more than 120 credits in a level, a programme may include a progression point after 120 credits for decisions to be taken on whether a student may progress from one stage to the next.

23. **Progression and Awards Board**

The examination board which considers individual student overall performance to determine progression on the programme and conferment of award/classification.

24. **Reassessment**

The process by which failure or non-completion of assessment is handled through deferral,

referral or repeat study.

25. **Referral/ resit**

A further attempt, following initial failure, at a module assessment. Graded referred modules are capped at the pass mark (40% for modules at level 6 and below; 50% for level 7 modules).

26. **Sandwich programme**

For Northumbria awards, assessment on sandwich programmes is governed by the regulations for full -time programmes.

27. **Stage (part-time programme)**

Part-time programmes are structured with a specified number of credits in each stage. A stage may be the standard academic year or a calendar year, but is completed on or before the anniversary of the programme start date. Where there is more than one stage, progression to the next stage requires the award of the specified number of credits across all qualifying modules in the current stage either initially or following referral. The award stage is the final stage; all stages leading up to this are defined as intermediate stages.