SENATE REGULATION 2: Undergraduate Programmes (2019 onwards) *(effective from September 2019 onwards for students first registering in or after September 2019)*

Contents

A note on the application of this Regulation 2
Awards of the University 2
Assessment Blocks and Credits 3
Programmes and Programme Specifications 5
Admission, recognition of prior learning or credit, registration and enrolment of students 6
Assessment of students 9
APPENDICES: REGULATIONS FOR PROGRESSION AND AWARD (Award-specific) 14
APPENDIX A: Honours Bachelors Degrees 14
APPENDIX B: Integrated Masters Degrees 16
APPENDIX C: Ordinary Bachelors Degrees 19
APPENDIX D: Diploma of Higher Education and Certificate of Higher Education 20
APPENDIX E: Foundation Degrees 21
APPENDIX F: Medical Degrees (MBBS) 23

SR2 (2019 onwards) – UNDERGRADUATE PROGRAMMES (effective from September 2019 onwards for students first registering in or after September 2019)

A note on the application of this Regulation

The University is currently operating two sets of regulations for undergraduate programmes and awards. This Regulation ('SR2 (2019 onwards)') applies from the academic year 2019/20 to all students on undergraduate programmes who first entered FHEQ[1] Level 4 of an undergraduate programme in or after September 2019. For students who first entered an undergraduate programme at FHEQ Level 5, these regulations will apply to students entering in or after September 2020; and for students who first entered an undergraduate programme at FHEQ Level 6, these regulations will apply for students entering in or after September 2021.

Paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme delivered by the Brunel Medical School, and Appendix F should be referred to.

Awards of the University

1. These regulations apply to awards leading to the following undergraduate qualifications of the University.

Foundation Degree

FdA	Foundation Degree of Arts
FdSc	Foundation Degree of Science
FdEng	Foundation Degree of Engineering

Honours Bachelors Degrees and Ordinary Bachelors Degrees

BA	Degree of Bachelor of Arts
BASc	Degree of Bachelor of Arts and Science
BEng	Degree of Bachelor of Engineering
BMus	Degree of Bachelor of Music
BSc	Degree of Bachelor of Science
LLB	Degree of Bachelor of Laws

Integrated Masters Degrees

MEng	Degree of Master of Engineering
MMath	Degree of Master of Mathematics
MSci	Degree of Master of Science
MDes	Degree of Master of Design

Medical Degrees

MBBS	Bachelor of Medicine, Bachelor of Surgery

Other undergraduate qualifications

CertHE	Certificate of Higher Education
DipHE	Diploma of Higher Education

[1] *FHEQ = Framework for Higher Education Qualifications*

GradCert Graduate Certificate
GradDip Graduate Diploma

2. An award is a combination of a qualification with a title associated with an approved programme of study and assessment. A 'qualification' is a generic title assigned to an award, defining its level and volume of assessment. A programme of study and assessment (or 'programme') is a combination of study (teaching and learning), and assessment associated with an award. Undergraduate awards of the University and their associated programmes of study and assessment, including the programme learning outcomes, are approved by Senate in accordance with its procedures for programme approval.

3. As set out in these Regulations, students shall be admitted to, and registered for, a programme of study and assessment leading to a named award approved by Senate. A student who, in accordance with these regulations, successfully completes an approved programme of study and assessment will be eligible to receive the relevant award. Alternatively, the authorised member of staff may permit applicants to enrol as an associate student for individual specified assessment block/s which are offered under these regulations, and the associated study block/s.

4. Students will not normally be permitted to register at the same time for more than one programme of study and assessment leading to an award offered under these regulations.

5. A normal period of study will be approved for each mode of study for each programme of study and assessment. Each year of full-time study shall normally be equivalent to 120 credits of assessment.

Assessment Blocks and Credits

6. An assessment block is a discrete assessment, or discrete group of assessment elements, to which a credit-rating and Level are assigned. For all aspects of summative assessment, modular blocks, containing both study and assessment, shall be synonymous with assessment blocks in this Regulation. The volume of assessment and achievement associated with each award will be defined in terms of assessment blocks. The number of credits assigned to a defined assessment block may not vary from programme to programme. A summary of the requirements and arrangements for each assessment block shall be set out in an approved outline. The credit value of an assessment block or modular block shall normally be defined as a multiple of 5 credits.

7. Each element will either be assessed using marks or grades or will be assessed on a pass / fail basis. In the case of an assessment block consisting of two or more elements assessed using marks or grades, each element will be assigned an individual weighting within the assessment block, which will be expressed by a percentage. An element of assessment assessed on a pass /fail basis shall have no weighting. Each assessment block must include at least one element assessed using marks or grades.

8. Each element of assessment may take the form of a written or viva voce examination, coursework, or another form or combination of forms as set out in the relevant approved outline. The form and schedule of assessment shall be notified to the student at the start of the academic year by the Department providing the associated assessment block.

9. The Levels and volumes of credits of the assessment blocks associated with an award shall normally conform to the Levels and volumes of credits set out below:

CertHE	120 credits at FHEQ Level 4
DipHE	240 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5
DipHE with Placement *(including thick, thin and 'compressed' sandwich degrees)*	360 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits of placement-associated assessment, normally at FHEQ Level 5
DipHE with Internship	At least 240 credits, including 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** an associated internship block.
Foundation Degree	240 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5
Ordinary Bachelors Degree	300 credits in total, **including** at least 100 credits at FHEQ Level 5, **and** 80 credits at FHEQ Level 6
Ordinary Bachelors Degree with Placement *(including thick, thin and 'compressed' sandwich degrees)*	420 credits in total, **including** at least 100 credits at FHEQ Level 5 **and** 120 credits of placement-associated assessment, normally at FHEQ Level 5 **and** 80 credits at FHEQ Level 6
Ordinary Bachelors Degree with Internship	300 credits in total, **including** at least 100 credits at FHEQ Level 5, **and** 80 credits at FHEQ Level 6, **and** an associated internship block.
Honours Bachelors Degree	360 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits at FHEQ Level 6
Honours Bachelors Degree with placement year *(including thick, thin and 'compressed' sandwich degrees)*	480 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits of placement associated assessment, normally at FHEQ Level 5 **and** 120 credits at FHEQ Level 6
Honours Bachelors Degree with Internship*)*	360 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits at FHEQ Level 6, **and** an associated internship block.
Graduate Certificate	**At least** 40 credits at FHEQ Level 6
Graduate Diploma	**At least** 80 credits at FHEQ Level 6
Integrated Masters Degree	480 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits at FHEQ Level 6 **and** 120 credits at FHEQ Level 7
Integrated Masters Degree with Placement Year *(including thick, thin and 'compressed' sandwich degrees)*	600 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits at FHEQ Level 6 **and** 120 credits of placement associated assessment,

	normally at FHEQ Level 6 **and** 120 credits at FHEQ Level 7
Integrated Masters Degree with Internship	480 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits at FHEQ Level 6 **and** 120 credits at FHEQ Level 7, **and** an associated internship block.
Medical Degree	600 credits in total, **including** 120 credits at FHEQ Level 4 **and** 120 credits at FHEQ Level 5 **and** 120 credits at FHEQ Level 6 **and** 240 credits at FHEQ Level 7.

10. Senate may permit programme specifications, for progression and award purposes only, to treat the credit associated with a defined assessment block as equivalent to credit at one Level higher or lower than that defined in the assessment block outline. Senate will permit credit to be counted in this way only where it is satisfied that to do so is consistent with the learning outcomes for the relevant award.

11. Where approved by Senate, programmes may be offered with the addition of an integrated foundation year. Successful completion of the foundation year will permit progression to FHEQ Level 4 of a programme leading to an award.

12. Senate may approve awards which exceed these normal expectations with regard to the total volume and / or the Level of credit.

Programmes and Programme Specifications

13. There shall be an approved programme specification, which will set out a summary of information, for each approved programme of study and assessment leading to an award of the University. Each new programme specification shall be subject to the approval of Senate. Detailed policy on the procedures for the approval and modification of programmes shall be published by the University Education Committee.

14. The programme specification shall define which assessment blocks are optional and which are compulsory for the associated award(s). A compulsory assessment block is one which all students registered for the relevant programme are required to attempt. A compulsory assessment block must be attempted as part of a programme of study and assessment leading to a specified award. An optional assessment block is one which students may select and attempt as part of the assessment for the award.

15. For the purposes of determining the outcomes of assessment, the programme specification shall also specify which assessments are core assessments and which are non-core for the associated award(s) of the University.

16. Honours Bachelors degree programmes must include at least one FHEQ Level 6 assessment block designated as the project assessment block. Integrated Masters degree programmes must include at least one FHEQ Level 6 assessment block and at least one FHEQ Level 7 assessment block designated as the project assessment blocks. The project assessment blocks defined herein shall be both compulsory and core and be normally at least 40 credits in volume. *†*

17. The appropriate programme specification will be issued to each student at initial registration and students must be given due notice if it is changed during their period of registration.

Admission, recognition of prior learning or credit, registration and enrolment of students

General considerations

18. Additional policy and/or guidance on the admission, recognition of prior learning and credit and enrolment of students will be published by the University Education Committee.

19. The authorised member of staff shall prescribe, in accordance with the relevant policies agreed by Senate, the minimum qualifications normally required for admission to each programme of study and assessment leading to an award (hereafter referred to as the 'programme'). The University may admit to a programme those applicants who meet the prescribed entry requirements for the programme and who are recommended for admission by the authorised member of staff.

20. A formal offer of a place on a programme, with or without conditions, may only be made by the Registrar or equivalent officer of the University to applicants whom he or she is satisfied should be permitted to register for a programme. Such offers will not normally be made after the second week of any academic year for admission in that year.

21. Applicants shall normally be admitted to follow a programme by one of the modes of study specified in the programme specification.

22. Each student registering for a programme shall be assigned a home Department and a tutor.

23. Following initial registration, each student shall be required to enrol annually, normally at the start of the academic session, until such time as an award is made or until the maximum period of registration for the programme is reached. Unless taking an agreed period of abeyance students shall be required to enrol for assessment blocks to be taken during the session.

Recognition of Prior Learning and Higher Education Credit

24. Senate may recognise certificated or experiential prior learning (not recognised by higher education award or credit) or higher education credit (whether undertaken at the University or elsewhere, including prior associate study with the University) for the purposes of exemption from the requirements of specified assessment blocks and / or requirements relating to the teaching and learning associated with the programme. For exemption, the prior learning or higher education credit must represent the applicant's current knowledge and abilities and will not normally be more than five years old.

25. Senate shall approve a policy defining the requirements for the granting of exemptions in all programmes.

26. Exemptions shall normally only be approved for whole assessment blocks and not for individual elements of assessment within an assessment block. An exception may be made in the case of placement assessment, where exemptions may be made from individual elements of assessment within an assessment block.

27. Exemptions from any assessment requirements of a programme shall be made on the basis of evidence of prior achievement of the learning outcomes associated with the relevant assessment block/s and the currency of that prior achievement.

28. Exemption may be either 'graded' or 'ungraded' as defined below.

29. For graded exemption, the agreed grades shall be included in grade profiles and calculations when determining progression and award decisions in the programme in the place of the exempted assessment block/s.

30. For ungraded exemption, no grade shall be assigned to the exempted assessment block/s. Ungraded exemption credit shall be excluded from all calculations of GPA and volume of grade credit.

31. Exemptions (other than those based on Brunel credit) may not be applied to the following parts of programmes, which students must therefore normally attempt: (i) any FHEQ Level 6 or FHEQ Level 7 assessments in an ordinary bachelors, honours bachelors, medical degrees, or Integrated Masters degree programme; (ii) more than 50% of the assessed credit of non-degree undergraduate awards.

32. Exemptions from requirements associated with teaching and learning will normally reflect approved assessment exemptions.

33. Where appropriate, the period of study may be reduced *pro rata* for students granted exemption from assessment blocks in recognition of prior learning or higher education credit.

34. A formal record shall be made of the exemptions accorded to such applicants when they were admitted, and of any grades assigned for the purposes of calculating the outcomes of awards. Such applicants shall also be notified in writing regarding the exemption decisions.

35. Where a prior award of the University is used to provide partial exemption from a new award's requirements, the prior award must normally be rescinded before conferral of the new award. Where only partial credit of the prior award is used in this way, the Academic Registrar shall advise on the need to rescind the prior award.

Individual variations to programmes, changes to modes of study and transfers, extensions and abeyances

36. Additional guidance on variations to programmes, changes to modes of study and transfers, extensions and abeyances is published by the University Education Committee.

37. The authorised member of staff shall be accountable to Senate, through the College Education Committee, for ensuring that each student registered for a programme of study leading to an award follows a programme of study and assessment, which is either set out in an approved programme specification or is a variation approved in accordance with these regulations.

38. The initial maximum period of registration for an undergraduate programme shall be the normal period of study for the programme for which the student is registered plus three calendar years. The maximum period of registration shall be inclusive of periods of study as set out in the programme specification, periods of exceptional extension to study (for example in the event of delayed study and assessment due to extenuating circumstances) and any periods of agreed abeyance. Requests for extensions to the maximum period of registration shall be considered by Senate.

39. Students may, subject to approval, seek to change the programme for which they are registered, or their mode of attendance, normally not later than the end of the second week of any academic year. Students may seek to change the blocks for which they are enrolled not later than the end of the second week of any year. Any such changes should be

approved by the authorised member of staff in the Department offering the new or continuing programme.

40. College Education Committees may, on behalf of Senate, vary the programme of study and assessment of an individual student from the programme set out in the programme specification provided that the revised programme of study still enables the student to demonstrate the learning outcomes of the relevant award.

41. Students wishing to enter a period of abeyance must apply to the College Education Committee for approval. Having been advised by the authorised member of staff regarding the next or most appropriate point for return to the programme following abeyance, the student will confirm to them the date of return from abeyance. The University will not normally agree to periods of abeyance of more than one calendar year in the first instance. Students in abeyance shall remain registered for their programme. Senate shall determine the entitlement of students in abeyance to the use of the University's resources.

Placement learning, professional training and degree awards with placement learning and assessment

42. One or more periods of formal placement learning or professional training may form a required part of a programme. The assessment associated with such formal placement learning or professional training shall be reflected in the learning outcomes of the award. The nature, frequency and duration of the required period(s) of placement learning or professional training, and any alternative arrangements that may be made in satisfaction of the requirements, shall be summarised in the programme specification. The assessment associated with each period shall be specified in one or more assessment blocks and summarised in the relevant assessment block outline/s. For the purposes of award and classification, the weighting of the credit associated with these assessment blocks shall be specified in the relevant programme specification.

43. Each period of formal placement learning or professional training shall be subject to relevant policies approved by the University Education Committee. The arrangements for these periods, including the student's employment status with the placement or training provider, the arrangements for finding a placement or training, and the detailed arrangements for the assessment of the placement or training, may vary at a local level in line with this policy. These arrangements, together with the responsibilities of the University, of the student and of the provider concerning the placement or training, shall be set out by College or Department in the relevant documentation.

44. Where a programme is designated 'with Placement', the typical period of placement learning will be defined in the University's Placement Learning Policy and shall be recognised by an additional 120 credits of assessment associated with the placement which shall be a core assessment block requirement for any award 'with Placement. Where a programme is designated 'with Internship', the typical period of placement learning will be defined in the University's Placement Learning Policy and the associated assessment credit will be listed in the relevant programme specification, and defined as a core assessment block. Placement activity may be organised into one or more separate periods of activity, which may be scheduled over one or more academic years, as specified by the programme for the relevant award. In the case of programmes not designated as 'with Placement' or 'with Internship', any placement learning and professional training will not normally require an additional commitment of time from the student during the year over the normal expectation, unless made available on an optional basis. Where such an additional commitment of time forms part of an approved programme, the expectations placed on the students shall be set out in relevant programme documentation.

Assessment of students

Assessments and Assessment Blocks

45. The arrangements for the assessment of foundation years are set out in the relevant programme specification. The following regulations pertain to assessment at FHEQ Level 4, 5 and 6, and FHEQ Level 7 assessment where this forms part of an undergraduate programme offered under these regulations.

46. Each element of assessment (other than those assessed on a pass / fail basis) shall be assessed as follows:

Indicative Mark Band	Degree class equivalent	Grade	Grade Point
90 and above	1	A*	17
80-89	1	A+	16
73-79	1	A	15
70-72	1	A-	14
68-69	2.1	B+	13
63-67	2.1	B	12
60-62	2.1	B-	11
58-59	2.2	C+	10
53-57	2.2	C	9
50-52	2.2	C-	8
48-49	3	D+	7
43-47	3	D	6
40-42	3	D-	5
38-39	Fail	E+	4
33-37	Fail	E	3
30-32	Fail	E-	2
29 and below	Fail	F	1

In the case of a student being recommended for an aegrotat award, a grade AE may be assigned where extenuating circumstances have been accepted for an assessment.

47. The grade or mark assigned should be in accordance with the generic grade descriptors approved by Senate and published as an appendix to these regulations. Any discipline-specific articulations of the generic grade descriptors shall be subject to approval by Senate.

48. Following the attempt by a student of all the elements of an assessment block, and again after any reassessment to which a student may be entitled, a Panel of Examiners will, in accordance with these Regulations, review the performance of each student attempting the assessment block. *†*

49. The overall grade in an assessment block will be determined with reference to the weightings assigned to each element of assessment in the approved outline, and in accordance with the University's Rounding Policy.

50. Failure to meet the requirements to achieve a pass in any element of assessment which is assessed on a pass / fail basis will result in a grade of F being assigned for the assessment block overall for that attempt, regardless of the standard achieved in the other element/s of assessment.

51. The designation 'core' indicates an element of assessment or assessment block in which a specified grade must be achieved or surpassed as part of the programme of study and assessment leading to a specific award, as set out in the relevant programme specification. For assessments at FHEQ Levels 4, 5 and 6, the specified grade is D-; for assessments at FHEQ Level 7 under these regulations, the specified grade is C-. A non-core assessment block for an award is one which, if taken, does not have to be passed at the specified grade, but the achieved grade must be better than F, in order for the student to be eligible for the award. For the avoidance of doubt, all grades below D- in a core element assessment shall be defined as Grade Point 1 for the purposes of transcripts. *†*

Review of progress and progression between levels of programmes: general considerations

52. A Board of Examiners shall normally, at the first opportunity at the end of a student's programme at each Level (below the final Level), and again following any reassessment to which the student is entitled, and at least once in each calendar year, review the progress of each student registered for a programme under these regulations. The Board of Examiners shall consider whether a student registered for an undergraduate award under these regulations has successfully completed the current Level, or their progress towards the successful completion of the Level, and take actions in accordance with Regulation 58, below.

53. A profile of grades for their current Level will be prepared for each student. The weighting applied to each assessment block in that profile shall be derived from its credit value (as set out in the outline of each assessment block). The requirements for progression between Levels of programmes leading to awards which are offered under these regulations are set out in an appendix to these regulations.

54. When considering each student's progress and whether that student may commence the next Level of a programme, the Board of Examiners may determine one of the following: *†*

a) that the student has satisfactorily completed the current Level in accordance with the requirements at that Level for the programme award for which they are registered and may progress to the next Level of the programme;

b) that the student has not satisfactorily completed the current Level but is entitled to reassessment;

c) that a decision regarding the completion of the Level should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);

d) that the student has not satisfactorily completed the current Level, is not entitled to reassessment (or further reassessment) and must withdraw from the programme.

55. Where a student is withdrawn from a programme, the student's transfer to another programme may be authorised in accordance with paragraph 2.39.

56. In accordance with the relevant provisions of Senate Regulation 4 and the University Coursework Submission Policy, a student who fails to complete any assessment or reassessment by the defined date, or fails to be present at any test or examination, without presenting at the due time extenuating circumstances acceptable to the Board, shall be assigned a grade NS in that assessment or reassessment.

57. Unless the programme specification specifies other conditions for progression, students will not be permitted to commence study at a higher Level before they have satisfactorily completed their current Level.

Completion of Final Level and recommendation for Awards: general considerations

58. A student may, at any time before completing the requirements of the award, write to the Board of Examiners responsible for the award to which their programme leads, stating that he or she wishes to withdraw from the programme. In these circumstances, the Board of Examiners shall, in accordance with these regulations and at the next opportunity, consider the student's eligibility for an award and make recommendations as appropriate to Senate.

59. If the maximum period of registration (including any approved extension/s) has been reached before the student has fulfilled the requirements for the award to which their programme leads, the relevant Board of Examiners shall, in accordance with these regulations and at the next opportunity, confirm the withdrawal of the student from the programme, consider their eligibility for the highest award to which they are entitled, and make recommendations as appropriate to Senate.

60. The relevant Board of Examiners shall normally, at the first opportunity following the conclusion of a student's study at the final Level of their programme, and again following any reassessment to which the student is entitled under these regulations, consider a student's eligibility to be recommended for an award. The requirements for individual awards offered under these regulations are set out in an Appendix to these regulations.

61. Having considering a student's eligibility to be recommended for an award, the Board of Examiners shall with reference to the award-specific regulations below, determine one of the following actions: *†*

a) That the student has satisfactorily completed the final Level in accordance with the requirements for the programme for which they are registered and may be considered for an award;

b) that the student has not satisfactorily completed the final Level but is entitled to reassessment;

c) that a decision regarding the completion of the final Level should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);

d) that the student has not satisfactorily completed the final Level and is not entitled to reassessment (or further reassessment) but may be considered by the Board for another award for which they fulfil the requirements. Alternatively the Board may, as appropriate, refer the case to another Board of Examiners for consideration;

e) that, due to extenuating circumstances the student fulfils the requirements for an aegrotat award, as set out under Senate Regulation 4;

f) that the student has not satisfactorily completed the final Level and is not entitled to reassessment and shall be withdrawn from the programme.

62. Where a student fulfils the requirements for more than one award under these regulations, the Board of Examiners will normally only recommend the award of the highest qualification for which they are eligible.

Reassessment: general considerations

63. Students who at first assessment do not meet the minimum requirement for satisfactory completion of a Level (including the final Level) of a programme may be entitled to reassessment in one or more assessment elements. Students at any Level who, after any reassessment to which they are entitled, do not meet the minimum requirements for satisfactory completion of a Level, shall be required to withdraw from the programme. *†*

64. The maximum grade which will be awarded in any assessment block subject to reassessment is the threshold grade (D- in FHEQ Level 4, 5 and 6 and C- in FHEQ Level 7 assessment). If a reassessment involves direct assessment of threshold attainment, this shall be indicated on the transcript. *†*

65. Where a student achieves a lower standard in reassessment than in first assessment, the higher grade shall be counted when a Board of Examiners considers the student's eligibility for an award. *†*

66. Other policies apply when a student is permitted to take delayed assessments due to accepted extenuating circumstances (See Senate Regulation 4). *†*

67. The schedule and arrangements for reassessment shall be approved by the relevant Board of Examiners in accordance with these regulations. *†*

68. At FHEQ Level 4, a student who, after first assessment meets the minimum requirement for satisfactory completion of the Level, is not entitled to reassessment in any assessment block and shall progress to the next Level. *†*

69. At FHEQ Level 4, a student who, after first assessment does not meet the minimum requirements for satisfactory completion of the Level, is normally entitled to reassessment in any assessment blocks where s/he has failed to achieve a grade of D- or better. *†*

70. The timing of reassessments is at the discretion of the Board of Examiners. FHEQ Level 4 students being reassessed in assessment blocks totalling normally not more than 40 credits shall be reassessed on one occasion only, in failed assessments within the current academic year. FHEQ Level 4 students being reassessed in assessment blocks totalling more than 40 credits shall be reassessed on one occasion only in failed assessments, normally in the next academic year. They shall be permitted to commence FHEQ Level 5 on meeting the minimum requirements for satisfactory completion of FHEQ Level 4 (as set out above). *†*

71. At FHEQ Levels 5 and 6, a student who at first assessment has failed to achieve a grade of at least D- in an assessment block or in any core assessment, is entitled to reassessment in any assessments where s/he has failed to achieve a grade of D- or better, provided that the total credit value of the assessment blocks which are reassessed (in whole or in part) in the Level is no more than 40 credits. If the total credit value of the assessment blocks which would require reassessment under this regulation exceeds 40 credits in the Level, the student shall not be entitled to reassessment and shall be required to withdraw from the programme. *†*

72. At FHEQ Level 7, a student who at first assessment has failed to achieve a grade of at least C- in an assessment block or in any core assessment, is entitled to reassessment in any assessments where s/he has failed to achieve a grade of C- or better, provided that the total credit value of the assessment blocks which are reassessed (in whole or in part) in the Level is no more than 40 credits. If the total credit value of the assessment blocks which would require reassessment under this regulation exceeds 40 credits in the Level, the student shall not be entitled to reassessment and shall be required to withdraw from the programme. *†*

73. A student being reassessed in FHEQ Levels 5, 6, or 7 shall be reassessed on one occasion only, normally within the current academic year. *†*

74. Notwithstanding regulations 2.71 and 2.72 above, students undertaking 'with placement year' programmes as defined in 2.9 and 2.44, and who have completed the defined minimum period of placement, shall have the right to be reassessed in the associated placement learning assessment block(s) on one occasion only where they have failed to achieve grade D- or better in the assessment block(s) at the first attempt. Boards of Examiners shall set appropriate and reasonable deadlines for such reassessment on an individual student basis. *†*

APPENDICES: REGULATIONS FOR PROGRESSION AND AWARD (Award-specific)

APPENDIX A: Honours Bachelors Degrees

Progression requirements (Foundation Year)

A1. The requirements for progression from the Foundation Year are set out in the programme specification for the relevant undergraduate degree programme.

A2. The minimum requirement for the satisfactory completion of a Level of an honours bachelors degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Completion of Final Level and recommendation for Awards

A3. A profile of grades and a grade-point average (GPA) will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each Assessment Block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

A4. For honours bachelors degrees, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/3;
- FHEQ Level 6: 2/3.

A5. The minimum requirements for the award of an honours bachelors degree and for each classification of degree are defined as follows:

Honours Bachelors Degree Classifications						
Class	Maximum credit volume of Grade F	Maximum credit volume of assessment blocks containing **core** assessments below D-	Maximum credit volume (not Level-weighted) of non-core Grade Band E (E+, E, E-)			Minimum weighted GPA*
			FHEQ Level 5	**FHEQ Level 6**	**FHEQ Levels 5 + 6**	
1st	0	0	0	0	0	14.0
2.1	0	0	20	0	20	11.0
2.2	0	0	40	20	40	8.0
3rd	0	0	40	40	60	NA

* The borderline mechanism, for cases where the Minimum Weighted GPA requirement has not been met, is defined in A6 below.

A6. Where a student has met all requirements for the award of a particular classification of an honours bachelors degree other than the minimum GPA requirement, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined in 2.46 above) or better, such that the Minimum Weighted GPA requirement for each classification is modified as follows:

Honours Bachelors Degree Classification Borderline Mechanisms			
Volume of grades (weighted by assessment block credit value and by Level weighting) in Class or better	**Class**		
	1st	2.1	2.2
	Minimum weighted GPA		
At least 50% of grades (weighted) in **Class** or better	13.5	10.5	7.5

A7. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected by the exercise of discretion. Discretion may not be exercised in determining whether to recommend the award of a 3rd class degree. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

A8. Where a student registered for a programme leading to an honours bachelors degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award either of an ordinary bachelors degree (if available), or Diploma of Higher Education or Certificate of Higher Education, as set out the programme specification for the relevant honours bachelors degree.

A9. Where, in accordance with Regulation 4, a Board of Examiners determines to recommend the award of an *aegrotat* degree, the award shall not be classified.

APPENDIX B: Integrated Masters Degrees

Progression requirements (Foundation Year)

B1. The requirements for progression from the Foundation Year are set out in the programme specification for the relevant Integrated Masters degree programme.

Progression requirements (FHEQ Level 4)

B2. The minimum requirement for the satisfactory completion of FHEQ Level 4 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Progression requirements FHEQ Level 5

B3. The **minimum** requirement for the satisfactory completion of FHEQ Level 5 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;
- A minimum GPA of 9 in FHEQ Level 5.

B4. Any requirement for progression from FHEQ Level 5 to FHEQ Level 6 of an Integrated Masters degree which exceeds the minimum requirements shall be set out and approved in the relevant programme specification.

Progression requirements (FHEQ Level 6)

B5. The minimum requirement for the satisfactory completion of FHEQ Level 6 of an Integrated Masters degree will be to reach a standard which is at least equivalent to the requirements across FHEQ Levels 5 and 6 for an honours bachelors degree at 2.ii class, as set out in Appendix A regulations B, C and D above.

B6. Any requirement for progression from FHEQ Level 6 to the FHEQ Level 7 of an Integrated Masters degree which exceeds the minimum requirements shall be set out and approved in the relevant programme specification.

Completion of Final Level and recommendation for Awards

B7. A profile of grades and a grade-point average will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each assessment block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

B8. For an integrated masters degree, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/5;
- FHEQ Level 6: 2/5;
- FHEQ Level 7: 2/5.

B9. The minimum requirements for the award of an integrated masters degree and for each classification of degree are defined as follows:

Integrated Masters Degree Classifications					
Class	Maximum credit volume of Grade F	Maximum credit volume of assessment blocks containing **core** assessments below D-	Maximum credit volume (not Level-weighted) of **non-core** Grade Band E (E+, E, E-)		
		FHEQ Levels 5 + 6	**FHEQ Level 5**	**FHEQ Level 6**	**FHEQ Levels 5 + 6**
1st	0	0	0	0	0
2.1	0	0	20	0	20
2.2	0	0	40	20	40

Class	Maximum credit volume of assessment blocks containing **core** assessments below C-	Maximum credit volume (not Level-weighted) of **non-core** Grade Band D (D+, D, D-)	Minimum Weighted GPA*
	FHEQ Level 7		
1st	0	0	14.0
2.1	0	20	11.0
2.2	0	40	8.0

* The borderline mechanism, for cases where the Minimum Weighted GPA requirement has not been met, is defined in B10 below.

B10. Where a student has met all requirements for the award of a particular classification of an integrated masters degree other than the minimum GPA requirement, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined in 2.46 above) or better, such that the Minimum Weighted GPA requirement for each classification is modified as follows:

Integrated Masters Degree Classification Borderline Mechanisms			
Volume of grades (weighted by assessment block credit value and by Level weighting) in Class or better	**Class**		
	1st	2.1	2.2
	Minimum weighted GPA		
At least 50% of grades (weighted) in **Class** or better	13.5	10.5	7.5

B11. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected by the exercise of discretion. Discretion may not be exercised in determining whether to recommend the award of a 2.2 class degree. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

B12. Where a student registered for a programme leading to an integrated masters degree does not fulfil the requirements for the award under these Regulations the relevant Board of Examiners will normally consider the eligibility of a student for the award either of an honours bachelors degree (if available), or an ordinary bachelors degree (if available), or a Diploma of Higher Education or Certificate of Higher Education, as set out the programme specification for the relevant integrated masters degree.

B13. Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an *aegrotat* degree, the award shall not be classified.

APPENDIX C: Ordinary Bachelors Degrees

Progression requirements: entry to FHEQ Level 5

C1. Students shall not register for FHEQ Level 4 of a programme leading to an ordinary bachelors degree. The requirements in FHEQ Level 4 for transfer to an ordinary bachelors degree will be set out in the programme specification for the relevant ordinary bachelors degree.

Progression requirements: FHEQ Level 5 to FHEQ Level 6

C2. The minimum requirement for the satisfactory completion of FHEQ Level 5 of an ordinary bachelors degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;

Completion of Final Level and recommendation for award

C3. A profile of credit at FHEQ Level 6 and shall be prepared for each student, derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block).

C4. For the award of an ordinary bachelors degree, the project assessment block as defined in 2.16, if undertaken, shall not be a core assessment.

C5. The minimum requirement for the satisfactory completion of FHEQ Level 6 of an ordinary bachelors degree is:

- No credit at Grade F;
- No more than 20 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;

C6. A student who has completed the requirements of both FHEQ Levels 5 and 6 of an ordinary bachelors degree is eligible to be recommended for award. The ordinary bachelors degree award shall not be classified.

C7. Where a student registered for a programme leading to an ordinary bachelors degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award either of a Diploma of Higher Education or a Certificate of Higher Education, as set out the programme specification for the relevant ordinary bachelors degree.

APPENDIX D: Diploma of Higher Education and Certificate of Higher Education

Completion of Final Level and recommendation for award

D1. A profile of credit at each Level studied shall be prepared for each student, derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block).

D2. The requirements for an award of Certificate of Higher Education shall be a profile of 120 Credits at FHEQ Level 4, which includes:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D- .

D3. The requirements for the award of Diploma of Higher Education shall be a profile of 120 Credits at each Level (240 credits in all), which at each Level includes:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

APPENDIX E: Foundation Degrees

Progression requirements (FHEQ Level 4)

E1. The minimum requirement for the satisfactory completion of FHEQ Level 4 of a Foundation degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Completion of Final Level and recommendation for Awards

E2. A profile of grades and a grade-point average (GPA) will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each assessment block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

E3. For Foundation degrees, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: 1/3;
- FHEQ Level 5: 2/3;

E4. The minimum requirements for the award of a Foundation degree and for each classification of degree are defined as follows:

Foundation Degree Award Requirements				
Foundation Degree Award Class	Maximum Credit volume of Grade F	Maximum credit volume of assessment blocks Containing core assessments below D -	Maximum credit volume of non-core Grade Band E (E+, E, E -) (across FHEQ Levels 4 and 5)	Minimum GPA*
Distinction	0	0	0	14.00
Merit	0	0	20	11.00
Pass	0	0	40	N/A

* The borderline mechanism, for cases where the Minimum Weighted GPA requirement has not been met, is defined in E5 below.

E5. Where a student has met all requirements for the award of a particular classification of a Foundation degree other than the minimum GPA requirement, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined in 2.46 above) or better, such that the Minimum Weighted GPA requirement for each classification is modified as follows:

Foundation Degree Class Borderline Mechanism		
Volume of grades (weighted by assessment block credit value and by Level weighting) in Class or better, where Class corresponds to the following Grades: Distinction: A-, A, A+, A++ Merit: B-, B, B+	Class	
	Distinction	Merit
	Minimum Weighted GPA	
At least 50% of grades (weighted) in **Class** or better	13.5	10.5

E6. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected. Discretion may not be exercised in determining whether to recommend the award of a Pass. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

E7. Where a student registered for a programme leading to a Foundation degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award of a Certificate of Higher Education, as set out the programme specification for the relevant Foundation degree.

E8. Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an aegrotat degree, this shall be noted on the certificate and transcript for the award. An aegrotat degree cannot be awarded with merit or distinction.

APPENDIX F: Medical Degrees (MBBS)

F1. As noted throughout this Regulation, paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme. This Appendix defines specific regulations relating to the MBBS.

Assessments and Assessment Blocks

F2. Completion of a level of study is recognised through an associated 120-credit assessment block, which will result in one of the following outcomes:

- Pass
- Fail

F3. The Competence Level for an assessment block is based on performance in all elements of assessment undertaken within the level, and students will also receive a competence level for the domains of Professional Knowledge, and Professional Skills, and Professional Values and Behaviours. Criteria for determining competence levels is provided in the MBBS Progression and Awards Policy.

F4. Assessment elements are marked, and map to the competence levels as follows:

Indicative Mark Band	Grade	MBBS Competence Level Equivalency
90 and above	A*	Competence Level 1 (Satisfactory)
80-89	A+	
73-79	A	
70-72	A-	
68-69	B+	
63-67	B	
60-62	B-	
58-59	C+	
53-57	C	
50-52	C-	
48-49	D+	Competence Level 2 (Borderline)
43-47	D	
40-42	D-	
38-39	E+	Competence Level 3 (Unsatisfactory)
33-37	E	
30-32	E-	
29 and below	F	

F5. Students will undertake a Student Selected Component (SSC) in years 2, 3, 4 and 5. The SSC will be graded on a pass/fail basis and undertaken in place of a 40-credit project.

Review of Progression

F6. Student progress will be reviewed by the Academic Progress Panel at the end of each academic term. The Academic Progress Panel will determine an interim competence

level for each student within the competence domains, Knowledge, Skills and Professional Values and Behaviours. There shall be no compensation between domains. Interim competence levels will be based on performance in all elements of assessment undertaken within the academic term, combined with a review of aggregated synoptic assessment scores for each domain.

F7. At the end of each year the Academic Progress Panel will confirm the competence level for each student in each domain. These outcomes will be presented to the Board of Examiners at the end of each academic year.

F8. When considering each student's progress and whether that student may progress to the next year of study, the Board of Examiners, after review of recommendations from the Academic Progress Panel, may determine one of the following:

a) that the student has satisfactorily completed the current level (in all three competence domains) and may progress to the next year of the programme;

b) that the student has completed the current year with required improvements (in one or more of the competence domains) and may progress with conditions to the next year of the programme;

c) that the student has not satisfactorily completed the current year and is required to repeat (subject to F21) the most recent academic year;

d) that the student has not satisfactorily completed the current year and is not entitled to a repeat (or further repeat) of the year (see F21), and must withdraw from the programme;

e) that a decision regarding the student's completion of the year should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4).

F9. The Information regarding the requirements for satisfactory progression between years are presented in the MBBS Progression and Awards Policy.

F10. The Academic Progress Panel and the Board of Examiners will meet mid-way through Year 5 for the purpose considering student progression to the Medical Licensing Assessment (MLA). The Academic Progress Panel will confirm the competence level for each student in each domain. The Board of Examiners, after review of recommendations from the Academic Progress Panel, may determine one of the following:

a) that the student has satisfactorily met the requirements of the year so far and may undertake the MLA;

b) that the student has not satisfactorily met the requirements of the year so far and must go into abeyance for the remainder of the year, and repeat Year 5;

c) that the student has not satisfactorily met the requirements of the year so far and is not entitled to a repeat (or further repeat) of the year, and must **withdraw** from the programme;

Completion of Final Year and recommendation for Awards

F11. Having considered a student's eligibility to be recommended for an award, the Board of Examiners shall determine one of the following actions:

a. that the student has satisfactorily completed the year, including the MLA, and may be considered for an **award**;

b. that the student has not satisfactorily completed the level and is entitled to **reassessment**;

c. that the student has not satisfactorily completed the level and must **repeat** (subject to F21) Year 5;

d. that the student has not satisfactorily completed the final Level and is not entitled to a reassessment/repeat (or further reassessment/repeat) of the year (see F21), but may be considered by the Board for **another award** for which they fulfil the requirements. Students who do not fulfil the requirements for another award will be required to withdraw;

e. that a decision regarding the student's completion of the final Level should be **deferred** because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);

f. that, due to extenuating circumstances the student fulfils the requirements for an **aegrotat award**, as set out under Senate Regulation 4;

F12. Exit awards of Certificate of Higher Education and Diploma of Higher Education will be as per Senate Regulation 2, Appendix D.

F13. Exit awards of an Honours Bachelors degree must meet the minimum credit requirement as defined in Appendix A. A profile of marks will be prepared for each student, derived from the marks assigned by the assessors and assured by the relevant Academic Assessment Panel. The weighting applied to each assessment in the profile shall be determined in the MBBS Progression and Awards Policy. The weighting of Levels in the profile, for the determination of classification, shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/3;
- FHEQ Level 6: 2/3.

Where a student exiting with an Honours Bachelors degree, has completed all of Year 4 (120 credits at FHEQ Level 7) the Board of Examiners has the discretion to take this credit into account in determining the classification. In such instances, the weighting of Levels in the profile, for the determination of Senate Regulation 2 (2019 onwards) Page 25 of 23 March 2020 classification, shall either be as shown above, or:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/5;
- FHEQ Level 6: 2/5.
- FHEQ Level 7: 2/5

F14. The award of an MBBS degree is unclassified.

F15. For each academic year, the Board of Examiners will recognise students whose achievement is at a Distinction or Merit standard, according to weightings of assessments defined in the MBBS Progression and Awards Policy and the following:

Indicative Mark Band	Grade	End of Year Standard	
90 and above	A*	Distinction	70-100%
80-89	A+		
73-79	A		
70-72	A-		
68-69	B+	Merit	60-69.9%
63-67	B		
60-62	B-		

In a cohort year where less than 20% of students are eligible for a distinction or merit based on the above criteria, the Board of Examiners has the discretion to recognise students' achievement using the following norm referenced approach for up to the top 20% of the cohort.

Student position based on the overall mark for the year	End of Year Standard
Top 10%	Distinction
Next 10%	Merit

F16. The standard of Distinction or Merit is not reflected in the MBBS degree outcome.

Reassessment

F17. The programme provides continuous, in-year assessments throughout each term with cumulative end-of-term assessments aligned to reassess the same content, therefore, additional in-year reassessment opportunities are not provided. Where reassessment is required, this will be undertaken as a repeat year, where all assessments for that year will be undertaken again.

F18. Where reassessment is required for the MLA or post-MLA assessments these will be undertaken in-year, at the next available opportunity.

F19. All reassessment marks will be uncapped.

F20. Where a student achieves a lower standard in reassessment than in first assessment, the reassessment grade shall be counted when a Board of Examiners considers progression or award.

F21. Students are entitled to repeat each level on one occasion only, to a maximum of two repeated years in total.

Updated April 2022