



*European School of Economics*

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# Academic Regulations

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Undergraduate and Postgraduate  
Programmes AY 2021-2022

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European School of Economics

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# Undergraduate and Postgraduate Academic Regulations

This compendium of Academic Regulations provides information on the academic structures, policies and regulatory frameworks that have been developed by the ESE and the University of Chichester to clarify and maintain academic standards and enhance the quality of students' learning experiences in all programmes operating across ESE campuses.

## PART 1 INTRODUCTION

### Undergraduates

- i. The first degrees offered by the ESE (BSc) are validated by the University of Chichester. Degrees are classified with honours at First Class, Second Class (Upper Division), Second Class (Lower Division) and Third Class. A degree without honours is classified as an Ordinary Degree.
- ii. The first degree of the ESE may be conferred by the authority of the Academic Board of Examiners of the University, upon such candidates as are reported to the Academic Board:
  1. Satisfied the provisions and regulations of the ESE as agreed with the University; and
  2. Completed a programme of studies consisting of the prescribed number and range of modules of the degree programme for which they are registered; and
  3. Satisfied their Board of Examiners that they have attained the requisite standard in the prescribed assessments for the modules on their programme of study.
- iii. All modules are aligned with The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

### Postgraduates

- i. The Degrees of MSc and MBA may be awarded either on the basis of a programme of taught modules and assessment by examination, or by a programme of taught modules, examination and dissertation.
- ii. All Master's programmes are aligned with The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).
- iii. The Master of Science/Master of Business Administration may be awarded on the basis of taught modules, or a combination of taught modules and a research element. [For the purpose of these regulations any reference to 'module' includes where appropriate a reference to any research element.]
- iv. The Master's degree of the ESE may be conferred by authority of the Senate of the University, upon such candidates as are reported to the Senate as having:
  1. Satisfied the provisions and regulations of the ESE as agreed with the University; and
  2. Completed a programme of studies consisting of the prescribed number and range of modules of the degree programme for which they are registered; and
  3. Satisfied the Joint Academic Board that they have attained the requisite standard in the prescribed assessments for the modules on their programme of study.

- v. Candidates may be required to attend an oral examination which shall form part of the assessment and examination for the degree.
- vi. There is no prescriptive balance between the elements comprised within a Master's programme. In some cases students may follow elements that are also provided to undergraduate students, but these must be at level 6 of the FHEQ and must not constitute more than 30 units of the total programme. In these cases there will normally be separate tuition and/or separate assessment for postgraduate students. Each Master's programme shall describe the nature of the programme (e.g. the constituent components and assessment).
- vii. The minimum period of study for a Master's programme shall be twelve months, consisting of a minimum of 180 units of which 150 must be at Level 7 in the FHEQ. On successful completion the weighting and credits assigned to a module will be equal to its unit value. In order to be eligible for the award of a degree a student must have studied the full syllabus as prescribed by the curricula and special regulations for the degree programme.

## PART 1A Scope of Regulations

These regulations apply to the University's undergraduate and taught postgraduate provision. Any departure from these regulations, for any University of Chichester validated programme, must have been formally approved and must be made available to students via the Student Programme Handbook.

- 1A.1 The Academic Regulations apply to all taught provision of the European School of economics and to all students undertaking that provision unless specifically exempted by the Academic Board or disallowed under accreditation agreements with Professional, Statutory and Regulatory Bodies.
- 1A.2 The Academic Regulations for each year shall be approved annually by the Academic Board.
- 1A.3 The Regulations in force at any time shall be those for that academic year unless specified otherwise. When a student registers at the start of an academic year for a year of study or part way through an academic year, the student shall sign up for the Regulations for that academic year.
- 1A.4 When a student resumes study after a period of intermission the student shall normally undertake to abide by the Regulations and the programme and module specifications in force at the time of resumption.
- 1A.5 The Regulations are intended to be used as a primary source of information. Alongside the Regulations, ESE operates a wide range of institutional policies and procedures. Key aspects of these policies and procedures are incorporated within the Regulations and reference is made here to the full policy or procedures, which can be found on the University's website.

## Part 1B Suspension of the Regulations

- 1B.1 In exceptional circumstances, a programme or subject may seek, at the time of approval or review, to operate outside of one or more of the Regulations. Application to do so must follow appropriate consultation with other programmes and subjects as required, and must be made explicit at the time of approval or review and must be explicitly approved.
- 1B.2 In exceptional circumstances, and following appropriate consultation, a programme or subject

may seek to obtain formal approval to suspend one or more of the Regulations. Where this approval is secured, students must be explicitly notified before implementation.

## **PART 2 REGISTRATION AND ATTENDANCE**

2.1 All students are reminded of their responsibility to notify the University, via the Admission Officer or designate, if they have been convicted of a relevant criminal offence, either in the UK or in any other country, since completing their application form and / or becoming a student of the European School of Economics. Any student or trainee, who through their course or other University related activity e.g. volunteering, comes into contact with children or vulnerable adults and who has been required to obtain a criminal record check (disclosure) from the Disclosure and Barring Service (DBS), must declare any new conviction (including cautions / reprimands) to the ESE Campus Manager. The European School of Economics and the University of Chichester reserve the right to terminate the registration of any student whose criminal record proves to be unsatisfactory.

2.2 No student shall be admitted to a full-time or part-time programme unless he or she has registered for the programme as the University requires and agreed that they will pay the required fee within the timescale specified by the European School of Economics.

2.3 Students on programmes which should last more than one year shall re-register at the beginning of each academic year. A student will not normally be permitted to re-register for the second or subsequent year of his or her programme unless he or she is in good academic standing and has satisfactorily fulfilled the requirements pertaining to the previous year as prescribed by the Regulations, including assessment and examination requirements. Students in debt to the University will not normally be considered as being in good standing.

2.4 At registration all students are required to sign a declaration, agreeing to abide by the regulations of the University. The rules of the European School of Economics are deemed to include both these regulations and also the rules relating to the operation of programmes and that of individual services (ie on the use of IT facilities). Students who infringe this agreement shall be subject to the Disciplinary Procedures.

### **Proof of identity**

- 2.5 All new students are required to provide original proof of identity when they first register on their modules/programme of study at the European School of Economics. Normally, proof will be a Passport/EU National Identity Card, UK Photo Driving License or Birth Certificate. For international students with a Tier 4 General Student visa they will be required to present their original Passport with Entry Clearance Visa and/or Biometric Card (where applicable).

### **Changes to Personal Details**

2.6 Students shall notify the Student Services Department promptly of any changes to personal details, including address or other contact details that occur after registration. If a student wishes to change their name they will have to provide original, official documentation to support the request e.g. change of name deed, marriage certificate.

## Part 2A Registration

2.7 A student remains registered unless:

- a) they have advised the University of their withdrawal by completing the approved withdrawal form and submitting it to Academic Department; or
- b) the University has terminated their registration.

2.8 A registered student of the University shall ensure that their online record, held by the European School of Economics, always has their most up to date residential addresses and contact numbers, both permanent and local/term-time.

## Part 2B Student Attendance and Workload

2B.1 While the University recognises that many students combine study with paid or voluntary work, it is the responsibility of students to organise their time in a way which allows them to participate fully in required teaching and learning activities and complete assignments and examinations at the appropriate time. International students must also abide by any condition of their visa requirements which may include a restriction on part-time work.

2B.2 Students admitted to full-time or part-time programmes shall keep to the term dates in full as published in their student programme handbook and shall attend any additional periods of study required.

2B.3 Attendance at all timetabled sessions, including lectures, tutorials, workshops, seminars, practical classes, school or work experience or other activities prescribed by the student programme handbook is compulsory for all students. Students shall present themselves for all assessment and examination requirements in order to satisfy their student programme handbook.

2B.4 It is the responsibility of the student to attend modules according to his study plan to ensure both a full programme of study and progression between levels within the programme of study.

Where elective modules are available, it is each student's responsibility to ensure that s/he has notified the administrator for the degree programme of his/her choice of modules. Failure to do so may result in a student not being able to satisfy the regulations for his degree programme. Advice on choice of electives should be sought within each student's own degree pathway. The mechanism for providing such advice is determined by the Academic Director of the campus or their delegated nominee.

## Absence from timetabled sessions

2B.5 Students are required to attend punctually and regularly at least 80% of the module lectures, seminars, and tutorial periods prescribed by the special regulations together with such other lectures, workshops, seminars or classes as may be directed, and be examined in them accordingly unless extenuating circumstances provide motivation for exception on the part of the Programme Director.. If the Programme Director managing a course having consulted with the Academic Registrar or Campus Academic Director certifies that there has been a breach of this regulation then the student shall not be admitted to the examination for that module in the time originally scheduled. The Academic Registrar / Campus Academic Director may also recommend to the Chairman of the appropriate Board of Examiners that the student's membership of the ESE be terminated.



2B.5.1 Students may request authorised absence due to medical or other reasons. ESE reserves the right to specify conditions pertaining to such requests and may, depending upon the length of absence, require the student to retake modules. Applications for authorised absence should be made through the relevant tutor(s) to the Programme Director.

Wherever possible, permission for absence should be sought in advance. Where permission for absence is not sought in advance, the absence must be reported at the earliest possible opportunity and a submission must be made to the Programme Director together with appropriate evidence, as to why the standard Regulation has been breached.

2B.5.2 In the case of illness causing an absence of three days or more, a medical certificate may be required and will be necessary in order to apply for mitigating circumstance. (For ill health and examinations, see under Examinations below).

2B.5.3 Where at any time (but no earlier than the end of the student's first term), a student's Programme Director is satisfied on the basis of all relevant information, including tutorial reports, that the student has made so little progress that the student is incapable of passing the programme of study, the Programme Director may ask the Head of Academic Coordination to terminate the student's studies or may require the student to sit and pass a test at the next available opportunity. The Academic Registrar shall notify the student in writing of the intention to make such a decision and of the reasons for this. The student shall have seven days following this notification to make representations in writing to the Head of Academic Coordination. At the end of this period the Head of Academic Coordination shall give formal notification to the student of the action being taken, and advise as well the Director of Quality and Standards.

2B.5.4 In the event of a student's studies being terminated by the Head of Academic Coordination, or as a result of failure in the test, the student may appeal in writing, within 14 days of formal notification of termination of studies, to the Director of Quality and Standards and the Head of Academic Coordination.

## Leave of absence

2B.6 Students will not normally be granted leave of absence. Students must be available at re-assessment periods if required. Exemptions from this regulation will be rare and unusual for example, a student representing their country in an international sporting event. Students seeking such exemption should seek written permission from the Head of Department, who will make the decision within the policy established by the Academic Board.

## Part 2C Full-time and Part-time Study

2C.1 A part-time registered student is defined as a student taking the equivalent of 6 (15 credit) modules or less in an academic year, unless they are temporarily part-time on a full-time programme to make up a credit shortfall or due to mitigating circumstances. In this scenario a Board of Examiners might permit a student to undertake up to 7 (15 credit) modules or equivalent. All other regulations applying to full-time students apply to part-time students registered on the same programme.

2C.2 Students will be permitted to take individual modules as a part-time student without registering for a specific programme. There is no limit to the number of such 'stand-alone' modules that can be taken. However, no award will be made unless registration for the award has taken place and the student has taken the specified diet of modules for the award.

2C.3 An auditing student is defined as one who is registered for a module or modules but not

subject to the assessment requirements. No credit will be awarded where the student has registered as auditing the module, although a certificate of attendance may be provided.

## **PART 3 PROGRESSION**

### **Undergraduate students**

3.1 To progress from Levels 4 to 5 (Framework for Higher Education Qualifications) the student must be awarded 120 Level 4 credits. To achieve this, the student must attend and complete the required number of modules and achieve an overall average mark of 40pc when the grades for the eight modules taken at this level are aggregated. Normally, 30 credits (usually two modules) will be allowed to go forward at less than 40pc. Modules which are graded at less than 35pc will be considered to be failed modules, irrespective of the average grade for all modules taken, and must be redeemed at 40pc before progression may take place.-

Modules which are graded at less than 35% will be considered to be failed modules, irrespective of the average grade for all modules taken, and must be redeemed at 40% before progression may take place.

A 'provisional pass' is allowed for non-professional programmes only in up to 45 credits of failed modules, providing the fail mark is 35% or above, pending confirmation that the average across all Level 4 modules is at least 40%. So, if the average of the Level 4 profile is lower than 40% then the students will have to undertake re-assessment in the failed modules but if the average is 40% or above they will not and will be able to progress with confirmed passes in the failed modules.

3.2 To progress from FHEQ Levels 5 to 6 the student, having achieved 120 Level 4 credits, must be awarded 120 credits at FHEQ Level 5. To achieve this, the student must attend and complete the required number of modules at FHEQ Level 5 and achieve an overall grade in all FHEQ Level 5 modules of 40pc. Modules which are graded at less than 40pc will be considered fail modules and must be redeemed at 40pc before progression may take place. Equally, to progress from a Foundation degree to an Honours degree, the student will normally be expected to have completed the Foundation degree successfully.

3.3 To qualify for the award of the Honours degree the student, having achieved the intended learning outcomes and 120 Level 4 credits and 120 Level 5 credits, must be awarded 120 Level 6 credits. To achieve this the student must attend and complete the required number of modules at FHEQ Level 6. Modules that are graded at less than 40pc will be deemed to be fail modules and, at the discretion of the Board of Examiners, must be re-assessed. Students with an incomplete profile at the final Board of Examiners in their final year of study will be allowed up to two years to gain a full profile within the regulations. This provision will also be applied to part-time students. A part-time student's final year is taken as that in which the student's credit count would amount to that needed for the Award if all module assessments had been successful.

3.4 Students will normally accumulate 120 credits for one year of full-time study or its equivalent.

3.5 In the case of all programmes, the Degree with Honours will only be awarded where the final aggregation of grades from FHEQ Levels 5 and 6 is 40pc or above.

3.6 Progression to the next level signals that the student has participated fully in the modules that make up the programme of study at the lower level, has achieved the required standard of work, and enters the next level with the capability to meet the increased challenge of work that will be involved. Students will be allowed to take modules from any two Levels during the same year of study. Normally, all modules required at FHEQ Level 4 must be completed before undertaking FHEQ Level 5.

### Postgraduate students

3.7 Each pathway of the Modular ESE MSc and MBA programmes is divided into self-contained units called 'modules'.

3.8 Apart from the dissertation (30 or 60 credits according to the programme specification and eight contact hours) each module has the same credit value of 15. In order to graduate the prescribed modules - each 30 contact hours in length, an internship and a dissertation has to be completed.

3.9 The European Credit Transfer System (ECTS) table of values and credit equivalents will be provided to foreign students upon request. Most of the ESE modules are 15 United Kingdom credits or 7.5 ECTS equivalent. Modules are divided into four Phases. Students on these programmes who do not obtain 180 credits may be entitled to the award of a Certificate or a Diploma in the chosen pathway at different stages of the programme. Each MSc consists of Phases of modules with Phase 1 in the case of the MSc and phases 1 & 2 in the case of the MBA being common to all pathways after which specialisation takes place.

3.10 Students can complete any of the above pathways in a minimum of fifteen months and up to a maximum of 6 years. This translates into a minimum of four terms of three months each with ten weeks of taught classes per term with additional provision for reading weeks and assessment preparation and exam weeks.

3.11 In the case of part-time study, students must take at least 2 modules per term, and may not, unless with permission of the Program Director take a leave of absence for any one term. Study should be terminated in a maximum of 48 months.

The Modular programmes are delivered in ESE campuses in, London, Florence, Madrid, Rome, Milan and New York\* (as a study abroad centre) and movement between campuses at the end of each Phase is permitted.

University of Chichester (UoC) validates a three-pathway BSc, a three-pathway MSc and four pathway MBA which ESE teaches and runs. The design of these programmes is an ESE creation and the Intellectual Property Rights (IPR) belongs to ESE.

### Illegible Scripts

3.12 Candidates whose scripts are found by the examiners to be illegible shall be required to pay the cost to the ESE of employing a typist to transcribe them with the candidate's assistance.

### Examination and Re- examination

3.13 A student is normally assessed in all the modules taken in any term/semester during or at the end of that term/semester. A student who fails a module at the first examination will normally be permitted by the Board of Examiners to re-sit that module at the next available opportunity or as soon after as it is reasonably possible.

### Deferring Examinations

3.14 Candidates who are unable to attend an examination for any reason, or who believe their examination performance to have been significantly affected by illness or adverse circumstances shall as soon as possible, report the circumstances to the Programme Director. **Medical or other evidence which is received more than seven days following the end of the examination period will not normally be considered.**

Appeals may be accepted up to 14 days after but it has to be accompanied with a written explanation as to why the claim was not submitted in due time.

### Medical Evidence

3.15 Where a candidate requests to defer examinations on medical grounds, the application should be accompanied by a letter from a recognised medical practitioner addressed to the Academic Registrar explaining fully (and in confidence) the nature of the illness and making relevant comments. (The medical practitioner may charge for this service.) The ESE reserves the right to refer that letter and / or the candidate concerned to the ESE Medical Advisor.

### Policy on Recording Marks and on Re-Sits:

3.16 **Final marks are the only marks recorded.** In order to pass a module, coursework (minor assessments) are weighted at 25% and final assessment at 75% (1st and 2nd year). As for the 3rd year the same procedure apply, minor assessments are weighted at 40% and final assessments at 60%. In order to achieve a passing mark, the final assessment must be at least 35. and the overall average for the course must be 40.

3.17 **Students will either pass or fail a module, not a component.** We will not record failed components, nor will there be resits of failed components. We only allow in-module compensation for a maximum of three modules at L4. It is not permissible at L5 or L6. At other levels of study students must gain 40% to pass the module otherwise they are deemed to have failed the module and must re-do every element of assessment.

3.18 The resit will normally be based on the **final assessment**, which should in any event be comprehensive.

3.19 ESE reserves the right, when advisable, to make the rep sit assessment different in form from that the original assessment.

3.20 Re-sit sessions are usually held in early September. However, if student has a fail in a module that is being taught on his/her campus, the student may request permission of the Programme Director to be allowed to join the class for the final examination of that module. In this way, for some students and some modules, re-sits might possibly occur outside the annual September session.

3.21 All re-sits are capped at 40 or 50 (respectively UG and PG programmes) no other mark will be recorded.

## **PART 4 INTERMISSION AND INTERNAL TRANSFERS**

### **Part 4A Intermission**

Unless a student is registered on a taught programme of study for at least one module per semester/term, they will need to apply for intermission unless they are a postgraduate taught student at the 'writing up' stage.

#### **Intermission from Study (Undergraduate)**

4A.1 Students (full-time and part-time) may apply to intermit from their programme of study on more than one occasion provided the overall period of intermission on the programme does not exceed two years in total. Unless a student on a programme is registered for at least one module per semester, they will need to apply for intermission. By intermitting, undergraduate students in effect 'stop the clock' of their period of registration. A student may only intermit from a complete block of study (i.e. a semester or year – or a term, where the programme is organised on a trimester basis) and recommence at the same point upon their return. If a student intermits during a term or semester, they must recommence at the start of that block of study. Students wishing to intermit must seek advice from their Head of Academic Department or Programme Coordinator and complete the appropriate form.

#### **Intermission from Study (Postgraduate)**

4A.2 Intermission is permitted for a maximum of two years in total – providing the overall 48 months period of registration is not exceeded.

### **Part 4B Transfer to Alternative Programmes**

4B.1 A student may in certain circumstances be allowed to transfer from the programme for which he or she first registered to another programme. A student contemplating a transfer to another programme should discuss the issue with the Programme Co-ordinator of the extant programme and new programme before submitting a formal application. When a student fails an examination or assessment, the Head of Academic Coordination and Programme Director or designate will consider the appropriateness of a transfer to another route; and the student will be advised accordingly.

4B.2 A Board of Examiners is empowered to require a student with a weak profile (credit deficits of 30 credits or more at both Level 4 and/or Level 5) to transfer to the part-time route in order to complete Levels 4 and 5 and demonstrate ability to proceed, before permission would be granted for them to progress to Level 6.

## **PART 5 CREDITS AND PROGRAMME STRUCTURE**

### Part 5A Credit and Study Requirements for Programmes

#### Undergraduate

5A.1 The 15 credit module is the basic unit of credit. Module leaders are responsible for ensuring that a form of assessment is utilised that is appropriate to the learning outcomes of the module, of the level at which it occurs and of the programme of study within which it is located.

5A.2 It is the responsibility of the Programme Co-ordinator (and Head of Academic Department, where appropriate) to ensure that programme rules ensure that students experience a range of types of assessment. Programmes should include at least two examinations at Levels 5 and 6.

5A.3 Head of Academic Coordination will instruct and send approved assessments to the Academic Offices for publishing a clear schedule of dates and times for the submission of individual assignments, and dates for the return of assessed work. At the discretion of the Programme Co-ordinator, students may be permitted an extension following a formal request to be submitted to the local Academic Office along with supporting evidence. A formal record of the extension and the reason it was agreed must be kept. Extensions will not be granted for the submission of assignments beyond the date of the next Board of Examiners for the programme. Extensions may not be granted for re-assessment unless this is deemed to be a first attempt by reason of valid mitigating circumstances. Again, such extensions will not go beyond the date of the next Examination Board.

5A.4 Module leaders are responsible for clarifying the nature of the assessment to the other centres lecturers and at the commencement of the module and establishing clear assessment criteria for students that lecturers and the local academic office will deliver to all students.

#### Postgraduate; Extensions to the dissertation submission

5A.5 Extensions to deadlines set by a programme will be considered exceptionally by the Head of Academic Department on a case by case basis but extensions will not normally be permitted beyond 2 weeks and cannot go past the date of the Board of Examiners

#### Postgraduate; Writing up

5A.6 Students on the dissertation stage who have not completed at the final Board of Examiners will be allowed up to two years 'writing up' period to complete, provided the maximum time to complete the full Masters' is not exceeded. An annual writing-up fee is payable.

## 5B Undergraduate Minimum Unit and Credit Requirements

5B.1 At least one third of study must have been taken at the University (ie of a 360 credit programme, 120 credits must have been studied directly with the University of Chichester).

### Part 5C Programme Structure

#### *Undergraduate*

5C.1 Degree programmes will be divided into the three levels. Normally, each level is the equivalent of a year's full time study. On four year degree programmes the final two years will comprise FHEQ Level 6. Students will normally take eight modules at each level (or equivalent).

5C.2 A student may request a change to their optional modules during the first two weeks of Semester 1 (or programme start date) and again during the first two weeks of in Semester 2 provided this fits within their timetable and the module has capacity. Any such requests will require authorisation from the relevant module tutor. A free choice module is a module which sits outside the programme that the student is registered on. If programme-specific regulations allow, students may take one free choice module per level of study to replace an optional module provided this can be accommodated within their timetable and is approved by their programme coordinator and relevant module leader.

5C.3 A student may be able to change to a different programme of study, however any change will be dependent upon meeting admission requirements for the new programme, the availability of the programme including timetabling constraints, and the amount of credit achieved at the point of transfer. For continuing students a completed Change in Registration form must be submitted by the end of their previous year's study (including the re-sit period) and for new students a Change in Registration form must be submitted within the first two weeks of the start of the academic year.

#### *Postgraduate*

5C.4 The taught postgraduate framework expects that structure for the awards of a postgraduate certificate (60 credits, equivalent to 600 notional learning hours); a postgraduate diploma (120 credits, equivalent to 1200 notional learning hours) and a Masters qualification (180 credits, equivalent to 1800 notional learning hours).

The framework provides for these three distinct postgraduate awards, each of value in its own right at Level 7 of the Framework for Higher Education Qualifications.

5C.5 THE POSTGRADUATE CERTIFICATE will be awarded upon successful completion of programmes deemed to be worth 60 credit points at Level 7, signifying that students have taken programmes entailing 600 hours notional study in areas of study deemed coherent. These programmes will have been completely distinct from undergraduate level and will have operated with different expectations relating to student learning. These programmes will operate at Level 7 and the award of a certificate will meet criteria as set out in QAA guidance, including the Framework for Higher Education Qualifications.

5C.6 THE POSTGRADUATE DIPLOMA will be awarded upon successful completion of programmes deemed to be worth 60 credit points at Level 7, bringing the total required for the award to 120, signalling in turn a programme of study entailing 1200 hours. As above, these programmes will operate at Level 7 and the award of a diploma will meet criteria as set out in QAA guidance, including the Framework for Higher Education Qualifications.

5C.7 A MASTERS DEGREE will be awarded upon successful completion of a 'dissertation' of between 12-18,000 words or its equivalent worth a further 60 credit points, bringing the total for the award to 180 signifying 1800 hours for an award at this level. To achieve this award, candidates will have had to demonstrate considerable skills in carrying out and presenting the fruits of independent research. The award will operate at Level 7 and will cohere with QAA guidance, including that contained within the Masters Characteristics.

5C.8 A Master of Fine Art degree will be awarded upon successful completion of 240 credits. To achieve this award, candidates will have had to demonstrate considerable skills in carrying out and presenting the fruits of independent research.

5C.9 The MBA is located at Level 7 of the Framework for Higher Education Qualifications. Award-specific requirements include a minimum three years of appropriate and relevant postgraduate experience upon entry; admission with credit limited to 20% of the course of study, and any prior learning must have been acquired no later than five years before enrolment; 180 credits at L7 of FHEQ; a pass mark of 50% to apply; and credits for independent project (minimum 40, but 60 credits for an independent project which includes a research/consultancy skills type component).

### Part 5D Programme-specific regulations (Undergraduate)

5D.1 A student who has satisfied the module requirements and has satisfied the examiners in a module will be awarded a number of credits equal to the unit value assigned to the module (e.g. a student will be awarded 15 credits for passing a module with a value of 15 units).

5D.2 Any additional requirements for the award of a degree, such as attendance at and completion of the integrative workshops, may be contained in the special regulations for the degree programme concerned.

5D.3 A student who has received provisional pass (PP) for Level 4 modules up to a maximum of 45 credits, will receive the prescribed credits for the mentioned modules; Provisional Pass will not be applied to re-assessments.

5D.4 In order to be eligible for the award of an **honours degree** a student must have:

Taken completed assessment for modules with a minimum total value of 360 units, as prescribed by the curricula and special regulations for the degree programme

Taken and completed assessment for Level 5 and 6 modules with a minimum value of 240 units of which at least 90 must be passed at level 6.

5D.5 A student who is not eligible for an honours degree may be eligible for a **pass degree** (Ordinary Degree) if the following conditions are met:

- a. Taken and completed assessment for modules with a minimum total value of 360 units, as prescribed by the curricular and special regulations for the degree programme
- b. Attained between 300 and 360 credits overall
- c. Taken and completed assessment for Level 5 and 6 with a minimum value of 240 units of which at least 60 must be passed at level 6.
- d. All marks, including failed marks are included in the calculation of the final aggregate average for the programme.

5D.6 A student who is not eligible for an honours degree may have the opportunity to substitute a maximum of two IFs (irredeemable failures) assuming a reasonable attempt at the assessment tasks has been made, at each level. The replacements will be capped at 40.

Appropriate replacements must be approved by the Programme Director and the Head of Academic Coordination according to the programme specific requirements and up to a maximum attempt of 12 modules per level (15 credit modules or equivalent) (see 8D Undergraduate for details).



## **PART 6 AWARDS AND PERIODS OF REGISTRATION**

### **6A Maximum Period of Registration**

- 6A.1 Normally, the maximum period of registration for a full time undergraduate student would be two years longer than the length of the programme on which they are registered (ie five years for a student registered on a three-year programme of study). A part-time student would normally take the award within eight years of initial registration on a programme which would normally take three years on a full-time basis; or within ten years of initial registration on a programme which would normally take four years on a full time basis.
- 6A.2 The maximum period of registration for the Master's award is six years, irrespective of mode of study.

### **Student Status**

- 6A.3 A student at the University is someone who is either registered on a programme and modules and studying on a part time or full time basis, or intermitting, or writing up. It is the student's responsibility to ensure that they are registered in one of these modes. Failure to do so can lead to a Board of Examiners terminating a student's registration.
- 6A.4 The status of 'full-time' student could be accorded to students who were also full-time employees and taking a related Foundation Degree, provided the equivalent of eight modules was being studied in a year. The eight could include credit given for 'study in the workplace' provided that the work is formally assessed.
- 6A.5 Admission will not normally be granted for re-entry to the same programme if the student left the programme due to academic failure or if their previous programme registration was terminated on disciplinary grounds

### **Student Debts: Registration and Awards**

- 6A.6 Students are expected to be in good standing by the prompt payment of all monies due in connection with their programme or otherwise arising from their status as ESE students. In particular, tuition fees shall, unless the European School of Economics agrees to the contrary in any particular case, be payable immediately on a demand being raised by the University.
- 6A.7 A student who is in debt to the University will not normally be permitted to re-register at the beginning of an academic year. A student who has a debt from attendance on a previous programme at the University shall not be admitted to a postgraduate or second programme of any kind until the debt is cleared, or a payment plan agreed.
- 6A.8 If a candidate for the award of a degree, diploma or certificate is in significant debt to the University for tuition fees, they will not be permitted to attend the Graduation Ceremony and their award certificate will be withheld until the debt has been cleared, or a payment plan agreed.

## Registration on more than one programme

6A.9 No student may be registered simultaneously on a full-time programme and any other taught higher education programme of studies, whether solely within ESE or involving any other institution, without the explicit written permission of the Head of the Academic Department responsible for the full time programme. The discovery of any such dual registration could result in the suspension or termination of the student's programme of study at the University.

## Suspension or termination of programme

6A.10 Students may be suspended or his or her programme terminated if he or she fails to maintain satisfactory progress or fails to observe the regulations relating to the University or to his or her programme.

6A.11 The Head of Academics may suspend a student or terminate his or her programme if he or she fails to comply with these regulations or those that govern the programme. Breaches of these regulations include:

- i. Failure to attend lectures and similar tutorial activities or examinations and assessments
- ii. Failure to comply with the procedures for the conduct of assessment.

6A.12 A student who fails to satisfy the Board of Examiners will not be permitted to re-register for any subsequent year of his or her programme. In certain circumstances the student may appeal against a decision of the Board of Examiners. The circumstances and the procedure are described in Part 10 of these regulations.

6A.13 A Board of Examiners is empowered to terminate the registration of any student who has not been awarded credit during the previous two terms and where the student has failed to respond to the University's repeated attempts to make contact.

## Advanced standing (Undergraduate)

6A.14 Students who gain advanced standing to join a programme will have a shorter time limit, reduced in accordance with credit exemptions claimed. This device is to ensure that currency of awards is always taken into account and works in the interests of students. 'Double counting' is the use of the same allocation of credit in order to meet the requirements of more than one academic award at the same level. 'Double counting' is not normally permitted: it may exceptionally be permitted where the programmes leading to the awards are closely linked.

## Exemption / Credit Transfer

6A.15 Students may be admitted with credit transfers by demonstrating that they have already achieved the equivalent number and level of credits in equivalent subjects.

6A.16 The maximum amount of transferable credit allowed shall not normally exceed 2/3 of the course or 240 units for undergraduate study, and 1/2 of the course or 90 units for graduate study. In the case of undergraduate requests for credit transfer for second year modules will only be considered exceptionally and no credit transfers are allowed for final year modules.

6A.17 Exemptions or credit transfers may be considered in the following circumstances, but all exemptions or credit transfers must be agreed prior to a student's enrolment on

a programme of study:

- a. A student transferring from another institution who wishes to transfer credits for individual modules, or gain exemption from stages of the programme .A student permitted to restart at either the first year or later stages;
- b. Where students coming from academically dissimilar backgrounds request transfer, a special programme of study may be required and a the proposal must be submitted by the Academic Registrar or her delegated nominee to the Univeristy for approval.

6A.18 All adapted programmes must be approved by the Director of Collaborations or delegated nominee.

## Part 6B Student Conduct

6B.1 Students should conduct themselves in a manner appropriate to an institution of learning, demonstrating respect for others and for University property at all times. All students registered with the European School of Economics are deemed as falling under the provision of the Student Disciplinary Procedures to be found at the annexe to the regulations.

## Loss of or Damage to University Property

6B.2 Students are required to pay for damage to or the loss of ESE property for which they are held responsible.

6B.3 The student will be advised in writing at his or her last known address of any charge to be raised. Prompt payment is required. Any dispute concerning such a charge will be referred forthwith to the Financial Department for determination. If liability is disputed, the matter may be referred to a Disciplinary Panel; or the University may seek to recover the cost of damage through legal action.

## Health and Safety

6B.4 Students are required to observe instructions issued by ESE for the maintenance of health and safety. Failure to comply with these instructions could result in serious injury not only to those who breach the instructions but to others as well. The breach of safety instructions may lead to disciplinary proceedings; to criminal proceedings under the Health & Safety at Work Act; or civil actions in the courts for damages

6B.5 The observance of fire precautions and other safety measures in student residences is of particular importance. A deliberate breach of these regulations will be treated as a case of misconduct.

## Inter Campus Transfer

6B.6 Where a student wishes to move to a different ESE campus, application to do so must be made jointly to Programme Director and Academic Registrar. Such a transfer will normally be granted subject to the availability at the proposed new campus of compulsory modules and of any modules where there are retakes or resits required.

6B.7 Applications to move to a different campus must be made in writing on the Inter Campus Transfer Form and submitted to the local Academic Office.

6B.8 Applications to move to a different campus should normally be made a minimum of one term prior to the proposed move.

6B.9 The Academic Office will communicate the outcome to the student in due time, once the transfer is approved or rejected.

6B.10 In case the transfer is not possible the Academic Office will confirm to the

student any alternative ESE centre where his programme and specialisation is available

## Part 6C Awards

### Conferment of University of Chichester Awards

6C.1 Awards of the University of Chichester may only be conferred by the Chair of Governors and the Vice-Chancellor.

6C.2 The University of Chichester offers the following certification for students who wish to follow programmes of study provided by the University, which may be existing modules, but which do not necessarily involve assessment. These certificates will not be credit rated, and are issued by the European School of Economics.

Certificate of Attendance

Certificate of Competence

6C.3 The University offers the following awards to students who have completed programmes of study, and are issued by Academic Registry:

### Undergraduate

Undergraduate Level: FHEQ Levels 4 and 5 Certificate (Named) Certificate of Higher Education (Cert HE) (qualified by subject area(s))

Diploma of Higher Education (DipHE) (qualified by subject area(s))

Undergraduate FHEQ Level 6 Bachelor's Degree with Honours (Classified) Bachelor's Degree

6C.4 The University is able to offer the following awards to students who successfully complete an approved programme of research. The designated University for research degrees, on the recommendation of the University of Chichester's Academic Board, will confer such awards.

6C.5 The University of Chichester is able to confer Honorary Fellowships and Honorary degrees

### Postgraduate

6C.6 Postgraduate Certificate Postgraduate Certificate in Education Postgraduate Diploma

6C.7 Master of Business Administration (MBA)

6C.8 Master of Science (MSc)

### The Conferment of Awards

6C.9 The University of Chichester will ensure that all stages leading to the conferment of academic awards are subject to rigorous and well-defined procedures and Regulations.

6C.10 Awards procedures will be based on proper security of records. Each student's personal details and academic record will be carefully maintained to ensure they are

accurate.

6C.11 The University of Chichester will only confer an award when the candidate has been confirmed as a registered student on a programme offered by the European School of Economics leading to the award, who participated in the programme to which it relates as a student of the University (or of an affiliated or accredited institution) and that the candidate is in good standing with ESE as defined in the Policies of the Office of the Bursar.

6C.12 Graduands will be invited to the next Graduation Ceremony following the achievement of their qualification; attendance cannot be deferred unless exceptional circumstances, such as international sports representation, have been accepted not less than three months prior to the event by the Vice-Chancellor, whose decision is final. It is expected that students on the final year of an undergraduate Honours programme (other than on professional programmes) will attend the next scheduled Graduation Ceremony provided they have attained the minimum threshold of 300 credits of which 60 credits are at Level 6, pending the outcome of any deferred or referred assessments. This is not applicable if the award of Ordinary Degree is not available for the programme

6C.13 Where a candidate is not eligible for an award because they have not undertaken one third of their study at the University but nonetheless has a profile of 300 credits or over, the Board of Examiners may exercise discretion and award the Ordinary Degree, providing at least three quarters of the performance at the University is good.

6C.14 The award has been made by the Board of Examiners acting under delegated authority from Academic Board with a pass list signed by external examiners.

6C.15 The University may publish award results but not classifications or grades (unless a First, in the case of a Bachelors, or Distinction in the case of a Masters award). However, students will be given the opportunity to request that their name is published when they are invited to the Award Ceremony.

## Conditions of Award

6C.16 The University of Chichester will make an award in accordance with the requirements published in the regulations of the programme to which it relates. Interim awards will not be made where such awards are listed as part of a longer programme of study. (Such an award will be made if a student has passed the requirements for such an award and fails a subsequent, later award stage or if a student chooses to withdraw voluntarily at this stage.)

6C.17 All major awards must be conferred at a properly constituted awards ceremony.

6C.18 Where a student is awarded a University of Chichester Certificate or Diploma and subsequently qualifies for a degree award in the same programme, the award of the degree will be on the condition that the lesser award(s) are surrendered. However, in the case of certain professional courses where a named undergraduate Certificate or Diploma has been agreed through approval, this award will be made and may be retained by the student on achievement of the higher award. In such cases, the student will be permitted to attend only one undergraduate award ceremony.

## Certificate of Award

- 6C.19 The certificate of each award conferred by the University of Chichester to the European School of Economics students shall record:
- (i) the name of the University
  - (ii) the full name of the student;
  - (iii) the name of the academic award;
  - (iv) the title of the programme followed by the student;
  - (v) any particular endorsement approved by the Academic Board, such as:  
a particular distinction (eg a spoken language);
  - (vi) the name of the teaching institution - European School of Economics)
  - (vii) the campus where the student was registered
  - (viii) the date of the award;
  - (ix) the signature of the Vice-Chancellor
  - (x) the signature of ESE Campus manager at the student's home campus.

## Record of achievement or transcript

- 6C.20 A record of achievement or Diploma Supplement-will be made available to all students who have successfully completed element(s) of a programme of study of the University.

The transcript will record:

- (i) full name of the student;
- (ii) Matriculation Number;
- (iii) a list of modules indicating which academic year they were successfully completed;
- (iv) list of modules successfully completed, with details of the length and level and grades achieved.
- (v) title and classification of any final award, if applicable.
- (vi) the name of the European School of Economics and Campus of study where the student has been registered on the programme for his last year

## Certification

- 6C.21 Award certificates are issued to all successful students on University of Chichester programmes.
- 6C.22 Undergraduate students based at University campuses will be issued with award certificates and an electronic, University verified Higher Education Achievement Report (HEAR), which incorporates the European Diploma Supplement.
- 6C.23 All other undergraduate, postgraduate taught and students on collaborative programmes receive an award certificate and European Diploma Supplement (formal transcript of results) upon successful completion of their programme of study.
- 6C.24 Students on bespoke packages of modules (e.g. employer engagement packages) that do not lead to an award will receive a transcript and any certificates of attendance required will be issued by the relevant Academic Department.
- 6C.25 Students who exit their programme of study will receive a certification of any module credit and marks received plus any award that they may be eligible to receive, e.g. Certificate of Higher Education.
- 6C.26 Students not able to attend the ceremony may collect their certificate at their home campus from one week after the scheduled event.

## Conferment of awards on behalf of other bodies

6C.27 Where awards are conferred by the University of Chichester on behalf of other bodies this will be undertaken in a manner that recognises the regulations of the other bodies.

## Part 6D Award Classifications (Undergraduate)

An Honours' degree shall be awarded to a student who has passed modules equivalent to 360 credits minimum at levels 4, 5 and 6 (or 7 for Integrated Master's) within their approved programme of study; including a research assignment (dissertation, personal study or independent project) unless a variation waiving the requirement for a programme to include a dissertation has been approved by the Academic Board.

6D1 In calculating the final award of the Honours degree all grades achieved at FHEQ Levels 5 and 6 will be aggregated, such that the 120 Level 5 credits will be weighted as 40% of the award and the 120 Level 6 credits as 60% of the award. The classification of an Honours degree for students entering directly to Level 6 at Chichester will be calculated in accordance with programme requirements and will be based on an aggregate of the marks achieved at this level. If fewer than 60 Level 5 credits are studied at Chichester then the award calculation will be based solely on the Level 6 profile of marks but if 60 credits or more are studied at Chichester then the award calculation will be based upon the normal weighting. In the former scenario students would be required to pass the Level 5 credits but they would not be included in the award calculation.

6D.2 The Board of Examiners shall base the recommendation of the classification on the following schedules:

70% and above First Class Honours

60-69% Second Class, Upper Division, Honours

50-59% Second Class, Lower Division, Honours

40-49% Third Class Honours

Below 40% Fail

## Ordinary Degree (Pass Degree)

6E.1 An Ordinary Degree may be awarded where the student has achieved the intended learning outcomes and 300 credits, of which normally no more than 120 will be at FHEQ Level 4 and at least 60 must be at FHEQ Level 6.

## Part 6E Classification for Borderlines for Honours

Where a student's overall final mark places them within 0.5% of the higher classification automatic upgrade will apply.

## Awards and Classification (Postgraduate)

6E.1 Degrees of Master may, at the discretion of the Joint Academic Board, be awarded

as a Pass, or with Merit, or with Distinction.

## Classification for Postgraduate Awards

### The Postgraduate Certificate

6E.2 The certificate will be awarded on a two-point scale – Pass, Fail determined by the grades for the modules that comprise the certificate.

**Pass** – any other combination of grades except failure.

**Fail** – a Fail grade in any one module after re-submission has been allowed will lead to failure (see Re-submission regulations).

### The Postgraduate Diploma

6E.3 The diploma will be awarded on a two-point scale – Pass, Fail determined by the grades for the modules that comprise the diploma.

**Pass** – any other combination of grades except failure.

**Fail** – a Fail grade in any one module after re-submission has been allowed will lead to failure (see Re-submission regulations).

### The Master's Degree

6E.4 Awards will be made on the basis of 'pass', 'merit' or 'distinction'.

6E.5 A Master's degree shall be awarded to a student who has passed modules equivalent to 180 credits at Masters Level within their approved programme of study; including a dissertation or equivalent (unless a variation waiving the requirement for a programme to include a dissertation has been approved by the Academic Board).

6E.6 To be awarded a Master's Degree with **Distinction** a student must (where the award in its entirety, ie 180 credits (or 240 credits for an MFA), has been taught and assessed at the University of Chichester):

- Achieve a grade of at least A in their Dissertation, AND
- Achieve a grade of at least A in the majority of modules (equivalent to at least 80 credits).

To be awarded a Master's Degree with **Merit** a student must (where the award in its entirety, ie 180 credits, or 240 credits for an MFA, has been taught and assessed at the University of Chichester):

- Achieve a grade of at least B in their Dissertation, AND
- Achieve a grade of at least B in the majority of modules (equivalent to at least 80 credits).

Where a Master's programme does not include a 60 credit dissertation the programme handbook shall identify the module(s) that may count towards an upgrade of classification. In regard to the MFA both the dissertation and independent project must fall into the higher category.

6E.7 Where a student has been admitted with RPL, the classification of the award will be calculated



on the basis of credit achieved at the University of Chichester (although there may be exceptions laid down in programme-specific regulations). At least half the credits gained at Chichester (including the dissertation) need to be in the 'A' category for a Distinction to be awarded, and at least half the credits gained at Chichester need to be in the 'B' category for a Merit to be awarded.

## PART 7 MARKING SCHEMES AND GRADE DESCRIPTORS

7.1 It is the intention of the Academic Board that its assessment of students should be undertaken in a transparent way, such that students are able to understand the judgements that are made on their work, the standard that is applied and the mechanism for calculating the award. Programmes must ensure that assessment supports learning by providing clear assessment criteria for all assessments and helpful feedback on assignments that relates the grades awarded to the criteria.

### Key Information Set categories of assessment:

Activity type	KIS category
Written examination	Written
Written assignment, including essays	Coursework
Report	Coursework
Dissertation	Coursework
Portfolio	Coursework
Presentation	Coursework
Oral assessment	Practical
Practical skills assessment	Practical

### Part 7A Module Assessments

7A.1 For the purposes of undergraduate regulations the term 'assessment' is used to indicate any piece of work which is graded (either numerically on a 1-100 scale or on a 'pass-fail' basis in the case of some professional modules) and where the grade for the piece of work contributes to the final grade awarded for the module and thus the award of credit.

### 7B Award of Credit (Undergraduate)

7B.1 Each module will generate one final grade from all the component elements of assessment within the module. Total compensation of grades will be allowed within the module, which includes where an element has been non-submitted and the mark is zero. A fail grade is, therefore, when the overall result for the module is less than 40% or **final assessment lower than 35%** and re-assessment must take place in the form of one piece of pass/fail coursework (which tests the achievement of the learning outcomes of the module), subject to the following exceptions:

- Professional Statutory and Regulatory Bodies (PSRBs) requirements stipulate re-assessment must be in all module assessment components.

- There are mitigating circumstances in which case first sit module assessment components apply.

7B.2 Coursework in the context of a pass/fail re-assessment will include similar or equivalent assessments, other than examinations, e.g. essay, presentation, performance, report, portfolio.

**GENERAL MARKING CRITERIA (UNDERGRADUATE STUDIES)**

Class/ Mark	1st Outstanding Quality 80-100%	1st Excellent quality: 70%-79%	2 (i) High quality, skilled work 60% - 69%	2 (ii) Satisfactory, Sound quality, competen with some limitations 50 - 59%	3rd Acceptable quality: 40% - 49%	Fai Fail/PP 35-39 % Weak Quality	Fail 34-0 % Poor Quality 0% Non-submission
<b>Knowledge and understanding, including relevance</b>	Innovatively addresses objectives of the assessment task, especially those components requiring sophistication of critical analysis, synthesis, and evaluation. Has demonstrated exceptional creative flair and originality. Has a full range of exceptional technical, creative and/or artistic skills. Has shown an exceptional ability to manage their learning on their own initiative, and work without supervision. Has demonstrated exceptional initiative and/or personal responsibility.	Authoritatively addresses the objectives of the assessment task, especially those components requiring critical analysis, synthesis and evaluation. Has demonstrated exceptional creative flair and originality. Has a full range of exceptional technical, creative and/or artistic skills. Has shown an exceptional ability to manage their learning on their own initiative, and work without supervision. Has demonstrated exceptional initiative and/or personal responsibility.	Clearly addresses the objectives of the assessment task, especially those elements requiring critical analysis. At the higher end the work will not contain errors or omissions. The student has shown a high level of creativity and originality throughout their work. Has a thorough command of highly-developed relevant technical, creative and/or artistic skills. Has shown a strong ability to systematically manage their learning and work without supervision. Has consistently demonstrated well-developed initiative and/or personal responsibility	Competently addresses objectives of the assessment task, but may contain minor errors or omissions at the lower end, where treatment of issues may be superficial. Completed to required time/length, etc. Has consistently demonstrated creativity. Has consistently demonstrated well-developed technical, creative and/or artistic skills. Has consistently hown an ability to systematically manage their learning and work without supervision. Has consistently demonstrated initiative and/or personal responsibility. Has consistently demonstrated a well-developed ability to reflect on their work.	Satisfactorily addresses most objectives of the assessment task. Completed to acceptable tolerance, limits of time/length (plus/minus 10% of word count). Has produced some creative work. Has demonstrated technical, creative and/or artistic skills. Has shown an ability to manage their learning and work with minimal or no supervision. Has demonstrated the ability to reflect on their work.	The student did not achieve the required intended learning outcomes. May be some deviation from objectives of the assessment task. May not consistently address set question or assignment brief. May be short of required length/time. Knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.	The student did not achieve the required intended learning outcomes. Inconsistency of relevance to the objectives of the assessment task. Addresses topic but not always the assignment brief. May be significantly short of required length/ time. Knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.

Practical skills, including reasoning

<p>A clear and consistent line of highly critical and evaluative argument, displaying the ability to develop one's innovative ideas from the work of others. Creative flair in theoretical and conceptual analysis. Has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught. has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources. Has made consistent, logical, coherently developed, and substantiated arguments, and demonstrated the ability to systematically consider, critically evaluate and synthesis a wide range of views and information. They have demonstrated sophisticated perception, critical insight and interpretation of complex matters and ideas. Has demonstrated an exceptional ability to reflect critically and independently on their work.</p>	<p>A clear and consistent line of critical and evaluative argument, displaying the ability to develop one's own insightful ideas from the work of others. Excellent engagement in theoretical and conceptual analysis. Has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught. Has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well- developed ability to critically appraise a wide range of sources. has made consistent, logical, coherently developed, and substantiated arguments, and demonstrated the ability to systematically consider, critically evaluate and synthesis a wide range of views and information. They</p>	<p>Generally clear line of critical and evaluative argument, with ability to develop own ideas from the work of others. Ability to engage in theoretical and conceptual analysis. Has demonstrated sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight. Has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas. Has demonstrated the ability to make coherent, substantiated arguments, as well as the ability to consider, critically evaluate and synthesise a range of views and information. They have demonstrated a thorough, perceptive and thoughtful interpretation of complex matters and ideas. Has demonstrated the ability to reflect critically on their work.</p>	<p>Some limited critical discussion, but argument is unconvincing, particularly at the lower end where the work is more descriptive. More reliance on work of others rather than developing own arguments. Limited theoretical and conceptual analysis. Has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical. Has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas. Some limited critical discussion, but argument is unconvincing, particularly at the lower end where the work is more descriptive. More reliance on work of others rather than developing own arguments. Limited theoretical and conceptual analysis. Has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical. Has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas.</p>	<p>Work is descriptive with minimal critical discussion and limited theoretical engagement. Too much reliance on the work of others rather than developing own understanding and application of the material. Has demonstrated a depth of knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts. Has demonstrated an understanding of subject specific theories, paradigms, concepts and principles. Has consistently emonstrated an understanding of subject-specific theories,paradigms, concepts and principles as well as more specialised areas. Has shown the ability to devise and sustain an argument, with some consideration of alternative views, and can explain often complex matters and ideas.</p>	<p>Very limited range, use and application of relevant and recommended sources. Demonstrates lack of real understanding. Too much reliance may be placed on dated,unreliable or non-academic ources. Has not produced sufficient evidence of background investigation, analysis,research, enquiry and/or study. Over-reliance on set sources. Not demonstrated an adequate ability to select and evaluate reading and research. Lack of artistic skills in most, or key, areas.</p>	<p>Descriptive or anecdotal work with scanty or no argument. Reliant on the work of others and does not use this to develop own arguments. No critical discussion or theoretical engagement. Little practical and intellectual application. Inadequate understanding of subject- specific theories, paradigms, concepts and principles, including their limitations and ambiguities. Arguments and explanations are weak and/or poorly constructed, and does not critically evaluate the arguments of others or consider alternative views. Has shown little or no ability to reflect on their work.</p>
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**Cognitive skills, including application of evidence**

<p>Wide range of recommended and relevant sources used in an innovative and consistent way to support arguments. In depth use of sources beyond recommended texts, demonstrates creative flair in independent research. Has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments. Has demonstrated an exceptional ability to select, consider, evaluate, comment on and synthesis a broad range of research, primary sources, views and information and integrate references. Has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.</p>	<p>Wide range of relevant and recommended sources used in an insightful and consistent way as supporting evidence. Some in depth use of sources beyond recommended texts, to demonstrate independent research. Has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments. has demonstrated an exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and integrate references. Has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.</p>	<p>Good range of relevant and recommended sources used in an imaginative and largely consistent way as supporting evidence. Use of some sources beyond recommended texts including more complex materials. Has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources. Has thoroughly selected, critically evaluated and commented on reading, research and primary sources, usually beyond the set range. Has presented thorough research findings perceptively and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.</p>	<p>Range of relevant and recommended sources are used, but this may be in an unimaginative or literal manner, particularly at the lower end of the range. Limited use of sources beyond the standard recommended materials. Has conducted background investigation, analysis, research, enquiry and/or study using established techniques accurately, and can critically appraise academic sources. Has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances. Has argued logically, with supporting evidence, and has demonstrated the ability to consider and evaluate a range of views and information. Has clearly and consistently explained complex matters and ideas. selected, evaluated and commented on reading, research and primary sources, sometimes beyond the set range. Has consistently presented their research findings effectively and appropriately in many formats, and has gathered, processed and interpreted data efficiently and effectively.</p>	<p>Limited range of relevant and recommended sources are used, but with some inadequacies in their use and employment as supporting evidence. There may be some reliance on dated or unreliable sources. Has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points. Has demonstrated the ability to select, evaluate and comment on reading, research and primary sources. Can communicate information, ideas, problems and solutions verbally, electronically and in writing, with clear expression and style. They have also demonstrated numeracy and digital literacy skills.</p>	<p>Very limited range, use and application of relevant and recommended sources. Demonstrates lack of real understanding. Too much reliance may be placed on dated,unreliable or non-academic sources. Has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. Over-reliance on set sources. Not demonstrated an adequate ability to select and evaluate reading andresearch. Lack of technical, creative and/or artistic skills in most, or key, areas.</p>	<p>Minimal and inadequate knowledge of relevant and recommended sources. Their use as supporting knowledge of relevant and recommended sources. Their use as supporting evidence may be inaccurate, inappropriate or negligible. Reliance on dated, unreliable or non-academic sources. Has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. Over-reliance on set sources. Not demonstrated an adequate ability to select and evaluate reading and research. Lack of technical, creative and/or artistic skills in most, or key, areas.</p>
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**Transferable skills, including structure and presentation**

<p>Outstanding visual and written presentation. Sophisticated yet clear and accessible style. Very good standards of vocabulary, syntax, spelling and punctuation. Possibly innovative yet logical and fluent organisation and development of materials. Articulate, coherent and succinct. Relationships between statements and sections are clear and precise. Referencing is accurate and, appropriate. Has demonstrated a wide range of extremely well-developed problem-solving skills, as well as a strong aptitude for decision-making with a high degree of autonomy, in the most complex and unpredictable circumstances. Has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency. Can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills.</p>	<p>Excellent visual and written presentation. Very clear and accessible style. Good standards of vocabulary, syntax, spelling and punctuation. Logical and fluent organisation and development of materials. Coherent and succinct. Relationship between statements and sections are very clear. Referencing is accurate, appropriate and extensive. Has demonstrated a wide range of extremely well-developed problem-solving skills, as well as a strong aptitude for decision-making with a high degree of autonomy, in the most complex and unpredictable circumstances. Has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency. Can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills.</p>	<p>Good visual and written presentation. Clear and accessible style. Generally good standards of vocabulary, syntax, spelling and punctuation. Logical organisation and development of materials. Coherent. Relationship between statements and sections are easy to follow. Referencing is accurate and appropriate. Has demonstrated thorough problem-solving skills, selecting and justifying their use of a wide-range of methods, and can make decisions in complex and unpredictable circumstances. Has performed practical tasks and/or processes autonomously, with accuracy and coordination. Can communicate information, ideas, problems and solutions with a high-degree of proficiency verbally, electronically and in writing. They have a clear, fluent and expressive style with appropriate vocabulary. They have a high standard of numeracy and digital literacy skills.</p>	<p>Generally sound presentation. Style is largely clear and accessible. There may be minor errors of vocabulary, syntax, spelling and punctuation but these should not detract from the overall meaning. There may be inconsistencies in the organisation and development of materials. The relationship between some statements and sections may not be easy to follow. Some points may not be made coherently or succinctly. Work is referenced accurately with few errors. Has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances. Has consistently completed practical tasks/processes mainly independently in an accurate, well-coordinated and proficient way. Can consistently and confidently communicate information, ideas, problems and solutions verbally, electronically and in writing. They show a clear, coherent, expressive style, with a range of vocabulary. They have consistently demonstrated strong numeracy and digital literacy skills.</p>	<p>Acceptable presentation. Some aspects of the style may be unclear. Points may not be made coherently or succinctly. Some errors of vocabulary, syntax, spelling and punctuation but these are not serious distractions from the overall meaning. Some lack of logical development and organisation of the materials. The relationship between some statements and sections may be hard to follow. Work is referenced accurately with some errors. Has demonstrated an ability to solve problems, applying a range of methods to do so, and the ability to make decisions in complex and unpredictable circumstances. Has completed practical tasks and/or processes accurately and with a degree of independence. Has presented their research findings, in several formats, and has gathered, processed and interpreted data effectively.</p>	<p>Weak presentation. Some aspects of the style may be inappropriate, unclear and inaccessible. Some points will not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. The relationship between some statements and sections may be difficult to recognise. Limited use of references and some may be inaccurate. Limited ability to solve problems and/or make decisions. Shows little or no real creativity. Has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence. Have not presented research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. Not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. Unable to demonstrate consistently basic numeracy and digital literacy skills.</p>	<p>Poor visual and written presentation. The style may be inappropriate, unclear and inaccessible. Points may not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. Relationship between statements and sections may be difficult to recognise. References may be absent, inaccurate or incorrect. Limited ability to solve problems and/or make decisions. Shows little or no real creativity. Has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence. Have not presented research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. Not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. Unable to demonstrate consistently basic numeracy and digital literacy skills.</p>
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<b>Subject-specific criteria</b>	Has demonstrated an accomplished and innovative application of discipline-specific specialist skills	Has demonstrated an accomplished and innovative application of discipline-specific specialist skills. Has demonstrated the capability to make clear, authoritative and valuable contributions to group discussions and/or project work, with exceptional teamwork and leadership skills	Has demonstrated a capable and effective application of discipline-specific specialist skills. Has demonstrated the capability to make strong, valuable contributions to group discussions and/or project work, with an understanding of team and leadership roles.	Has consistently demonstrated the development and informed application of discipline-specific specialist skills. Has consistently demonstrated the capability to make coherent and constructive contributions to group discussions and/or project work.	Has demonstrated evidence of developing and applying discipline specific specialist skills. Has demonstrated a capability of making useful contributions to group discussions and/or project work. Has demonstrated initiative and/or personal responsibility. The student has demonstrate achievement of professional competence when assessed against the requirements of a PSRB. The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.		
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## Part 7C Postgraduate Grading Criteria

7C.1 Grading criteria will be made available to students when an assessment is set. These criteria will be determined by the content, aims and objectives of the module and used to determine a grade between A and E. Grades A to D correspond to pass awards, while E constitutes a failure. (A would be equivalent to a Distinction, B to a Merit and C and D to a Pass). Students who obtain an E grade will be deemed to have failed the assessment, but may re-submit work in accordance with the Boards of Examiners' decisions, while in exceptional circumstances the Board of Examiners reserves the right to condone marginal cases. The grade for each module will be confirmed by consulting the overall framework/Programme descriptors to check for consistency. Programmes MUST indicate how they will use subject specific criteria to gain marks A-E, or to show how they will distinguish between pass and failure.

Programmes MUST also indicate how work might be re-assessed if failed.

Grade	Classification	Range of Mark	Equivalent % mark
A*	Distinction	90 – 100	95
A+		84 – 89	87
A		78 – 83	80
A-		70 – 77	74
B+	Merit	67 – 69	68
B		64 – 66	65
B-		60 – 63	62
C+	Pass	57 – 59	58
C		54 – 56	55
C-		50 – 53	52
D+	Fail	47 – 49	48
D		44 – 46	45
D-		40 – 43	42
E	Fail	35 – 39	37
F	Fail	30 – 34	33
F		10 – 29	20
F		1 – 9	5
F		0	0

## 7C.2 Postgraduate Grading Descriptors

### 80+ (Distinction)

#### A mark of 80+ will fulfil the following criteria:

- All learning outcomes/assessment criteria have been achieved to an exceptionally high level
- The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:
  - Exceptional display of understanding, exploration, insight and/or research
  - Potential for publication/exhibition and/or ability to undertake further research
- All specifications for the assessment task, including word limit where appropriate, have been adhered to
- The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are exemplary throughout
- Evidence of effective communication of work to specialist and non-specialist audiences



- Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level
- The work has been approached and/or executed/performed in an original way
- Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/ performance
- Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Evidence of very high quality analysis, synthesis, evaluation and critical appraisal
- Outstanding problem solving skills – suggests alternative approaches
- Ability to address complex issues both systematically and creatively - challenges established knowledge

### **70-79 (Distinction)**

**A mark in the range 70-79 will fulfil the following criteria:**

- In-depth understanding, exploration, insight and/or research
- Potential for publication/exhibition and/or ability to undertake further research
- All specifications for the assessment task, including word limit where appropriate, have been adhered to
- The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are excellent throughout
- Evidence of effective communication of work to specialist and non-specialist audiences
- Convincing arguments that are likely to be at the limits of what may be expected at this level
- The work has been approached and/or executed/ performed in an original way
- Insightful contextualisation, including relevant theory/literature/artefacts/performance
- Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal
- Excellent problem solving skills – suggests alternative approaches
- Ability to address complex issues effectively – challenges established knowledge

### **60-69 (Merit)**

**A mark in the 60-69 range will fulfil the following criteria:**

- Good to very good understanding and exploration, some insight and/or thorough research
- Some capacity to undertake further research
- No significant inaccuracies, misunderstandings or errors
- The specifications for the assessment task, including word limit where appropriate, have been adhered to
- The work is well organised, coherent and the standard of presentation including any subject-specific conventions where appropriate, is at least good
- Evidence of effective communication of work
- Ability to present structured, clear and concise arguments
- The work has been approached and/or executed/performed in a comprehensive way with some degree of originality
- Appropriate contextualisation, including relevant theory/literature/artefacts/performance
- Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Evidence of high quality analysis, synthesis, evaluation and critical appraisal
- Good or at least competent problem solving skills – suggests alternative approaches
- Ability to address complex issues competently – explores established knowledge

### **50-59 (Pass)**

**A mark in the range 50-59 will fulfil the following criteria:**

- The student has demonstrated that the intended learning outcomes have been acquired at a threshold level

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- Conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
- Some minor inaccuracies and/or misunderstandings – small but not significant errors
- Some minor aberrations from the specifications for the assessment task, including word limit where appropriate
- The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is at least sound
- Ability to develop an argument but can lack fluency
- The work has been approached and/or executed/performed in a standard way with limited evidence of originality
- Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking
- Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal
- Some evidence of problem solving skills
- Some evidence of ability to address complex issues adequately

#### **40-49 (Unsatisfactory performance - Fail)**

**A mark in the range 40-49 will fulfil the following criteria:**

- The student has demonstrated that the intended learning outcomes have been acquired at a threshold level
- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
- Some minor inaccuracies and/or misunderstandings – small but not significant errors
- Some minor aberrations from the specifications for the assessment task, including word limit where appropriate
- The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is at least sound
- Ability to develop an argument but can lack fluency
- The work has been approached and/or executed/performed in a standard way with limited evidence of originality
- Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking

- Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
- Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal
- Some evidence of problem solving skills
- Some evidence of ability to address complex issues adequately

### **0-39 (Fail)**

#### **A Fail will be awarded in cases in which there is:**

- Very limited understanding and/or exploration of major ideas with very little insight and/or minimal research
- Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge
- Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task
- The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate
- Development of an argument is limited and often flawed
- The work has been approached and/or executed/performed inadequately
- The context provided takes the form of description lacking any breadth, depth and accuracy
- Limited or inappropriate research and demonstrated ability to reach decisions
- Insufficient evidence of analysis, synthesis, evaluation and critical appraisal
- Little evidence of problem solving skills
- Barely addresses complex issues

**GENERAL MARKING CRITERIA QUALITATIVE SUBJECTS (POSTGRADUATE STUDIES)**

	<b>Outstanding Quality 80-100%</b>	<b>Excellent work: 70% -79%</b>	<b>Above satisfactory work: 60% - 69%</b>	<b>Satisfactory: 50 - 59%</b>	<b>Failure: Below 50%</b>
<b>Relevance</b>	Innovatively addresses objectives of the assessment task, especially those components requiring sophistication of critical analysis, synthesis and evaluation.	Excellent knowledge and understanding of material and an imaginative sense of its relevance across a range of issues, and context or policy situation; excellent use of course material and other relevant information to support argument	Very good use of course material and other information; well chosen to support arguments relevant to question	Competent use of course materials and other information to support most arguments	Little or no sign of relevance
<b>Content</b>	A clear and consistent line of highly critical and evaluative argument, displaying the ability to develop one's innovative ideas from the work of others. Creative flair in theoretical and conceptual analysis.	Independent and creative, and demonstrates clear thinking; ability to analyse and critically evaluate material	Good knowledge and understanding of the material, across a broad spectrum, combined with an ability to evaluate, analyse and reflect on key issues	Reasonable knowledge of the material and ability to draw upon more than one source for ideas; uses key themes well.	Very limited knowledge and understanding and the issues involved
<b>Depth</b>	Wide range of recommended and relevant sources used in an innovative and consistent way to support arguments. In depth use of sources beyond recommended texts, demonstrates creative flair in independent research.	A sensitive awareness of conflicting arguments and ideas and of their provenance. Clear grasp of implications.	Well organised use of most of the major points with an ability to draw upon them creatively and critically; awareness of conflicting arguments and ideas and attempt to address them in context	Capacity to grapple with conflicting arguments and ideas; beginning to draw together and synthesise ideas and perspectives from a range of theory	Lack of awareness of conflicting arguments and ideas
<b>Structure</b>	Outstanding visual and written presentation. Sophisticated yet clear and accessible style. Very good standards of vocabulary, syntax, spelling and punctuation. Possibly innovative yet logical and fluent organisation and development of materials. Articulate, coherent and succinct. Relationships between statements and sections are clear and precise. Referencing is accurate and appropriate.	Excellent organisation of material; clear, logical flow of argument; good sign-posting throughout.	Good, clear framework and reasoned argument with evidence of careful thought	Sensible use of major points integrated into the answer; logical flow of ideas is apparent	Little or no evidence of planned structure and organisation
<b>Style</b>	Exceptional display of understanding, exploration, insight and/or research Potential for publication/exhibition and/or ability to undertake further research. Evidence of effective communication of work to specialist and non-specialist audiences	Fluent use of written language; theory is fluently drawn in to illuminate and evidence the arguments. Comprehensive and accurate and comprehensive use of Harvard system	Good use of written language; theory is appropriately integrated and correctly presented. Accurate and comprehensive use of Harvard system	Adequate use of written language; meaning is conveyed, although not always clearly; theory used, but not be very well integrated or appropriately used. Limited use of Harvard system	Meaning is very hard to follow due to confusing use of language. Little or no use of Harvard system

## Translation of Marks from Non-UK HEIs (Undergraduate and Postgraduate )

7C.3 Translating marks is an academic responsibility and all marks require ratification by the relevant Board of Examiners. Advice should be given to outgoing students before they participate in study abroad in order that students study an appropriate level, volume and subject during their time away from the University. It should also be made clear to students whether or not they will bring back marks for the credit awarded.

7C.4 Where study abroad has a direct contribution to a final award, the number and proportion of marks awarded during a period of study abroad should be translated and adjusted to accommodate the

University's credit model. Decisions concerning the award of credit and conversion of marks rest with the student's home institution.

## 7C.5 Guidance: Translation of Marks from Non-UK HEIs (for programmes that include study abroad opportunities)

The primary principle is fairness to students, whether they study abroad or at home, whilst encouraging mobility.

Programme coordinators should obtain as much information as possible about the programme content and assessment processes in the host institution, before students go there, to judge comparability of their marks, grades or credits with those awarded at ESE through Chichester.

There should be clarity and transparency about how an assessment during a period of study abroad is treated.

Students should be informed, in advance of choosing a programme of study abroad, how their marks, grades or credits will be treated when they return to the University. (We would also encourage students to find out for themselves as much as they can about study and assessment in a host institution they intend to visit).

No assessments undertaken abroad will be marked again by assessors at ESE or the University of Chichester.

Students should receive full recognition at the appropriate level for an assessment undertaken during a period of study abroad.

<b>ECTS</b>	<b>NORTH AMERICA</b>	<b>GPA RANGE</b>	<b>CHICHESTER/ESE EQUIVALENT MARK</b>
A	A / A +	3.7 – 4.0	70 +
B	B / A -	3.2 – 3.6	61 – 70
C	B - / B	2.5 – 3.1	55 – 60
D	C / C +	1.9 – 2.4	50 – 54
E	D / C -	0.9 – 1.8	40 – 49
F	D -	0.5 – 0.8	25 – 39
F	F	0.0 – 0.4	< 38

Boards of Examiners will continue to exercise their judgment in discretionary cases.

## Part 7D Assessment Load

### Undergraduate

7D1 Each 15 credit module generates the equivalent of a 2500/3500 word essay. At each of the three levels, the assessments must reflect the learning outcomes contained in the level descriptors (referenced in the FHEQ) and on the module specification.

Each module will be assessed according to the following assessment equivalents:

FHEQ Level 4 - a 2,500 word essay

FHEQ Levels 5 and 6 - a 3,500 word essay

Assignments that are over-length should be penalised by a deduction of marks of up to 10pc, depending on the extent of the problem. This will be applied to timed performances and seminars as well as written assignments.

### Postgraduate

7D.2 Each module in taught Postgraduate programmes will generate assessments in relation to hours of endeavour. The Masters element of 600 hours generates a dissertation of between 12-20,000 words. For taught programmes a full certificate is likely to have generated assignments worth approximately 12,000 words or equivalent; a further 12,000 words would be generated by the diploma programmes. Hence, every 100 hours of notional study generates an assessment of the equivalent of approximately 2,000 words.

7D.3 The dissertation will show evidence of ability to: identify problem areas, locate issues within a wider context, obtain relevant data, analyse findings, work within relevant theoretical/conceptual frameworks, synthesise complicated material, employ relevant and innovative research approaches, and present findings in an accessible manner with appropriate technical apparatus. This will apply whether the candidate is working within a traditional academic subject area or a professional context or working with artistic and cultural artefacts. Each Programme must provide, nevertheless, Programme specific criteria relating to what is expected of the dissertation.

## PART 8 ASSESSMENT

### Part 8A Submission of Assessment

#### Information provided for all students

8A.1 The European School of economics will make available to students the necessary information for them to understand the assessment and examination requirements of their particular programme. In addition to the information provided in definitive programme documents, the University will also make available:

- (i) timetables for examination and submission of other assessed work;
- (ii) procedures for the release of marks or grades;
- (iii) rules for Conduct in Examinations approved by the Academic Board;
- (iv) grounds on which students may request that Boards of Examiners may be asked to review their decisions

## Responsibilities of all Students Submission of Coursework

8A.2 Coursework must be submitted for assessment by the times (usually midnight) and dates published by the Academic Office (the 'due date'). Coursework is deemed to have been submitted once it is lodged in accordance with the assessment requirements for the module or unit.

Coursework may be accepted after the deadline, but 5% will be deducted from the face value mark for work submitted before the end of the day of submission, and 10pc for course work submitted up to one week after the due date. (For example, if a piece of work deserves a mark of 48pc, 43pc will be recorded if the work is submitted before the end of the day, and 38pc - fail – if the work is submitted up to a week late). If the imposition of the penalty deduction results in a fail mark, the student will be deemed to have failed the assessment.

Assessments which take the form of presentation, performance or exhibition may not be submitted late. Submission of coursework arising from reassessment may not be submitted late.

Prior to the date of submission you may use Turnitin to review your own work. This you may do twice, and an automatic review is undertaken when you submit your final copy through the electronic submission process.

Written assessments must be submitted electronically through your module page in Moodle. The electronic submission records the date and time of submission to determine that your written work was submitted on time. The module Moodle page will set out if there is a further requirement to submit a hard copy of the written work to your academic department's administration office. Where a hard copy is required, you should include within the cover page the ID number of the UQOS (Turnitin) report from when you undertook the electronic submission.

Please note, if you fail to submit an electronic version of your work, your mark will normally be recorded as a non-submission. If there are any technical problems with the submission systems, you will be advised of these, and how the hand-in dates may be revised accordingly, and without any risks of penalty for late submission.

8A.3 However, if on the due date for your assignment, Turnitin is unavailable due to technical difficulties, students are asked to submit a digital copy to the academic Office and must upload the electronic version of your work as soon as possible thereafter. Your tutor will be aware of the situation and may well have informed you of such problems, so you will not risk penalties. You should submit the electronic copy of your work as normal by the deadline.

8A.4 A student who finds that he or she is unable to complete the work by the published date through sickness, family or other difficulties may seek an extension by applying in writing to the Academic Office. The grounds for seeking an extension must be stated. If an extension is allowed, a revised date for the submission of the piece of coursework will be confirmed. Extensions will not normally be granted by the programme co-ordinator beyond the date of the next Board of Examiners for the programme. The Board of Examiners will then agree any deferment that is appropriate and wherever possible this will be within thirteen months of the normal, annual registration date for the programme – or for students on 'standalone' modules, prior to the next academic year. Extensions may not be granted for re-assessment unless this is deemed to be a first attempt by reason of valid mitigating circumstances. Again, such extensions will not normally go beyond the date of the next Board of Examiners.

8A.5 In the event of a dissertation failing to fulfil the required criteria/standard, the Board of Examiners, on the advice of those who marked the work, may permit a student to resubmit the dissertation within a period to be specified by the Board of Examiners.

### Viva Voce Examination

Viva voce examination for undergraduate or postgraduate will not be used to resolve borderline cases. It may, however, also be used, exceptionally and at the discretion of the Board of Examiners, where malpractice occurs within an assessment.

### Postgraduate – conditions for re-submission

8A.6 Students have the right to re-submit an assignment that has not obtained a pass grade in order to recover a failure. Moreover, re-submission must occur within a period set by the Board of Examiners, and the maximum grade obtainable for such re-submitted work shall be C (capped at 50%).

### Part 8B Attendance at Examinations and Practical Assessments

8B.1 It is the responsibility of all students to.

- (i) attend examinations as required: if a student fails to attend the examination/s without good reason, the Board of Examiners will determine that the student has failed the examination concerned;
- (ii) provide the Board of Examiners before the date of the examination with any information on exceptional circumstances that may have affected performance and which they wish the Board of Examiners to take into account. (see Part 11 below).

### Part 8C First Attempt at assessment

8C.1 All students registered for a module will be deemed to have made a first attempt at each element of assessment when due, unless an extension or deferral has been approved in accordance with these Regulations.

8C.2 All students who fail to submit coursework or sit a practical assessment or examination will be deemed to have made a first attempt and have failed through non-submission, which would result in a non-submission with a mark of zero.

### Part 8D Undergraduate re-assessment

8D.1 The maximum number of modules that may be attempted by any student at each level of their programme is 12 (15 credit modules or equivalent) of which eight must be passed. Students are able to substitute two irrevocably failed modules, assuming a reasonable attempt<sup>1</sup> at the assessment tasks has been made, at each level, with an appropriate 'make-up' module, where such a module is available within the rules for the programme in question. This practice is referred to as 'trailing' a module(s) into the next level. At the discretion of the Board of Examiners, a student may exceptionally be permitted to re-take a module if it is core to the programme. Programmes may, at their discretion, allow students to take suitable 'make-up' modules from other programmes.

8D.2 Students will be credited on their profile with their merit mark for a 'make-up' module unless: the 'make up' module is being taken because a reasonable attempt<sup>1</sup> at the re-assessment task has not been made, in which case students may achieve the maximum of the bare pass mark of 40 pc for the make-up module, or the 'make up' module is being taken in compensation due to failure as a result of non-submission at both the first sit and

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<sup>1</sup> A 'reasonable attempt' is usually defined as the work being in the form required by the assessment brief and the content addressing the specified topic



reassessment opportunities, in which case, students may achieve the maximum of the bare pass mark of 40pc for the 'make up' module and an administration charge per module will be charged (retake-fee).

### Undergraduate 'Trailing' Modules

8D.3 Students may complete up to two modules (normally totaling more than 30 credits) from the previous level during study at the next level (one per term), though their progression to the higher level will be provisional, pending the completion of the lower level. Where insufficient modules are available at the lower level, to be taken on a 'make-up' basis, candidates may be permitted to undertake a module from the higher level. The credit would be downgraded to the lower level and where contributing to the Award, the weighting of the mark would be adjusted accordingly. Normally, students will be allowed to take only one 'make-up' module per semester.

8D.4 Students taking 'make-up' modules in their final year of full-time study may be required to complete their studies as part-time students in order to complete their profile of credit (but the restriction of 12 modules at any one level will apply).

8D.5 Full-time students 'trailing' more than two modules (normally totaling more than 30 credits) in any one academic year will be required to change their registration to part-time until the credit gap has been made good. Part-time students will normally be expected to complete undergraduate study for a degree within eight years of initial registration (this period to normally include intermission periods).

8D.6 In the case of failure at re-assessment on any programme where an alternative module is not available, or where substitution is not possible (as in the case of a compulsory module where it is essential for an Award) students will normally be required to withdraw from the programme or change their programme or route of study.

8D.7 Students will be permitted to take modules from two levels during the same year of study where such an arrangement can be facilitated within the rules of the programme for the sequencing of modules. This is referred to as 'straddling' two levels of study.

8D.8 A module or assessment item which has been passed may not be re-taken in order to achieve a higher mark. Students are not normally permitted to take additional modules, beyond the number required for an award, in order to improve their classification.

8D.9 At the discretion of the Undergraduate Programmes Award Board (or its Interim Board), a student may be permitted to re-take the modules in a complete level of study. This will normally only be permitted in cases where the student has exhausted all other means to progress through re-assessment and the Board of Examiners is convinced that the student is likely to succeed. Repetition of a level is only permitted to retrieve failure and not to improve a grade profile. In such a case, any credit previously achieved at that level will be removed from the student's transcript prior to the re-taken level. The opportunity to repeat a complete level of study on the student's programme will be limited to one level during an individual student's undergraduate study at the University. Where a student repeats a level of study on the same programme, credit previously gained at that level will be removed from their record.

8D.10 Where a student's failure is deemed to be serious, the Programme Board of Examiners, or where appropriate, the Interim Board, may require that the student withdraw from the course on academic grounds without the offer of re-assessment.

8D.11 Students who fail to meet assessment requirements may be re-assessed in the modules they have failed at the discretion of the Board of Examiners for their programme.

8D.12 Re-assessment must not be a replication of the original assessment requirements, unless this is not possible due to the nature of the assessment component e.g. dissertation.

8D.13 Where re-assessment is required in all components of assessment of the module (as described in para 7B.1), they may differ from the original assessment requirements if it is not possible for students to undertake the original assessments e.g. group presentations or performances.

8D.16 The maximum mark achievable at re-assessment is 40pc. Only one re-assessment of a module will be allowed. Unless exceptionally approved at programme level, students who fail on re-assessment will be deemed to have irrevocably failed the module.

8D.17 Students who are deferred or referred at the July Board will be assumed to present for reassessment in August of that year. Any exceptions to this must be approved by the Chair of the Board of Examiners.

8D.18 Students who are referred or deferred by the Board in February must present for reassessment in the May resit session so that their candidature may be discussed in September. However, if they have three or more modules of reassessment, the Board may approve spreading the reassessment load across May and August.

### Postgraduate re-assessment

8D.19 The regulations concerning the deferral of examinations, non-attendance at examinations, examination performance affected by illness etc, and illegible scripts contained in the **General Regulations for First Degrees** shall, so far as appropriate, apply to students governed by these regulations.

8D.20 A candidate who fails an examination or assessment may be permitted by the Joint Academic Board to present himself for re-examination at the earliest available opportunity. In no case may a candidate be re-examined or re-assessed more than once for the purposes of progression or classification.

8D.21 Re-assessment in case of failure will consist in a single final assessment resit worth 100% of the module grade. Following successful re-examination or re-assessment, the final mark, excluding deferrals and mitigation claims, will be capped at 50%

8D.22 Re-sits to gain a higher mark for a module are not permitted. A pass grade is the cumulative average of 50% across the midterm and end of term assessments except where an individual component score is less than 40% whereupon a re-sit would apply to that student. Re-sits are capped at a 50% grade.

8D.23 In the case of dissertations students are permitted one re-sit, normally within the following six months after submission unless a longer period would be approved (always by the maximum writing up period of 2 years). Students may resubmit the same dissertation with improvements subject to the feedback from the ESE supervisor. There may be occasions where the ESE, exceptionally advises that a new dissertation needs to be embarked upon. In certain circumstances, students are allowed to appeal to the Board of Examiners for consideration of mitigating circumstances that may have affected the work submitted, poor exam performance, or the non-submission of work.

8D.24 This must be done, in writing to the programme leader giving comprehensive details of the circumstances to be taken into consideration, supported by all necessary documents or evidence, supporting the claim. The appeal will be heard by the Board of Examiners and the findings communicated to the student, with any necessary information or actions to be taken. Re-sits are capped at a 50% grade.

8D.25 Standardized marking criteria are used for each module assessment and written feedback provided to students by way of standardized grading forms and commentary on assignments, presentations and written exams. Written feedback is available to students after each Exam Board, although lecturers are expected to provide formative feedback by way of group or individual meetings during the reading weeks of each teaching term.

### Part 8E Academic Malpractice (Undergraduate and Postgraduate)

8E.1 All assessable items must be the candidate's own work. Where this is not so, the Board of Examiners will deal with the case as one of academic malpractice.

8E.2 Academic malpractice can result from when a person, or people, trick, defraud or deceive others or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University. Malpractice includes:

- (i) Collusion: where a student works in a fraudulent manner with another (or others) being assessed independently (either wholly or in part) in the same module.
- (ii) Plagiarism: to 'take and use another person's thoughts, writings, inventions as one's own' with intent or otherwise.
- (iii) Commissioning: getting another person(s) to complete work which is subsequently submitted as the student's own work (reasonable grounds in regard to commissioning may include a difference in the execution of the work compared with other work, stylistic differences, work of a higher level. A request to see earlier drafts, notes on references and sources may be made).
- (iv) Impersonation: where somebody undertakes an examination or assessment posing as another person.
- (v) Duplication: the replication of element(s) of material in more than one assessment within the same institution or elsewhere, simultaneously or at some other time.
- (vi) Syndication: the submission of substantially similar piece(s) of work by two or more students, either in the same institution or in a number of institutions, either at the same time, or at different times.
- (vii) Falsification of data: where data have been invented, altered, copied or obtained by unfair means.
- (viii) Aiding and abetting: where a student assists another student in any form of dishonest academic practice.

(ix) Professional misconduct: where, in the course of their assessed work, students on professional courses act in a manner which breaches the relevant professional Code of Conduct.

(x) Cheating in Examinations: where a student is found to have contravened the arrangements for the examination, for instance bringing in notes where none are permitted, or secreting electronic devices on their person.

8E.3 In all cases of academic malpractice or any other form of attempting to secure unfair advantage, the University confirms:

- (i) the right of the Board of Examiners to delay reaching a decision on a candidate's results until the facts have been established;
- (ii) the ability of the Board of Examiners to judge the seriousness of the academic misdemeanor and to exercise its discretion;
- (iii) the ability to re-open a matter when evidence becomes available after a Board of Examiners has reached its decisions.

8E.4 When academic malpractice is suspected beyond Level 4 the tutor shall inform the Programme Coordinator, the Head of Academic Department, of their suspicions in writing and should cite or copy what evidence there is to support their suspicions. (Suspected malpractice at Level 4 will normally be addressed within the Department using these following procedures). Such cases are to be dealt with consistently, with the department ensuring impartiality by involving a scrutineer from another academic department. The University will receive all relevant documents and information from ESE of all such cases and will make a judgement on whether they have been addressed appropriately and consistently. All cases will be logged and recommendations made to Boards of Examiners in the normal way.

8E.5 The Head of Academic Department or, where appropriate, the Programme Coordinator, will seek a second opinion from another member of staff. Turnitin Originality Reports - generated by the student or a member of staff - may be used to assist in the identification of plagiarised work submitted for assessment. An Originality Report will never be advanced as the sole reason for suspecting that a piece of work is plagiarised, nor may an Originality Report be advanced as the sole defence against an accusation of plagiarism.

8E.6 Having gained the second opinion the Head of Academic Department (or Programme Coordinator) shall notify the Deputy Vice-Chancellor or designate of the suspicions and indicate whether they consider the suspicions should be investigated further or whether the suspicions are unsubstantiated. If the suspicions are unsubstantiated the Head of Academic Department and/or Programme Co-ordinator may wish to advise the student regarding better study skills or work practices to avoid further suspicions being raised.

8E.8 The Assessment Enquiry Panel will comprise at least two people appointed by the ESE Director of Quality and Standards who will meet to review the evidence presented both by the tutor and that presented by the student who is suspected of malpractice. The student may be accompanied by a friend<sup>2</sup>. Members of the Assessment Enquiry Panel may be drawn from Heads of Academic Department or other senior members of academic staff. Once the entire

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<sup>2</sup> friend' may include a representative from the Students' Union, other personal friend or family member, but excludes any form of legal representation

process is completed, ESE AEP will send the final outcomes to the University of Chichester

8E.9 The Assessment Enquiry shall be in two parts, the first which reviews the evidence to support the claim of malpractice and the second which seeks to ascertain how the student conducted the work and the reasons for malpractice being suspected. This second part shall allow full opportunity for the student to respond to the suspicions. The tutor shall present her/his evidence in writing (with, where appropriate, the Turnitin report), as can the student, but the student can also put their case in person if they so choose.

8E.10 The Assessment Enquiry Panel shall forward a report to the Chair of the Board of Examiners to include the following: a summary of the evidence considered by the panel and the panel's conclusions with regard to whether malpractice has occurred and if it has, the seriousness of the case.

8E.11 Each case is different, and panels are expected to use their judgement in deciding the seriousness of an offence and deciding on whether there are aggravating circumstances that might affect the severity of the penalty. Panels must attempt to ensure consistency of treatment between cases, making a judgment about what is a proportionate penalty and ensuring that the penalty chosen does not have consequences for academic progression which are disproportionate in impact.

8E.12 Factors to take into account when determining the penalty and its proportionality include the following:

- The student's level of study: the more advanced and experienced the student, the more serious the offence
- The proportion of the piece of work that was subject to malpractice: the higher the proportion, the more serious the offence
- The credit rating of the piece of work: the higher the rating, the more serious the offence
- Whether the student would have failed the work, regardless
- The student's previous history (including information available under 'additional requirements'): a second offence, occurring after a student has already received a warning or a penalty for academic malpractice, is more serious than a first offence.

8E.13 Following the Assessment Enquiry the Chair of the Board of Examiners will notify the student of the Panel's conclusion. If malpractice has been found to have occurred, the Board of Examiners has the discretion to impose a range of stepped penalties from re-assessment of an assignment to termination of the student's registration on the programme. The Board of Examiners may choose not to award credit for a module where academic malpractice has been proven or to not make the award. For undergraduate programmes, in all cases where credit is to be awarded, normally the student shall resubmit the work for a maximum achievable grade which will be determined and stipulated by the Assessment Enquiry Panel, and confirmed by the Board of Examiners, taking account of the severity of the case.

8E.14 For postgraduate programmes, the Board of Examiners will exercise discretion according to the individual case. In both undergraduate and postgraduate programmes there will be a recognition that the seriousness of academic malpractice increases in relation to the

level of study. The Board of Examiners will also implement harsher penalties where a student has a previous record of malpractice. Mitigating circumstances will not be considered in cases of academic malpractice, only in application of the penalty .

8E.15 Candidates may not evade the consequences of proven academic malpractice. Thus a candidate, who declines to represent for assessment when first requested in a module in which they have been found guilty of academic malpractice, will be required, on one further occasion only, to present again for reassessment in that module – for the penalty mark originally decided by the Board. Failure to represent on this final occasion will lead to automatic termination of registration on the programme.

8E.16 If a student disagrees with the outcome of an Assessment Enquiry Panel the route of appeal is through the normal appeals procedure, (see Part 10).

### Academic Malpractice - Penalty Tariff (Undergraduate/Postgraduate)

8E.17 The University strives to ensure fairness and consistency in the application of penalties to students across the Faculty and has adopted a tariff to be used in all cases of proven academic malpractice. The principle behind the tariff is simple and serves to ensure that all students are aware of the penalties that they will receive if they are found guilty of academic malpractice. The Board of Examiners will consider the recommendation of the assessment enquiry panel and may accept or modify the decision.

8E.18 These points are allocated after the Assessment Enquiry Panel has agreed that the misconduct is proven and the points will be assigned based on the following criteria:

#### Malpractice – extent (% of the assessment)

Up to 25%	10 points
Between 25% and 50%	20 points
Above 50%	30 points
Commissioning	50 points
Cheating in an examination	50 points
Falsification of data	50 points

#### Programme Level

Level 4	0 points
Level 5	10 points
Level 6	20 points
Level 7	30 points

#### Weighting of the assignment/examination

Standard (50% or less)	10 points
Large (51% or more)	20 points
Dissertation	50 points

**History (previous incidences of malpractice)**

1 <sup>st</sup> offence	10 points
2 <sup>nd</sup> offence	20 points
3 <sup>rd</sup> offence	30 points

Penalty (total scores, 1 from each of the 4 areas)

>30 points	Written warning
40-50	Assessment item capped at 40%
60-70	Module capped at 40%
80-90	Assessment item capped at 0%
100-110	Module capped at 0%
120-130	Recommend expulsion with award as appropriate
140+	Recommend expulsion with any award withheld

### 8F ESE Internship Programme

8F1. The internship is a compulsory component of the ESE programme.

8F2. Students are placed with a company by the ESE Internship Department for a minimum of 6 weeks. The exact dates of the internship may be negotiated, however internships cannot be undertaken during the first or second term (semester) of any academic year.

8F3. Students' progress will be monitored by the Internship Office and by a designated member of staff at the company where the student is placed.

8F4. During the internship, the student must abide by the rules and regulations of the placement company.

8F5. Students should behave as ambassadors for the ESE at all times and not behave in a manner that would discredit the ESE

8F6. The internship should not be considered as a full-time paid job and any payment given will be at the discretion of the placement company.

8F7. Students will need to produce a Report of their internship experience following approved guidelines and complying with the requested academic standards. The assessment is worth 100% of final grade for the Internship awarded credits (10 at level 4;

15 at level 5)

## 8G Undergraduate Final Projects

8G1. All students are required to complete a Final Project.

8G2. The length of the Final Project is 10 000 words  $\pm$  10%, excluding appendices and supporting material. Final Projects which are over length will be penalised by 10 marks for up to 20% over the word limit. Final Projects over 20% will not be accepted.

8G3. Students must submit their final project by the beginning of the last week of the final term. Copies of the Dissertation must be submitted as follows: ring bound copy of the final project

a. unbound copies of the abstract

b. An electronic copy submitted on Turnitin.com as instructed (or by *whatever electronic means you decide*).

8G4. Extensions to the deadline for submitting final project will only be granted in exceptional circumstances. Extensions must be requested in writing to the Registrar, along with supporting evidence (for example: medical certificates). Extensions are limited in duration and students will normally be expected to submit by the next available deadline. Further extensions will not be granted except in very exceptional circumstances.

8G5. In the case of late submission, students who submit their final project up to 2 weeks after the given deadline will have 10% of the given mark deducted. Students who do not submit within this timescale will be deemed to have failed and be given a mark of zero (0). The Board of Examiners may give such students one further opportunity to submit their dissertation for a maximum of a capped mark of 40. The deadline for resubmission will be set by the examination board.

8G6. Students who fail their Final Project will be given only one further opportunity to submit. The deadline for resubmission will be set by the examination board.

8G7. Final Projects are double marked by two members of academic staff and an agreed mark which is not necessarily the arithmetic mean of the two marks, given. Where the two markers cannot agree a mark, a third independent marker will also mark the work to resolve any difference of opinion.

8G8. Students may, at the discretion of the examiners, be required to attend a viva voce examination or such other tests as may be considered appropriate. Wherever possible the viva should be held before the end of term, but this cannot be guaranteed.

## 8G Postgraduate Dissertation

8G9. The pre-requisite of this module is the successful completion of all modules in the first and second term and successful completion of the Internship Portfolio.

8G10. The Dissertation is a 30 credit module and is assessed as follows: • 3,500 word Research Proposal (10%) • 15,000-20,000 word dissertation report (80%)

8G11. • Oral Presentation (10%) Deadlines for the submission of each component will be



provided by the local Academic Office. Students must attend the oral presentation of their dissertation at the designated time. Failure to do so for whatever reason, except a sudden, unforeseen and certified emergency, will be considered an 'unjustified absence' and result in a mark of 0% for the component. Failure to attend the oral presentation may also result in a fail grade for the whole dissertation. If a student finds he/she is not be able to attend the scheduled oral presentation, it is his/her responsibility to make arrangements for an alternative date, or for a presentation by Skype, with the campus Academic Office. This should be done at least one week before the scheduled presentation. The oral presentation will usually last around 30 minutes, with 15-20 minutes for the student to present a summary of his/her research, followed by questions from members of the panel. The student should use Power point slides for the presentation.

## PART 9 BOARDS OF EXAMINERS

### Glossary

Board of Examiners decision of *Deferral (AJ approved)*– where a first sit is re-scheduled due to matters such as mitigating circumstances

Board of Examiners decision of *Referral (resit)*– where a re-sit has to be scheduled where a student has failed (or was not present for the first assessment)

*First sit* – to take an assessment task/s, without attendance, as if for the first time for the merit (actual mark achieved) mark

*Re-sit* – to re-take the assessments task/s without attendance for a capped mark of 40 pc

*Re-take modules* – to repeat core module(s) with attendance, for the merit (actual mark achieved) mark with previous marks expunged from the student's result profile.

*Re-take year* – to repeat all modules, with attendance, for the merit (actual mark achieved) mark with all previous marks expunged from the student's results profile

### Undergraduate and Postgraduate Programmes Board of Examiners

9.1 Boards of Examiners will be attended by external and internal Examiners, and are held for all programmes, including Higher Nationals. These boards will meet at the end of each academic session to make recommendations on student progression and student awards for students registered on that programme to the Undergraduate Programmes Award Board and to review standards within that programme. A Progression Board for Undergraduate Programmes and an Award Board for Undergraduate Programmes will meet in September to deal with deferred and referred candidates.

Their terms of reference are the:

- a) scrutiny and approval of assessment items and their marking;
- b) assuring the appropriate standards for modules;
- c) considering the performance of students on modules
- d) confirming the grades achieved by students on modules

### Undergraduate and Postgraduate Programmes Award Board

9.2 This board will meet annually, after all the other boards, to receive recommendations for awards from the Programme Board of Examiners, endorsed by the External Examiners. Any areas of unresolved difficulty in the work of the Programme Board of Examiners may be passed to this Board for resolution. The Undergraduate Programmes Awards Board will make awards on behalf of the Academic Board, within the provisions of the Academic Regulations. It will also review standards and levels of achievement across the programmes and monitor the application of the assessment regulations for undergraduate programmes.

9.3 The membership of the Undergraduate Programmes Award Board will be:

- Chair – appointed by Academic Board;
- Programme Co-ordinators or assessment co-ordinators representing all undergraduate programmes;
- Representatives from AQSS and Academic Registry;
- Chief External Examiner for Undergraduate Programmes.

Its terms of reference are the:

- a) reviewing the students' entire profile of module results
- b) making decisions regarding progression
- c) confirming eligibility for awards on the basis of accumulated credit
- d) ensuring any award-specific requirements have been met
- e) conferring awards and if appropriate agreeing the classification of each student
- f) noting decisions of the mitigating circumstances panel/s and agreeing the recommendations of the assessment enquiry panel/s

### Undergraduate and Postgraduate Programmes Interim Board

9.4 The Undergraduate and Postgraduate Programmes Award Board will also meet, as an interim board, at the start of the second semester to deal with referred and deferred candidates. It will award credit to students wishing to transfer out of the institution and make Awards where appropriate. This board will also consider those cases where failure in modules requires re-assessment or termination of registration. Where this applies the Interim Board will have the discretion to allow re-assessment of a candidate in failed modules and to determine the nature and timing of any re-assessment.

Membership of the Interim Board will be:

- Chair – appointed by Academic Board;
- Programme Co-ordinators or assessment co-ordinators representing all undergraduate programmes;
- Chief External Examiner for Undergraduate Programmes.

### Undergraduate Programmes Progression Board

9.5 A Progression Board of Examiners will be convened in September to agree the progression of students between FHEQ Levels 4, 5 and 6 where they have been referred or deferred by the Undergraduate Programmes Award Board. The membership of this Board will be:

- Chair – appointed by Academic Board;
- Programme Co-ordinators or assessment co-ordinators representing all undergraduate programmes;

### Undergraduate Programmes Award Board (Referrals and Deferrals)

9.6 An Award Board will be convened in September to deal with those students who have been deferred and referred by the Undergraduate Programmes Award Board. The membership of this Board will be:

- Chair – appointed by Academic Board
- ESE Programme Co-ordinators, Head of Academic Department or Academic co-ordinators representing all undergraduate programmes;
- Chief External Examiner for Undergraduate Programmes.

### Authority of Boards of Examiners (Undergraduate and Postgraduate)

9.7 A Board of Examiners is responsible for all assessments that contribute to the giving of an academic award.

9.8 The Board of Examiners is responsible, under delegated powers from Academic Board, for making the award on behalf of the University.

9.9 All awards of the University, or of any other awarding body, made by a Board of Examiners must be made with the written confirmation (signature) of the external examiner(s) involved.

9.10 A Board of Examiners may delegate its authority to make awards to a formally constituted subsidiary committee, particularly with reference to the progression of students or the recommendation of awards following referral or re-examination of students. When awards are made, such a subsidiary committee will always be supported by an external examiner. The remit of such a formally constituted subsidiary committee will be limited solely to the consideration of candidates referred or deferred from the main Board of Examiners.

9.11 No other body has authority to recommend the conferment of an award, nor to amend the decision of a properly constituted Board of Examiners acting within its terms of reference and in accordance with the regulations of the programme.

9.12 Certificates for University awards shall only be issued by Academic Registry. This provision applies to all awards except certificates of competence or of attendance.

9.13 In some circumstances, for example, when additional information comes to light, it may be necessary for the Chair of the Board of Examiners to act on behalf of the full Board. Such action will be exceptional and only occur when all four of the following circumstances apply;

- (i) The matter is urgent;
- (ii) There is no reasonable doubt about the decision which should be reached such that the decision is unlikely to cause debate at the meeting of the Board;
- (iii) The decision is based on precedent from the full Board's activity;
- (iv) It is not reasonably practicable to proceed in any other way.

9.14 All such action must be reported to the next meeting of the Board of Examiners. Module marks must be confirmed by the external examiner prior to Chair's Action being taken.

9.15 A Board of Examiners may be required by the Academic Board to review a decision on grounds on which an appeal has been sustained by an Appeals Panel (see Part 10).

### REGULATIONS ON EXTERNAL EXAMINERS

9.16 All programmes will appoint an external examiner in keeping with external examining at the University of Chichester.

### Publication of Approved Results

9.17 Following ratification by the Academic Board of Examiners final examination results are released to the students by the Academic Office contacting the student by e-mail. Academic Transcripts, showing classification, subjects and grades will be released and collected from the Campus Academic Office. Students will be informed when these are ready for collection.

9.18 It is the responsibility of the student to ensure that the Academic Office holds the correct address to which any relevant documentation may be sent.

9.19 Where a Board of Examiners has permitted a candidate to be re-examined or reassessed in a module after initial failure, any re-examination or re-assessment shall be at the next available opportunity unless otherwise directed by the examiners. A candidate who does not avail themselves of this further opportunity will lose any further right to a re-sit examination. Marks for re-examined or re-assessed work will be capped at 40pc for UG Programme and 50pc (C) for PG Programme.

9.20 Where a student fails a resit or resubmission, they must repeat the module at the earliest available opportunity. In no case may a candidate be re-examined or reassessed more than twice for the purposes of progression or classification.

9.21 Following successful re-examination or re-assessment of any failed element(s), the final mark, in which an element is retaken, excluding deferrals, will be capped at 40pc or 50pc (according to the programme) or the first attempt grade, whichever is higher. This capped grade will be used to calculate the final average of the programme.

9.22 Where a candidate fails to satisfy the examiners on re-examination or reassessment the higher mark achieved will be recorded for the purposes of progression or classification.

9.23 Candidates will not be allowed to re-sit papers passed at the first attempt.

9.24 Exceptionally, where the circumstances under which a candidate sat an examination are deemed to have been seriously disadvantageous (for example: medical reasons), and subject to Regulation 12.5 having been adhered to, the Board of Examiners may recommend that the candidate be permitted one further attempt at the examination and be credited with the actual mark obtained.

## PART 10 APPEALS

### Early clarifications before appealing against the decision of a Board of Examiners by Undergraduate /Postgraduate

10.1 Querying of a final grade can only occur after the results approval of the Board of Examiner that point the student's only redress is to consider whether they have grounds for appeal. However, it should be noted that appeals cannot be made against academic judgement after 2 weeks of results delivery.

10.2 Stage One: Students who query their grade should in the first instance be encouraged to review their work in the light of the assessment criteria and the marker's comments. The student should also be made aware of the rigorous internal and external moderation and final approval processes of which their work has formed a part (whether it was second marked or not). If they still feel there is a mismatch they should be encouraged to meet with the marker in order to develop a better understanding of their performance as it relates to the assessment criteria. If in reviewing the students' work and the grade awarded in relation to the assessment criteria the marker feels that he/she has overlooked or mis-read/misinterpreted some element of the work which would have an impact on the grade, he/she could recommend a change of grade to the Board of Examiners submitting to the Head of Academic Department a formal request. coordinator (if the marks have not already been considered by the Board of Examiners).

10.3 Stage Two: If Stage One confirms that a review is needed students will follow the procedure below.,

The Programme Coordinator or Head of Academic Department may either confirm the grade or, if they felt an error had been made in the marking process, arrange for the work to be re-marked by a second (or third marker, if it has already been subject to second marking). A revised mark would then be submitted to the Board of Examiners via the Assessment Office. The revised mark may be higher or lower than the original mark. It is hoped that by the end of this stage the student will have had their queries addressed in a satisfactory manner and has either come to accept the original grade or accepted a new grade as result of a re-marking process. Under the Regulations there are no grounds for an appeal based on academic judgement, and therefore any student who remains particularly aggrieved about a grade would have no further scope for redress within the University. It should be noted also that students aggrieved by a grade would not be eligible to take their case to the Office of the Independent Adjudicator for Higher Education, whose remit does not cover matters of academic judgement.

### Appeal against the decision of a Board of Examiners by undergraduate/postgraduate

10.4 Students aggrieved by a decision of a Board of Examiners shall have a right of appeal if they produce evidence of one or more of the following:

- (i) a procedural irregularity in the assessment process;
- (ii) bias or perception of bias;
- (iii) mitigating circumstances where, for good reason, the academic body was not made

aware of a significant factor relating to the assessment of a student when it made its original decision. If the appeal is based on mitigating circumstances, evidence must be produced; if the appeal is based on evidence that the student had been previously unwilling to divulge to the Board of Examiners, the letter should set out the reasons why the student was unwilling to produce such evidence at an earlier stage and provide any appropriate supporting documentary or medical evidence.

- (iv) in reaching its decision, the Board of Examiners had erroneously concluded that they had cheated or plagiarised or attempted to gain an unfair advantage in an element of work submitted for a degree;

Appeals will be resolved without prejudice to the appellant.

10.5 The following are not considered to be legitimate grounds for an academic appeal:

- (i) where a student questions the exercise of academic judgment, that is, the decision made by academic staff on the quality of the work itself or the criteria being applied to mark the work (rather than the administrative marking process);
- (ii) where there is disagreement about the way mitigating circumstances were considered, unless there is clear evidence that the defined procedures were not followed by the mitigating circumstances panel and/or the mitigating circumstances panel's recommendation was not properly considered by the board of examiners.

10.6 If a group of students wishes to appeal, a spokesperson should be identified to act on behalf of the group. One appeal should be submitted but agreement indicated by the signature of all students included within the collective action.

10.7 Students may not question the academic judgement of the examiners and any request based on such grounds will be dismissed.

10.8 Students wishing to make an appeal and who have evidence of extenuating circumstances unknown to the Board of Examiners when it made its recommendation, or allegations of error or irregularity, should in the first instance discuss the matter with the Director of Quality and Standards (or his or her nominee). At this stage the matter can be referred to the DVC who may advise the student that the Board of Examiners will re-consider its decision, at its next meeting, taking into account the new evidence, and that the appeal is not necessary.

10.9 If the discussions referred to fail to resolve the issue, students should write to the Director of Quality and Standards (or nominee) setting out the grounds for the appeal and the revised decision they seek. A request for an appeal should reach the Director of Quality and Standards or nominee within 21 calendar days of the announcement of the decision of the Board of Examiners. The Director of Quality and Standards will refer the written appeal to the department concerned for a written response to be provided alongside the student's appeal to the Appeals Panel. A copy of the department's written response will be provided to the student, who should raise any matters of factual inaccuracy immediately with the Director of Quality and Standards.

10.10 The Director of Quality and Standards will refer the matter to an Appeals Panel. The Panel will be chaired by the Vice-Chancellor and will consist of two other members of the Academic Board and two members from Boards of Examiners other than the Board against which the Appeal is lodged. It will also include a representative of the Students' Union. The composition of the Panel will be in line with the

University's Equality and Diversity Policy. The Director of Quality and Standards (or nominee) will usually be in attendance.

10.11 The Panel may:

- (i) dismiss the Appeal if the grounds are unsubstantiated or if in the case of alleged mitigating circumstances these would not have affected the recommendation of the Board of Examiners;
- (ii) uphold the student's case and request the Board of Examiners to re-consider its recommendation(s);
- (iii) dismiss the case but request a change in the procedures of the Programme or of the Board of Examiners.

10.12 Appeals Panels will not strike out appeals solely because of minor procedural deficiencies in the application.

10.13 The Panel shall instruct the Chair of the Appeals Panel (or nominee) to convey its decision in writing to the student as soon as possible after the conclusion of the hearing and not later than 14 calendar days after the hearing.

10.14 The registered status of any student who lodges an appeal under the provisions above may be reinstated (providing this is possible within the constraints of the programme) on a provisional basis. In the event of an appeal being rejected, the provisional registration will no longer be valid and will be terminated. Boards of Examiners will not normally reconvene solely to consider students whose Appeals have been upheld. The Board of Examiners shall have the power to amend its original decision, in light of the Appeal Panel's finding, or to adhere to its original decision where it feels the Appeals Panel has acted outside of these regulations. Such cases must be referred to Academic Board for resolution at its next meeting. The Academic Board may decide to accept the Board of Examiners' original decision, or the Appeals Panel's recommendation, or to amend either decision.

10.15 If the Chair of the Appeal Panel considers that the Board of Examiners has not taken due and proper account of the recommendations of the Appeals Panel he or she may refer the matter to the Academic Board. The Academic Board may decide to annul or amend the decision of the Board of Examiners or to take no action.

10.16 If a student is dissatisfied with the outcome of the formal stage, he or she may be able to request a review within 2 weeks after the notification of the outcome of the Panel. A request for a review may be on limited grounds, including but not confined to:

- a review of the procedures followed at the formal stage
- a consideration of whether the outcome was reasonable in all the circumstances
- new material evidence which the student was unable, for valid reasons, to provide earlier in the process.

10.17 The university will allocate the request for review to a designated member of staff not involved at any previous stage. This allocation will clarify exactly what is being reviewed, and to ensure that both the reviewer and the student understand the purpose and scope of the review. The reviewer will ascertain whether the matter needs to be referred back to the Chair of the Appeals Panel for reconsideration.

10.18 Appellants who have exhausted the internal appeals procedures will be issued with a

formal Completion of Procedures letter within 28 calendar days and may then consider applying to pursue their cause through the Office of the Independent Adjudicator, within three months of the issue of the Completion of Procedures letter.

10.19 Acceptance of an award, for example by attendance at an awards ceremony to receive the award, will be taken as agreement to the decision of the Board of Examiners by the student concerned. In such circumstances, no further appeal will be allowed.

10.20 These procedures are operated without prejudice to a student's right to pursue legal remedies outside the University, but excludes any form of legal representation within the University's procedures.

10.21 Once all internal avenues have been exhausted, unsatisfied students should be issued with a Completion of Procedures Letter by the College. They may then seek advice on the range and remit of services provided by the University of Chichester and should make their application to the University, and eventually the OIA within 12 months of the date of issue of the Completion of Procedures Letter.

10.22 The University of Chichester is part of the Scheme provided by the Office of the Independent Adjudicator ([www.oiahe.org.uk](http://www.oiahe.org.uk)). The OIA will provide a final level of opportunity for students whose complaints or appeals may not have been resolved to their satisfaction, through the University's regulatory procedures. Students may seek advice on the range and remit of services provided by the OIA and should make their application to the OIA within 12 months of the date of issue of the Completion of Procedures Letter.

## **PART 11 MITIGATING CIRCUMSTANCES**

11.1 Any undergraduate or postgraduate student who believes that there are circumstances which might have led them to be unable to submit or have seriously affected his or her performance in an assessment and which he or she wishes a Board of Examiners to take into consideration, shall, before the point of assessment, complete the declaration form on mitigating circumstances and submit it with appropriate independent corroborating documentary evidence, e.g. a medical certificate, hospital discharge letter, midwife report, coroner's report or correspondence from a court or tribunal, to the Academic Quality and Standards Service. Students who feel they have good cause for failing to meet workload requirements, for example, due to short-term personal or medical circumstances may apply for such to be taken into account.

11.2 11.2 The mitigating circumstances will be considered by a Board of Examiners' Chair who will accept or reject the application and report the outcome to the relevant Board of Examiners.

11.3 11.3 Where an application is accepted it will be taken by the Board of Examiners as mitigation against failure in that module only, resulting in a waiving of the assessment undertaken and provision being made for the student to take the assessment as a first attempt. Students will usually only be permitted a maximum of four attempts (including the original first sit and the re-sit) at an assessment.

11.4 11.4 All work submitted for examination, for which an application for mitigating circumstances has been made, shall be marked at face value and the marks shall be





submitted to the Board of Examiners in the normal way. Marks are not altered as a result of a student's claim for mitigation.

11.5 Evidence of mitigating circumstances cannot usually be taken into account retrospectively (unless such circumstances have been revealed through the Appeals process and the applicant's Appeal has been upheld and referred back to the Board of Examiners for reconsideration of the original candidature, in the light of the mitigating circumstances).

