Regulations for Taught Degree Programmes

For new programmes starting in the academic year 2023/24

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Annexes

- Annexe: Regulations for Pre-Registration nursing and midwifery programmes

- Annexe: Regulations for Social Work programmes

Annexes are published separately and indicate where exceptions will apply to these regulations for the programmes listed.

Changes log

Date	Regulation	Nature of amendment
22/09/2023	Annexe: Nursing	To include reference to the BSc (Hons) Midwifery programme (including updating the name of the Annexe). Minor amendments to wording and revision to section H regarding academic assessors.
16/5/2024	I Completion and submission of work for assessment	Updates to the In Year Retrieval Attempt (IYRA) Scheme

This document has been designed to be accessible for readers. However, should you require the document in an alternative format please contact the University Secretariat.

A. General

1. The University's Regulations for Taught Degree Programmes ("Programme Regulations") apply to all undergraduate and taught postgraduate programmes starting with effect from September 2023 and developed under the BNU *Qualifications and Credit Framework*. This includes Integrated master's programmes, higher and degree apprenticeships, and programmes offered under a partnership arrangement in the UK or overseas. Previous programmes are assessed under the *Academic Assessment Regulations*, while separate regulations apply for postgraduate research degree programmes.

2. These Programme Regulations will be reviewed regularly – and at least on a five-yearly basis – to ensure they remain aligned to institutional and sector requirements and expectations. The latest version of the regulations will be applied to all learners in the academic year that changes are introduced, regardless of their year of enrolment. A list of changes approved will be published in the updated version of the regulations.

3. These Programme Regulations should be read alongside the BNU *Qualifications and Credit Framework*, which sets out the framework and credit requirements for all programmes leading to a taught degree qualification of the University. Other policies and procedures that relate to the management of programmes are listed at the end of this document, along with how these documents can be accessed.

4. Variations or additions to the regulations for individual programmes of study must be approved in advance through the programme approval process acting on behalf of Senate. Such regulations will generally be for the purposes of meeting the requirements of external validating or accrediting bodies and will supersede the relevant regulations in this document. All such exceptions should be published in the relevant programme specification or made publicly available to learners as a separate annex.

5. These Programme Regulations will generally be applied to ensure that all learners are considered fairly and consistently regardless of their circumstances or mode of study. Learners on a degree or higher apprenticeship programme, and learners studying under a student route visa (formerly known as a Tier 4 visa), will be subject to additional regulation due to the nature of their programme or visa requirements.

B.   Admission to a programme

1.   Admission to a programme of study is set out in the *Admissions Policy*; this incorporates the procedures for admissions and recruitment of students.

2.   Applicants must meet the University's general entry requirements; these will be updated from time to time and are intended to ensure that applicants have the potential to be successful with their studies and requirements are in line with sector best practice.

3.   All applicants must have:

(a) Ability at an appropriate level in thinking and learning relative to the programme of study to which they are applying

(b) A foundation of skills from which to extend their study

(c) Motivation and commitment to their chosen programme of study

(d) Numeracy skills equal to RQF level 2 (GCSE grades A*-C, 4-9 or equivalent) achieved through formal qualifications

(e) Proficiency in written and spoken English equal to RQF level 2 (GCSE grades A*-C, 4-9 or equivalent), or completion of an additional qualification testing English language capability at the published standard.

4.   Entry to undergraduate programmes will normally require a UCAS Tariff score of at least 88-128 points and will be specified on the relevant programme webpage. The University accepts a ride range of qualifications for entry, including A Levels, T Levels, BTECs, International Baccalaureate Diplomas and Access to Higher Education Diplomas. It is expected that applicants will have the equivalent of at least two full A Levels as part of their qualification profile.

5.   Entry to postgraduate programmes will normally require a first degree in a related discipline, although at the University's discretion relevant experience can substitute for this in certain cases.

6.   Additional conditions may be set for admission to individual programmes of study, or which exceed the requirements above, particularly for programmes which have additional recognition (accreditation) by a professional statutory regulatory body (PSRB); these will be published in the relevant programme specification and associated webpage.

7.   Applicants who achieve less than the standard entry requirements may still be considered on a case-by-case basis, considering their strengths in each area, educational background, relevant professional experience, and the demands of their chosen programme.

8.   Applicants may also be offered entry to an alternative, but related programme of study. Applicants to undergraduate degree programmes may be eligible for consideration for a BNU programme offered with an integrated foundation year where the entry tariff will be lower.

C. Recognition of previous study and experience

1. Applicants may apply to be exempted from parts of their programme based on recognition of credit awarded from their previous study, or experience.

2. In order to be eligible for consideration, the credit to be used for exemption must be:

    (a) Relevant, matching the learning against which exemption is being claimed in respect of the subject area and academic level

    (b) Appropriately evidenced to demonstrate authentic achievement by the student of the learning claimed. This will normally be attested through an appropriately certified record of achievement from another HE provider

    (c) Current, normally having been completed no more than five years before the initial date of registration at the University, or shorter where this is a requirement of the accrediting body (to be specified in the programme specification).

3. Irrespective of whether it is gained at BNU or at another institution, credit can only be counted towards a single award and may not be 'double-counted' to the award of any other qualification.

4. The amount of credit that can normally be exempted is set out in the table below. Exemption will be for a whole module or modules up to the maximum permitted limit. Exemption will not be permitted for part of a module.

Type of qualification	APL limit
Certificate of Higher Education	Up to 60 credits at Level 4
Diploma of Higher Education / Foundation Degree	Up to 120 credits at Level 4
Bachelor's degree (Ordinary degree)	Up to 240 credits at Levels 4 and 5
Bachelor's degree with Honours (Honours degree)	Up to 240 credits at Levels 4 and 5
Integrated Master's degree with Honours	Up to 240 credits at Levels 4 and 5
Postgraduate Certificate	Up to 30 credits at Level 7
Postgraduate Diploma	Up to 60 credits at Level 7
Master's degree	Up to 120 credits at Level 7. Note: Transferring more than 60 credits from another HE provider will exclude consideration for a classified award.
Professional Doctorate	Claims will be considered on an individual basis

9. Programmes may permit exemption which differ to those above but exact details and how these will be applied must be specified in the programme specification and agreed at a programme approval event or through the programme amendment process.

10. All applications for exemption should be made prior to enrolment on the level / module from which exemption is sought via the *Accreditation of Prior Learning (APL) Policy and Procedures*.

11. Where modules are exempted, the volume of credit will be awarded and recorded on the University's Student Record System and displayed on the student's transcript. Individual marks for exempted modules (under APCL) will not be recorded and will not count towards the classification of the final award, except in instances where modules have been studied with BNU within the previous two years.

D.   Registration

1.   Once an applicant has been accepted and met any conditions set for admission, they may register for their programme of study by completing the enrolment process.

2.   Learners remain registered on their programme of study until they:

   (a)   achieve the highest award for which they are registered;

   (b)   are granted an exit award;

   (c)   formally withdraw from the programme (including transfer to another programme of study offered by the University); or

   (d)   have their registration cancelled or terminated by the University.

   The period of registration will normally be continuous.

3.   Learners may only register on one full-time programme within a single academic year. Full-time learners are also permitted to register for short or professional courses comprising no more than 60 credits in total.

4.   The minimum period for which a learner will normally be registered and achieve the associated award will be the length of the programme as stated in the programme specification. This may be shortened where a learner is admitted with advanced standing under the APL process (see above).

5.   The maximum period of registration for a programme will normally be the stated length of the programme plus an additional two years for undergraduate programmes, or an additional one year for postgraduate programmes.

6.   Throughout their period of registration, the University expects learners to attend and engage with all scheduled learning and teaching activities, and to submit work for assessment in accordance with the *Attendance and Engagement Policy*. Learners who do not engage with their studies may have their registration terminated and be withdrawn from their programme.

7.   Throughout the period of their registration, learners remain responsible for the payment of their tuition fees (either through self-funding or a loan agreement) and other charges incurred as set out in the *Payment and Debt Procedures*.

8.   Changes to a learner's registration status are governed by the *Interruption, Withdrawal (External Transfer) or Internal Transfer of Studies* procedure. A period of interruption of studies will not count towards a learner's maximum period of registration.

9.   Where a learner has completed the requirements for a named award, they are not permitted to re-register for a programme leading to the same award.

E.   Enrolment and re-enrolment

1.   Learners must enrol at the start of their programme and re-enrol at the start of each subsequent academic year for the duration of their period of registration.

2.   If a learner does not re-enrol for their programme, their registration will be terminated by the University.

3.   To complete the enrolment process, a learner must:

   (a)   Complete an enrolment form to be processed in accordance with the University's administrative processes

   (b)   Make arrangement for the payment of fees and any other charges as set out in the *Payment and Debt Procedures*

   (c)   Read and accept the University's Terms and Conditions of Admission

4.   Depending on the programme of study and subject to availability, a learner will be enrolled on a full-time, part-time, or accelerated study basis – as set out in the *Qualifications and Credit Framework*.

5.   Through the enrolment process, learners will also be enrolled on the relevant modules for that period of study.

   •   In each stage of their programme learners will normally enrol on modules at the same academic level. They will then complete academic levels sequentially through the course of the programme.

   •   For accelerated programmes, learners may be simultaneously enrolled on modules at different academic levels but the sequencing of delivery of those modules should enable programme coherence to be maintained.

F.   Termination of registration

1.   The University may terminate a learner's registration on the following grounds:

   (a)   Under the *Attendance and Engagement Policy* where the learner's attendance and engagement with their studies is considered unsatisfactory

   (b)   Where the learner has failed to enrol or re-enrol for their registered programme of study

   (c)   Where the learner has failed to make satisfactory academic progress as determined by a Board of Examiners in the application of these regulations

   (d)   Where the learner has failed to make adequate provision for the payment of their tuition fee

   (e)   Where the learner has failed to meet any professional requirements of their programme as applicable, for example through failing to maintain their ongoing fitness to practise or due to issues identified after admission through the DBS checking process

   (f)   Where action has been taken against the learner for misconduct under the *Student Code of Conduct* or the *Academic Integrity Policy*

   (g)   As otherwise specified in the [Terms and Conditions of Admission](.).

2.   Where a learner's registration is terminated, they will be withdrawn from their programme of study and from the University.

3.   Subject to the decision of a Board of Examiners and/or the appropriate decision-making body in the case of a breach of the *Student Code of Conduct*, a learner will normally be considered for an appropriate exit award based on credits achieved prior to the termination of registration.

G. Appointment of external examiners

1. Academic Schools are responsible for ensuring that at least one external examiner is appointed to each programme of study which leads to a higher education award.

2. External examiners will provide impartial and independent advice as well as informed comment on:

   (a) the standards of the University's programmes – including those at its partners; their alignment to national standards and frameworks;

   (b) the comparability of learners' achievement with those at other providers;

   (c) the rigorous and consistent nature of the University's assessment processes; and

   (d) good practice or recommendations identified.

3. External examiners will be appointed in accordance with national criteria as set out in and in accordance with the process published in the *External Examining* policy.

H.   Boards of Examiners

1.   Boards of Examiners are governed by the *Boards of Examiners Policy* and are responsible for the application of these regulations in conjunction with any specific programme or professional requirements.

2.   There will be a Board of Examiners for each programme, or suite of cognate programmes, the responsibility for which will lie with the relevant Head of School in liaison with the Academic Registry.

3.   Boards of Examiners will meet according to a schedule published by the Academic Registry. Boards will meet at key stages on the programme, usually at the end of each academic stage.

4.   Boards of Examiners will:

   (a)   Confirm the marks for individual learners for modules for which they are enrolled, following an appropriate moderation process

   (b)   Make decisions on learners' progression and eligibility for an award of the University, including decisions on reassessment, compensation, readiness for placement, or end point assessment where applicable, and the use of *aegrotat* in exceptional circumstances

   (c)   Apply decisions made elsewhere in relation to the outcome of mitigating circumstances claims and academic misconduct cases

   (d)   Consider comments received from external examiners

5.   Authority may be delegated to the Chair of the Board to take appropriate action between formal Board meetings (Chair's Action), for example to correct an error or other procedural irregularity identified, or to process the late outcome of a mitigating circumstances decision.

I.   Completion and submission of work for assessment

1.   Learners are expected to submit work for assessment at the first scheduled opportunity after they have been enrolled on the relevant module.

2.   Work should be submitted in English unless otherwise stated and in the format specified in the assessment brief, which should be aligned to the principles set out in the *Assessment and Feedback Policy*. Submitted work will be marked and feedback provided within 15 working days.

3.   Learners may submit work for assessment up to 10 working days beyond the original submission deadline (this does not apply to Pass/Fail assessment, or to reassessment work). Late submissions will be marked as normal, but the assessment element will then be capped at the pass mark of 40% for undergraduate modules (Foundation year and levels 4-6) and at 50% for postgraduate modules (Level 7). The capped mark will be used for the purposes of calculating the overall module mark.

4.   Work submitted more than 10 working days beyond the original submission date will not be accepted and a non-submission will be recorded for that piece of work. Non-submissions will have a nominal mark of 0% for the purposes of calculating averages.

5.   Where a learner experiences a serious disruption to their studies in the days leading up to the deadline for an assignment or other piece of work, e.g. due to a period of sudden illness, they may apply for an extension to the submission deadline. Where the nature of the disruption means that an extension is inappropriate, e.g. an unseen exam which cannot be repeated, the learner can instead apply for mitigating circumstances to be taken into consideration (see below). All claims must be submitted in accordance with the *Mitigating Circumstances and Extensions* policy.

In year retrieval attempt (IYRA) scheme

6.   The in year retrieval attempt (IYRA) is available to all learners in the first and second term of their study during each academic year.   IYRA supports learners who have submitted but not passed their summative assessments, allowing them to revise and submit their work within 15 working days of receiving their marks and feedback.

7.   IYRA cannot be enabled for invigilated exams or other forms of assessment that do not easily lend themselves to retrieval opportunities, for example, specific requirements of PSRB programmes, group work and professional placements.

8.   The Scheme does not apply to:

- Assessments where there is suspected or proven academic misconduct

- Learners who did not submit the assessment at the first opportunity

9.   The late submission window will not apply to IYRA deadlines.

10.   All work submitted under the IYRA scheme will be capped at the pass mark of 40% for undergraduate degrees and 50% for postgraduate degrees to prevent disadvantage to other learners. Participation in the IYRA Scheme is optional, and eligible learners have the choice whether to participate or not. Where learners take advantage of the scheme but are unsuccessful, the highest of the two attempts will

be recorded on the student record system. Since the Scheme is voluntary, Mitigating Circumstances cannot be applied to IYRA.

11.   The IYRA scheme does not affect or replace learners' normal entitlement to be offered formal reassessment opportunities (below).

J.   Use and award of academic credit

1.   Learners must achieve the required amount of credits at the specified level(s) and in the permitted modules to be granted the award for which they are registered. This will be set out in the programme specification.

2.   The programme specification will also indicate the credit requirement for any exit award that may instead be granted where a learner has not achieved the normal credit requirement.

3.   Credit can be achieved by any of the following means:

    (a)   By passing the module at the first scheduled opportunity

    (b)   By passing the module following a reassessment opportunity

    (c)   By being granted a compensated pass for a module, based on satisfactory performance elsewhere on the programme

    (d)   By being granted an aegrotat pass for untaken credits

    (e)   Through approval of an APL claim, either through credit awarded by another higher education institution (APCL) or based on the learner's professional experience (APEL)

K. Module pass requirements

1. Each module for which a learner is enrolled will be summatively assessed by one or more types of assessment. The module descriptor will specify the scheme of assessment that will demonstrate achievement of the learning outcomes for that module.

2. Marks will be recorded for each assessed element using a numerical scale of 0-100 and will be expressed as whole numbers.

3. A module will be successfully achieved and credit awarded when a learner achieves an overall weighted average mark of 40% or more for foundation year and modules at levels 4-6 (undergraduate), and 50% or more for modules at level 7 (postgraduate, including level 7 modules on an Integrated Master's programme).

4. Additional requirements to pass a module may be set at the approval of a programme or via the amendment process where there is a clear justification for their use, e.g. where it is a requirement for accreditation by an external body.

   • Additional requirements may include the requirement to pass all assessment elements separately, or an attendance requirement that is above the University's standard requirements.

   • All additional requirements should be stated clearly in the relevant module description and programme specification and their application made clear to learners, e.g. in programme handbooks.

5. Module marks will be calculated to two decimal places but will be rounded to the nearest integer for publication on learner's official transcript. Unrounded marks will be used for other calculations on the programme, including the calculation of the level average and the final award classification where applicable.

6. Foundation year and undergraduate modules at levels 4-6 will be graded as follows:

Percentage range (%)	Grade	Description	Pass / Fail
80-100	A+	Outstanding	Pass
70-79	A	Excellent	
60-69	B	Very Good	
50-59	C	Good	
40-49	D	Satisfactory	
30-39	MF	Below required standard	Marginal Fail
0-29	F	Not successful	Fail

7. Postgraduate modules at Level 7 (including modules on Integrated Master's programmes) will be graded as follows:

Percentage range (%)	Grade	Description	Pass / Fail
80-100	A+	Outstanding	Pass
70-79	A	Excellent	
60-69	B	Good / Very Good	
50-59	C	Satisfactory	
40-49	MF	Below required standard	Marginal Fail
0-39	F	Not successful	Fail

8. An assessment may be designated as pass / fail only (rather than given a mark out of 100). Where this is the case a pass in this element must be achieved for the module to be passed overall but the element will not otherwise be used to calculate the overall module mark and will have a notional weighting of 0%.

9. A module may also be designated as pass / fail in its entirety. While a pass must be achieved and credits awarded, the module will not otherwise contribute to the calculation for a degree classification and a failed module will be ineligible for compensation.

10. All module marks will be subject to internal and / or external moderation as required by the *Assessment and Feedback Policy*. Marks will also be subject to formal ratification by a designated Board of Examiners.

L.   Progression of learners

1.   The academic progress of learners will be considered at least annually by a Board of Examiners.

2.   Progression will be determined by each learner's performance in the summative tasks for the modules on which they are enrolled.

3.   Progression will also consider any additional programme requirements as specified in the programme specification, e.g. completion of placement hours requirements.

4.   At all levels learners must successfully complete (or otherwise achieve credit for) all modules on which they are enrolled at that stage, as well as any additional programme specific requirements, before they are permitted to progress to the next stage.

5.   Learners may not normally trail any modules into the subsequent stage of their programme of study.

6.   Learners on Level 5 of an Integrated Master's programme are additionally required to have achieved a level average of 50% or more across Level 5 modules. Learners who do not achieve the level average requirement may not further progress on the Integrated Master's programme and will be transferred to Level 6 of an appropriate Bachelor's degree with Honours programme.

7.   There will be no opportunity for learners to progress on to an Integrated Master's degree once an undergraduate programme of study has been completed.

8.   Learners who complete Level 6 of an Integrated Master's degree may elect not to progress to Level 7 of their programme and instead to be awarded a Bachelor's degree with Honours.

M.   Use of compensation

1.   Learners may be granted a compensated pass in modules up to a total of 40 credits out of the 120 credits attempted for Foundation Year and Level 4 modules; and 20 credits out of the 120 credits attempted for Level 5, 6 and 7 modules.

2.   Compensation will not apply to programmes of less than 120 credits.

3.   To be eligible for compensation, learners must achieve an overall module mark in the Marginal Fail grade band for either undergraduate (30-39%) or postgraduate modules (40-49%) as appropriate.

4.   Compensation can only be applied at the point of progression or award, i.e. once all the modules for an academic level have been undertaken. For learners studying part-time, compensation will only be considered once all 120 credits for a level have been undertaken.

5.   Compensation cannot be applied in addition to reassessment. Where a learner has failed modules that exceed the compensation credit limit, reassessment will be required in the failed modules, regardless of whether one or more modules are in the Marginal Fail grade band.

6.   Where a compensated pass is awarded for a module, learners will be granted the credits associated with the module. The mark that is recorded will be the actual mark achieved and this will be used for the purposes of calculation.

7.   Compensated passes may not be granted to dissertations, major / capstone projects, modules assessed on a pass / fail basis, integrated end point assessment modules (for apprenticeship programmes), or to those modules where it is a programme requirement that all assessment tasks must be passed. Further exceptions, e.g. restrictions set by accrediting bodies, should be detailed in the programme specification.

8.   Compensated passes should only be granted at progression and award Boards of Examiners where reassessment is deemed unlikely to have a positive impact on the classification of the final award, in which case reassessment should be offered instead.

9.   Learners who are granted a compensated pass will be entitled instead to request reassessment in the module within 10 working days if a pass is required for professional reasons.

N. Use of reassessment

1. Learners who fail in up to 60 credits in a stage will normally be required to undertake reassessment without attendance (unless there is a specific attendance requirement, e.g. the completion of placement hours) in the period before the start of the next academic period.

    - Reassessment will be in the failed element of the module(s) and will be based on the same syllabus that has been taught. It should be designed to test that the learner has achieved the learning outcomes for the module.

    - Depending on the type of assessment, learners may be permitted to submit updated work for the original assessment or be required to undertake a completely new assignment.

    - An alternate form of reassessment can be specified where reassessment cannot take the same form, e.g. group work, or where access to specialist equipment is required. This should be indicated in the module descriptor.

    - Timings assume that the necessary access to facilities, e.g. workshops, and support is available during the reassessment period.

    - Where access to essential facilities and support is unavailable and there is no appropriate alternative form of reassessment the Board of Examiners may exceptionally permit reassessment in up to 20 credits to be undertaken during the next academic session, i.e. for modules to be trailed.

    - There will be no additional tuition fee for learners undertaking reassessment

2. Learners who fail in more than 60 credits in a single stage will not be permitted to undertake reassessment and depending on eligibility will normally be required to repeat the stage with attendance during the subsequent academic period. Learners who are already repeating the stage will instead be failed from the programme and granted the highest exit award for which they are eligible.

3. Learners who, without good reason, have in the opinion of the Board of Examiners failed to demonstrate sufficient engagement with their studies by attending and submitting work for assessment will instead be failed from the programme and granted the highest exit award for which they are eligible.

4. The mark for any reassessed element will be capped at the relevant pass mark, except where a learner has had a claim for exceptional circumstances accepted where the full mark will be given. Where reassessment is required as the result of an academic misconduct decision, reassessment will be further penalised as specified by the relevant decision-making body in line with the *Academic Integrity Policy*.

5. Learners may normally only have one reassessment opportunity per module during a reassessment period.

6. Learners who, after a period of reassessment, are still unable to achieve the pass requirements for one or more modules will normally be required to repeat the stage with attendance during the subsequent academic period or, where a repeat opportunity is unavailable or they are ineligible, will instead be failed from the programme and granted the highest exit award for which they are eligible.

7.   In exceptional circumstances, including where learners have approved mitigating circumstances for the reassessment period, where the University's *No Detriment Policy* has been instituted, or where a programme is being 'taught out', the Board of Examiners may exceptionally allow a learner to progress with a credit deficit of up to 20 credits. Where this is the case, the course team must put in place additional support to enable the learner to manage the additional workload and be successful.

O.   Repeating a stage or year of study

1.   Repeating a stage allows a learner to redo all or part of a stage by attendance during the subsequent academic session. An additional tuition fee will be payable for a repeat opportunity (*pro rata* of the normal fee where only part of the stage is being repeated).

2.   During a repeat year, learners will have one further opportunity at each module as normal – for which the full range of marks will be available – including a further reassessment opportunity where applicable.

3.   Subject to satisfactory attendance and engagement with their programme and limits on the maximum registration period, repeat year opportunities will normally be offered to learners on all undergraduate and postgraduate programmes.

4.   Subject to consideration by the Board of Examiners of learners' attendance records and intent to study, learners studying on a student route visa may be eligible for a repeat year opportunity. This will be dependent upon a new Confirmation of Acceptance of Studies (CAS) being allocated and the learner continuing to meet the requirements.

5.   Repeat opportunities will <u>not</u> normally be offered to learners who are:

   - On a short course or professional programme or other programmes where the period of registration is less than one academic year in duration. Such learners may instead apply to the next offering of that programme through the admissions process.

   - Already repeating a stage or year of study.

6.   Repeat year opportunities may have funding implications which learners should consider prior to accepting any offer. Learners on higher or degree apprenticeships or other sponsored programmes will also be reliant on the agreement of their employer or sponsor.

7.   Learners who are repeating modules do so on the understanding that marks or credits previously achieved are null and void.

8.   Learners who decline the offer of a repeat year opportunity will be failed from the programme and granted the highest exit award for which they are eligible.

P. Consideration for an award

1. The Board of Examiners will consider learners for an award at the end of their normal registration period, i.e. once learners have had the opportunity to engage with all required parts of the programme for which they are registered. Where necessary, the Board will also consider learners after a period of reassessment.

2. The Board will confer awards in accordance with these regulations under the delegated authority of Senate, the University's senior academic body. The date of any award will be the date of the Board at which it is conferred.

3. To qualify for an undergraduate award, a learner must have achieved the required credit in the permissible modules as follows:

    (a) For the award of Certificate of Higher Education, 120 credits at Level 4.

    (b) For the award of Diploma of Higher Education, 120 credits at Level 4 and 120 credits at Level 5.

    (c) For the award of Foundation Degree, 120 credits at Level 4 and 120 credits at Level 5.

    (d) For the award of Graduate Certificate, 40 credits at Level 6

    (e) For the award of Graduate Diploma, 80 credits at Level 6

    (f) For the award of Bachelor's degree (Ordinary Degree), 120 credits at Level 4, 120 credits at Level 5, and 60 credits at Level 6

    (g) For the award of Bachelor's degree with Honours (Honours degree), 120 credits at Level 4, 120 credits at Level 5, and 120 credits at Level 6

    (h) For the award of Integrated Master's degree with Honours, 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6, and 120 credits at Level 7

4. To qualify for a postgraduate award, a learner must have achieved the required credit in the permissible modules as follows:

    (a) For the award of Postgraduate Certificate, 60 credits at Level 7.

    (b) For the award of Postgraduate Diploma, 120 credits at Level 7.

    (c) For the award of a Master's degree, 180 credits at Level 7.

    (d) For the award of a Professional Doctorate, 150 credits at Level 7 and 390 credits at Level 8.

5. Learners on higher and degree apprenticeship programmes of all levels must also successfully pass the end point assessment (EPA) requirements for the degree and apprenticeship to be awarded. EPA requirements are set out in the relevant Standard published by the Institute for Apprenticeships & Technical Educations (IfATE).

6. In addition to these requirements, learners must have also achieved any additional requirements for the specific programme for which they are registered. Additional regulations will normally be specified where there is a professional requirement, e.g. the completion of practice hours, good character and / or good health declarations for programmes leading to professional registration or accreditation. All additional

regulations must be set out in the programme specification and / or made available as a separate annex and must be approved in advance at a programme approval event or by Senate directly.

7. Awards, once conferred, may be subsequently revoked where it is identified that the basis on which the award was conferred was incorrect, either due to an administrative error (in which case the Board of Examiners will reconsider the amended learner profile and make an appropriate alternative award), or where academic misconduct is proven to have taken place and it is considered that the learner had an unfair advantage.

8. A learner who does not qualify for the full award, following a period of reassessment, will be granted the appropriate exit award as indicated in the programme specification, which is based on the BNU *Qualifications and Credit Framework*. A learner who has accepted an exit award will not have an automatic right to readmission to the University.

9. A Board may grant a posthumous award, either as an aegrotat award, or with classification where sufficient evidence is available, to a learner who was registered on a University programme at the time of their death. Granting of a posthumous award should be recorded in the official record of the Board.

Q. Classification of awards

1. Classification will be granted on the following awards (and assumes that other award requirements [see above] have also been met):

    (a) Foundation Degrees and Diplomas of Higher Education

    (b) Bachelor's degrees with Honours

    (c) Integrated Master's degrees with Honours

    (d) Master's degrees

2. Other awards, including exit awards, are not classified and will be conferred on a Pass / Fail basis only.

3. The classification to be applied will be calculated based on the total number of credits applicable at each level and the overall weighted average calculated from those modules eligible for inclusion (taking into account their credit value). Overall weighted averages will be based on individual module marks calculated to two decimal places. The final weighted average will be rounded to the nearest integer for publication on official transcripts.

4. Modules will be excluded from the calculation of the overall weighted average where any of the following applies:

    • Where an aegrotat pass has been awarded for the module

    • Where the module is assessed on a pass / fail basis

    • Where credit has been awarded through APL

    • Where the module has been assessed by another HE provider, i.e. through a study abroad or exchange programme

Foundation Degrees and Diplomas of Higher Education

5. The classification will be calculated based on a weighted average of all 120 credits at Level 5.

6. The resulting average, expressed out of 100 and rounded to the nearest integer will then be compared to the following table to determine the classification to be awarded:

Award classification	Classification bounding (Rounded)
Pass with Distinction	70% and above
Pass with Merit	60-69%
Pass (Award not classified)	40-59%

Bachelor's degrees with Honours

7. The classification will be calculated based on a weighted average of the best 100 credits at Level 5 and the best 100 credits at Level 6. Level 6 credits will be double weighted in determining the overall weighted average.

8.	The resulting average, expressed out of 100 and rounded to the nearest integer will then be compared to the following table to determine the classification to be awarded:

Award classification	Classification bounding (Rounded)
First Class Honours	70% and above
Second Class Honours (Upper Division)	60-69%
Second Class Honours (Lower Division)	50-59%
Third Class Honours	40-49%

Integrated Master's degrees with Honours

9.	The classification will be calculated based on a weighted average of the best 100 credits at Level 6 and the best 100 credits at Level 7. Level 7 credits will be double weighted in determining the overall weighted average.

10.	The resulting average, expressed out of 100 and rounded to the nearest integer will then be compared to the following table to determine the classification to be awarded:

Award classification	Classification bounding (Rounded)
First Class Honours	70% and above
Second Class Honours (Upper Division)	60-69%
Second Class Honours (Lower Division)	50-59%
Third Class Honours	40-49%

Master's degrees

11.	The classification will be calculated based on a weighted average of all 180 credits at Level 7.

12.	The resulting average, expressed out of 100 and rounded to the nearest integer will then be compared to the following table to determine the classification to be awarded:

Award classification	Classification bounding (Rounded)
Pass with Distinction	70% and above
Pass with Merit	60-69%
Pass (Award not classified)	50-59%

Consideration at borderlines

13.   Learners whose overall weighted average is no more than 2% below the relevant classification threshold (even if modules are compensated) will be in a borderline position. For example, a learner on an Honours degree programme with an overall weighted average between 67-69% will be in a borderline position for consideration for the award of First Class Honours.

14.   Such learners will automatically be awarded the higher classification where a minimum of 50% of the credits awarded at the level of the qualification (normally 60 out of 120 credits for an undergraduate award and 90 out of 180 credits for a Master's degree [excluding pass/fail modules]) is in a higher grade banding. Otherwise, learners will be awarded the classification for the banding within which their average already falls.

R. Upgrade of an Ordinary to an Honours degree

1. Where a learner has been awarded an Ordinary degree by the University, they are eligible to apply to a conversion programme to undertake further modules to achieve the full award of the Honours degree for which they originally registered. There is no automatic right of entry to the conversion programme and acceptance will be an admissions decision.

2. Registration for the conversion programme must be within two subsequent academic years following the award of the Ordinary degree to ensure the relevance of previous study.

3. Learners will be required to be registered for modules totalling a further 60 credits at Level 6, not including modules for which a pass grade has already been conferred. Typically, the additional modules will include the dissertation or project module. The Accreditation of Prior Learning (APL) Panel will be responsible for agreeing the individual programme of study to be delivered which will be subject to availability and timetabling restrictions.

4. Use of compensation will be restricted to 20 credits across all 120 credits at Level 6, both originally and on the conversion programme. Learners will have one standard reassessment period for failed modules as normal.

5. Where a learner successfully achieves the additional 60 credits required, they will be awarded the full Honours degree. Unless specified otherwise, the award title will be that shown in the programme specification.

6. The classification of the Honours degree will be determined based on the overall weighted average of the best 100 credits at Level 6 out of the 120 credits studied on both the conversion programme and those originally achieved for the award of the Ordinary degree. Regulations for consideration at the borderline will be processed as set out above.

7. Where a learner, following a period of reassessment, is not successful, they will not be permitted to re-register for a further attempt and will be failed from the conversion programme with no additional award being conferred.

S. Consideration of exceptional or mitigating circumstances

1. Where it is established through acceptance of a claim submitted under the *Mitigating Circumstances* process that a learner's academic progress has been adversely impacted – due to illness or another exceptional circumstance – the Board of Examiners should exercise discretion in the application of these Regulations.

2. The Board of Examiners may exercise discretion as follows:

    (a) To permit reassessment with no penalty on the submission of work, i.e. for an uncapped mark on the same basis as a first opportunity

    (b) To permit reassessment for a capped mark, where the claim relates to reassessment work

    (c) To permit a learner to undertake an assignment that that has already been passed in order to achieve a higher mark. If the student should receive a lower mark in the re-taken assessment, the highest mark achieved will stand.

    (d) To grant an aegrotat pass in one or more modules. In respect of students in the final year of a programme, Boards are permitted (subject to programme regulations) to grant an aegrotat pass for module(s) to the total of 20 credits where sufficient work has been submitted to indicate that a pass mark was likely to have been achieved.

    (e) To permit an exceptional reassessment opportunity for a capped mark

    (f) To permit an alternative form of assessment, to be determined by the Board

    (g) To accept a late submission for an uncapped mark

    (h) To exercise discretion in applying: reassessment limits; exceptional continuation with the student's cohort; or, at the end of the course, award classification or greater discretion at borderlines

    (i) To permit a student to trail a module (up to a maximum of 20 credits) to the next year of the programme.

3. Exceptional circumstances cannot be used as grounds for redeeming academic performance and will not lead to a change in the mark achieved for a piece of work.

4. Exceptional circumstances will not negate a decision of proven academic misconduct. Where a student's mitigating circumstances have been accepted for a piece of work for which academic misconduct has also been proven, the Board should consider the profile in the light of the mitigating circumstances (e.g. extending the reassessment limit) before applying any academic misconduct penalty.

T. Appealing a Board of Examiners decision

1. A learner registered on a taught undergraduate or postgraduate programme has the right to appeal a decision by a Board of Examiners. This includes decisions during the assessment process that are ratified by the Board of Examiners.

2. An appeal is a request that the decision be reconsidered on the basis that a mistake has been made that has had a significant, negative impact on the learner.

3. An appeal can be made in respect of the following types of decision:

    (a) An examination or other form of assessment

    (b) A decision about a learner's progression on the programme

    (c) An award decision, including an exit award decision

4. An appeal may only be raised on the grounds of procedural irregularity. This is a failure to follow the process or rules in place for making a decision, or when a decision is made on an error of fact. Appeals may only be raised against the most recent decision, e.g. the most recent decision of a Board of Examiners. Appeals may not be backdated to a previous decision.

5. No appeal is allowed on matters relating to academic or professional judgement. Dissatisfaction or disappointment with the result of an assessment will not be accepted as grounds for accepting an academic appeal.

6. The process for raising an academic appeal, including the timelines involved, is set out in the *Academic Appeals Procedure*.

7. A learner may also appeal a decision to withdraw them from their studies for non-attendance and engagement with their programme – which is not normally a Board decision – by instead following the process set out in the *Attendance and Engagement Policy*.

8. Appeals against a decision whether to admit an applicant to a programme of study should follow the process set out in the *Admissions Policy*.

U. Certificates and Transcripts

1. Learners upon whom an award has been conferred will be issued with a certificate and transcript of their achievement.

2. The certificate will set out the learner's name and award achieved – including their classification where applicable – and the date that the award was conferred.

3. The transcript will detail the learner's achievement in respect of their performance on the individual modules that make up the award. The transcript will also include the language of study, the location where teaching took place, and the name of the teaching institution where applicable.

4. Learners on relevant healthcare programmes may also receive a placement transcript which records details of their formal placement or clinical experience.

5. Certificates and transcripts will be issued in accordance with and to the specification set out in the University's *Certification and Transcript Procedure*.

6. Certificates and transcripts will be withheld where the learner has an outstanding tuition fee debt in accordance with the University's *Debt management procedures*.

V.   Information and support

1. These Regulations form the core of the University's regulatory framework. Other policies and procedures that relate to programmes include:

   - *Academic Appeals process*

   - *Academic Integrity policy*

   - *Accreditation of Prior Learning (APL) Policy and Procedure*

   - *Admissions Policy and Procedure*

   - *Assessment and Feedback Policy*

   - *Attendance and Engagement Policy*

   - *BNU Qualifications and Credit Framework*

   - *Boards of Examiners*

   - *Certification and Transcript Procedure*

   - *Fitness to Practise*

   - *Fitness to Study*

   - *Interruption, Withdrawal or Transfer of Studies Procedure*

   - *Mitigating Circumstances Policy*

   - *No Detriment Policy: Emergency Measures*

   - *Reasonable Adjustments for Disabled Students*

2. All documents are available via the University's policies and strategies page, accessible at: https://www.bucks.ac.uk/about-us/how-our-university-operates/policies-and-strategies

3. Support and guidance in relation to the interpretation of these Regulations is available as follows:

   - In person at the Academic Registry helpdesk located at the main High Wycombe and Uxbridge campuses

   - Online via the Academic Advice pages (https://www.bucks.ac.uk/current-students/registry-helpdesk-and-academic-advice)

   - Via the Students' Union Advice Centre (https://www.bucksstudentsunion.org/support/advice/)

W. Glossary of terms and abbreviations

Term / abbreviation	Meaning
Aegrotat	An aegrotat award or grade is normally awarded on compassionate grounds due to a learner's inability, through no fault of their own, to complete a module or programme. Aegrotat is normally applied in cases of very serious medical illness, or after a learner has died.
APL / APCL / APEL	Approved Prior Learning exempting a learner from parts of their programme, either based on previous credit achieved (APCL), or relevant experience (APEL). APL may also be known as Recognition of Prior Learning (RPL).
Appeal	An appeal is a challenge of a decision reached by a Board of Examiners in considering a learner's eligibility for progression or award.
Applicant	An applicant is someone who makes a formal application to be admitted to a programme offered by the University.
Apprenticeship	A type of programme which offers hands-on work experience alongside off the job training. Degree or Higher Apprenticeship programmes are delivered in accordance with an Apprenticeship Standard which is agreed with employers. Learners on an apprenticeship programme are called 'apprentices'
Award	An award is the name given to the process by which a learner who has successfully completed their programme has their success ratified by the University.
BNU	Buckinghamshire New University
Board of Examiners	A Board of Examiners is the decision-making body that considers a learner's eligibility for progression or award.
Classification	A degree classification is a grade or 'class' that can be awarded on many undergraduate and postgraduate programmes. The type of classification will depend on the award achieved.
Compensation	Compensation is the process by which a learner may be awarded credit for work that is near, but below the relevant pass mark.
Credit	Credit is used by the University as a means of measuring the amount of learning expected for its qualifications. Credit is awarded on successful completion of a 'module' or unit of learning.
Enrolment	Enrolment is the process where a learner is admitted to a particular stage of a programme. Learners must re-enrol for

Term / abbreviation	Meaning
	each stage of their programme for the duration of their registration.
Exemption	Exemption is where a learner is not required to complete part of their registered programme, normally following a successful APL application.
External Examiner	External examiners are a key element of the University's quality assurance process, acting as independent and impartial advisors to provide informed comment on achievement of standards set. An external examiner must be appointed to each programme of study.
Foundation Year	An extra year of study at the start of a programme that allows learners to be admitted who don't have the required entry requirements. It is intended to help learners prepare for the full programme.
Grade	A 'grade' is a way of classifying a particular percentage mark awarded for a piece of work. Work that exceeds the pass mark is typically graded A-D. Grades of E and F are fail grades awarded to work that falls below the pass mark.
IYRA	In Year Retrieval Attempt. An opportunity for learners in a Foundation Year or at Level 4 to resubmit failed work in year.
Learner	A student or apprentice registered on a programme offered by Buckinghamshire New University
Level	Each higher education qualification has an associated academic level from 4-8 which differentiates its relative difficulty. Undergraduate programmes are set at levels 4-6 and typically include study at lower academic levels. For example a Level 6 degree will consist of credit at Levels 4-6. Postgraduate programmes are set at levels 7-8.
Pass mark	The mark required both to pass a piece of work submitted to the University and to pass a module overall.
Postgraduate	A postgraduate degree is a type of qualification that is typically completed after an undergraduate degree. A postgraduate is a learner who is studying for a postgraduate degree.
Programme	An approved path or course of study defined by specific learning outcomes which are published in a 'programme specification'. A programme will consist of one or more years of study, depending on the qualification and nature of study.
Progression	A learner 'progresses' from one level of their programme to the next, provided they have satisfied the progression requirements for that programme. This will include completion of the required credits as well as other specific requirements as set out in the programme specification.
Qualification	A programme will normally lead to a qualification which is awarded when its requirements have been successfully

Term / abbreviation	Meaning
	achieved. The type of qualification awarded will depend on the highest academic level completed and the number of credits achieved. See the BNU Qualification and Credit Framework for a full list of higher education qualifications awarded within each level.
Reassessment	Reassessment is required when a learner has failed to successfully achieve one or more modules on their programme. Typically, learners will be allowed reassessment on one occasion and the reassessment attempt will be capped at the pass mark for that piece of work. The amount of reassessment that can be completed is capped to a specified amount of credit.
Registration	Registration is the process by which a learner registers for their chosen programme of study. A learner's registration typically lasts through to completion of the programme.
Repeat stage / year	A learner will be required to repeat a stage, in full or in part, If following a reassessment period they have not met the progression requirements, or if they have not achieved the minimum credits to be permitted reassessment. An additional tuition fee will be payable for a repeat stage.
RQF	Regulated Qualifications Framework. The RQF accredits qualifications in England, Wales and Northern Ireland and in England is regulated by Ofqual. The RQF includes qualifications at levels 1 to 8. Levels 4-8 are higher education qualifications.
Stage / Year	A stage or year of study which forms part of a programme. A stage on a full-time undergraduate programme will normally be made up of 120 credits at each academic level.
Student Record System	The student record system is the system used by the University to record marks and other information about an individual learner. The student record system will also assist the University in calculating your eligibility for an award.
Undergraduate	An undergraduate degree is a collective term for a programme that is completed after leaving school. There are different types of undergraduate degree, most commonly the Bachelor's degree. An undergraduate is a learner who is studying for an undergraduate degree.

Appendix: Equality Impact Assessment

1. What is changing and why?
This is a new set of regulations to support the University's new academic portfolio of undergraduate and taught postgraduate programmes introduced in the 2023/24 academic year. Changes are required to support the new credit framework of 20 / 40 credit modules and structure of programmes into terms. The opportunity has also been taken to review the regulations more generally (in line with recommended practice to review regulations every five years) and make changes to the rules for reassessment (where a cap is being introduced), to raise the postgraduate pass mark (to align to sector practice), while incorporating regulations established in other University processes to make it clearer for learners.
2. What do you know?
BNU is a lower tariff university and recruits learners from areas of disadvantage who typically require greater levels of support. Meanwhile, there is a need for academic regulations to ensure that relevant awards are credible in line with OfS Condition of Registration B4 and align to sector expectations around academic standards. The University's regulations are supportive and fair, enabling learners repeat opportunities in multiple modules, while ensuring that they can only progress with the full credit requirement. The overall aim of the regulations is to provide learners with the best opportunity to be successful on their chosen programme of study, without diminishing the standard of the University's awards. The academic regulations do not differentiate between different groupings to ensure that learners have equal opportunity to be successful. The impact of the regulations will need to be monitored carefully via the University's annual processes to ensure that they are not having a disproportionate impact on any particular demographic. Changes being introduced in the new regulations will include a cap on reassessment of 60 credits (previously no cap was in place). The intention is to ensure that focus for reassessment is on learners most likely to retrieve the outstanding credit. This enables an earlier decision being taken to require learners to repeat a stage, providing clarity and ensuring that learners are not being set up to be unsuccessful.

3. Assessing the impact				
	Could benefit	**May adversely impact**	**What does this mean?** *Impacts identified from what you know (actual and potential)*	**What can you do?** *Actions (or why no action is possible) to advance equality of opportunity, eliminate discrimination, and foster good relations*
a) How could this affect different ethnicities? *Including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers.*	☒	☐	There are very limited Gypsy or Traveller numbers in the dataset, although 42% of students are identified as BAME. There is clear potential therefore to benefit these students through earlier decisions on repeat years, or greater focus on reassessment.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.
b) How could this affect cisgender and transgender men and women (including maternity/pregnancy impact), as well as non-binary people?	☐	☐	Data is not recorded / available to enable this impact to be considered. There is no reason to consider that there will be an adverse impact.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.
c) How could this affect disabled people or carers? *Including neurodiversity, invisible disabilities and mental health conditions.*	☒	☐	9% of students in the dataset report some form of physical, mental, learning, social or long-term disability or illness, which is below the UK HE average of 17.3% for home students (19/20), suggesting this may be being under-reported. There is clear potential therefore to benefit these students through earlier decisions on repeat years, or greater focus on reassessment, although action is needed to improve reporting.	Raise awareness of the importance of recording a disability to improve recording of disability data. Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.

d) How could this affect people from different faith groups?	☒	☐	69% of students in the dataset described themselves as Christian, with 11% Muslim the next highest and smaller numbers from other major faith groupings. There is clear potential therefore to benefit these students through earlier decisions on repeat years, or greater focus on reassessment.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.
e) How could this affect people with different sexual orientations?	☐	☐	Data is not recorded / available to enable this impact to be considered. There is no reason to consider that there will be an adverse impact.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.
f) How could this affect different age groups or generations?	☒	☐	Data shows that 72% of the example population are classed as Mature. There is clear potential therefore to benefit these students through earlier decisions on repeat years, or greater focus on reassessment.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.
g) How could this affect those who are married or in a civil partnership?	☒	☐	Data is not recorded / available to enable this impact to be considered. There is no reason to consider that there will be an adverse impact.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.
h) How could this affect people from different backgrounds such as: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence,	☒	☐	The dataset shows that 11.6% of students are recorded as Quintile 1 (lowest rate of participation). There is clear potential therefore to benefit these students through earlier decisions on repeat years, or greater focus on reassessment.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.

ex-armed forces, looked after children and care leavers.				
i) How could this affect people with multiple intersectional experiences?	⊠	☐	There is clear potential to benefit all students through earlier decisions on repeat years, or greater focus on reassessment.	Monitor reassessment rates to ensure students of all backgrounds are being supported to be successful.

4. Overall outcome

No major change needed ⊠	Adjust approach ☐	Adverse impact but continue ☐	Stop and remove ☐

5. Details of further actions needed

- Monitoring of reassessment rates to ensure support for reassessment is enabling students of all backgrounds to be successful.
- Improve recording of Known Disabilities to ensure any attainment gap is properly identified.

6. Arrangements for delivery and future monitoring

Regulations will be reviewed annually as part of the University's annual monitoring processes and reported on through the Application of Standards report. The full regulations will be reviewed every five years.

The impact of the regulations, i.e. monitoring learner performance by demographic will also be reviewed annually via the completion of programme reports and the overall University Student Achievement Report.

7. **Completed by:**	Dr Marcus Wood	Head of Quality & Standards	**Date:**	**02/05/2023**
8. **Signed off by:**	Stephen Wiggins	Interim Academic Registrar	**Date:**	**24/05/2023**