Middlesex University London

# University Regulations 2013/14

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# University Calendar 2013/14

## Academic Calendar

**Academic Calendar (London)**

| | |
|---|---|
| **September/October 2013** | |
| 30 | New student induction week commences |
| 7 | Teaching starts for autumn term |
| **October/November 2013** | |
| 28-1 | Reality Check Week |
| **December 2013** | |
| 2-6 | Programme Progress Review Week |
| 20 | Last day of teaching for the Autumn term |
| **December 2013/January 2014** | |
| 23-2 | University closed for Christmas vacation |
| 21-10 | Student Christmas vacation |
| **January 2014** | |
| 2 | University re-opens after Christmas |
| 13 | Teaching starts for Winter term |
| 22-24 | January start induction (January start students) |
| 27 | Teaching starts for January start students |
| **February 2014** | |
| 17 | Reality Check for year 1 January start UG Students |
| 24-28 | Programme Progression Week |
| **March 2014** | |
| 24-28 | Programme Progress Review Week |
| **April 2014** | |
| 11 | End of teaching |
| 18-22 | University premises closed during Easter vacation |
| 23 | University re-opens after Easter |
| 25 | Teaching resumes for January start students |
| **April/May 2014** | |
| 28-21 | End of year examinations |
| **May 2014** | |
| 5 and 26 | Bank holiday – University closed |
| **June 2014** | |
| 2-6 | Programme Progress Review Week (January start UG Students) |
| 23 (9am) | Publication of module results for October starters |
| **July 2014** | |
| 3 (5pm) | Publication of progression decisions |
| 4 (5pm) | Final qualification results published |
| 14-18 | Graduation Ceremonies for 2013/14 graduates |
| 18 | Last day of teaching for January starters |
| 21-25 | January Start Examinations + H&E, S&T resit exams |
| **August 2014** | |
| 5 (9am) | Publication of module results (January Start Undergraduate Students) |
| 8 (5pm) | Publication of progression decisions (January Start Undergraduate Students) |
| 8 | Summer School Ends |
| 25 | Bank holiday – University closed |
| **August/September 2014** | |
| 26-3 | Deferred /reassessment examinations (all students except H&E and S&T) |
| **September 2014** | |
| 16 (5pm) | Publication of module results |
| 22 (5pm) | Publication of progression decisions |
| 26(5pm) | Final qualification results published |

**Attendance dates for October Start Students**

26 Sep – 20 Dec (13 wks) (new international students)

30 Sep – 20 Dec (12 wks) (new students)

7 Oct – 20 Dec (11 wks) (returning students)

13 Jan – 11 Apr (13 wks)

28 Apr – 27 Jun (9 wks) UG only

**Attendance dates for January Start Students**

**Undergraduate:**

20January – 17April (12 wks 4 days)

25April –1 August (14 wks 1 day)

**Postgraduate:**

20 January – 17 April (12 wks 4 days)

25 April – 16 January (37 wks 1day)

**London Term dates 2013/14**

Autumn Term: 7 Oct - 20 Dec 2013 (11 learning weeks)

Winter Term: 13 Jan - 11 Apr 2014 (13 learning weeks)

Spring Term: 28 Apr - 18 Jul 2014 (12 learning weeks)

Summer Term: 21 Jul - 3 Oct 2014 (11 weeks)

**Academic Calendars (overseas campuses)**

These are available on UniHub, at

**http://unihub.ac.uk/mdx/calendar**

This document contains the university's main assessment and other formal regulations, which are also available at **http://unihub.mdx.ac.uk/mdx/regs** and **www.mdx.ac.uk/regulations**

## Learning Framework

The academic provision of the university is based on credit accumulation. Students accumulate credits by passing modules in order to gain the qualifications of the University (for example 360 credits for an Honours degree). Modules are at various levels, from foundation level (FHEQ (Framework for Higher Education Qualifications in England, Wales and Northern Ireland) level 3) through to doctoral level (FHEQ level 8).

Throughout this document some common terminology is used to describe the framework.

**Academic Year** The academic year is divided into three main terms each of 12 learning weeks: the autumn term (October to December/January), the winter term (January to April) and the spring term (April to July). The remaining weeks from July to September comprise the summer term, during which the Summer School operates (from June to August). Students starting in October study over 24 learning weeks in the autumn and winter terms, followed by end of year examinations where appropriate. Undergraduate students starting in January study their first year over 24 learning weeks in the winter and spring terms followed by end of year examinations where appropriate. (January start students who successfully complete the first year, progress to year 2 in October and then follow the October start pattern). Reassessment and deferred assessment takes place either in July or in late August for September starters, and in late August for January starters.

**Module** A self-contained, credit-rated and assessed unit of study which is the responsibility of a single School. Modules normally run for an academic year of 24 learning weeks, but some are different in length. Within a programme, modules are designated as compulsory or optional.

**Module codes** Each module has an identification code. The first three letters indicate the subject within which the module is located:

BIS0010 Introduction to Computers in Business *(FHEQ level 3)* (*foundation or pre degree level, numbered between 0001 and 0999*)

HRM1200 The Business Environment (FHEQ *level 4, certificate level, numbered between 1000 and 1999*)

FNA2230 Art Practice and the Community (FHEQ *level 5, intermediate level, numbered between 2000 and 2999*)

CRM3305 Criminal Law, Court & Prisons (FHEQ *Level 6, honours level, numbered between 3000 and 3999*)

MGT4131 MA Dissertation (*FHEQ level 7, masters level, numbered between 4000 and 4999*)

**Module Run** The location and time span of a module.

**Subject** A group of modules with a coherent academic focus (for example Criminology or Business Information Systems).

**Programme** A valid combination of modules normally taken over several years to obtain a qualification. Qualifications will specify the credit point requirement at each level. Programmes will specify particular compulsory modules which have to be passed and optional modules which may be taken.

**Credit** Each module carries a credit rating, with most modules rated at 30 credits. Other modules may be rated at 15 or 60 credits. Some modules are available only as part of continuous professional development (CPD) provision, and have appropriate credit weighting. Full time students will normally take 120 credits during the academic year (24 learning weeks). Part time students will normally take up to 90 credits per academic year. Full and part time students may take additional credits during Summer School.

**Level** Each module carries a level rating:

| **FHEQ level** | |
|---|---|
| 3 | Foundation |
| 4 | Certificate |
| 5 | Intermediate |
| 6 | Honours |
| 7 | Masters |
| 8 | Doctoral |

**Prerequisite** A module which must be passed before entry to a future module (normally at FHEQ level 6 or above) is allowed in order to ensure a suitable grounding has been established before moving to a more demanding level of study. Entry to a module would normally be denied if the prerequisite has been failed.

**Qualification** The academic title conferred on a student who has successfully completed a programme of study (for example BSc Psychology). Qualifications are at various levels requiring different amounts and levels of credit. A full table (Table A2) of credit requirements is given in Section A of the regulations (See page 6 - UG; or page 22 - PG). Below is an outline of the most common qualifications.

*Diploma of Higher Education* – 240 credits of which a minimum of 90 credits are at FHEQ level 5 or above

*Degree with Honours* – 360 credits of which a minimum of 210 credits are at FHEQ level 5 or above and of which a minimum of 120 credits are at FHEQ level 6 or above

*Sandwich degree* – as for an Honours degree with the addition of 120 credits in respect of placement (usually in the third year) making a total of 480 credits

*Postgraduate Certificate* – 60 credits, with a minimum of 40 credits at FHEQ level 7

*Postgraduate Diploma* – 120 credits with a minimum of 90 credits at FHEQ level 7

*Master's Degree* – 180 credits with a minimum of 150 credits at FHEQ level 7 or above.

## Campus

Campuses are abbreviated to:

**CFH** – Chase Farm Hospital

**DBI** – Dubai

**HEN** – Hendon

**MRU** – Mauritius

**MTA** – Malta

**WBL** – Institute for Work Based Learning

**RFH** – Royal Free Hospital

**WHH** – Whittington Hospital.

Some modules are located in associated colleges both in the UK and overseas.

Middlesex University London

# University Regulations for **Undergraduate** Taught Programmes

## THE LEARNING FRAMEWORK

**University regulations for undergraduate students**

## A1 Overview

The University regulations defined herein are those in force for all students following a Middlesex University programme of study in the current academic year. Changes to University regulations are implemented at the start of an academic year, and normally become effective for all students of the university from that point onwards.

These University regulations shall normally apply for all programmes. Any deviation from these University regulations must be indettified at, and approved by, Academic Provision Approval Committee. Where deviations are agreed, these must be identified and published within the Student Programme Handbook.

The academic work of the University is delivered by several Schools. Each School is in the overall charge of a Dean of School. Each School is responsible for the provision of learning, teaching and assessment in a number of programmes which lead to university qualifications. In addition, the Institute for Work-Based Learning (IWBL) has responsibilities normally equivalent to those of a School, within the context of University Regulations. There are overseas campuses in Dubai (since January 2005), Mauritius (since January 2010) and Malta (since September 2013).

Students receive administrative and other forms of support from a Central helpdesk (UniHelp) at London campuses. Support for students in relation to Disability, Money & Welfare advice, Employability and a Counselling Service is available on each campus. On the overseas campuses the Campus Directors will oversee the provision of administrative support for students in the context of these regulations.

Where a University qualification is delivered by a University Service, the validation documentation and programme handbook will set out clearly the staff who will undertake various roles normally associated with a school.

The academic provision of the University is based on credit accumulation. This means that students gain credits by passing modules in order to achieve the qualifications of the University (for example, 360 credits for an Honours degree). Students take a programme of study leading to a university qualification.

**UniHelpdesk**: This is a central point of assistance for students at the Hendon campus, and is referred to throughout these regulations. At other campuses, other terminology may be used to describe this central student facility.

In the context of these regulations, the term "undergraduate" includes provision at foundation level of study.

These regulations use some common terminology to describe the learning framework:

### A1.1 Qualification

The academic title conferred upon a student who has successfully completed a valid programme of study, for example, BA Criminology. Qualifications are awarded at various levels requiring different amounts and levels of credit, for example, Degree with Honours: 360 credits at FHEQ level 4 or above (including at least 210 at FHEQ level 5 or above and 120 at FHEQ level 6 or above). A full table of qualifications is given at the end of this section (Table A2).

### A1.2 Academic Year

The academic year is divided into three main terms each of 12 learning weeks: the autumn term (October to December), the winter term (January to April) and the spring term (April to July). The remaining weeks from July to September comprise the summer term, during which the Summer School operates (from June to August). Students starting in October study over 24 learning weeks in the autumn and winter terms, followed by end of year exams where appropriate. Students starting in January study their first year over 24 learning weeks in the winter and spring terms followed by end of year exams where appropriate. (January start students who successfully complete the first year, progress to year 2 in October and then follow the October start pattern).

Re-assessment and deferred assessment normally takes place either in July or in late August for September starters, and in late August for January starters.

### A1.3 Subject

A collection of modules with a coherent academic focus.

### A1.4 Module

A self-contained, credit-rated and assessed unit of study which is the responsibility of a single School. Modules normally run for an academic year of 24 learning weeks, but some are different in length. A 30 credit module is normally equivalent to 300 study hours. Within a programme, modules are designated as compulsory or optional.

#### Compulsory modules

Modules which must be passed to complete a qualification.

#### Optional modules

One or more modules which must be passed from a group of modules to complete a qualification.

#### Prerequisite

A module which must be passed before entry to a future module (normally at FHEQ level 6 or above) is allowed in order to ensure a suitable grounding has been established before moving to a more demanding level of study. Entry to a module would normally be denied if the prerequisite has been failed.

### A1.5 Module codes and levels

Each module is given a code by which it can be identified. The first three letters indicate the Subject within which the module is located;

#### FHEQ Level 3, Foundation

BIS0010 Introduction to Computers in Business

Foundation or pre-degree level modules are numbered between 0001 and 0999

#### FHEQ Level 4, Certificate

eg HRM1200 The Business Environment
Certificate level modules are numbered between 1000 and 1999

#### FHEQ Level 5, Intermediate

eg FNA2230 Art Practice and the Community

Intermediate level modules are numbered between 2000 and 2999

#### FHEQ Level 6, Honours

eg CRM3315 Violent Crime
Honours level modules are numbered between 3000 and 3999

The level of a module need not coincide with a full-time study year. For example, some FHEQ level 6 modules are available in either the intermediate/ second year stage or honours/third year stage.

**Table A1: Credit Framework Levels**

| FHEQ Level | Description | FQ-EHEA** |
|---|---|---|
| Level 3 | Foundation Level | |
| Level 4 | Certificate Level (e.g. CertHE) | Short cycle (within or linked to the first cycle) qualifications |
| Level 5 | Intermediate Level (e.g. FdA/FdSc, DipHE) | |
| Level 6 | Honours Level (e.g. BA/BSc Hons, BA/BSc) | First cycle (end of cycle) qualifications |
| Level 7 | Masters Level (e.g. Postgrad. Certificates/Diplomas, Integrated Master's and MA/MSc) | Second cycle (end of cycle) qualifications |
| Level 8 | Doctoral Level (e.g. PhD/DPhil/DBA) | Third cycle (end of cycle) qualifications |

* The Framework for Higher Education Qualifications in England, Wales and Northern Ireland - http://www.qaa.ac.uk/academicinfrastructure/fheq/ewni/default.asp
** The Framework for Qualifications of the European Higher Education Area - http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp#p3.3

### A1.6 Credit

Each module carries a credit rating, with most modules rated at 30 credits. Some modules are rated at 15 or 60 credits. Some modules are available only as part of continuous professional development (CPD) provision, and have appropriate credit weighting. Exceptionally, zero credit modules are available, but only as a specifically approved additional requirement of a programme of study.

### A1.7 Credit transfer

Credit for prior learning (certificated or uncertificated) which can be counted, within certain rules, towards a qualification.

### A1.8 General credit

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work based) prior learning which does not count towards a University qualification.

### A1.9 Specific credit

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work-based) learning, assigned to a particular qualification.

### A1.10 Exemption

Following an evaluation of both certificated and uncertificated (including work-based) learning, exemption may be granted from part of the requirements of a qualification. This does not

**Table A2: Indicative Periods of Study and Distribution of Credits by Level for Benchmark Qualifications**

| Requirement | | Foundation Certificate | Certificate | Diploma | Advanced Diploma/ Graduate Certificate | Foundation Degree | Cert HE | Dip HE | Ordinary Degree | Honours Degree | 4YR S/ which Degree | Integrated Masters Degree | Higher Diploma | Graduate Diploma |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Indicative length of registration: F/T | | 1 year | 1 term | 1 term | 1 term | 2 years | 1 year | 2 years | 3 years | 3 years | 4 years | 4 years | 1 year | 1 year |
| Indicative length of registration: P/T | | 2 years | 1 year | 1 year | 1 year | 4 years | 2 years | 4 years | 6 years | 6 years | | 8 years | 2 years | 2 years |
| Maximum length of registration: F/T | | 2 years | 1 year | 1 year | 1 year | 4 years | 2 years | 4 years | 6 years | 6 years | 8 years | 8 years | 2 years | 2 years |
| Maximum length of registration: P/T | | 4 years | 2 years | 2 years | 2 years | 8 years | 4 years | 8 years | 12 years | 12 years | | 12 years | 4 years | 4 years |
| Minimum total credits for qualification | | 120 | 40 | 40 | 60 | 240 | 120 | 240 | 300 | 360 | 480** | 480** | 120 | 120 |
| Minimum number of credits by level | 3+ | 120 | | | | | | | | | | | | |
| | 4+ | | 40 | | | 240 | 120 | 240 | 300 | 360 | 480 | 480 | 120 | |
| | 5+ | | | 40 | 20 | 90 | | 90 | 150 | 210 | 210 | 330 | 90 | 120 |
| | 6+ | | | | 40 | | | | 60 | 120 | 120 | 240 | | 90 |
| | 7+ | | | | | | | | | | | 120 | | |
| Minimum number of credits given above which must be acquired under the control of this University ** | 3+ | 40 | | | | | | | | | | | | |
| | 4+ | | 20 | | | 80 | 40 | 80 | | | | | | |
| | 5+ | | | 20 | | 40 | | 40 | 90 | 120 | 120 | | 40 | |
| | 6+ | | | | 20 | | | | 60 | 80 | 80 | 160 | | 40 |
| | 7 | | | | | | | | | | | 120 | | |
| Standard distribution of credits by level for each award | 3 | 120 | | | | | | | | | | | | |
| | 4 | | 40 | | | 120 | 120 | 120 | 120 | 120 | 120 | 120 | | |
| | 5 | | | 40 | | 120 | | 120 | 120 | 120 | 120 | 120 | 120 | |
| | 6 | | | | 60 | | | | 60 | 120 | 120 | 120 | | 120 |
| | 7 | | | | | | | | | | | 120 | | |

**Standard distribution**

The minimum number of credits which must be under Middlesex control is normally 33.3% of the total required for the qualification, with the exception of BSc Nursing Studies, where up to 300 credits from other Nursing and Midwifery Council or QAA recognised programmes may be transferred.

* Some programmes may allow modules from FHEQ level 6 or below: validated conversion programmes may exceed the maximum specified here

** Includes an additional 120 credis (at FHEQ level 4, 5, or 6) in respect of the sandwich placement

*** FHEQ level 7 credis must include 40-60 awarded for the final project/dissertation

**Ungraded credit gained as a result of placement or a compulsory period spent abroad will not count towards the credit requirement for an Ordinary Degree, Diploma or Higher Education or Certificate of Higher Education, nor will it count towards the requirements for an Honours Degree not in sandwich mode.**
**The University may waive regulations governing the length of registration for individual students at its discretion.**

reduce the total number of credits required for the qualification.

## A2 Undergraduate qualifications

A full list of undergraduate qualifications is given in section J.

### Honours degrees

Honours degree programmes comprise:

At least 360 credits at FHEQ level 4 and above, which must include:

at least 210 credits at FHEQ level 5 and above of which at least 120 credits are at FHEQ level 6 or above.

Honours degree students first enrolled before September 2007 who have achieved 350 credits, including at least 110 at FHEQ level 6 and above, and 210 at FHEQ level 5 and above, will be considered for the award of an honours degree, provided that all programme learning outcomes have been met.

## A3 Mode of study

### Full-time student

A full-time student will normally take 120 credits during the academic year (24 learning weeks). Exceptionally, a student may take 150 credits in an academic year, with permission of the Deputy Dean or nominee.

Students may take additional credit of up to 30 credits in Summer School, with payment of the appropriate fee.

Very exceptionally, a full-time student may take 90 credits during the academic year (24 weeks), with the approval of the relevant Deputy Dean.

No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

### Part-time student

A part-time student will normally take up to 90 credits per academic year and may take additional credit of up to 30 credits during Summer School.

## A4 Associate student

A student attending the University but not registered for a qualification. Modules taken may be assessed and if so may count toward a qualification for which the student subsequently registers. Associate students will, upon request, receive a credit statement covering the modules successfully completed.

## A5 Programme of study

A valid combination of modules normally taken over several years to obtain a qualification. Qualifications will specify the credit requirement at each level (see table A2). Programmes will specify particular compulsory modules which have to be passed and optional modules which may be taken.

## A6 Progression

A student's progression upon a programme will be reviewed at the end of each year (see section E2) resulting in a decision of academic standing.

## A7 Collaborative Partnerships and University Regulations

### A7.1 Franchised programmes

The university regulations shall apply for all franchised programmes run with collaborative partners.

### A7.2 Joint programmes

The university regulations shall normally apply for all joint programmes run with collaborative partners. Any deviation from university regulations must be identified at, and approved by, Programme Planning Group.

### A7.3 Validated programmes

Validated programmes run by collaborative partners may run under their own regulations, or adopt some, or all, of the university regulations. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration prior to validation. Comments from Academic Registry will be considered at validation.

### A7.4 Validated programmes approved prior to September 2007

Validated programmes whose most recent validation was prior to September 2007 may continue to operate under the university regulations 2006/7, until, at the latest, the programme is subject to review, when either the current university regulations should be adopted, or the programme continues under its own regulations.

## GENERAL REGULATIONS FOR ADMISSION

**University regulations for undergraduate students**

## B1 Admission to undergraduate programmes of study

To be eligible for admission to a programme of study at certificate level or above a candidate must normally satisfy both the University's General Entrance Requirement and the requirement for entry to the particular programme of study.

## B2 General entrance requirement for undergraduate study

The general entrance requirement is a statement of minimum acceptable levels and may be satisfied by means of B2.1 and B2.2 below:

### B2.1 General Certificate of Secondary Education (GCSE)

Passes in three subjects at Grade C, to include English Language and any other subjects deemed essential for the particular programme. A pass at Grade D in one of these subjects may be accepted at the discretion of the admissions tutor.

**Notes:**

**1** General Certificate of Education (GCE) O level grades are equivalent to GCSE

**2** Certificate of Secondary Education (CSE) Grade 1 Pass is equivalent to GCE

**3** Key Skills Level 2 in Communications and/or Numeracy may be accepted as an alternative measure of competence in the absence of GCSE Grade C or D pass in English Language or Mathematics.

### B2.2 Post-16 Qualifications

The term 'pass' denotes the minimum acceptable level of achievement and is qualified in conditional offers with specific levels required for individual programmes.

### B2.2.1 Admission to Degree/Dip HE/Cert HE programmes

**(a)** General Certificate of Education, Advanced Level (AGCE)

Passes in two subjects: or

**(b)** Passes in two 6-unit awards, one or both of which may be Vocational Certificate of Education, Advanced Level (AVCE): or

**(c)** Pass in one 12-unit Vocational Certificate of Education, Advanced Level (AVCE)

Note: General Certificate of Education, Advanced Supplementary Level:

Passes in two subjects are acceptable as equivalent to one Advanced level GCE.

### B2.2.2 Admission to HND/Foundation Degree and to Foundation year of extended degrees

**(a)** General Certificate of Education, Advanced Level (AGCE)

Pass in one subject: or

**(b)** Pass in one 6-unit Vocational Certificate of Education, Advanced Level (AVCE)

Note: Admission to these qualifications does not require the general entrance requirement.

### B2.2.3 Admission to HNC

Such entry requirements as relevant to the subject and as agreed at validation.

### B2.2.4 Other extended qualifications

Programme specifications may specify, where a programme is longer than the normal length of the qualifications given in section A, alternative entry requirements recognising the foundation element in the programme.

### B2.3 Scottish Certificate of Education

For information on Scottish requirements, please contact Admissions Enquiries.

### B2.4 Irish Leaving Certificate

Minimum of five passes at Grade C or better at Higher Level.

### B2.5 BTEC National Certificate or National Diploma

Business and Technician Education Council Certificate or Diploma: In technician-based subjects, the qualification must include passes with merit in at least three level NIII units with a mathematical or scientific content.

### B2.6 BTEC and SCOTVEC Higher National Certificate or Higher National Diploma

Applicants holding a Higher National Certificate or Diploma of BTEC or SCOTVEC may be considered for admission with specific credit to the appropriate transfer point into an undergraduate programme.

A student who has performed outstandingly well in BTEC/SCOTVEC examinations or whose qualifications are particularly well matched with the requirements of the degree programme of study may be considered for specific credit for appropriate parts (normally up to half) of the second-year studies or the equivalent stage of part time programme of study.

Unless the programme of study has been specifically designed to build on BTEC or SCOTVEC HNC/D qualifications and makes provision for entry direct to the third year, HNC/D students will not normally be admitted to the third year of a degree programme of study without satisfactorily completing assessments equivalent to those required for progression from the second to the third year of the degree programme of study, or the equivalent stage of a part-time programme of study.

### B2.7 National Vocational Qualifications – NVQ

The University will consider applications for undergraduate programmes of study from those holding NVQ at level 3 depending on the programme of study for which application is made.

### B2.8 Foundation programme of study in Art and Design

A full time foundation programme of study in Art and Design of not less than one year's duration normally together with the equivalent of five GCSE passes or four GCSE passes including one at Advanced Level.

### B2.9 Access qualifications

Passes in nationally or regionally accredited Access courses, at levels appropriate for progression to undergraduate study.

### B2.10 Overseas qualifications

Qualifications equivalent to UK GCSE and GCE Advanced Level will be considered. Guidance on equivalence will be taken from the National Academic Recognition Information Centre (NARIC).

### B2.11 Other qualifications

The University may accept other qualifications and experience as sufficient for meeting the General Entrance Requirement.

### B2.12 Mature entrants

Applicants who do not otherwise satisfy the General Entrance Requirement are eligible for admission if they can provide satisfactory evidence of their ability to pursue successfully the programme of study for which they are applying (see B2.14).

### B2.13 Entry with credit

Applicants holding academic, vocational or professional qualifications at an appropriate level may be admitted with specific credit, which will count towards the target qualification, to an appropriate point on a programme.

### B2.14 The assessment of prior learning

**(a)** Responsibility rests with the applicant for making a claim to have acquired knowledge and skill and for supporting the claim with appropriate evidence. Assistance will normally be given in preparing an application for the accreditation of prior learning.

**(b)** The learning derived from experience must be able to be identified in order to be assessed.

**(c)** Prior learning is identified through systematic reflection on experience, the writing of clear statements about what was actually learned and the collection and collation of evidence to support those statements.

**(d)** Where it is proposed to allow entry with specific credit, the methods of assessment must be such that the judgement made can be overseen by Assessment Boards.

### B2.15

Applies only to postgraduate students

## B3 English language

**B3.1** An applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English will be expected to reach, before commencing a programme of study, a suitable minimum level of competence in the English language. It is essential that a student is able to understand and to communicate in both written and spoken English at a sufficient standard to follow the chosen programme of study.

**B3.2** English language qualifications must be obtained no earlier than two years before commencement of study at the University. Applicants are expected to demonstrate the following minimum levels of attainment unless a higher requirement, which has been agreed for a particular programme at validation, is stated in the University Prospectus.

**For admission to undergraduate study:**

- British Council IELTS – Band 6.0

- American TOEFL – 550 (paper test) or 80 (internet based test)
- Council of Europe level C1 or equivalent qualification

See
http://www.mdx.ac.uk/courses/international/apply/entry/index.aspx

**B3.3** An applicant who does not meet the minimum standard through one of the above qualifications or other acceptable qualification or an equivalent may be required to undertake English Language instruction before admission.

For any particular programme, students with attainment at a level below the minimum stated above may be admitted where formal language study is integrated into the curriculum. The lower minimum level of attainment for admission must be stated within programme specifications and students must successfully attain at least the higher minimum levels of language proficiency, listed above, during their programme of study.

## B4 Admissions complaints procedure

### B4.1 Introduction

**1** The University is committed to providing a fair and efficient admissions service and applicants will not be disadvantaged in any way because they have used this procedure.

**2** A complaint may express serious concern about any aspect of the admissions process.

**3** Applicants have no right of appeal against a decision not to offer them a place at the University. Complaints against a decision may only be submitted on grounds of procedural irregularity, or if there is new information which may have affected the decision (with reasons why it was not made available at the time of application), or if there is evidence of any action or decision which is not consistent with the University's Admissions Policy or Equal Opportunities Policy.

**4** A complaint must be made on an individual basis by the applicant. Complaints made by a third party will not normally be considered.

**5** This procedure and any decisions made under the procedure do not automatically give legal rights to the complainant, nor place obligations on the University to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of the procedures.

### B4.2 Procedure

#### Informal Stage

**1** Most complaints can be resolved informally. Applicants should normally raise the matter within 10 working days of the action causing concern and in any case within 2 months or by the start date of the programme or course applied for, whichever is sooner.

**2** In the first instance, the matter should be raised in writing or by e-mail with the appropriate Admissions Manager who will respond in writing within 20 working days.

#### Formal Stage

**3** If the complaint is not resolved to the satisfaction of the applicant through this informal means, the complainant should then write formally to:

Deputy Academic Registrar (Student Administration)
Middlesex University
The Burroughs
Hendon
London
NW4 4BT

The letter should enclose copies of all previous correspondence; explain why the applicant remains dissatisfied and what he/she hoped the outcome would be.

**4** The Deputy Academic Registrar shall investigate the complaint fully with relevant staff and/or a third party if it is deemed necessary, and reply in writing within 30 working days.

**5** The decision of the Deputy Academic Registrar shall be considered final.

## B5 Fraudulent information used to gain admission

The discovery of any form of fraudulent information used to gain entry to the university will normally result in the immediate withdrawal of any offer of a place. Fraudulent information in this context includes the use of fraudulent documentation, or any untrue or misleading statement or one which omits pertinent facts (e.g. an unspent criminal conviction) on an application or enrolment form or made at interview or made over the telephone in the Clearing process.

Where the applicant has already enrolled as a student of the University, the Academic Registrar may declare the enrolment void, in which case the student shall withdraw from the University. There will be no refund of fees. Any credit already passed, or qualification granted, may or may not be retained by the former student, in accordance with the seriousness of the deception and the view of any Professional Body involved. The applicant may invoke the admission complaints procedures (section B4 above) or if enrolled, the student complaints and grievance procedures, within 10 days of the date of issue of the letter of outcome, if new evidence may be brought to show that the decision of the university was unfounded.

## REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY

**University regulations for undergraduate students**

## C1 Enrolment

**C1.1** Every student must enrol at the start of the programme of study and shall undertake to comply with the regulations of the University. Students must confirm that they are continuing on their programme of study by enrolling on UniHub at http://unihub.mdx.ac.uk. This should normally take place at the beginning of each subsequent year the programme of study is pursued or at any other time determined by the University. The programme of study of a student who fails to enrol is deemed to have lapsed. No student shall be entitled to enrol unless the prescribed fees have been paid or satisfactory arrangements made to ensure that they would be paid. No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

## C2 Attendance

**C2.1** Every student must attend those teaching sessions (ie lectures, seminars, tutorials, workshops etc.) and undertake such assignments, as specified in the regulations governing the module, to be eligible for formal assessment and/or continuation on their programme of study.

**C2.2** Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as published in the module or programme handbook, the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission) in the module. If an X grade is awarded, the student may have the opportunity of taking the whole module again with permission from the Director of Programmes, and paying the module registration fee, without grade penalty.

The formal minimum requirement may exceptionally be waived in individual cases where the Module Leader or Director of Programmes judges that the student has made adequate alternative arrangements to be prepared for assessment.

**C2.3** It is the responsibility of the student to ensure that attendance fulfils the given requirements. Prior warning (written or oral) of the intention to award an X grade need not be given by the Director of Programmes/Module Leader. Where attendance is required registers must be kept.

**C2.4** Where a student's attendance falls below the required minimum as a result of personal extenuating circumstances, and these are supported by relevant documentation (e.g. medical certificates), a Director of Programmes/Module Leader/Assessment Board may decide to allow a student to be assessed.

**C2.5** Students must make themselves available at all times to attend all formal assessments of the programme of study at the times given, including viva voce examinations. Failure to do so without good reason will result in a grade of 20 in that module should the required learning outcomes not satisfactorily be met.

**C2.6** Where a student fails to attend all sessions within in a programme for a consecutive period of 4 weeks or longer, without good reason (as in C2.4), the University may deem the student to be withdrawn from study on that programme, and cease to be an enrolled student of the University.

## C3 Transfer between programmes of study

A student may transfer from one programme of study to another within the University on condition that a satisfactory level of academic performance has been achieved, the conditions of entry have been met, including module prerequisites, and approval of the Programme Leader has been obtained for the new programme of study.

## C4 Temporary withdrawal

A student who wishes to temporary withdraw from the programme of study before completion must give notice in writing to the UniHelp desk. Students who temporarily withdraw from their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no withdrawal had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy or practice in the programme of study syllabus that may have taken place during their absence. Where the length of withdrawal of study is extensive, students must be aware of the maximum indicative length of a programme (see Table A2 in section A) and the limit of time within which deferred assessment or reassessment is available (see E8.4)

## C5 Withdrawal and return from withdrawal or transfer

**C5.1** A student who wishes to permanently withdraw from the University before the completion of the programme of study shall give notice in writing to the UniHelp desk. The student may request any qualification for which they are eligible.

**C5.2** Should a student wish to return to the University within two years of their permanent withdrawal or transfer, they must have written confirmation from the relevant Programme Leader that they have been permitted to return.

**C5.3** If a student's return is more than two years after their permanent withdrawal or transfer, they must apply via the relevant Admissions Office.

## C6 Oral examination (Viva voce)

The Assessment Board may require any candidate to be orally examined (viva voce) in addition to taking those assessments prescribed in the programme specifications. See the Academic Registry Guidance note

## C7 Ill health and other extenuating circumstances which may adversely affect performance

A candidate whose assessment performance has been or is likely to be impaired because of ill health or other extenuating circumstances must inform the Assessment Officer, before the specified deadline and provide, where appropriate, a medical certificate or other supporting evidence. The Programme Progression Committee or School Assessment Board shall consider the information provided by the candidate and may take it into account when making a recommendation. (See section D8).

## C8 Written coursework, dissertations, projects submitted for assessment

### C8.1 References to the work of others

A candidate must indicate by means of explicit references the citation of the work of others or other work by the candidate which is not part of their submission for the qualification. (See section F, Academic Misconduct).

### C8.2 Joint authorship of assessed work

When two or more candidates conduct an approved joint or group piece of assessed work, they may be required to satisfy the assessors that the individual's share of the work is sufficient to justify the grade. In such cases the work must normally contain an introductory note stating the candidates' own claims to their contributions. A copy of such a note must be countersigned by all the co-workers.

### C8.3 Submission of coursework

**(a)** As directed within the module handbook, all coursework must be either

(i) submitted electronically by a specified deadline, or

(ii) submitted in printed or other form to a nominated submission point, normally on the campus where the module was taken, and be receipted. Submission must be not later than 9pm at the Hendon campus, and 4pm local time at other University Campuses. In exceptional circumstances, coursework may be submitted by 'recorded delivery' post to the nominated submission point on campus, and the Post Office receipt retained. The submission date will be taken as the date of posting as shown by the recorded delivery receipt.

**(b)** The deadline date for each component of assessment must be laid down in writing by the Module Leader at the commencement of the module.

**(c)** Coursework must not normally be submitted direct to a tutor.

**(d)** The university reserves the right to submit any item of assessed work through specialist software for the detection of academic misconduct.

**(e)** Failure to submit assessment by the published deadline will result in consequences as specified in E6 and E8.

**(f)** Where electronic submission of coursework on the day of the deadline is not possible, due to failure of university systems, for a significant period of time leading up to the final time for submission, the submission deadline may be extended by at least 24 hours, at the discretion of the Academic Registrar or Deputy.

**(g)** Where electronic submission of coursework is not possible, due to a financial hold placed upon a student, the university must permit submission of coursework by different means.

**C8.4** Presenting substantially the same coursework for assessment in different modules is forbidden and will be treated as academic misconduct (see section F).

**C8.5** Any deviation from the specified word limit for coursework will be penalised in accordance with the published requirements of the module.

**C8.6** Applies only to postgraduate students.

## C9 Ownership and return of students' assessed work

### C9.1 Regulations

**(a)** A student shall hold the intellectual property inherent in their own work produced for any form of assessment except in those conditions set out in the Middlesex University Policy Statement "Intellectual Property Rights: Students".

**(b)** The material produced by students for formal assessment (projects, scripts, essays, artworks, computer disks, etc) is the property of the University

**(c)** The University will endeavour to return to students assessed work which has significant intrinsic value whenever a student explicitly requests this.

### C9.2 Procedures

**(a)** The University will retain assessed work pending possible appeals.

**(b)** Schools will return only the work identified above in C9.1 (c), direct to the student

**(c)** The University will retain any assessed work that has not been returned to the student not more than six months after the Assessment Board has taken place, except in cases of partial completion of the assessment in a module due to failure or deferral, whereby items should be held until six months after the remainder of the assessment has been completed.

## C10 Titling of qualifications

The undergraduate qualifications of the university are set out in section J of the regulations. The individual titles of qualifications are determined by the nature of the studies undertaken.

### C10.1 Qualification titles

The title will reflect the area of study, eg BA Primary Education.

### C10.2 Combined Studies

Where sufficient credit at appropriate levels has been passed to achieve a degree, but the combination of modules does not correspond to any validated title, the title "Combined Studies" may be awarded.

Examples:

BA Combined Studies

BSc Combined Studies

### C10.3 Sandwich qualifications

**(a)** A 'sandwich' programme of study leads to a qualification 'in sandwich mode', and the words 'having followed an approved sandwich programme' will appear on the degree certificate. A student's valid programme of study leading to the degree or Honours degree in the sandwich mode must include not less than 36 weeks of supervised and assessed work experience in addition to the period required for the full-time qualification.

**(b)** Students must confirm their wish to include 120 credits of placement in their programme by January of their Intermediate/Diploma Stage.

**(c)** Once approved, the period of supervised and assessed work experience will be regarded as a compulsory element; its objectives must be specified and related to the objectives of the whole programme; the performance of students must be assessed; and satisfactory completion of, and performance in, the period of supervised work experience must be a requirement for the qualification.

Where students are, for valid reasons, unable to undertake or complete the sandwich element of the programme of study, a full-time qualification will be awarded. The words 'having followed an approved sandwich programme' will not appear on the degree certificate.

Where programme specifications permit, students who undertake successfully the sandwich element of their programme of study may be awarded the Diploma in Industrial Studies, the Diploma in Employability Studies or the Advanced Diploma Professional Practice.

## C11 Accreditation of placement

**C11.1** All periods of approved placement will:

**(a)** have clearly defined learning outcomes;

**(b)** be credit rated at a level determined by reference to the learning outcomes;

**(c)** be assessed, on a pass/fail or graded basis or a combination of pass/fail and graded. A minimum of 30 graded credits must be derived from the assessment on a one-year placement in the post-Intermediate stage.

**C11.2** The successful completion of the placement assessment will lead to the following award of credit:

120 credits for a one-year sandwich placement

60 credits for a six-month sandwich placement.

Other periods of placement will be accredited according to the contribution of the placement to the programme of study.

**C11.3** The credit point total for the qualification will include credit for a period of approved placement. Qualifications which include a longer period of approved placement will have a higher credit total (for example, an Honours degree in the sandwich mode – 36 weeks, will have an overall credit rating of 480 credits). Ungraded credit gained as a result of placement or compulsory period spent abroad will not count towards the credit requirement for an Ordinary degree, Diploma of Higher Education or Certificate of Higher Education, nor will it count towards the requirements for an Honours degree which is not in sandwich mode.

**C11.4** Programme specifications may specify that graded credits derived from placement are included in the classification of a qualification.

## C12 Eligibility for placement

**C12.1** The normal prerequisite for taking up placement is the successful completion of all modules taken in the previous stages.

**C12.2** A Programme Progression Committee has the discretion to allow a student to go on placement without the successful completion of all modules taken in previous stages. This discretion does not apply when those modules involve clinical placement. In no circumstances should a student be considered for formal placement if the previous year's study had resulted in the failure of modules amounting to more than 30 credit credits.

**C12.3** The programme specifications should, if relevant, specify that it is compulsory for certain modules to be passed prior to placement.

**C12.4** Only students who are undertaking an approved placement will be entitled to supervision, and be eligible, on successful completion of the placement, for credit or for a sandwich qualification, Diploma in Industrial Studies, Diploma in Employability Studies or Advanced Diploma Professional Practice.

## C13 Open programmes of study

Open programmes of study were discontinued on 16 March 2005.

## C14 Credit transfer

**C14.1** A student may be permitted to transfer credit taken in another institution provided:

**(a)** that the levels of this study can be established;

**(b)** not more than two thirds of the total required for a qualification is transferred in this way except that a sandwich programme of study may specify a minimum requirement of 120 credits (ie one quarter) when a placement has already been completed. (See Table A2 in Section A)

**C14.2** Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades for the classification of qualifications.

**C14.3** When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

**C14.4** Normally only credit gained through ERASMUS exchange programmes will be graded, except where a bilateral agreement specifies a conversion scale agreed at institutional level (e.g. US grades). Agreed conversion scales can be found at **http://unihub.mdx.ac.uk/Employability/studentexchange/faqs/index.aspx**

**C14.5** Credit transferred from one Middlesex University qualification to another must be transferred as graded credit where possible and be included in the profile considered to calculate the classification of the qualification awarded.

## C15 Exhaustion of credit

Credit already obtained may be re-used towards other qualifications, whether alone or jointly with another institution. Credit which has already been re-used towards other qualifications must not normally be used towards a second qualification at the same or lower level. Normally credit towards a new qualification must have been gained no more than five years before the programme of study commences.

## C16 Modern language degrees

In full-time undergraduate programmes in modern languages, a period of residence abroad is an integral part of the programme of study. Where two main languages are studied to the same level, a student must spend a minimum of six consecutive months in the country of each language. Where only one main language is studied, or where the two periods are consecutive, the period may be shortened to not less that 36 weeks.

## C17 Recording of lectures

Audio recording, video recording or photography of lectures, or other forms of learning activity, is prohibited, except in the following circumstances, and where violation of law (e.g. Copyright, Human Rights, or Data Protection) does not take place:

**(i)** It is explicitly permitted as part of the learning activity;

**(ii)** It is explicitly permitted for an individual student as a "reasonable adjusment", within the meaning of the Equalities Act;

**(iii)** The tutor has given permission for such activity to take place.

In all cases,

Violation of this regulation will be managed under the student disciplinary procedures. Further guidance is available within the document *Recording Lectures,* available on Myunihub and the staff intranet.

Permision for recording does not imply permission for publication (e.g. on Facebook or YouTube), or distibution to others.

**REGULATIONS FOR ASSESSMENT BOARDS & PROGRESSION COMMITTEES**

## University regulations for undergraduate and postgraduate students

## D1 Structure of Assessment Boards and Progression Committees

**A: PROGRAMME PROGRESSION COMMITTEES**
A school will have several Programme Progression Committees, each of which considers the progression of all continuing students on a group of programmes that have been aligned to that committee.

### Membership
*Chair Deputy Dean* or a nominee independent of the group of programmes;

*Director of Programmes*

*Programme leaders*

*Overseas Campuses and Franchised Programmes.* this contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing.

*Secretary* Assessment Officer (or nominee of the Chair).

### Terms of reference
**1** To receive all module grades determined by Subject Assessment Boards for those students on programmes aligned to this committee who are not being considered for an exit qualification, and to decide on the academic standing of those students.

**2** To make recommendations to the Academic Registrar on changes to the regulations and procedures governing the academic standing of students.

### Meetings
The Progression Committees will convene at the end of each year, and at other times as necessary.

**B: ASSESSMENT BOARDS**

The University has two types of assessment boards, based on two tiers:

**1 FIRST TIER ASSESSMENT BOARDS**
SUBJECT ASSESSMENT BOARDS

### Membership
*Chair* A member of the School with sufficient knowledge and independence who is not the Director of Programmes responsible for that subject;

*External Examination Assessors* All external examiners with responsibility for modules which comprise the Subject;

*Internal examiners* All module leaders designated responsible for modules which comprise the Subject and Director of Programmes or nominee;

*Overseas Campuses* and *Franchised Programmes* One or more representatives from academic staff delivering modules at overseas campuses, where appropriate, should contribute to the outcomes of the Board. This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing.

*Secretary* To be determined by Chair.

### Terms of reference
**1** To recommend to the Deputy Dean, within the approved University regulations, the form and nature of assessment and reassessment for all modules which comprise the Subject.

**2** To determine the grade awarded to each student in respect of all modules which comprise the Subject.

**3** To make recommendations to second tier boards, where appropriate, on the classification of final qualifications awarded.

**2 SECOND TIER ASSESSMENT BOARDS**

SCHOOL ASSESSMENT BOARDS

Each taught programme of study leading to a qualification of the University is the responsibility of a School Assessment Board having delegated powers from the Academic Board to award qualifications.

### Membership
*Chair* Deputy Dean, or nominee;

*External Examination Auditors* Normally two, nominated by the Dean of School and appointed by the University;

*Internal examiners* Directors of Programmes, Programme leaders;

*Overseas Campuses and Franchised Programmes*. One or more representatives from academic staff responsible for programmes at overseas campuses, where appropriate. This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing;

*Secretary* to be determined by the Chair.

### Terms of reference
**1** To award, in the light of recommendations from the appropriate subjects, qualifications in respect of programmes aligned to the School Assessment Board on behalf of Academic Board.

**2** To consider the implementation of University assessment policy and related matters of principle at School level and to make any recommendations arising to Academic Board through the Assurance Committee.

**C. ASSESSMENT BOARDS AT COLLABORATIVE INSTITUTIONS**

### 1 Progression
The Assistant Academic Registrar (Collaborative Programmes) of Middlesex University will be informed by the Partner Institution of the progression decisions each year. The Progression Boards will normally be chaired by the Partner Institution.

### 2 Finalists
**(a)** The composition of the Programme Assessment Board is as set out in the Programme Handbook (as agreed at Validation).

**(b)** The Chair of the finalist Assessment Board shall be the appropriate Deputy Dean, (or nominee). The approved nominee may include the University Link Tutor, senior staff of the University, or, after three years of operation, senior staff of the Institution.

**(c)** The Conferment List confirmed by the institution's Assessment Board must be signed by the Chair of the Programme Assessment Board and by the External Examiner appointed to the Programme (wherever possible at the Board or within 7 days).

**(d)** The Middlesex University Link Tutor is responsible for passing the decisions of the Programme Assessment Board (in the form of a Pass/Conferment List) direct to the Centre for Academic Partneships of Middlesex University for the issuing of certificates. Certificates will be issued within 2 to 4 months from receipt of accurate and complete conferment lists. The Link Tutor should keep a copy in case of subsequent queries. All Conferment Lists should be completed clearly and in accordance with the published Conferment of Finalists Guidelines (available from the Centre for Academic Partneships).

**(e)** Students who are subject to the regulations of the institution, must abide by the University regulations on Academic Misconduct and on Student Appeals, unless the institution's own regulations have been approved by the Academic Registrar.

**D. EXCHANGE GRADES PANEL**

### Membership
**Chair** Erasmus and Exchange Institutional Coordinator.

Assistant Academic Registrar (Assessment and Conferment) or nominee.

School Exchange Coordinators.

**Secretary** Student Exchange Manager.

### Terms of reference
**1** To receive all module grades determined by Exchange Partner Universities for those students taking part in approved student exchanges.

**2** To agree and convert received grades from local grades to Middlesex University grades, using agreed conversion scales for European, Australian and USA partners, and to award ungraded credit where appropriate, and where no agreed conversion scale exists.

**3** To make recommendations to the Head of Teaching and Learning on issues arising from assessments undertaken at partner universities and to suggest any changes to regulations and procedures governing the assessment of students while on exchange visits to an approved partner.

**4** To report annually to the University Asurance Committee.

## D2 Authority of Assessment Boards and Programme Progression Committees

**D2.1** Assessment Boards and Programme Progression Committees derive their authority from Academic Board and are responsible for the assessment of students.

**D2.2** For each candidate the grades for each examination paper or other form of assessment

shall be considered and determined by a Subject Assessment Board which will not have the authority to compensate failures.

**D2.3** Second Tier Assessment Boards have the power to decide to whom the qualification in question should be awarded and with what class, if any.

**D2.4 Voting** At a meeting of an Assessment Board every effort shall be made to reach a decision by consensus, taking into account the views of external examination assessors and auditors. If it proves necessary to vote on any matter it shall be determined by a simple majority; each member present shall have one vote and in the case of equality the Chair shall have an additional casting vote.

**D2.5** No recommendation for the conferment of a qualification at any level, (other than generic exit qualifications), may be awarded without the written consent of the approved External Examiner(s). On any matter which the External Examiner(s) have declared a matter of principle, the decision of the External Examiner(s) shall either be accepted as final by the Assessment Board or shall be referred to the Academic Board. Any unresolved disagreement between External Examiners shall be referred to the Academic Board.

**D2.6** All second tier Assessment Boards have the authority to: compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation E10.1, subject to satisfactory overall performance.

**D2.7** All Programme Progression Committees have the authority to:

**(a)** compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation E10.1.

**(b)** require a student to transfer to a different programme of study, and/or permit a student to attempt additional credits as a condition of progression.

## D3 Quoracy

**D3.1** All members of the Board or Committee are required to give attendance at meetings of that Board priority over all other commitments. If for some exceptional reason a member of the Board is unable to attend a meeting, the Chair shall normally appoint a substitute.

**D3.2** A meeting of the Board, at which decisions to ratify grades and/or decisions on recommendations for the award of qualifications are made, shall not normally be quorate unless every external examiner or their properly appointed substitute is present. In exceptional circumstances this requirement may be waived, but only if an absent external examiner has:

**(a)** provided all the information, reports and other written matter normally expected to be available at the meeting, and

**(b)** given an explanation for absence which the Chair has accepted as being unavoidable.

(**Note:** references to external examiners do not include undergraduate generic exit qualifications.)

The quorum for University Assessment Boards and Progression Committees, for taught programmes, at every level should be one third of the membership or four persons whichever is the larger. Attendance by substitutes who have not been involved in the relevant assessment process is not permitted in order to achieve quoracy. The Chair of the Board may declare a meeting of that Board inquorate should the Chair decide that the attendance is such as to jeopardise the soundness of the Board's decisions.

**D3.3** All members of Assessment Boards and Progression Committees at Middlesex University should make known to the Boards/Committees to which they belong any personal relationships, or other potential conflicts of interest they have with any candidates whom the Board is assessing, other than those arising from their roles as tutors or administrators. Boards in receipt of this information should formally consider the question whether the member with the personal interest should absent themselves from all or part of the proceedings of the Board and the person concerned should abide by any decision on this matter taken by a properly constituted Assessment Board.

## D4 Delegation of functions

An Assessment Board or Progression Committee may delegate any of its functions to the Chair or group of members. Any group operating with delegated powers shall report its proceedings to the parent Board/Committee at the next available opportunity. No recommendation for the award of a University qualification shall be made without the agreement of the appropriate external examiner (other than generic exit qualifications).

## D5 Record of proceedings

**D5.1** A record shall be made of the proceedings of the meetings of the Assessment Board and the decisions of the Programme Progression Committee. It shall be circulated to the members of the Board or Committee. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

**D5.2.1** The record of the Assessment Board shall include the minutes of the meeting and as separate items:

**(a)** the agreed grades for each candidate;

**(b)** the recommendations made in respect of each candidate;

**(c)** the result of any vote; and

**(d)** a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

**D5.2.2** The record of the Progression Committee shall include the following:

**(a)** the agreed decision on academic standing for each candidate;

**(b)** the result of any vote;

**(c)** a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

**D5.3** Any student who has been considered by the Assessment Board is entitled to see a copy of any items listed in D5.2.1 as they may apply directly to the student, by request to the Chair, no later than three years after the date of the Assessment Board.

## D6 General discretion

**D6.1** An Assessment Board may exceptionally exercise discretion in a student's favour, where it appears to the Board that strict interpretation of a particular assessment regulation would cause serious injustice to the student.

**D6.2** Whenever the Board uses this discretionary power to modify the interpretation of an assessment regulation an appropriate entry must be made in the Board's minutes.

## D7 Interpretation of assessment regulations for programmes of study

### D7.1 Formal interpretation

**(a)** Formal interpretation of assessment regulations may only be made by the Secretary to Academic Board. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.

**(b)** Such formal interpretation by the Secretary to Academic Board shall not be concerned with academic judgement, and shall be without prejudice to the authority of an Assessment Board, external examiners or any external awarding body.

### D7.2 Academic judgement

Where academic judgement is concerned, interpretation of Academic Board policy or regulations shall only be made by the Assessment Board acting collectively or, in exceptional cases where the Board delegates its authority, by the Chair of the Board.

### D7.3 Informal interpretation

Informal advice on the interpretation of Academic Board policy or assessment regulations by the Academic Registrar or other member of University staff shall have no formal authority and shall not commit the Assessment Board.

## D8 Extenuating circumstances

### D8.1 Definition

Extenuating circumstances will consist of the recording of one or more personal difficulties such as ill health submitted by a student and supported by acceptable evidence and will be considered and may be taken into account by School Assessment Boards and Programme Progression Committees in determining the classification of degrees and the progression of students. Extenuating circumstances will not normally include:

**(a)** proximity or number of examinations or other assessments

**(b)** pressure of work

**(c)** misreading of examination timetables

**(d)** poor time management

**(e)** scheduling of holidays or time abroad.

### D8.2 General principles

**(a)** No student shall be put in a position of unfair advantage over other candidates; the aim should be to enable all students to be assessed on equal terms.

**(b)** All work submitted by students for assessment

shall be graded on its merits without consideration of any extenuating circumstances known to the marker. Extenuating circumstances will not be used by Subject Assessment Boards to alter the grades of students.

**(c)** Students must submit extenuating circumstances to the Assessment Officer, with documentary evidence, by the specified deadline (normally the last day of examinations).

**(d)** Extenuating circumstances will be considered by Programme Progression Committees and School Assessment Boards in the following circumstances:

**i** in considering whether a student may progress to the next stage of the programme

**ii** in determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades

**iii** consideration for an aegrotat award.

**(e)** Normally extenuating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements, see Regulation H1.7 (e)). Special assessment arrangements should be agreed at enrolment in cases of known disability and in any case agreed with the student before an examination period begins.

**(f)** Extenuating circumstances brought to the attention of the Chair of the School Assessment Board or Programme Progression Committee after the deadline specified in (c), should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the deadline.

### D8.3 Procedures

**(a)** The student's extenuating circumstances will be summarised by the Assessment Officer at the time of the affected assessment, noting what documentary evidence had been supplied, and the summary made available to the second tier Assessment Board or Programme Progression Committee on the result grids. Access to the original evidence is restricted to the Chair, Secretary and the External Examination Auditor(s) of the School Assessment Board or Programme Progression Committee, and the Academic Registrar, for the purposes of assessment, unless the student declares otherwise.

**(b)** Only extenuating circumstances submitted directly by the student to the Assessment Officer will be recorded and considered by the Assessment Board or Programme Progression Committee. Tutors and other staff should advise students accordingly.

**(c)** The School Assessment Board or Programme Progression Committee will consider the full history of summarised extenuating circumstances. Where necessary the Chair or Secretary will obtain the original evidence from the Assessment Officer prior to the meeting. The extenuating circumstances may be taken into account in accordance with Regulation D8.2(d), and it should be noted where this is used in determining the classification of the qualification awarded.

### D8.4 Guidelines and criteria for action

**D8.4.1** In considering extenuating circumstances the second tier Assessment Board will wish to:
**(a)** note whether acceptable evidence has been supplied;

**(b)** consider whether the student has performed unexpectedly badly in a given module or modules; whether there is a significant difference between the student's performance in the year in which they experienced difficulties and their previous or later performance; and whether it correlates with the evidence provided;

**(c)** consider whether, where extenuating circumstances are judged to be very severe and it is not possible for the student to undertake further assessment, an aegrotat degree (which is without classification) be awarded. A student, or authorised representative, must signify acceptance of an aegrotat award within three weeks of notification, and if so accepted waives any right to reassessment.

**D8.4.2** Where a Chair considers extenuating circumstances submitted under D8.2 (f) and which have not been considered by the Assesment Board, the Chair will follow the procedure in D8.4.1 and may either make a decision in the student's favour or advise the student to submit a formal appeal to the Secretary to Academic Board (regulations G).

## D9 Appointment of external examination assessors and external examination auditors*

**D9.1** External examination assessors and auditors are appointed to Assessment Boards by the University following recommendation to the Director of the Academic Quality Service by the appropriate Dean of School (or nominee) or Deputy Vice-Chancellor Academic. External examination assessors and auditors shall normally be appointed no later than the session prior to the one in which they take up their appointment. External examination assessors are not normally involved in the assessment of modules at FHEQ levels 3 or 4.

**D9.2** The method of appointment, rights and responsibilities of external examination assessors and auditors are set out in Section 7 of the University's Learning and Teaching Enhancement Handbook which may be inspected at Learning Resource Centres, and via the University's internet and intranet.

## D10 Rights and responsibilities of external examination assessors

External examination assessors are appointed to Subject Assessment Boards. The rights and responsibilities of external examination assessors are as follows:

### D10.1 Responsibilities

**(a)** To attend any meeting of an Assessment Board of which they are a member.

**(b)** To comment, when consulted, on the content and form of all assessments.

**(c)** To scrutinise all work which has been recommended for first class/distinction grades of the 20 point scale or recommended for failure by the internal examiners, and a representative sample of work placed by the internal examiners in each classification (where applicable), drawn, normally, from all campuses on which the module is delivered.

**(d)** To advise on the appropriateness and effectiveness of the internal assessment processes, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

**(e)** To adjudicate in cases referred to them because of disagreement between internal examiners

**(f)** To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.

**(g)** To submit annual reports as required by Section 7 of the University's Learning and Teaching Enhancement Handbook relating to external examination assessors, and in the form prescribed
by the University.

**(h)** To inform the Director of the Academic Quality Service separately from the normal annual report of any matter which in their view militates against the maintenance of appropriate academic standards and quality.

### D10.2 Rights

**(a)** To make recommendations for amendments to draft examination papers, or set additional examination questions in consultation with the appropriate internal examiner(s).

**(b)** To see any assessment material relating to the modules concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment with which they are specifically associated, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.

**(c)** Where assessment by coursework or continuous assessment forms part of the approved examination arrangements, to choose their own sample of scripts for assessment at final or key intermediate stages.

**(d)** To approve a student's choice of project, individual study or dissertation included in the final stage of study.

**(e)** To require and be involved in the oral (viva voce) examination of any student, including specially arranged oral examinations where these are not required by the regulations as part of the standard assessment procedures.

**(f)** To be fully involved in decisions:

**i** reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally

**ii** made by the assessment board following the upholding of requests for review via the appeals process (see section G)

**iii** reached by the assessment board following the recommendation of the Secretary to the Academic Board (see section F8.2).

## D11 Rights and responsibilities of external examination auditors

### D11.1 Responsibilities

External examination auditors are appointed to School Assessment Boards. The rights and responsibilities of external examination auditors include:

**(a)** To attend any meetings of the School Assessment Board at which the results of a final stage assessment will be determined

**(b)** To advise on the appropriateness, effectiveness and consistency of the internal assessment processes at the award stage, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of qualifications, and the appropriateness of the standards against which the qualifications have been awarded

**(c)** To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.

**(d)** To submit annual reports as required by Section 7 of the University's Learning and Teaching Enhancement Handbook relating to external examination auditors, and in the form prescribed by the University.

**(e)** To inform Director of the Centre for Learning and Teaching Enhancement separately from the normal annual report of any matter which in their view militates against the maintenance of appropriate academic standards and quality.

### D11.2 Rights

To be fully involved in decisions reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally, and decisions made by the assessment board following the upholding of requests for review by an appeal panel.

## D12 Procedures for when external examination assessors or auditors refuse to consent to the decisions of an Assessment Board

Where an external examination assessor or auditor refuses to sign the confirmation form to agree the grades or the award of qualifications of the Board, the Chair of the Assessment Board must report every case, including a full explanation of the circumstances, as soon as practicable to the Academic Registrar and the Director of the Academic Quality Service. Such reports will be placed before the next meeting of the Assurance Committee of the University. The Chairs of Assessment Boards must, at the same time as they make any such report, complete a form specified for the purpose indicating the reason why the external examination assessors / auditors declined to sign the confirmation form, and naming the student or students whose disputed assessment outcome resulted in such refusal. The outcomes of students not named in a report must not be prejudiced or delayed.

* References within the regulations to External Examiners apply to both External Examination Assessors and Auditors

## D13 Responsibilities of internal examiners

The responsibilities of internal examiners include the following:

**(a)** To attend all meetings of the Assessment Board or Programme Progression Committees of which they are a member and to give attendance at such meetings priority over all other commitments. If for some exceptional reason an internal examiner is unable to attend a meeting, they shall normally propose a substitute for appointment by the Chair of the Board.

**(b)** To submit assessment material, including scripts, coursework or project reports to the external examination assessor as required.

**(c)** To ensure that the mark sheet for the module(s) of assessed work for which they are responsible, as moderated (where applicable) by the external examiner and, where appropriate, the assessed work itself, is available to the Subject Assessment Board by an agreed date.

**(d)** To hold themselves readily available for consultation during the first thirty minutes of the examination(s) for which they are responsible, or to arrange for a substitute to do so.

## D14 Assessment responsibilities

It is the responsibility of Schools (through the Assessment Officer, Deputy Dean, Heads of Department, Directors of Programmes, Module Leaders, assessment tutors and other staff):

**(a)** To ensure that internal examiners are aware of the implications of assessment regulations for the modules of assessed work for which they are immediately responsible, and that these regulations are fairly applied;

**(b)** To ensure that adequate notice of the details of assessment arrangements is given to each student;

**(c)** To advise students who find themselves in difficulties about their rights or obligations under the assessment regulations, and to inform students, when necessary, about the range of options open to the Board in a particular case where the regulations allow discretion to the Board;

**(d)** To investigate any cases of alleged injustice in the assessment of students, and to ensure that such cases are dealt with fairly by internal examiners (excluding matters of academic judgement);

**(e)** To ensure that students notifying adverse academic personal or medical circumstances are not unfairly disadvantaged and that the School Assessment Board and Programme Progression Committees are fully informed of any known circumstances which might affect the Board's decisions on assessment;

**(f)** To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed;

**(g)** To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be brought into the examination room;

**(h)** To ensure that a report is made to the Assessment Board of any incident of academic misconduct;

**(i)** To ensure that deadlines for the submission of projects, essays and other written work are fairly applied;

**(j)** To keep a receipts of assessed work submitted and to make these available to the Assessment Board as required;

**(k)** To ensure that papers set for students being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities to prepare themselves for the paper set for them;

**(l)** To arrange oral (viva voce) examinations as required by the Assessment Board;

**(m)** To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;

**(n)** To be responsible for the investigation of claims of eligibility for aegrotat awards and to ensure that such claims, together with supporting evidence, are brought to the attention of the School Assessment Board;

**(o)** To ensure for any given assessment, in any given module that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

* References within the Regulations to External Examiners apply to both External Examination assessors and Auditors

## ASSESSMENT AND PROGRESSION REGULATIONS FOR TAUGHT PROGRAMMES

**University regulations for undergraduate students**

## E1 Calendar of assessment

**E1.1** There are three main periods of assessment during the academic year:

- on completion of the year's study in April/May (or July for January starters)
- a reassessment / deferred assessment period in July or in late August/early September

In addition there is an assessment period for Summer School modules in August.

A period of assessment normally includes a formal examination period and a latest date for coursework deadlines to be set.

During the formal examination period, the assessment (eg, written examinations, recitals/ performances, workshops etc) of each module, as specified in the Subject/Programme handbook, is concluded.

Where assessment or reassessment is deferred, this will normally be to the next available assessment opportunity, either in July or in late August or in April/May.

**E1.2** Following each period of assessment, the University's Programme Progression Committees and Assessment Boards will meet to consider and agree student progression, the results of each module and confer the award of final qualifications. Table E1.5 on pg.17 shows the chronology of the assessment year.

**E1.3** Some programmes (including those with specific professional requirements) may not follow the normal calendar of assessment and qualifications may be awarded at times throughout the year.

**E1.4** Graduation ceremonies normally take place once a year, in July, after Assessment Boards have met. In addition, some ceremonies may be held abroad.

## E2 Progression of undergraduate students

### E2.1 Table of progression stages:

| Stage | NORMAL REQUIREMENT |
|---|---|
| **Certificate** | 120 credit points at FHEQ level 4 or above |
| **Diploma** | 240 credit points at FHEQ level 4 or above including at least 90 at FHEQ level 5 or above |

**E2.2** The progress of all students will normally be reviewed at the end of each year and the result will be a decision on students' academic standing. In order to proceed from one stage to another, a student must either:

**i** Pass the required number/level of credits; or

**ii** Be permitted by the Programme Progression Committee to proceed with a credit deficit.

This will be made up by reassessment, and/or deferred assessment, and/or taking of up to 30 additional credits

### E1.5 Chronology of the assessment year

| ASSESSMENT BOARDS | JUNE/JULY (End of Sprint Term) | SEPTEMBER (Summer Term) |
|---|---|---|
| **Subject Assessment Boards** | End of year module grades confirmed | Confirmation of grades for August Assessment period |
| **Programme Progression Committees** | Progression Stage for all non-finalists | Determine progression of students taking August/September assessment |
| **Second Tier (School) Assessment Boards** | Final qualifications awarded to finalists | Final qualifications awarded, for finalists completing requirements through August assessment period |

**Notes:**

**(a)** The Programme Progression Committee may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.

**(b)** The Programme Progression Committee will take into account the student's commitment to their programme of study as shown by the number of X and P codes and 20 grades or where there is substantial doubt about the student's ability to complete the qualification.

**(c)** A Programme Progression Committee may allow an undergraduate student to continue in the full-time mode of attendance in order to follow an ordinary degree programme if the student can, by the end of the normal length of their programme of study, achieve 300 credits at the appropriate levels.

**(d)** A student may be permitted to proceed to the next stage with a requirement to change their modules or their target qualification.

**(e)** Modules which have been compensated (see E.10) shall be treated as passes.

**E2.3** Where a student is not permitted to progress to the next stage of a programme the Programme Progression Committee will require a student to:

**i** Transfer to part-time study in order to make good their failure to complete sufficient credit, such as by repeating failed modules, subject to the provisions of E9.2

**or,:**

**ii** Repeat the year of the programme by full-time/ sandwich study;

**iii** Interrupt their studies until further assessment opportunities are available to gain sufficient credit;

**iv** Terminate their studies and withdraw from the University. A Programme Progression Committee will normally require a student to withdraw from the University and terminate their studies if a student fails, after reassessment, more than one-third of the total credit requirements of their proposed final qualification.

## E3 Progression of postgraduate students

Applies only to postgraduate students.

## E4 Qualifications and classification

*The regulations for classification below apply to programmes which are within the Learning Framework regulations. Honours degree students first enrolled before September 2007 who have achieved 350 credits, including at least 110 at* FHEQ *level 6 and above, and 210 at* FHEQ *level 5 and above, will be considered for the award of an honours degree, provided that all programme learning outcomes have been met.*

### E4.1 Certificates and Diplomas

These are not classified unless specified in programme specifications. If classification is permitted then table A, using only graded credit, will be used for the basis of the award of merit and distinction.

### E4.2 Ordinary Degrees

An Ordinary degree, which is without Honours, may be awarded where a student achieves 300 credits at FHEQ level 4 or above, including 150 credits at FHEQ level 5 or above and 60 credits at FHEQ level 6 and above.

### E4.3 Foundation Degrees

The Foundation degree will be classified as a pass, merit and distinction, based on graded credit at FHEQ level 5 and above.

A minimum of 90 graded credits is required for classification.

**a)** Requirements for Distinction

50 percent of the graded credit at FHEQ level 5 or above must be at grade 4 or better, with no more than 25 percent of the total graded credit at FHEQ level 5 or above at grade 13 or worse.

**b)** Requirements for Merit

50 percent of the graded credit at FHEQ level 5 or above must be at grade 8 or better, with no more than 25 percent of the total graded credit at FHEQ level 5 or above at grade 13 or worse.

### E4.4 Honours Degrees

#### E4.4.1 Profile of Grades

Classification will be derived from consideration of profile(s) giving the proportion of grades distributed into each class.

Using table A, the Assessment Board will consider profiles of **ALL** graded credits awarded at:

**i** FHEQ Level 5 and above

**ii** FHEQ Level 6 and above

#### E4.4.2 Awarding Classifications

**i** Where both profiles give the same level of

Honours classification, that classification will be awarded.

**ii** Where the better profile is at FHEQ level 6 and above and that profile is clear, and no more than one class above the profile at FHEQ level 5 and above, that classification will be awarded.

**iii** Where the better profile is at FHEQ level 5 and above and that profile is clear, and the profile at FHEQ level 6 and above is on an adjacent lower borderline, the clear classification will be awarded.

**iv** Honours classification can only be awarded where there is a minimum of 120 graded credits.

**v** For the purposes of classification, compensated modules shall be treated as a grade of 16.

### E4.4.3 Exercising Discretion

Subject to regulation D6.1, the Assessment Board will only exercise discretion on the class of Honours in cases not covered by E4.4.2 where:

- There is only one profile and this is borderline; or
- There are two profiles and both are borderline; or
- The two profiles do not fall into any combination specified under E4.4.2.

In doing so, the Board should bear in mind the following:

**(a)** FHEQ Level 6 work or work completed in the final stage of the programme

**(b)** The grade achieved for the final dissertation/ project module(s). Where there is no final dissertation/project module, the grade(s) achieved in core module(s), (as identified by the Board) at level 6.

**(c)** The need to consider any extenuating circumstances (see section D8).

**(d)** The need to be consistent in its policy in the interpretation of classification for all students in a cohort.

### E4.4.4 Methods of Determining Classifications

For a profile (either level FHEQ 5 and above, or FHEQ level 6 and above), 50 per cent or above of graded credit must lie in the class. In addition there must be no more than the maximum amount of credit at low grades indicated by the bold line in table A.

Note that the achievement of an honours class for a single profile does not guarantee the award of that class. Both profiles are considered in determination of the overall classification, as described under E4.4.2 above.

**(a)** A profile will be considered as borderline where the profile shows that the percentage of low grades below the bold line exceeds the permitted maximum.

### E4.4.5 – Integrated Masters Degrees

The classification of Integrated Masters Degrees will be derived from a single profile of grades at FHEQ level 6 and above based on E4.4 Table A.

### E4.5 Postgraduate Certificate/Diploma, DProf, MProf

Applies only to postgraduate students.

**Table A: Classification by distribution of grades**

| DISTRIBUTION OF GRADES | Class/Borderline | Class of Qualification | | | |
|---|---|---|---|---|---|
| | | **3 Pass** | **2.2 Pass** | **2.1 Merit** | **1st Distinction** |
| | 1st/Distinction (1-4) | | | | **50%** |
| | 2.1/Merit or better (5-8) | | | **50%** | |
| | 2.2/Pass or better (9-12) | | **50%** | | |
| | 3/Pass or better (13-16) | **100%** | | **25% MAX** | **25% MAX** |

**Table B: The 20-point scale**

| Grade | Class of Honours Degree | Other Qualifications |
|---|---|---|
| 1 | FIRST CLASS | DISTINCTION |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | UPPER SECOND | MERIT |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | LOWER SECOND | PASS |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | THIRD | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | FAIL – MARGINAL Compensation allowed | FAIL – MARGINAL Compensation allowed |
| 18 | FAIL – Compensation allowed | FAIL – Compensation allowed |
| 19 | FAIL – Compensation not allowed | FAIL – Compensation not allowed |
| 20 | FAIL – Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed | FAIL – Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed |

### E4.6 Masters degrees

Applies only to postgraduate students.

### E4.7 Graduation

**(a)** Unless a student specifically requests the postponement of their graduation and the Assessment Board judges it to be reasonable to allow this, a student shall receive the University qualification for which they are registered and qualify for by virtue of completing the requisite number of credit points at the end of the year during which that total is achieved.

**(b)** Should a student wish to return to the University within two years following the award of an exit qualification, this must have the written agreement of the relevant School Assessment Board Chair.

**(c)** If a student's return is more than two years following the award of an exit qualification, they must apply via the relevant Admissions Office.

## E5 Grading scheme

Grades awarded prior to September 2008, when the current grading scheme came into force, will be interpreted as in Table B, for continuing students, for the purpose of awarding classifications.

**E5.1** A student's performance in a module will be given an overall grade and/or code using:

**i** pass grades (1 to 16) on the 20-point grading scale; or

**ii** pass (grade Y) – this method of grading to be used particularly for FHEQ level 3 and FHEQ level 4 modules; or

**iii** the fail grades (17*, 18*, 19*, 20*, X)

* **Please note:** Following failure of a module at the first attempt, one reassessment attempt is permitted at the next available opportunity.

### Administrative codes

The following administrative codes are used for the purposes indicated:

**X** Fail - Incomplete without good reason: insufficient attendance or participation; may not be reassessed

**I** Incomplete with good reason (may be assessed at the next available opportunity without penalty)

**U** Academic misconduct allegation being investigated

**P** Fail - Academic misconduct proven (may

be reassessed on conditions laid down by the Assessment Board with penalty)

**Y** Ungraded pass (no numerical value for classification of qualifications)

**S** Aegrotat (no numerical value for classification of qualifications)

**C** Compensated failure (added after grade attained)

**H** Participated but not assessed (students not following Middlesex qualifications only)

**E5.2 (a)** For any given assessment, in any given module, Schools should ensure that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

**(b)** Where it is a requirement for components to be passed for an overall pass in the module and/or sections of components to be passed for an overall pass in the component, this must be stated in the written information about the module assessment provided to students and the programme handbook.

## E6 Failure to complete assessment

### E6.1 Deadlines for assessed work

Students must submit each component of coursework for assessment not later than 9pm at the Hendon campus, and 4pm local time at other University Campuses. Failure to submit work by the deadline will result in failure in the component or the module concerned (grade 20), should the required learning outcomes not be met, unless permission has been granted by the Assessment Officer acting on behalf of a Subject Assessment Board to defer assessment in the whole module (see E8).

### E6.2 Examinations

Students who fail to attend an examination without good cause will be failed in the module with a grade 20, should the required learning outcomes not be met, subject to any other regulations covering deferral of assessment in the module (see E.8).

## E7 Reassessment in modules

**E7.1** A student has the right to be reassessed once only in any module with an overall grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity (normally late August) unless that reassessment is deferred by the Assessment Board or by an Assessment Officer on behalf of the Assessment Board (subject to the time limit specified in E8.4). Where a student repeats a module, any right of reassessment from the original attempt is cancelled. Where compensation is not normally permitted by a Professional Body, a Subject Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

**E7.2** Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a grade of 20 should the required learning outcomes not be met. No second reassessment is permitted.

**E7.3** Failure without good reason to undertake deferred assessment will result in the award of a grade of 20 should the required learning outcomes not be met. The student will be permitted to undertake reassessment in that module at the next available opportunity with the normal penalty.

**E7.4** Where it is not practical to repeat a component of assessment the Assessment Board may specify an alternative form of assessment, provided that the alternative appears to be fair given the facilities available to the candidate.

**E7.5** The Assessment Board may impose any reasonable conditions on the student undertaking reassessment. Supervision for a student being reassessed in supervised work experience will be provided by the University but otherwise the student will not be entitled to tuition.

**E7.6** At FHEQ level 3 and FHEQ level 4, the overall module grade gained following reassessment is the better of the two module grades attained at first assessment and reassessment. No mark/grade capping will be applied following re-assessment.

At FHEQ level 5 and above, the best mark/grade which may be gained for each reassessed component is a bare pass mark/grade. The re-assessed grade for the module is computed by combining these capped re-assessed component marks/grades, with original marks/grades gained for the non-re-assessed components. The final overall module grade gained is the better of the two module grades gained at first assessment and re-assessment.

At level 5 and above, following reassessment, where capping the reassessed component(s) results in an overall module fail grade, whereas with no capping, the overall module grade is a pass, a minimum pass grade (16) shall be awarded for the module.

**E7.7** The Subject Assessment Board must indicate at the time of initial module failure the reassessment requirements using the following codes:

**RE** Resit examination

**RC** Resit coursework

**RA** Resit all

**RO** Resit other

**RW** Rework examination

In addition, assessors must state the specific reassessment assignments at the time of failure

**E7.8** The Assessment Board has discretion, in exceptional cases, not to allow reassessment in supervised work experience where the Board judges that this would be against the interests of any person, including the student, affected by the reassessment.

**E7.9** A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

**E7.10** On the International Foundation Programme, where a component of assessment is NOT submitted at first attempt, the best grade obtainable at re-assesment for that component is 16,

## E8 Deferral of assessment

**E8.1** Deferral of assessment or reassessment may be granted where exceptional circumstances prevent a student from completing assessment through no fault of the student. Deferral may only be granted by an Assessment Officer acting under the authority of a Subject Assessment Board (Grade I). Students must advise the Assessment Officer, before the specified deadline, of the circumstances surrounding the request for deferral and provide, where appropriate, a medical certificate or other supporting evidence.

**E8.2** Some modules may be designated as permitting automatic deferral. This must be recorded in the module narrative. In these circumstances the deferral can only occur at the first opportunity for assessment until the next available opportunity when the assessment is due to take place.

**NOTE:**

**i** The final deadline for application to a Assessment Officer for deferral is no later than two weeks following the last date of the University examination period. Any request for deferral received after this deadline will not normally be granted except where exceptional circumstances have prevented the student from applying for deferral at the appropriate time, and it can be demonstrated to the satisfaction of the University why they were unable to meet the deferral deadline.

**ii** For modules with more than one component of summative assessment a deferral form must be completed by the deadline for submission of that component. If the assessment deadline for the component is before week 17 and the deferral is granted, the deadline for resubmission will be the final module assessment deadline. If the assessment deadline is after week 17 and the deferral is granted, the deadline for submission will be the next available re-assessment opportunity.

**iii** Deferral of assessment may affect the decision of a Programme Progression Committee on whether a student may proceed to the next stage of their programme, and in what mode of study.

**iv** Deferred assessment in a module must take place at the next available assessment opportunity unless a further deferral is exceptionally granted by the Assessment Officer.

**v** In all other instances failure to complete assessment normally results in the failure of the module (grade 20) should the required learning outcomes not be met.

**vi** Deferred assessment which is failed must be reassessed at the next available opportunity.

**vii** Students who have deferred assessment are not entitled to further tuition in the deferred module.

**viii** A student is not entitled to undertake deferred assessment if the qualification which contains the module has already been awarded.

**E8.3** The Assessment Officer or Subject Assessment Board must indicate at the time of initial deferral in a module the requirements using the following codes:

**DE** Deferred examination

**DC** Deferred coursework

**DA** Defer all assessment

**DO** Defer other

**E8.4** No guarantee can be given that, following deferral of assessment or reassessment beyond the next available opportunity, the module content and form of assessment will remain unchanged. Normally, deferred assessment or reassessment will not be permitted beyond two years following commencement of study for the module (normally the fourth opportunity for assessment of the module component).

## E9 Repeating modules

**E9.1** No student is permitted to repeat the assessment of a module which has already been passed except to satisfy the requirements of professional bodies.

**E9.2** A student may normally repeat a module which has been failed, on one occasion only, with payment of the fee. For such a repeated module, including a module repeated at Summer School, the grade will not be restricted to the maximum grade at reassessment unless it is applied as a penalty following a student being found guilty of academic misconduct. An assessment board may withhold permission to repeat a module, where the past academic performance of the student is such that future success in the module is considered unlikely, or due to the requirements of a professional body.

**E9.3** Where a student is given formal permission to repeat a stage on compassionate grounds, this may exceptionally include permission to repeat a module that has already been passed. In such cases, the credit achieved at the first attempt will not be counted towards the final qualification.

## E10 Compensation

**Table C: Maximum Compensation Permitted**

| FHEQ Level | Normal maximum compensation | Exceptional maximum compensation |
|---|---|---|
| 3 | 30 | N/A |
| 4 | 30 | 60* |
| 5 | 30 | 30** |
| 6 | | 30** |

* relevant learning outcomes have been met (E10.1.2)
** student has extenuating circumstances (E10.1.3 note (ii))

**E10.1** Compensation is granted only at the discretion of the Progression Committee or School Assessment Board.

### E10.1.1 Compensation at FHEQ level 3

At the foundation level, grades of 17 or 18 may be compensated subject to satisfactory overall performance. Compensation is limited to a maximum of 30 credits within a 120 credit foundation level programme.

### E10.1.2 Compensation at FHEQ level 4

At the certificate stage, grades of 17 or 18 may be compensated subject to satisfactory overall performance. Compensation is normally limited to a maximum of 30 credits at this stage. However the Programme Progression Committee may allow compensation in an additional 30 credits out of the 120 credits total at FHEQ level 4 for a progressing student, where it is satisfied that the relevant learning outcomes have been met elsewhere.

### E10.1.3 Compensation at FHEQ level 5 and above

Failure at grade 17 or 18 in modules at FHEQ level 5 and above may be compensated at the discretion of the Programme Progression Committee or School Assessment Board. It is subject to satisfactory overall performance, and is normally permitted for a maximum of 30 credits out of the 240 credits total at FHEQ levels 5 and 6.

**NOTES:**

**i** Compensation should not normally be granted by a Programme Progression Committee for any module where opportunities for reassessment are available, unless the student's progression would be delayed in undertaking such reassessment.

**ii** Any compensation should be taken in the context of a student's extenuating circumstances; without extenuating circumstances compensation should not normally exceed 30 credits beyond the certificate stage.

**iii** Compensation should not normally be agreed for project or dissertation modules.

**iv** Where compensation is granted for a compulsory or pre-requisite module, the student may continue with their proposed qualification unless prohibited from doing so by the requirements of a professional body.

**v** Compensation should be particularly considered by School Assessment Board when a student is due to graduate and has sufficiently good performance elsewhere, in order not to unnecessarily delay the graduation of a student.

**vi** Compensation will not be granted in modules which have been deemed "non-compensatable" in the programme specification, due to their special contribution to the achievement of programme learning outcomes. However compesation should be considered where a student is unable to progress on a qualification, but who may, with compesation, be granted an alternative generic exit qualification (e.g. to be awarded the Certificate of Higher Education, Diploma of Higher Education or, subject to regulation C10.2, the BA/Bsc Combined Studies). However, this should not be considered a "compensated pass" towards the original qualification.

**vii** For the exit qualifications of Cert HE, Dip HE and ordinary degree, the maximum total credit that may be compensated is 30, 60 and 90 credits respectively.

**viii** Compensation is not normally permitted in programmes of less than 120 credits.

**E10.2** Compensated failure will count towards the total credit required for a qualification but will be indicated as such on a student's academic record by the addition of a 'C' (e.g. 17C).

**E10.3** A compensated failure will be treated as a grade of 16 for the purposes of classification profiling.

## E11 Extenuating circumstances

**E11.1** Extenuating circumstances which have affected a student's performance in assessment may be submitted by a student in writing and may be taken into account by a Programme Progression Committee or School Assessment Board.

**E11.2** Guidelines to Assessment Boards for taking extenuating circumstances into account are given in section D.

## E12 Publication of results

**E12.1** Formal notification of results will include grades or administrative codes for each module and any decision by an Assessment Board or Progression Committee. This formal notification will be made via UniHub at the end of each assessment period.

**E12.2** A student shall not normally be permitted to query the absence of a grade, or the validity of grades, more than six months after the assessment has been completed.

**E12.3** Formal notification of qualification results will be published via UniHub. This will include those students considered for the award of a qualification but who have deferred or not completed. The pass list, signed by the Chair of the Assessment Board, must be sent to Academic Registry within 10 days of the date of the meeting of the Assessment Board.

**E12.4** Students in debt to the University will not have a qualification conferred, will not be notified of their final results, receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until all outstanding debts to the University have been paid.

**E12.5** Where an Aegrotat award is offered, the student or representative shall be given 14 days from the date of notification to decide whether to accept the qualification.

## E13 Certificates, transcripts/ diploma supplements and credit statements

**E13.1 (a)** A credit statement, transcript or Diploma Supplement will be issued to a student currently or formerly enrolled at Middlesex University who has:

**i** successfully completed a University qualification; or

**ii** completed modules on a programme leading to a University qualification but terminated the programme of study prior to the award of the final qualification.

**iii** successfully completed a programme of study which does not lead to a University qualification, eg Summer School, Associate Student.

Students on collaborative programmes validated by the University will be issued with Diploma Supplements by their home institution at which they are enrolled.

**(b)** A transcript or Diploma Supplement will list the student's programme and level of the qualification, the name of the institution responsible for delivering the programme, each module the

student has taken stating the academic year in which the module was taken, the module credit rating and grade, and the language of instruction and assessment. Where appropriate, it will also state the qualification awarded and, where appropriate, the overall classification and subject.

**E13.2** A Statement of General Credit may be awarded by the University to anyone whose prior learning or experience has been awarded credit by the University.

**E13.3** A Certificate of Achievement may be awarded to a student who has successfully completed an assessed credit-bearing or non-credit bearing course which does not fulfil the requirements of a University qualification. The design and wording of such Certificates must be approved by the Academic Registry.

**E13.4** A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.

**E13.5** Certificates will normally be sent within 4 months of the publication of results, and to the student's registered home address, unless it has been agreed for specific batches of certificates, usually for overseas franchised programmes, to be sent in bulk to a collaborative partner or regional office. The certificate will state the qualification and date it was awarded (which will normally be the date of the meeting of the Assessment Board), the name and location of the partner institution, where relevant, and, where appropriate, the classification and subject. Qualifications validated on behalf of other institutions will state the name and the location of the institution where the qualification was taken and be sent to the home institution for distribution. All qualifications are subject to the approval of the Academic Registrar on behalf of Academic Board.

# University Regulations for **Postgraduate** Taught Programmes

## THE LEARNING FRAMEWORK

**University regulations for postgraduate students**

## A1 Overview

The University regulations defined herein are those in force for all students following a Middlesex University programme of study in the current academic year. Changes to University regulations are implemented at the start of an academic year, and normally become effective for all students of the university from that point onwards.

These University regulations shall normally apply for all programmes. Any deviation from these University regulations must be indettified at, and approved by, Academic Provision Approval Committee. Where deviations are agreed, these must be identified and published within the Student Programme Handbook.

The academic work of the University is delivered by several Schools. Each School is in the overall charge of a Dean of School. Each School is responsible for the provision of learning, teaching and assessment in a number of programmes which lead to university qualifications. In addition, the Institute for Work-Based Learning (IWBL) has responsibilities normally equivalent to those of a School, within the context of University Regulations. There are overseas campuses in Dubai (since January 2005), Mauritius (since January 2010) and Malta (since September 2013).

Students receive administrative and other forms of support from a Central help (UniHelp) at London campuses. Support for students in relation to Disability, Money & Welfare advice, Employability and a Counselling Service is available on each campus. On the overseas campuses the Campus Directors will oversee the provision of administrative support for students in the context of these regulations.

Where a University qualification is delivered by a University Service, the validation documentation and programme handbook will set out clearly the staff who will undertake various roles normally associated with a school.

The academic provision of the University is based on a credit structure. This means that students gain credits by passing modules in order to achieve qualifications of the University (for example, 180 credits for a Masters degree).

These regulations use some common terminology to describe the learning framework:

### A1.1 Qualification

The academic title conferred upon a student who has successfully completed a valid programme of study, for example, MA Human Resource Management. Qualifications are awarded at various levels requiring different amounts and levels of credit, for example, Masters Degree: 180 credits at FHEQ level 6 or above (including at least 150 at FHEQ level 7 or above). A full table of qualifications is given in Table A2.

### A1.2 Academic Year

The academic year is divided into three main terms each of 12 learning weeks: the autumn term (October to December), the winter term (January to April) and the spring term (April to July). The remaining weeks from July to October comprise the summer term, during which the Summer School operates (from June to August). Students starting in October study over 24 learning weeks in the autumn and winter terms, followed by exams where appropriate. Students starting in January study over 24 learning weeks in the winter and spring terms followed exams where appropriate. Reassessment and deferred assessment normally takes place in late August for both October and January starters. Dissertations within Masters programmes follow the completion of taught modules.

### A1.3 Subject

A collection of modules with a coherent academic focus.

### A1.4 Module

A self-contained, credit-rated and assessed unit of study which is the responsibility of a single School. Modules normally run for an academic year of 24 learning weeks, but some are different in length. A 30 credit module is normally equivalent to 300 study hours. Some postgraduate programmes may include modules of 15 credits. Within a programme, modules are designated as compulsory or optional.

**Compulsory modules** Modules which must be passed to complete a qualification.

**Optional modules** One or more modules which must be passed from a group of modules to complete a qualification.

**Prerequisite** A module which must be passed before entry to a future module is allowed in order to ensure a suitable grounding has been established before moving to a more demanding level of study. Entry to a module would normally be denied if the prerequisite had been failed.

### A1.5 Module codes and levels

Table A1: Credit Framework Levels

| FHEQ Level | Description | FQ-EHEA** |
|---|---|---|
| Level 3 | Foundation Level | |
| Level 4 | Certificate Level (e.g. CertHE) | Short cycle (within or linked to the first cycle) qualifications |
| Level 5 | Intermediate Level (e.g. FdA/FdSc, DipHE) | |
| Level 6 | Honours Level (e.g. BA/BSc Hons, BA/BSc) | First cycle (end of cycle) qualifications |
| Level 7 | Masters Level (e.g. Postgrad. Certificates/Diplomas, Integrated Master's and MA/MSc) | Second cycle (end of cycle) qualifications |
| Level 8 | Doctoral Level (e.g. PhD/DPhil/DBA) | Third cycle (end of cycle) qualifications |

* The Framework for Higher Education Qualifications in England, Wales and Northern Ireland - http://www.qaa.ac.uk/academicinfrastructure/fheq/ewni/ default.asp

** The Framework for Qualifications of the European Higher Education Area - http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp#p3.3

Each module is given a code by which it can be identified. The first three letters indicate the subject within which the module is located;

**FHEQ Level 6: Honours**

eg BIS3051 Commercial Web Design Honours level modules are numbered between 3000 and 3999

**FHEQ Level 7: Masters**

eg HRM4370 Globalisation and Work Masters level modules are numbered between 4000 and 4999

**FHEQ Level 8: Doctoral**

eg DPS5200 Project Doctoral level research modules are numbered between 5000 and 5999

### A1.6 Credit

Each module carries a credit rating, with most modules rated at 30 credits. Other modules may be rated at 15 or 60 credits (most postgraduate projects or dissertations are 60 credits). Some modules are available only as part of continuous professional development (CPD) provision, and have appropriate credit weighting. Exceptionally, zero credit modules are available, but only as a specifically approved additional requirement of a programme of study.

### A1.7 Credit transfer

Credit for prior learning (certificated or uncertificated) which can be counted, within certain rules, towards a qualification.

### A1.8 General credit

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work based) prior assigned to a particular qualification.

### A1.9 Specific credit

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work-based) learning, assigned to a particular qualification.

### A1.10 Exemption

Following an evaluation of both certificated and uncertificated (including work-based) learning, then exemption may be granted from part of the requirements of a qualification. This does not reduce the total number of credits required for the qualification.

## A2 Postgraduate qualifications

A full list of postgraduate qualifications is given in section J.

**Postgraduate Certificate** at least 60 credits at FHEQ level 6 and above, including at least 40 credits at FHEQ level 7 and above.

**Postgraduate Diploma** at least 120 credits at FHEQ level 7 and above including at least 90 credits at FHEQ level 7 and above and above including at least 150 credits at FHEQ level 7 and above.

**Masters Degree** at least 180 credits at FHEQ level 6 and above including at least 150 credits at FHEQ level 7 and above, including a dissertation normally weighted at 60 credits.

Masters students first enrolled before September 2007 who have achieved 170 credits, including

at least 140 at FHEQ level 7 and above, will be considered for the award of a Masters degree, provided that all programme learning outcomes have been met.

## A3 Mode of study

**Full-time student** A full-time student will normally take 120 credit during the academic year (24 learning weeks), followed by a 60 credit dissertation. Students may take additional credit up to 30 credits in Summer School, with payment of the appropriate fee.

No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

**Part-time student** A part-time student will normally take up to 90 credits per academic year and may take additional credit of up to 30 credits during Summer School.

## A4 Associate student

A student attending the University but not registered for a qualification. Modules taken may be assessed and if so may count toward a qualification for which the student subsequently registers Associate students will, upon request, receive a credit statement covering the modules successfully completed.

## A5 Programme of study

A valid combination of modules taken to obtain a qualification. Qualifications will specify the credit point requirement at each level (see table A2) and programmes will normally specify particular modules which have to be passed. Programmes will specify particular compulsory modules which have to be passed and optional modules which may be taken.

## A6 Progression

A student's progression upon a programme will normally be reviewed at the end of each year (see section E2) resulting in a decision of academic standing.

## A7 Collaborative Partnerships and University Regulations

### A7.1 Franchised programmes

The university regulations shall apply for all franchised programmes run with collaborative partners.

### A7.2 Joint programmes

The university regulations shall normally apply for all joint programmes run with collaborative partners. Any deviation from university regulations must be identified at, and approved by, Programme Planning Group.

### A7.3 Validated programmes

Validated programmes run by collaborative partners may run under their own regulations, or adopt some, or all, of the university regulations. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration prior to validation. Comments from Academic Registry will be considered at validation.

### A7.4 Validated programmes approved prior to September 2007

Validated programmes whose most recent validation was prior to September 2007 may continue to operate under the university regulations 2006/7, until, at the latest, the programme is subject to review, when either the current university regulations should be adopted, or the programme continues under its own regulations.

**Table A2: Indicative Periods of Study and Distribution of Credits by Level for Benchmark Qualifications**

| Requirement | | PG Cert | PG Dip | Masters | Integrated Masters Degree |
|---|---|---|---|---|---|
| Indicative length of registration: F/T | | 1 term | 1 year | 12-15 months | 4 years |
| Indicative length of registration: P/T | | 1 year | 2 years | 24-30 months | 8 years |
| Maximum length of registration: F/T | | 1 year | 2 years | 24-30 months | 8 years |
| Maximum length of registration: P/T | | 2 years | 4 years | 48-60 months | 12 years |
| Minimum total credits for qualification | | 60 | 120 | 180 | 480** |
| Minimum number of credits by level | 3+ | | | | |
| | 4+ | | | | 480 |
| | 5+ | | | | 330 |
| | 6+ | 60 | 120 | 180 | 240 |
| | 7+ | 40 | 90 | 150 | 120 |
| Minimum number of credits given above which must be acquired under the control of this University ** | 3+ | | | | |
| | 4+ | | | | |
| | 5+ | | | | |
| | 6+ | 20 | 40 | 60 | 160 |
| | 7 | 15 | 20 | 30 | 120 |
| Standard distribution of credits by level for each award | 3 | | | | |
| | 4 | | | | 120 |
| | 5 | | | | 120 |
| | 6 | 0-20* | 0-30* | 0-30* | 120 |
| | 7 | 40-60 | 90-120 | 150-180** | 120 |

**Standard distribution**

The minimum number of credits which must be under Middlesex control is normally 33.3% of the total required for the qualification, with the exception of BSc Nursing Studies, where up to 300 credits from other Nursing and Midwifery Council or QAA recognised programmes may be transferred.

* Some programmes may allow modules from FHEQ level 6 or below: validated conversion programmes may exceed the maximum specified here
** FHEQ level 7 credit points must include 40-60 awarded for the final project/dissertation

**Ungraded credit gained as a result of placement or a compulsory period spent abroad will not count towards the credit requirement for an Ordinary Degree, Diploma or Higher Education or Certificate of Higher Education, nor will it count towards the requirements for an Honours Degree not in sandwich mode.**

**The University may waive regulations governing the length of registration for individual students at its discretion.**

## GENERAL REGULATIONS FOR ADMISSION

**University regulations for postgraduate students**

## B1

Applies only to undergraduate students.

## B2 General entrance requirement for postgraduate study

**B2.1** An applicant holding a UK Honours degree (normally classified 2.2 or above) or acceptable equivalent may be admitted to a programme of study leading to a Masters qualification, including the degree of Master of Arts, Master of Business Administration, Master of Education, Master of Fine Arts or Master of Science, or to a programme of study leading to a postgraduate certificate or a postgraduate diploma. An applicant who is not a graduate may be admitted provided that the applicant holds professional or other qualifications approved for this purpose

**B2.2 – B2.11**

Applies only to undergraduate students.

**B2.12 Mature entrants**

Applicants who do not otherwise satisfy the General Entrance Requirement are eligible for admission if they can provide satisfactory evidence of their ability to pursue successfully the programme of study for which they are applying (see B2.14).

**B2.13 Entry with credit**

Applicants holding academic, vocational or professional qualifications at an appropriate level may be admitted with specific credit, which will count towards the target qualification, to an appropriate point on a programme.

**B2.14 The assessment of prior learning**

**(a)** Responsibility rests with the applicant for making a claim to have acquired knowledge and skill and for supporting the claim with appropriate evidence. Assistance will normally be given in preparing an application for the accreditation of prior learning.

**(b)** The learning derived from experience must be able to be identified in order to be assessed.

**(c)** Prior learning is identified through systematic reflection on experience, the writing of clear statements about what was actually learned and the collection and collation of evidence to support those statements.

**(d)** Where it is proposed to allow entry with specific credit, the methods of assessment must be such that the judgement made can be overseen by Assessment Boards.

**B2.15** No applicant may be admitted to a programme of study leading to the degree of Master, Postgraduate Diploma or Postgraduate Certificate unless the general regulations in B2.1 are satisfied and any specific requirements for a particular programme, as set out in the Programme Specifications, are also met.

## B3 English language

**B3.1** An applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English will be expected to reach, before commencing a programme of study, a suitable minimum level of competence in the English language. It is essential that a student is able to understand and to communicate in both written and spoken English at a sufficient standard to follow the chosen programme of study.

**B3.2** English language qualifications must be obtained no earlier than two years before commencement of study at the University. Applicants are expected to demonstrate the following minimum levels of attainment unless a higher requirement, which has been agreed for a particular programme at validation, is stated in the University Prospectus.

For admission to postgraduate study:

- British Council IELTS – Band 6.5
- American TOEFL – 575 (paper test) or 90 (internet based test)
- Council of Europe level C2 or equivalent qualification

See http://www.mdx.ac.uk/courses/international/apply/entry/index.aspx

**B3.3** An applicant who does not meet the minimum standard through one of the above qualifications or other acceptable qualification or an equivalent may be required to undertake English Language instruction before admission.

## B4 Admissions Complaints Procedure

**B4.1 Introduction**

**1** The University is committed to providing a fair and efficient admissions service and applicants will not be disadvantaged in any way because they have used this procedure.

**2** A complaint may express serious concern about any aspect of the admissions process.

**3** Applicants have no right of appeal against a decision not to offer them a place at the University. Complaints against a decision may only be submitted on grounds of procedural irregularity, or if there is new information which may have affected the decision (with reasons why it was not made available at the time of application), or if there is evidence of any action or decision which is not consistent with the University's Admissions Policy or Equal Opportunities Policy.

**4** A complaint must be made on an individual basis by the applicant. Complaints made by a third party will not normally be considered.

**5** This procedure and any decisions made under the procedure do not automatically give legal rights to the complainant, nor place obligations on the University to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of the procedures.

**B4.2 Procedure**

**Informal Stage**

**1** Most complaints can be resolved informally. Applicants should normally raise the matter within 10 working days of the action causing concern and in any case within 2 months or by the start date of the programme or course applied for, whichever is sooner.

**2** In the first instance, the matter should be raised in writing or by e-mail with the appropriate Admissions Manager who will respond in writing within 20 working days

**Formal Stage**

**3** If the complaint is not resolved to the satisfaction of the applicant through this informal means, the complainant should then write formally to:

Deputy Academic Registrar
(Student Administration)
Middlesex University, The Burroughs, Hendon, London NW4 4BT

The letter should enclose copies of all previous correspondence; explain why the applicant remains dissatisfied and what he/she hoped the outcome would be.

**4** The Deputy Academic Registrar shall investigate the complaint fully with relevant staff and/or a third party if it is deemed necessary, and reply in writing within 30 working days.

**5** The decision of the Deputy Academic Registrar shall be considered final.

## B5 Fraudulent information used to gain Admission

The discovery of any form of fraudulent information used to gain entry to the university will normally result in the immediate withdrawal of any offer of a place. Fraudulent information in this context includes the use of fraudulent documentation, or any untrue or misleading statement or one which omits pertinent facts (e.g. an unspent criminal conviction) on an application or enrolment form or made at interview or made over the telephone in the Clearing process.

Where the applicant has already enrolled as a student of the University, the Academic Registrar may declare the enrolment void, in which case the student shall withdraw from the University. There will be no refund of fees. Any credit already passed, or qualification granted, may or may not be retained by the former student, in accordance with the seriousness of the deception and the view of any Professional Body involved. The applicant may invoke the admission complaints procedures (section B4 above) or if enrolled, the student complaints and grievance procedures, within 10 days of the date of issue of the letter of outcome, if new evidence may be brought to show that the decision of the university was unfounded.

## REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY

**University regulations for postgraduate students**

## C1 Enrolment

**C1.1** Every student must enrol at the start of the programme of study and shall undertake to comply with the regulations of the University. Students must confirm that they are continuing on their programme of study by enrolling on UniHub at http://unihub.mdx.ac.uk. This should normally take place at the beginning of each subsequent year the programme of study is pursued or at any other time determined by the University. The programme of study of a student who fails to enrol is deemed to have lapsed. No student shall be entitled to enrol unless the prescribed fees have been paid or satisfactory arrangements made to ensure that they would be paid. No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

## C2 Attendance

**C2.1** Every student must attend those organised teaching sessions (ie lectures, seminars, tutorials, workshops etc.) and undertake such assignments, as specified in the regulations governing the module, to be eligible for formal assessment and/or continuation on their programme of study.

**C2.2** Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as published in the module or programme handbook, the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission) in the module. If an X grade is awarded, the student may have the opportunity of taking the whole module again with permission from the Director of Programmes, and paying the module registration fee, without grade penalty.

The formal minimum requirement may exceptionally be waived in individual cases where the Module Leader or Director of Programmes judges that the student has made adequate alternative arrangements to be prepared for assessment.

**C2.3** It is the responsibility of the student to ensure that attendance fulfils the given requirements. Prior warning (written or oral) of the intention to award an X grade need not be given by the Director of Programmes/Module Leader. Where attendance is required registers must be kept.

**C2.4** Where a student's attendance falls below the required minimum as a result of personal extenuating circumstances, and these are supported by relevant documentation (eg, medical certificates), a Director of Programmes/Module Leader/Assessment Board may decide to allow a student to be assessed.

**C2.5** Students must make themselves available at all times to attend all formal assessments of the programme of study at the times given, including viva voce examinations. Failure to do so without good reason will result in a grade of 20 in that module should the required learning outcomes not satisfactorily be met.

**C2.6** Where a student fails to attend all sessions within in a programme for a consecutive period of 4 weeks or longer, without good reason (as in C2.4), the University may deem the student to be withdrawn from study on that programme, and cease to be an enrolled student of the University.

## C3 Transfer between programmes of study

A student may transfer from one programme of study to another within the University on condition that a satisfactory level of academic performance has been achieved, the conditions of entry have been met, including module prerequisites, and approval of the Programme Leader has been obtained for the new programme of study.

## C4 Temporary withdrawal

A student who wishes to temporary withdraw from the programme of study before completion must give notice in writing to the UniHelp desk. Students who temporarily withdraw from their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no withdrawal had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy or practice in the programme of study syllabus that may have taken place during their absence. Where the length of withdrawal of study is extensive, students must be aware of the maximum indicative length of a programme (see Table A2 in section A) and the limit of time within which deferred assessment or reassessment is available (see E8.4)

## C5 Withdrawal and return from withdrawal or transfer

**C5.1** A student who wishes to withdraw from the University before the completion of the programme of study shall give notice in writing to the UniHelp desk. The student may request any qualification for which they are eligible.

**C5.2** Should a student wish to return to the University within two years of their withdrawal or transfer, they must have written confirmation from the relevant Programme Leader that they have been permitted to return.

**C5.3** If a student's return is more than two years after their withdrawal or transfer, they must apply via the relevant Admissions Office.

## C6 Oral examination (Viva voce)

The Assessment Board may require any candidate to be orally examined (viva voce) in addition to taking those assessments prescribed in the programme specifications.

## C7 Ill health and other extenuating circumstances which may adversely affect performance

A candidate whose assessment performance has been or is likely to be impaired because of ill health or other extenuating circumstances must inform the Assessment Officer, before the specified deadline and provide, where appropriate, a medical certificate or other supporting evidence. The Programme Progression Committee or School Assessment Board shall consider the information provided by the candidate and may take it into account when making a recommendation. (See section D8).

## C8 Written coursework, dissertations, projects submitted for assessment

### C8.1 References to the work of others

A candidate must indicate by means of explicit references the citation of the work of others or other work by the candidate which is not part of their submission for the qualification. (See section F, Academic Misconduct).

### C8.2 Joint authorship of assessed work

When two or more candidates conduct an approved joint or group piece of assessed work, they may be required to satisfy the assessors that the individual's share of the work is sufficient to justify the grade. In such cases the work must normally contain an introductory note stating the candidates' own claims to their contributions. A copy of such a note must be countersigned by all the co-workers.

### C8.3 Submission of coursework

**(a)** As directed within the module handbook, all coursework must be either

(i) submitted electronically by a specified deadline, or

(ii) submitted in printed or other form to a nominated submission point, normally on the campus where the module was taken, and be receipted. Submission must be not later than 9pm at the Hendon campus, and 4pm local time at other University Campuses. In exceptional circumstances, coursework may be submitted by 'recorded delivery' post to the nominated submission point on campus, and the Post Office receipt retained. The submission date will be taken as the date of posting as shown by the recorded delivery receipt.

**(b)** The deadline date for each component of assessment must be laid down in writing by the Module Leader at the commencement of the module.

**(c)** Coursework must not normally be submitted direct to a tutor.

**(d)** The university reserves the right to submit any item of assessed work through specialist software for the detection of academic misconduct.

**(e)** Failure to submit assessment by the published deadline will result in consequences as specified in E6 and E8.

**(f)** Where electronic submission of coursework on the day of the deadline is not possible, due to failure of university systems, for a significant period of time leading up to the final time for submission, the submission deadline may be extended by at least 24 hours, at the discretion of the Academic Registrar or Deputy.

**(g)** Where electronic submission of coursework is not possible, due to a financial hold placed upon a student, the university must permit submission of coursework by different means.

**C8.4** Presenting substantially the same coursework for assessment in different modules is forbidden and will be treated as academic misconduct (see section F).

**C8.5** Any deviation from the specified word limit for coursework will be penalised in accordance with the published requirements of the module.

**C8.6 Additional regulations for a Masters dissertation**

**(a)** A candidate for a Masters degree must present a dissertation or other work in its place on a subject relevant to the programme of study, or such work as may be specified in the programme specification. The choice of subject shall be determined in a manner specified by the programme specification.

**(b)** Work submitted for another degree may not normally comprise part of the submission for a Masters degree.

**(c)** A part-time candidate for a Masters degree may elect to take double the length of time to complete their dissertation than full-time candidates.

**(d)** The Assessment Board or Assessment Officer may permit a candidate to submit their dissertation or other work after the specified date. The Assessment Board may defer the date of submission by not more than twelve months at any one time.

**(e)** Supervision of dissertations or other work is conditional on attendance at the University unless explicitly agreed otherwise.

**(f)** The dissertation shall conform to the following requirements:

**i** be typed on A4 size paper;

**ii** be hard or soft bound;

**iii** all pages should be numbered;

**iv** the title page shall bear the title, approved in accordance with the module narrative, the candidate's name, the degree for which they are a candidate and the year in which the dissertation is presented;

**v** the degree, year and candidate's name shall appear on the spine;

**vi** a summary of the work, not exceeding three hundred words in length must be bound in each copy immediately after the title page;

**vii** wherever possible, subsidiary papers and other material should be bound in but a candidate is at liberty to submit such material separately for consideration by the examiners.

**(g)** Except where, owing to the nature of the subject, the module narrative explicitly indicates alternative modes, or language, of presentation, the dissertation shall be written in English. The summary must always be written in English.

**(h)** One printed copy of the dissertation must be submitted to the UniHelp desk plus an electronic copy. Exeptionally two printed copies must be submitted, where the programe specification require this. A candidate is advised to keep an additional copy for personal use, as the copies submetted will not be returned.

**(i)** No alterations or additions may be made to a dissertation after it has been submitted except with the agreement of the Assessment Board.

**(j)** A selection of copies of dissertations for the degree of Master may be placed in the University library, after formal assessment, and are available for anyone to consult. It is a condition of acceptance of a dissertation that the University Librarian is empowered to reproduce the dissertation by photocopy or otherwise and to lend copies to those institutions or persons who, in the Librarian's opinion, require them for academic purposes.

If the dissertation contains matter of a confidential nature the author may instruct the Librarian to restrict access to a dissertation without the further permission of the author, their supervisor or sponsoring body, as the author deems appropriate, for a period not exceeding five years. Application must be made in writing to the Academic Registrar for any extension to this period. (See also "Management of Confidential Information" page 70.)

## C9 Ownership and return of students' assessed work

**C9.1 Regulations**

**(a)** A student shall hold the intellectual property inherent in their own work produced for any form of assessment except in those conditions set out in the Middlesex University Policy Statement "Intellectual Property Rights: Students".

**(b)** The material produced by students for formal assessment (projects, scripts, essays, artworks, computer disks, etc.) is the property of the University.

**(c)** The University will endeavour to return to students assessed work which has significant intrinsic value whenever a student explicitly requests this.

**C9.2 Procedures**

**(a)** The University will retain assessed work pending possible appeals.

**(b)** Schools will return only the work identified above in C9.1 (c), direct to the student.

**(c)** The University will retain any assessed work that has not been returned to the student not more than six months after the Assessment Board has taken place, except in cases of partial completion of the assessment in a module due to failure or deferral, whereby items should be held until six months after the remainder of the assessment has been completed.

## C10 Titling of qualifications

The postgraduate qualifications of the university are set out in section J of the regulations. The individual titles of qualifications are determined by the nature of the studies undertaken.

The title will reflect the area of study, e.g. MA Education. For Postgraduate Diploma and Postgraduate Certificate, where the majority of credit does not fall in one subject, a generic School title may be used.

## C11 Accreditation of placement or similar work-based activity

**C11.1** Programme specifications may identify modules where an approved placement is an accredited part of the programme. All periods of approved placement will:

**(a)** have clearly defined learning outcomes

**(b)** be credit rated at a level determined by reference to the learning outcomes.

**C11.2** Programme specifications may also identify required placements which are not in themselves accredited, but which are a necessary part of the programme of study.

**C11.3** Programme specifications will identify the consequences of failure to undertake or complete a required placement.

**C11.4** Graded credits derived from placement are included in the classification of a qualification.

## C12 Eligibility for placement

**C12.1** The normal prerequisite for taking up placement is the successful completion of all modules taken in the previous stages.

**C12.2** A Programme Progression Committee has the discretion to allow a student to go on placement without the successful completion of all modules taken in previous stages. This discretion does not apply when those modules involve clinical placement.

**C12.3** The programme specifications should, if relevant, indicate that it is compulsory for certain modules to be passed prior to placement.

**C12.4** Only students who are undertaking an approved placement will be entitled to supervision, and to have the placement considered as part of the programme.

## C13 Open programmes of study

Open programmes of study were discontinued on 16 March 2005.

## C14 Credit transfer

**C14.1** A student may be permitted to transfer credit taken in another institution provided:

**(a)** that the levels of this study can be established;

**(b)** not more than two thirds of the total required for a qualification is transferred in this way. (See Table A2 in Section A)

**C14.2** Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades to the classification of qualifications.

**C14.3** When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

**C14.4** Normally only credit gained through ERASMUS exchange programmes will be graded, except where a bilateral agreement specifies a conversion scale agreed at institutional level (eg US grades). Agreed conversion scales can be found at: **http://unihub.mdx.ac.uk/Employability/studentexchange/faqs/index.aspx**

**C14.5** Credit transferred from one Middlesex University qualification to another must be transferred as graded credit where possible and be included in the profile considered to calculate the

classification of the qualification awarded.

## C15 Exhaustion of credit

Credit already obtained may be re-used towards other qualifications, whether alone or jointly with another institution. Credit which has already been re-used towards other qualifications must not normally be used towards a second qualification at the same or lower level. Normally credit towards a new qualification must have been gained no more than five years before the programme of study commences.

## C16 Recording of lectures

Audio recording, video recording or photography of lectures, or other forms of learning activity, is prohibited, except in the following circumstances, and where violation of law (e.g. Copyright, Human Rights, or Data protection) does not take place:

**(i)** It is explicitly permitted as part of the learning activity;

**(ii)** It is explicitly permitted for an individual student as a "reasonable adjusment", within the meaning of the Equalities Act;

**(iii)** The tutor has given permission for such activity to take place.

In all cases,

Violation of this regulation will be managed under the student disciplinary procedures. Further guidance is available within the document *Recording Lectures,* available on Myunihub and the staff intranet.

Permision for recording does not imply permission for publication (e.g. on Facebook or YouTube), or distibution to others.

**REGULATIONS FOR ASSESSMENT BOARDS & PROGRESSION COMMITTEES**

## University regulations for undergraduate and postgraduate students

## D1 Structure of Assessment Boards and Progression Committees

**A: PROGRAMME PROGRESSION COMMITTEES**
A school will have several Programme Progression Committees, each of which considers the progression of all continuing students on a group of programmes that have been aligned to that committee.

### Membership
*Chair Deputy Dean* (Learning and Teaching Enhancement) or a nominee independent of the group of programmes;

*Director of Programmes*

*Programme leaders*

*Overseas Campuses and Franchised Programmes.*

This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing.

*Secretary* Assessment Officer
(or nominee of the Chair).

### Terms of reference
**1** To receive all module grades determined by Subject Assessment Boards for those students on programmes aligned to this committee who are not being considered for an exit qualification, and to decide on the academic standing of those students.

**2** To make recommendations to the Academic Registrar on changes to the regulations and procedures governing the academic standing of students.

### Meetings
The Progression Committees will convene at the end of each year, and at other times as necessary.

**B: ASSESSMENT BOARDS**

The University has two types of assessment boards, based on two tiers:

**1 FIRST TIER ASSESSMENT BOARDS**
SUBJECT ASSESSMENT BOARDS

### Membership
*Chair* A member of the School with sufficient knowledge and independence who is not the Director of Programmes responsible for that subject;

*External Examination Assessors* All external examiners with responsibility for modules which comprise the Subject;

*Internal examiners* All module leaders designated responsible for modules which comprise the Subject and Director of Programmes or nominee;

*Overseas Campuses* and *Franchised Programmes* One or more representatives from academic staff delivering modules at overseas campuses, where appropriate, should contribute to the outcomes of the Board. This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing.

*Secretary* To be determined by the Chair.

### Terms of reference
**1** To recommend to the Deputy Dean (Learning and Teaching Enhancement), within the approved University regulations, the form and nature of assessment and reassessment for all modules which comprise the Subject.

**2** To determine the grade awarded to each student in respect of all modules which comprise the Subject.

**3** To make recommendations to second tier boards, where appropriate, on the classification of final qualifications awarded.

**2 SECOND TIER ASSESSMENT BOARDS**

SCHOOL ASSESSMENT BOARDS

Each taught programme of study leading to a qualification of the University is the responsibility of a School Assessment Board having delegated powers from the Academic Board to award qualifications.

### Membership
*Chair* Deputy Dean (Learning and Teaching Enhancement), or nominee;

*External Examination Auditors* Normally two, nominated by the Dean of School and appointed by the University;

*Internal examiners* Directors of Programmes, Programme leaders;

*Overseas Campuses and Franchised Programmes.* One or more representatives from academic staff responsible for programmes at overseas campuses, where appropriate. This contribution may be by previous communication between the Chair or nominee, and staff at the overseas campus, or attendance at the Board by via audio or video conferencing;

*Secretary* to be determined by the Chair.

### Terms of reference
**1** To award, in the light of recommendations from the appropriate subjects, qualifications in respect of programmes aligned to the School Assessment Board on behalf of Academic Board.

**2** To consider the implementation of University assessment policy and related matters of principle at School level and to make any recommendations arising to Academic Board through the Assurance Committee.

**C. ASSESSMENT BOARDS AT COLLABORATIVE INSTITUTIONS**

### 1 Progression
The Assistant Academic Registrar (Collaborative Programmes) of Middlesex University will be informed by the Partner Institution of the progression decisions each year. The Progression Boards will normally be chaired by the Partner Institution.

### 2 Finalists
**(a)** The composition of the Programme Assessment Board is as set out in the Programme Handbook (as agreed at Validation).

**(b)** The Chair of the finalist Assessment Board shall be the appropriate Deputy Dean, (or nominee). The approved nominee may include the University Link Tutor, senior staff of the University, or, after three years of operation, senior staff of the Institution.

**(c)** The Conferment List confirmed by the institution's Assessment Board must be signed by the Chair of the Programme Assessment Board and by the External Examiner appointed to the Programme (wherever possible at the Board or within 7 days).

**(d)** The Middlesex University Link Tutor is responsible for passing the decisions of the Programme Assessment Board (in the form of a Pass/Conferment List) direct to the Centre for Academic Partnerships of Middlesex University for the issuing of certificates. Certificates will be issued within 2 to 4 months from receipt of accurate and complete conferment lists. The Link Tutor should keep a copy in case of subsequent queries. All Conferment Lists should be completed clearly and in accordance with the published Conferment of Finalists Guidelines (available from the Centre for Academic Partnerships).

**(e)** Students who are subject to the regulations of the institution, must abide by the University regulations on Academic Misconduct and on Student Appeals, unless the institution's own regulations have been approved by the Academic Registrar.

**D. EXCHANGE GRADES PANEL**

### Membership
**Chair** Erasmus and Exchange Institutional Coordinator.

Assistant Academic Registrar (Assessment and Conferment) or nominee.

School Exchange Coordinators.

**Secretary** Student Exchange Manager.

### Terms of reference
**1** To receive all module grades determined by Exchange Partner Universities for those students taking part in approved student exchanges.

**2** To agree and convert received grades from local grades to Middlesex University grades, using agreed conversion scales for European, Australian and USA partners, and to award ungraded credit where appropriate, and where no agreed conversion scale exists.

**3** To make recommendations to the Head of Teaching and Learning on issues arising from assessments undertaken at partner universities and to suggest any changes to regulations and procedures governing the assessment of students while on exchange visits to an approved partner.

**4** To report annually to the University Assurance Committee.

## D2 Authority of Assessment Boards and Programme Progression Committees

**D2.1** Assessment Boards and Programme Progression Committees derive their authority

from Academic Board and are responsible for the assessment of students.

**D2.2** For each candidate the grades for each examination paper or other form of assessment shall be considered and determined by a Subject Assessment Board which will not have the authority to compensate failures.

**D2.3** Second Tier Assessment Boards have the power to decide to whom the qualification in question should be awarded and with what class, if any.

**D2.4 Voting** At a meeting of an Assessment Board every effort shall be made to reach a decision by consensus, taking into account the views of external examination assessors and auditors. If it proves necessary to vote on any matter it shall be determined by a simple majority; each member present shall have one vote and in the case of equality the Chair shall have an additional casting vote.

**D2.5** No recommendation for the conferment of a qualification at any level, (other than generic exit qualifications), may be awarded without the written consent of the approved External Examiner(s). On any matter which the External Examiner(s) have declared a matter of principle, the decision of the External Examiner(s) shall either be accepted as final by the Assessment Board or shall be referred to the Academic Board. Any unresolved disagreement between External Examiners shall be referred to the Academic Board.

**D2.6** All second tier Assessment Boards have the authority to: compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation E10.1, subject to satisfactory overall performance.

**D2.7** All Programme Progression Committees have the authority to:

**(a)** compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation E10.1.

**(b)** require a student to transfer to a different programme of study, and/or permit a student to attempt additional credits as a condition of progression.

## D3 Quoracy

**D3.1** All members of the Board or Committee are required to give attendance at meetings of that Board priority over all other commitments. If for some exceptional reason a member of the Board is unable to attend a meeting, the Chair shall normally appoint a substitute.

**D3.2** A meeting of the Board, at which decisions to ratify grades and/or decisions on recommendations for the award of qualifications are made, shall not normally be quorate unless every external examiner or their properly appointed substitute is present. In exceptional circumstances this requirement may be waived, but only if an absent external examiner has:

**(a)** provided all the information, reports and other written matter normally expected to be available at the meeting, and

**(b)** given an explanation for absence which the Chair has accepted as being unavoidable.

(**Note:** references to external examiners do not include undergraduate generic exit qualifications.)

The quorum for University Assessment Boards and Progression Committees, for taught programmes, at every level should be one third of the membership or four persons whichever is the larger. Attendance by substitutes who have not been involved in the relevant assessment process is not permitted in order to achieve quoracy. The Chair of the Board may declare a meeting of that Board inquorate should the Chair decide that the attendance is such as to jeopardise the soundness of the Board's decisions.

**D3.3** All members of Assessment Boards and Progression Committees at Middlesex University should make known to the Boards/Committees to which they belong any personal relationships, or other potential conflicts of interest they have with any candidates whom the Board is assessing, other than those arising from their roles as tutors or administrators. Boards in receipt of this information should formally consider the question whether the member with the personal interest should absent themselves from all or part of the proceedings of the Board and the person concerned should abide by any decision on this matter taken by a properly constituted Assessment Board.

## D4 Delegation of functions

An Assessment Board or Progression Committee may delegate any of its functions to the Chair or group of members. Any group operating with delegated powers shall report its proceedings to the parent Board/Committee at the next available opportunity. No recommendation for the award of a University qualification shall be made without the agreement of the appropriate external examiner (other than for generic exit qualifications)

## D5 Record of proceedings

**D5.1** A record shall be made of the proceedings of the meetings of the Assessment Board and the decisions of the Programme Progression Committee. It shall be circulated to the members of the Board or Committee. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

**D5.2.1** The record of the Assessment Board shall include the minutes of the meeting and as separate items:

**(a)** the agreed grades for each candidate;

**(b)** the recommendations made in respect of each candidate;

**(c)** the result of any vote; and

**(d)** a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

**D5.2.2** The record of the Progression Committee shall include the following:

**(a)** the agreed decision on academic standing for each candidate;

**(b)** the result of any vote;

**(c)** a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

**D5.3** Any student who has been considered by the Assessment Board is entitled to see a copy of any items listed in D5.2.1 as they may apply directly to the student, by request to the Chair, no later than three years after the date of the Assessment Board.

## D6 General discretion

**D6.1** An Assessment Board may exceptionally exercise discretion in a student's favour, where it appears to the Board that strict interpretation of a particular assessment regulation would cause serious injustice to the student.

**D6.2** Whenever the Board uses this discretionary power to modify the interpretation of an assessment regulation an appropriate entry must be made in the Board's minutes.

## D7 Interpretation of assessment regulations for programmes of study

### D7.1 Formal interpretation

**(a)** Formal interpretation of assessment regulations may only be made by the Secretary to Academic Board. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.

**(b)** Such formal interpretation by the Secretary to Academic Board shall not be concerned with academic judgement, and shall be without prejudice to the authority of an Assessment Board, external examiners or any external awarding body.

### D7.2 Academic judgement

Where academic judgement is concerned, interpretation of Academic Board policy or regulations shall only be made by the Assessment Board acting collectively or, in exceptional cases where the Board delegates its authority, by the Chair of the Board.

### D7.3 Informal interpretation

Informal advice on the interpretation of Academic Board policy or assessment regulations by the Academic Registrar or other member of University staff shall have no formal authority and shall not commit the Assessment Board.

## D8 Extenuating circumstances

### D8.1 Definition

Extenuating circumstances will consist of the recording of one or more personal difficulties such as ill health submitted by a student and supported by acceptable evidence and will be considered and may be taken into account by School Assessment Boards and Programme Progression Committees in determining the classification of degrees and the progression of students. Extenuating circumstances will not normally include:

**(a)** proximity or number of examinations or other assessments

**(b)** pressure of work

**(c)** misreading of examination timetables

**(d)** poor time management

**(e)** scheduling of holidays or time abroad.

### D8.2 General principles

**(a)** No student shall be put in a position of unfair advantage over other candidates; the aim should be to enable all students to be assessed on equal terms.

**(b)** All work submitted by students for assessment shall be graded on its merits without consideration of any extenuating circumstances known to the marker. Extenuating circumstances will not be used by Subject Assessment Boards to alter the grades of students.

**(c)** Students must submit extenuating circumstances to the Assessment Officer, with documentary evidence, by the specified deadline (normally the last day of examinations).

**(d)** Extenuating circumstances will be considered by Programme Progression Committees and School Assessment Boards in the following circumstances:

**i** in considering whether a student may progress to the next stage of the programme

**ii** in determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades

**iii** consideration for an aegrotat award.

**(e)** Normally extenuating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements, see Regulation H1.7 (e)). Special assessment arrangements should be agreed at enrolment in cases of known disability and in any case agreed with the student before an examination period begins.

**(f)** Extenuating circumstances brought to the attention of the Chair of the School Assessment Board or Programme Progression Committee after the deadline specified in (c) should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the deadline.

### D8.3 Procedures

**(a)** The student's extenuating circumstances will be summarised by the Assessment Officer at the time of the affected assessment, noting what documentary evidence had been supplied, and the summary made available to the second tier Assessment Board or Programme Progression Committee on the result grids. Access to the original evidence is restricted to the Chair, Secretary and the External Examination Auditor(s) of the School Assessment Board or Programme Progression Committee, and the Academic Registrar, for the purposes of assessment, unless the student declares otherwise.

**(b)** Only extenuating circumstances submitted directly by the student to the Assessment Officer will be recorded and considered by the Assessment Board or Programme Progression Committee. Tutors and other staff should advise students accordingly.

**(c)** The School Assessment Board or Programme Progression Committee will consider the full history of summarised extenuating circumstances. Where necessary the Chair or Secretary will obtain the original evidence from the Assessment Officer prior to the meeting. The extenuating circumstances may be taken into account in accordance with Regulation D8.2(d), and it should be noted where this is used in determining the classification of the qualification awarded.

### D8.4 Guidelines and criteria for action

**D8.4.1** In considering extenuating circumstances the second tier Assessment Board will wish to:

**(a)** note whether acceptable evidence has been supplied;

**(b)** consider whether the student has performed unexpectedly badly in a given module or modules; whether there is a significant difference between the student's performance in the year in which they experienced difficulties and their previous or later performance; and whether it correlates with the evidence provided;

**(c)** consider whether, where extenuating circumstances are judged to be very severe and it is not possible for the student to undertake further assessment, an aegrotat degree (which is without classification) be awarded. A student, or authorised representative, must signify acceptance of an aegrotat award within three weeks of notification, and if so accepted waives any right to reassessment.

**D8.4.2** Where a Chair considers extenuating circumstances submitted under D8.2(f) which have not been considered by the Assesment Board, the Chair will follow the procedure in D8.4.1 and may either make a decision in the student's favour or advise the student to submit a formal appeal to the Secretary to Academic Board (regulations G).

## D9 Appointment of external examination assessors and external examination auditors*

**D9.1** External examination assessors and auditors are appointed to Assessment Boards by the University following recommendation to the Director of the Academic Quality Service by the appropriate Dean of School (or nominee) or Deputy Vice-Chancellor Academic. External examination assessors and auditors shall normally be appointed no later than the session prior to the one in which they take up their appointment. External examination assessors are not normally involved in the assessment of modules at FHEQ levels 3 or 4.

**D9.2** The method of appointment, rights and responsibilities of external examination assessors and auditors are set out in Section 7 of the University's Learning and Teaching Enhancement Handbook which may be inspected at Learning Resource Centres, and via the University's internet and intranet.

## D10 Rights and responsibilities of external examination assessors

External examination assessors are appointed to Subject Assessment Boards. The rights and responsibilities of external examination assessors are as follows:

### D10.1 Responsibilities

**(a)** To attend any meeting of an Assessment Board of which they are a member.

**(b)** To comment, when consulted, on the content and form of all assessments.

**(c)** To scrutinise all work which has been recommended for first class/distinction grades of the 20 point scale or recommended for failure by the internal examiners, and a representative sample of work placed by the internal examiners in each classification (where applicable), drawn, normally, from all campuses on which the module is delivered.

**(d)** To advise on the appropriateness and effectiveness of the internal assessment processes, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

**(e)** To adjudicate in cases referred to them because of disagreement between internal examiners

**(f)** To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.

**(g)** To submit annual reports as required by Section 7 of the University's Learning and Teaching Enhancement Handbook relating to external examination assessors, and in the form prescribed by the University.

**(h)** To inform the Director of the Academic Quality Service separately from the normal annual report of any matter which in their view militates against the maintenance of appropriate academic standards and quality.

### D10.2 Rights

**(a)** To make recommendations for amendments to draft examination papers, or set additional examination questions in consultation with the appropriate internal examiner(s).

**(b)** To see any assessment material relating to the modules concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment with which they are specifically associated, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.

**(c)** Where assessment by coursework or continuous assessment forms part of the approved examination arrangements, to choose their own sample of scripts for assessment at final or key intermediate stages.

**(d)** To approve a student's choice of project, individual study or dissertation included in the final stage of study.

**(e)** To require and be involved in the oral (viva voce) examination of any student, including specially arranged oral examinations where these are not required by the regulations as part of the standard assessment procedures.

**(f)** To be fully involved in decisions:

**i** reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally

**ii** made by the assessment board following the upholding of requests for review via the appeals process (see section G)

**iii** reached by the assessment board following the recommendation of the Secretary to the Academic Board (see section F8.2).

## D11 Rights and responsibilities of external examination auditors

### D11.1 Responsibilities

External examination auditors are appointed to School Assessment Boards. The rights and responsibilities of external examination auditors include:

**(a)** To attend any meetings of the School Assessment Board at which the results of a final stage assessment will be determined

**(b)** To advise on the appropriateness, effectiveness and consistency of the internal assessment processes at the award stage, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of qualifications, and the appropriateness of the standards against which the qualifications have been awarded

**(c)** To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.

**(d)** To submit annual reports as required by Section 7 of the University's Learning and Teaching Enhancement Handbook relating to external examination auditors, and in the form prescribed by the University.

**(e)** To inform Director of the Academic Quality Service separately from the normal annual report of any matter which in their view militates against the maintenance of appropriate academic standards and quality.

### D11.2 Rights

To be fully involved in decisions reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally, and decisions made by the assessment board following the upholding of requests for review by an appeal panel.

## D12 Procedures for when external examination assessors or auditors refuse to consent to the decisions of an Assessment Board

Where an external examination assessor or auditor refuses to sign the confirmation form to agree the grades or the award of qualifications of the Board, the Chair of the Assessment Board must report every case, including a full explanation of the circumstances, as soon as practicable to the Academic Registrar and the Director of the Academic Quality Service. Such reports will be placed before the next meeting of the Academic Standards and Quality Committee of the University. The Chairs of Assessment Boards must, at the same time as they make any such report, complete a form specified for the purpose indicating the reason why the external examination assessors / auditors declined to sign the confirmation form, and naming the student or students whose disputed assessment outcome resulted in such refusal. The outcomes of students not named in a report must not be prejudiced or delayed.

## D13 Responsibilities of internal examiners

The responsibilities of internal examiners include the following:

**(a)** To attend all meetings of the Assessment Board or Programme Progression Committees of which they are a member and to give attendance at such meetings priority over all other commitments. If for some exceptional reason an internal examiner is unable to attend a meeting, they shall normally propose a substitute for appointment by the Chair of the Board.

**(b)** To submit assessment material, including scripts, coursework or project reports to the external examination assessor as required.

**(c)** To ensure that the mark sheet for the module(s) of assessed work for which they are responsible, as moderated (where applicable) by the external examiner and, where appropriate, the assessed work itself, is available to the Subject Assessment Board by an agreed date.

**(d)** To hold themselves readily available for consultation during the first thirty minutes of the examination(s) for which they are responsible, or to arrange for a substitute to do so.

## D14 Assessment responsibilities

It is the responsibility of Schools (through the Assessment Officer, Deputy Deans, Heads of Department, Directors of Programmes, Module Leaders, assessment tutors and other staff):

**(a)** To ensure that internal examiners are aware of the implications of assessment regulations for the modules of assessed work for which they are immediately responsible, and that these regulations are fairly applied;

**(b)** To ensure that adequate notice of the details of assessment arrangements is given to each student;

**(c)** To advise students who find themselves in difficulties about their rights or obligations under the assessment regulations, and to inform students, when necessary, about the range of options open to the Board in a particular case where the regulations allow discretion to the Board;

**(d)** To investigate any cases of alleged injustice in the assessment of students, and to ensure that such cases are dealt with fairly by internal examiners (excluding matters of academic judgement);

**(e)** To ensure that students notifying adverse academic personal or medical circumstances are not unfairly disadvantaged and that the School Assessment Board and Programme Progression Committees are fully informed of any known circumstances which might affect the Board's decisions on assessment;

**(f)** To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed;

**(g)** To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be brought into the examination room;

**(h)** To ensure that a report is made to the Assessment Board of any incident of academic misconduct;

**(i)** To ensure that deadlines for the submission of projects, essays and other written work are fairly applied;

**(j)** To keep a receipts of assessed work submitted and to make these available to the Assessment Board as required;

**(k)** To ensure that papers set for students being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities to prepare themselves for the paper set for them;

**(l)** To arrange oral (viva voce) examinations as required by the Assessment Board;

**(m)** To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;

**(n)** To be responsible for the investigation of claims of eligibility for aegrotat awards and to ensure that such claims, together with supporting evidence, are brought to the attention of the School Assessment Board;

**(o)** To ensure for any given assessment, in any given module that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

* References within the Regulations to External Examiners apply to both External Examination assessors and Auditors.

**ASSESSMENT AND PROGRESSION REGULATIONS FOR TAUGHT PROGRAMMES**

**University regulations for postgraduate students**

## E1 Calendar of assessment

**E1.1** There are three main periods of assessment during the academic year:

• on completion of the year's study of taught modules in April/May (July for January starters)

• a reassessment / deferred assessment period in late August/early September

• on completion of a Masters dissertation

In addition there is an assessment period for Summer School modules in August.

A period of assessment normally includes a formal examination period and a latest date for coursework deadlines to be set.

During the formal examination period, the assessment (eg, written examinations, recitals/ performances, workshops etc) of each module, as specified in the Programme handbook, is concluded.

Where assessment or reassessment is deferred, this will normally be to the next available assessment opportunity, either in July or in late August or in April/May.

**E1.2** Following each period of assessment, the University's Programme Progression Committees and Assessment Boards will meet to consider and agree student progression, the results of each module and confer the award of final qualifications. Table E1.5 shows the chronology of the assessment year.

**E1.3** Some programmes (including those with specific professional requirements) may not follow the normal calendar of assessment and qualifications may be awarded at times throughout the year.

**E1.4** Graduation ceremonies normally take place once a year, in July, after Assessment Boards have met. In addition, some ceremonies may be held abroad.

## E2 Progression of postgraduate students

**E2.1** Applies only to undergraduate students

**E2.2** The progress of all students will normally be reviewed at the end of each year and the result will be a decision on students' academic standing. In order to proceed from one stage to another, a student must either:

**i** Pass the required number/level of credits; or

**ii** Be permitted by the Programme Progression Committee to proceed with a credit deficit.

This will be made up by reassessment, and/ or deferred assessment and/or taking up to 30 additional credits.

* References within the regulations to External Examiners apply to both External Examination Assessors and Auditors

**Notes:**

| ASSESSMENT BOARDS | JUNE/JULY (End of Sprint Term) | SEPTEMBER (Summer Term) | NOVEMBER/DECEMBER |
|---|---|---|---|
| **Subject Assessment Boards** | End of year module grades confirmed | Confirmation of grades for August Assessment period | Postgraduate dissertation grades confirmed |
| **Programme Progression Committees** | Progression Stage for all non-finalists | Determine progression of students taking August/ September assessment | None |
| **Second Tier (School) Assessment Boards** | Final qualifications awarded to finalists | Final qualifications awarded, for finalists completing requirements through August assessment period | Final qualifications awarded to postgraduate finalists |

**(a)** The Programme Progression Committee may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.

**(b)** The Programme Progression Committee will take into account the student's commitment to their programme of study as shown by the number of X and P codes and 20 grades or where there is substantial doubt about the student's ability to complete the qualification.

**(c)** When a student fails, after reassessment, a required element of the qualification, the student's profile will be considered by the appropriate Second Tier Assessment Board.

**(d)** A student may be permitted to proceed to the next stage with a requirement to change modules or target qualification (where programme specifications allow).

**(e)** Modules which have been compensated (see E10) shall be treated as passes.

**E2.3** Applies to undergraduate students

## E3 Progression of postgraduate students

**E3.1** Programme specifications may state progression stages and requirements, if any, for postgraduate programmes.

**E3.2** A Masters student may be permitted to progress to undertake a dissertation where outstanding credit is required to be completed due to deferral of assessment or pending a reassessment opportunity. Such progression is at the student's own risk. Conferment of the final qualification requires successful completion of both the outstanding assessment and the dissertation.

**E3.3** Following failure in a Masters programme, a student may only transfer to another Masters programme with the permission of the School concerned.

## E4 Qualifications and classification

*The regulations for classification below apply to programmes which are within the Learning Framework regulations.*

**E4.1 – E4.4**

Apply to undergraduate students

**E4.5 Postgraduate Certificate/Diploma**

These qualifications will not be classified unless exceptionally approved by the University and specified in individual programme specifications.

**E4.6 Masters degrees**

(See table A: Classification by distribution of grades)

Masters degrees are classified as Pass, Merit and Distinction based on the profile of grades at FHEQ level 7 (or above), and the grade of the dissertation. A minimum of 60 graded credits from a dissertation/independent project is required for classification. Very exceptionally, the requirment for a 60 credit dissertation may be waived, with the approval of the Assurance Committee.

Masters students first enrolled before September 2007 who have achieved 170 credits, including at least 140 at FHEQ level 7 and above, will be considered for the award of a Masters degree, provided that all programme learning outcomes have been met.

**(a) Requirements for Distinction**

The dissertation must be at grade 4 or better, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 4 or better.

Where the dissertation/independent project is at grade 4 or better, but more than 50 per cent of the remaining credit at FHEQ level 7 (or above) is grade 5 or worse, the student will be awarded a Merit unless the Assessment Board considers that a Distinction is appropriate due to extenuating circumstances. In exercising discretion the Board should bear in mind the need to be consistent in its policy in the interpretation of classification for all students in a cohort.

**(b) Requirements for Merit**

The dissertation must be at grade 5 to 8, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 8 or better.

Where the dissertation/independent project is in the range of grades 5 to 8 inclusive , but more than 50 per cent of the remaining credit at FHEQ level 7 or above is grade 9 or worse, the student will be awarded a Pass unless the Assessment Board considers that a Merit is appropriate due to extenuating circumstances. In exercising discretion the Board should bear in mind the need to be consistent in its policy in the interpretation of classification for all students in a cohort

**PLEASE NOTE:**

• Where a student has 60 or less graded credits (excluding the 60 credit dissertation), the classification of the degree will be based on the

**Table A: Classification by distribution of grades**

For the award of Distinction or Merit, the dissertation must be in the class. Remaining graded credit must be distributed as in the table below:

| | Class of qualification | Pass | Merit | Distinction |
|---|---|---|---|---|
| Distribution of grades | Distinction (1-4) | | | 50% |
| | Merit or better (5-8) | | 50% | |
| | Pass or better (9-16) | 100% | | |

Where the percentage of graded credit falls below that indicated, the outcome is as indicated in regulation E4.6

**Table B: The 20-point scale**

| Grade | Class of Honours Degree | Other Qualifications |
|---|---|---|
| 1<br>2<br>3<br>4 | **FIRST CLASS** | **DISTINCTION** |
| 5<br>6<br>7<br>8 | **UPPER SECOND** | **MERIT** |
| 9<br>10<br>11<br>12 | **LOWER SECOND** | **PASS** |
| 13<br>14<br>15<br>16 | **THIRD** | |
| 17 | **FAIL – MARGINAL Compensation allowed** | **FAIL – MARGINAL Compensation allowed** |
| 18 | **FAIL – Compensation allowed** | **FAIL – Compensation allowed** |
| 19 | **FAIL – Compensation not allowed** | **FAIL – Compensation not allowed** |
| 20 | **FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed** | **FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed** |

dissertation alone.

• Exceptional alternatives to the 60-credit dissertation must be agreed at validation and defined in the Programme specification.

The minimum grade requirements based on four 30 credit taught modules are:

**Distinction**: Dissertation grade 4; Remaining credit 4, 4, 16, 16

**Merit**: (Borderline Distinction): Dissertation grade 4; Remaining credit 16, 16, 16, 16

**Merit:** Dissertation grade 8; Remaining credit 8, 8, 16, 16

**Pass:** (Borderline Merit); Dissertation grade 8; Remaining credit 16, 16, 16, 16

### E4.7 Graduation

**(a)** Unless a student specifically requests the postponement of their graduation and the Assessment Board judges it to be reasonable to allow this, a student shall receive the University qualification for which they are registered and qualify for by virtue of completing the requisite number of credits at the end of the year during which that total is achieved.

**(b)** Should a student wish to return to the University within two years following the award of an exit qualification, this must have the written agreement of the relevant School Assessment Board Chair.

**(c)** If a student's return is more than two years following the award of an exit qualification, they must apply via the relevant Admissions Office

## E5 Grading scheme

(see Table B)

**E5.1** A student's performance in a module will be given an overall grade and/or code using:

**i** pass grades (1 to 16) on the 20-point grading scale; or

**ii** pass (grade Y);

**or**

**iii** the fail grades (17*, 18*, 19*, 20*, X)

* **Please note**: Following failure of a module at the first attempt, one reassessment attempt is permitted at the next available opportunity.

**Administrative codes**

The following administrative codes are used for the purposes indicated:

**X** Fail - Incomplete without good reason: insufficient attendance or participation; may not be reassessed

**I** Incomplete with good reason (may be assessed at the next available opportunity without penalty)

**U** Academic misconduct allegation being investigated

**P** Fail - Academic misconduct proven (may be reassessed on conditions laid down by the Assessment Board with penalty)

**Y** Ungraded pass (no numerical value for classification of qualifications)

**S** Aegrotat (no numerical value for classification of qualifications)

**C** Compensated failure (added after grade attained)

**H** Participated but not assessed (students not following Middlesex qualifications only)

**E5.2**

**(a)** For any given assessment, in any given module, Schools should ensure that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

**(b)** Where it is a requirement for components to be passed for an overall pass in the module and/or sections of components to be passed for an overall pass in the component, this must be stated in the written information about the module assessment provided to students and the programme handbook.

## E6 Failure to complete assessment

### E6.1 Deadlines for assessed work

Students must submit each component of coursework for assessment not later than 9pm at the Hendon campus, and 4pm local time at other University Campuses. Failure to submit work by the deadline will result in failure in the component or the module concerned (grade 20) should the required learning outcomes not be met, unless permission has been granted by the Assessment Officer acting under the authority of a Subject Assessment Board to defer assessment in the whole module (see E8).

### E6.2 Examinations

Students who fail to attend an examination without good cause will be failed in the module with a grade 20, should the required learning outcomes not be met, subject to any other regulations covering deferral of assessment in the module (see E8).

## E7 Reassessment in modules

**E7.1** A student has the right to be reassessed once only in any module with an overall grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity (normally in late August for taught modules) unless that reassessment is deferred by the Assessment Board or by an Assessment Officer on behalf of the Assessment Board (subject to the time limit specified in E8.4). Where a student is permitted to repeat a module, the right of reassessment from the original attempt is cancelled. Where compensation is not normally permitted by a Professional Body, a Subject Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

**E7.2** Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a grade of 20 should the required learning outcomes not be met. No second reassessment is permitted.

**E7.3** Failure without good reason to undertake deferred assessment will result in the award of a grade of 20 should the required learning outcomes not be met. The student will be permitted to undertake reassessment in that module at the next available opportunity with the normal penalty.

**E7.4** Where it is not practical to repeat a component of assessment the Assessment Board may specify an alternative form of assessment, provided that the alternative appears to be fair given the facilities available to the candidate.

**E7.5** The Assessment Board may impose any reasonable conditions on the student undertaking reassessment. Supervision for a student being reassessed in supervised work experience will be provided by the University but otherwise the student will not be entitled to tuition.

**E7.6** At FHEQ level 6 and above, the best mark/grade which may be gained for each reassessed component is a bare pass mark/grade. The reassessed grade for the module is computed by combining these capped re-assessed component marks/grades, with original marks/grades gained for the non-re-assessed components. The final overall module grade gained is the better of the two module grades gained at first assessment and re-assessment.

At level 6 and above, following reassessment, where capping the reassessed component(s) results in an overall module fail grade, whereas with no capping, the overall module grade is a pass, a minimum pass grade (16) shall be awarded for the module.

**E7.7** The Subject Assessment Board must indicate at the time of initial failure in a module the reassessment requirements using the following codes:

**RE** Resit examination

**RC** Resit coursework

**RA** Resit all

**RO** Resit other

**RW** Rework examination

In addition, assessors must state the specific reassessment assignments at the time of failure.

**E7.8** The Assessment Board has discretion, in exceptional cases, not to allow reassessment in supervised work experience where the Board judges that this would be against the interests of any person, including the student, affected by the reassessment.

**E7.9** A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

## E8 Deferral of assessment

**E8.1** Deferral of assessment or reassessment may be granted where exceptional circumstances prevent a student from completing assessment through no fault of the student. Deferral may only be granted by an Assessment Officer acting under the authority of a Subject Assessment Board (Grade I). Students must advise the Assessment Officer, before the specified deadline, of the circumstances surrounding the request for deferral and provide, where appropriate, a medical certificate or other supporting evidence.

**E8.2** Some modules may be designated as permitting automatic deferral. This must be recorded in the module narrative. In these circumstances the deferral can only occur at the first opportunity for assessment until the next available opportunity when the assessment is due to take place.

**NOTE:**

**i** The final deadline for application to a Assessment Officer for deferral is no later than two weeks following the last date of the University examination period. Any request for deferral received after this deadline will not normally be granted except where exceptional circumstances have prevented the student from applying for deferral at the appropriate time, and it can be demonstrated to the satisfaction of the University why they were unable to meet the deferral deadline.

**ii** For modules with more than one component of summative assessment a deferral form must be completed by the deadline for submission of that component. If the assessment deadline for the component is before week 17 and the deferral is granted, the deadline for resubmission will be the final module assessment deadline. If the assessment deadline is after week 17 and the deferral is granted, the deadline for submission will be the next available reassessment opportunity.

**iii** Deferral of assessment may affect the decision of a Programme Progression Committee on whether a student may proceed to the next stage of their programme, and in what mode of study.

**iv** Deferred assessment in a module must take place at the next available assessment opportunity unless a further deferral is exceptionally granted by the Assessment Officer.

**v** In all other instances failure to complete assessment normally results in the failure of the module (grade 20) should the required learning outcomes not be met.

**vi** Deferred assessment which is failed must be reassessed at the next available opportunity.

**vii** Students who have deferred assessment are not entitled to further tuition in the deferred module.

**viii** A student is not entitled to undertake deferred assessment if the qualification which contains the module has already been awarded.

**E8.3** The Assessment Officer or Subject Assessment Board must indicate at the time of initial deferral in a module the requirements using the following codes:

**DE** Deferred examination

**DC** Deferred coursework

**DA** Defer all assessment

**DO** Defer other

**E8.4** No guarantee can be given that, following deferral of assessment or reassessment beyond the next available opportunity, the module content and form of assessment will remain unchanged. Normally, deferred assessment or reassessment will not be permitted beyond two years following commencement of study for the module (normally the fourth opportunity for assessment of the module component).

## E9 Repeating modules

**E9.1** No student is permitted to repeat the assessment of a module which has already been passed except to satisfy the requirements of professional bodies.

**E9.2** Permission to repeat a failed module may be given by the Director of Programmes or nominee on behalf of an Assessment Board. Where a student is permitted to repeat a module, including modules repeated at Summer School, the grade will not be restricted to the maximum grade at reassessment unless it is applied as a penalty following a student being found guilty of academic misconduct.

**E9.3** Where a student is given formal permission to repeat a stage on compassionate grounds, this may exceptionally include permission to repeat a module that has already been passed. In such cases, the credit achieved at the first attempt will not be counted towards the final qualification.

## E10 Compensation

**E10.1** Failure at grade 17 or 18 in modules may be compensated, only in exceptional circumstances, at the discretion of the School Assessment Board. It is subject to satisfactory overall performance, and is permitted for a maximum of 30 credits.

**NOTES:**

**i** Compensation should not be agreed for project or dissertation modules.

**ii** Compensation should not normally be granted where a student has not undertaken reassessment where such an opportunity existed.

**iII** If compensation is granted in a module, the Programme Progression Committee may recommend to a second tier board whether the student may continue with their proposed qualification or whether they should be required to change their programme of study and/or transfer to another qualification.

**iv** Compensation should be considered where a student is unable to progress on a qualification, but who may, with compensation, be granted an alternative qualification (eg to be awarded a Postgraduate Diploma instead of progressing on a Masters degree).

**v** Compensation should not normally be granted unless there is strength in the student's overall performance.

**vi** Compensation will not be granted in modules which have been deemed "non-compensatable" in the programme specification, due to their special contribution to the achievement of programme learning outcomes. However compensation should be considered where a student is unable to progress on a qualification, but who may, with compensation, be granted an alternative generic exit qualification (e.g. to be awarded the Postgraduate Certificate or Postgraduate Diploma). However, this should not be considered a "compensated pass" towards the original qualification.

**E10.2** Compensated failure will count towards the total credit required for a qualification but will be indicated as such on a student's academic record by the addition of a 'C'.

**E10.3** A compensated failure will be treated as a grade of 16 for the purposes of profiling.

## E11 Extenuating circumstances

**E11.1** Extenuating circumstances which have affected a student's performance in assessment may be submitted by a student in writing and may be taken into account by a Programme Progression Committee or School Assessment Board.

**E11.2** Guidelines to Assessment Boards for taking extenuating circumstances into account are given in section D8.

## E12 Publication of results

**E12.1** Formal notification of results will include grades or administrative codes for each module and any decision by an Assessment Board or Progression Committee. This formal notification will be made via UniHub by student number at the end of each assessment period.

**E12.2** A student shall not normally be permitted to query the absence of a grade, or the validity of grades, more than six months after the assessment has been completed.

**E12.3** Formal notification of qualification results will be published via UniHub. This will include those students considered for the award of a qualification but who have deferred or not completed.The pass list, signed by the Chair of the Assessment Board, must be sent to Academic Registry within 10 days of the date of the meeting of the Assessment Board.

**E12.4** Students in debt to the University will not have a qualification conferred, will not be notified of their final results, receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until all outstanding debts to the University have been paid.

**E12.5** Where an Aegrotat award is offered, the student or representative shall be given 14 days from the date of notification to decide whether to accept the qualification.

## E13 Certificates, transcripts/ diploma supplements and credit statements

**E13.1 (a)** A credit statement, transcript or Diploma Supplement will be issued to a student currently or formerly enrolled at Middlesex University who has:

**i** successfully completed a University qualification; or

**ii** completed modules on a programme leading to a University qualification but terminated the programme of study prior to the award of the final qualification.

**iii** successfully completed a programme of study which does not lead to a University qualification, eg Summer School, Associate Student.

Students on collaborative programmes validated by the University will be issued with transcripts by their home institution at which they are enrolled.

**(b)** A transcript or Diploma Supplement will list the student's programme and level of the qualification, the name of the institution responsible for delivering the programme, each module the student has taken stating the academic year in which the module was taken, the module credit rating and grade, and the language of instruction and assessment. Where appropriate, it will also state the qualification awarded and, where appropriate, the overall classification and subject.

**E13.2** A Statement of General Credit may be awarded by the University to anyone whose prior learning or experience has been awarded credit by the University.

**E13.3** A Certificate of Achievement may be awarded to a student who has successfully completed an assessed credit bearing or non-credit bearing course which does not fulfil the requirements of a University qualification. The design and wording of such Certificates must be approved by the Academic Registry.

**E13.4** A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.

**E13.5** Certificates will normally be sent within 4 months of the publication of results, and to the student's registered home address, unless it has been agreed for specific batches of certificates, usually for overseas franchised programmes, to be sent in bulk to a collaborative partner or regional office. The certificate will state the qualification and date it was awarded (which will normally be the date of the meeting of the Assessment Board), the name and location of the partner institution, where relevant, and, where appropriate, the classification and subject. Qualifications validated on behalf of other institutions will state the name and the location of the institution where the qualification was taken and be sent to the home institution for distribution. All qualifications are subject to the approval of the Academic Registrar on behalf of Academic Board.

# University Regulations for **All Taught** Programmes

## F1

The University is concerned to ensure that its assessment regulations are fully and fairly implemented. It will take action against any student who contravenes these regulations through negligence, foolishness or deliberate intent in any form of assessment.

These regulations apply to all students other than those registered for research degrees.

Throughout these regulations, the role of Secretary to Academic Board may be delegated to a senior manager (the Deputy Academic Registrar) reporting directly to the Secretary to Academic Board.

## F2 Examples of academic misconduct

**F2.1** Any transgression of Examination Room Rules (Section K of the University Regulations).

**F2.2** Being party to an arrangement intending to break or avoid the regulations.

**F2.3** The presentation by the student as their own work of a body of material (written, visual or oral) which is wholly or partially the work of another, either in concept or expression, or which is a direct copy:

**Note:** The work presented for assessment must be the candidate's own, or the work of a project group as requested by the tutor. Plagiarism is the representation of another person's published or unpublished work as the candidate's own by unacknowledged quotation. It is not an offence if the material is acknowledged by the candidate as the work of another through the accurate use of quotation marks and the provision of detailed references and a full bibliography, although the Assessment Board will not expect work to rely heavily on direct quotations.

**F2.4** Copying the work of another student (see F2.3 above).

**F2.5** Obtaining or seeking to obtain access to examination papers prior to the examination.

**F2.6** Being party to an arrangement whereby a person other than the candidate would fraudulently represent them at the assessment.

**F2.7** Failure to comply with the invigilators' instructions.

**F2.8** Behaviour of a manner likely to prejudice the chances of another candidate(s).

**F2.9** Offering a bribe or inducement to invigilators, academic or administrative staff, examiners or other persons connected with the assessments.

**F2.10** Arranging for another person to complete an assignment for submission by a candidate as their own work.

**F2.11** Including any material which is identical or substantially similar to the student's own material which has already been submitted for any other assessment within the University or elsewhere (self-plagiarism).

**F2.12** Presentation of data in laboratory reports, projects, etc, based on work purported to have been carried out by a student which has been invented, altered, copied or obtained by unfair means.

**F2.13** Presentation of unauthorised groupwork as the work of a single candidate.

**F2.14** False declarations in order to receive special consideration by Assessment Boards, including deferrals and requests for exemption from work.

**F2.15** The use of any form of unfair or dishonest practice in assessment not identified by the examples given above including an attempted infringement of the University's assessment regulations, any arrangement with others to do so or any incitement to others to do so.

## F3 Recommended initial procedures

**F3.1 Formal written examinations:**

**(a)** Where an invigilator suspects a candidate of infringing examination room rules they shall, if possible in the presence of another invigilator to act as witness to the action taken:

**i** Confiscate any unauthorised material in the possession of the candidate;

**ii** endorse the candidate's script on the front cover with a note of the time when the alleged infringement is discovered. In the case of suspected collusion they should endorse the script of each candidate involved. Wherever possible they should require another invigilator to act as witness by countersigning the endorsement;

**iii** issue a new examination script booklet to the candidate(s) in question, clearly instructing them to continue (not to restart) the examination;

**iv** inform the candidate(s) in question, at the end of the examination, that a report of the incident will be submitted to the Chair of the Assessment Board and to the Secretary to Academic Board;

**v** enter brief details of the incident on the invigilator's report;

**vi** report the allegation to:

**A** The Chair of the Subject Assessment Board;

**B** The Assessment Officer.

**(b)** Where an internal or external examiner suspects a candidate of infringing examination room rules they shall:

**i** attach a cover note to the script detailing the alleged infringement;

**ii** report the allegation to:

**A** The Chair of the Subject Assessment Board;

**B** The Assessment Officer.

**F3.2 Assessed coursework (including oral examinations, exhibitions, performances, assignments):**

**(a)** Where an internal or external examiner suspects a candidate of contravening the regulations in assessed coursework, they shall, where appropriate:

**i** endorse the candidate's work on the front cover with a note detailing the location of any plagiarised passages or evidence of collusion;

**ii** report the allegation to:

**A** The Chair of the Subject Assessment Board;

**B** The Assessment Officer.

## F4 Procedure for reporting the incident to the Secretary to Academic Board for investigation

**F4.1 (a)** In all instances, except where F4.1(b) applies, if it is considered that there is sufficient evidence to suggest that the candidate has contravened the regulations, the Module Leader, on behalf of the Chair of the Subject Assessment Board should refer the incident to the Secretary to Academic Board, copied to the Deputy Dean (Learning and Teaching Enhancement), for investigation. The deadline by which evidence supporting an allegation of academic misconduct to be submitted by Schools should normally be no more than one month after the completion date for that component of assessment.

**Please note:** If a viva voce assessment of the student is considered appropriate before an allegation is reported to the Secretary to Academic Board, it must not be treated as a formal hearing to consider academic misconduct.

Exceptionally, where serious academic misconduct is discovered after the deadline for submission of an allegation of academic misconduct, an allegation may be pursued retrospectively under these procedures. Where a student has already graduated, the outcome may result in the revoking of a qualification already awarded.

**(b)** Allegations of academic misconduct at level 3 and level 4 (minor offences), of a straightforward and uncontested nature, may be dealt with locally at School level. Such cases involving plagiarism or collusion only would normally involve resubmission of coursework as a standard penalty. Adoption of this fast-track procedure by Schools is not mandatory and the School or the student concerned have the right for the more formal procedures to be invoked, as described below. The Chair of the Subject Assessment Board would notify the Secretary to Academic Board of the outcome in each case. See F11 for the full fast-track procedure.

**(c)** In cases where the level of misconduct is low, as judged by the Academic Registrar, marking of the work with a grade penalty may be recomended, plus a written warning,

**F4.2** Whilst an investigation is being carried out, the Assessment Board may note the incident and defer judgement.

**A holding grade of U** (allegation of academic misconduct being investigated) should be entered by the Assessment Officer on the student's module record (for cross-reference with other alleged infringements).

**F4.3** To proceed with an investigation into an allegation of academic misconduct, the Secretary to Academic Board should receive the following **where appropriate**:

**i** the student(s)'s name and number;

**ii** a report of the incident;

**iii** the invigilator's report;

**iv** originals of scripts involved in alleged

infringement of examination room rules;

**v** copy or original of unauthorised material used in an examination;

**vi** copy or original work with plagiarised passages marked;

**vii** copy of source material with passages which have been plagiarised marked;

**viii** summary of any informal interview with the student regarding the incident (it is preferred that no interview takes place before a written allegation is put to the candidate by the Secretary to Academic Board);

**ix** copy of the instructions given to the candidate regarding the component and a copy of the referencing instructions given to the candidate;

**x** module number and information regarding whether the work contributes to a final qualification;

**xi** the percentage of contribution of the component towards the overall assessment of the module;

**xii** name of the Module Leader, Chair of Subject Assessment Board, Deputy Dean (Learning and Teaching Enhancement) and any other to whom the outcome of the investigation should be reported.

## F5 Procedure for investigation by the Secretary to Academic Board

**F5.1** As soon as reasonably practicable following receipt of any allegation and supporting documentation, the Secretary to Academic Board shall decide if there are reasonable grounds at first sight to suggest the candidate contravened assessment regulations.

**F5.2** If the Secretary to Academic Board decides there are no reasonable grounds, they shall request the Assessment Board to consider the work on its academic merits and remove all record of the alleged misconduct from the student's record.

**F5.3** If the Secretary to Academic Board decides there are reasonable grounds to suggest the candidate has contravened the regulations in assessment, they shall write to the student(s) concerned:

**(a)** To put the allegation.

**(b)**To request a written statement to explain how the allegation may have arisen and stating any mitigating circumstances which may be taken into account when considering a penalty (authenticated evidence to be provided where appropriate).

**(c)** To request a reply within 10 working days of the date on which the letter is sent and explaining the consequences of failure to reply.

**(d)** To refer to website.

**(e)** If appropriate, to enclose copies of any evidence or report.

**5.4(a)** If a written reply to the allegation is not received from the student within ten working days of the date on which the letter is sent, or if the student replies accepting the allegation, the Secretary to Academic Board shall report accordingly to the Chair of the Assessment Board and recommend an appropriate penalty.

**(b)** However, for Minor and Serious first offences only, the Secretary to Academic Board shall have the authority to simply impose the penalty, and inform the student, and Assessment Board, of the outcome.

**(c)** If the student does reply within the time limit denying the charge the Secretary to Academic Board shall consider the allegation in the light of the student's response and in consultation with the module tutor, Programme Leader, Deputy Dean (Learning and Teaching Enhancement), and/or other appropriate members of staff. If it is decided to proceed with the allegation, the Secretary to Academic Board shall normally convene as soon as possible a Panel of Investigation.

At any stage of the investigation, the Secretary to the Academic Board may instigate further enquiry, or other activity, as appropriate, in order to arrive at a decision.

## F6 Panel to investigate the allegation of academic misconduct

**F6.1** Following F5.4(c), and if appropriate, the Secretary to Academic Board shall convene a Panel of Investigation which shall consist of two members of staff drawn from the following groups: Senior managers of the University; Deputy Deans; Heads of Department; Directors of Programmes; together with one student.

**(a)** Staff involved in the assessment of the student shall be required to attend as witnesses.

**(b)** The Chair of the Panel shall be the Secretary to Academic Board or nominee. For panels held overseas, the rolr of Chair may be delegated.

**(c)** No member of staff who has been involved in teaching or assessing the student shall be eligible to serve on the Panel.

**(d)** The student will be given 10 working days notice, wherever possible, of the date, time, place and Panel membership, together with any documents to be consulted by the Panel.

**(e)** The student may object to the appointment of members of the Panel and to the date giving grounds for the objection. However, any change to the arrangement is solely at the discretion of the Chair.

**(f)** Due notice of the Panel of Investigation meeting will be considered to have been given on sending the notice and supporting information by recorded delivery to the student's last recorded address. At the discretion of the Panel the case may then be heard whether or not the student attends the meeting.

**F6.2** All proceedings and papers associated with the meeting shall be strictly confidential to those invited to attend.

**F6.3** The student shall have the right to be accompanied by a companion and to submit oral or written evidence to the meeting. Legal representation is not allowed at a Panel meeting.

## F7 Procedure for the Panel of Investigation in session

**F7.1** The Panel of Investigation may not be held in the absence of the Secretary to Academic Board or nominee.

**F7.2** The Chair has discretion to organise the meeting as they see fit in order to achieve the principal aims of a hearing:

**(a)** to clarify evidence as necessary by questioning those who have submitted it;

**(b)** to enable the student to dispute the allegation and/or to present mitigating circumstances;

**(c)** to enable the Panel to come to a decision.

**F7.3** Mechanical, electrical or electronic recording by any means shall be prohibited.

**F7.4** The Panel shall consider its decision in private after the evidence has been heard and shall reach a decision by majority vote, in the light of the evidence presented and beyond reasonable doubt, whether the student infringed assessment regulations. If the votes cast are equal, the Chair shall have a second or casting vote.

**F7.5** The student and their companion shall normally be recalled for the Chair to inform them of the decision of the Panel which will be in the form of a recommendation to the Assessment Board. The recommendation in writing will be sent to the student normally within seven working days of the Panel meeting.

## F8 Decision of the Assessment Board

**F8.1** Where an allegation of academic misconduct is not sustained following investigation, the work shall be assessed on its academic merit, and all record of the alleged misconduct shall be removed from the student's record.

**F8.2** Where an allegation of academic misconduct is sustained, either by admission of the student or following investigation, the Assessment Board shall:

**(a)** receive the recommendation of the Secretary to Academic Board or Panel (except when F5.4(b) applies) and decide on a course of action;

**(b)** report its decision to the Secretary to Academic Board for their information.

Should an Assessment Board decide that a student be expelled from the University then the Chair will inform the Secretary to Academic Board. The Secretary to Academic Board will issue the notification of expulsion. Copies of the notification shall be sent to the appropriate Dean of School and Vice President (Academic) of the Students Union.

**F8.3** Any reassessment following the Assessment Board's decision to fail the student in one or more units of assessment shall be at the absolute discretion of the Assessment Board under the programme assessment regulations.

**F8.4** A student may appeal against the decision of the Assessment Board to impose a penalty following the Board's receipt of the report confirming an infringement of assessment regulations. Such an appeal will be made through the established appeal procedures and must be received by the Secretary to Academic Board within 10 working days of the decision being

issued. The only subsequent involvement of the Secretary to Academic Board will be to refer the appeal for decision to a senior manager with appropriate academic background, outside the School to which student belongs.

Normally an appeal may be made on the following grounds:

**i** That there is new and relevant evidence which the student was demonstrably and for the most exceptional reasons unable to present to the Secretary to Academic Board or Panel of Investigation meeting. This may include evidence in mitigation.

**ii** That the procedures were not complied with in such a way that it might cause reasonable doubt as to whether the result would have been different had they been complied with.

**iii** That there is documented evidence of prejudice or bias on the part of the Secretary to Academic Board or by one or more members of the Panel of Investigation.

**iv** That the penalty imposed exceeds the maximum penalties listed in F9.4.

## F9 Guidelines for penalties for academic misconduct

**F9.1** The minimum penalty imposed shall normally exceed that which would follow if the student had merely failed the assessment.

**F9.2** All confirmed offences must be recorded on the student's record as grade P. This grade to remain throughout the student's registration at Middlesex University and to be replaced on formal documents by grade 20.

**F9.3** All records of disproved offences must be deleted.

**F9.4** The penalties listed must be taken as indicative of the maximum penalties which may be imposed.

**MINOR OFFENCE**

**Guideline criteria:**

When the offence:-

**(a)** Occurs in FHEQ Levels 3 or 4,

**and**

**(b)** will not be counted towards a final classification

**or**

**(c)** where the offence occurs at FHEQ level 5 or above, and the component of assessment contributes a relatively small percentage of the overall module assessment

**and**

**(d)** is the first and only offence.

**Standard penalty:**

**(a)** Fail module, grade P

**(b)** If a first attempt, to resubmit work by a given deadline with maximum grade to be granted for the module of 16

**(c)** If a second attempt, any retake of this or a replacement module to receive a maximum grade of 16

**(d)** Written warning that further offences will have serious consequences for the final qualification

**(e)** The imposition of up to 1 warning point.

**SERIOUS OFFENCE**

**Guideline criteria:**

**(a)** Occurs at any FHEQ level,

**and**

**(b)** is a first infringement offence,

**with**

**(c)** documented mitigating circumstances

**Standard penalty:**

**(a)** Fail module, grade P

**(b)** If a first attempt, to resubmit work by a given deadline with maximum grade to be granted for the module of 16.

**(c)** If a second attempt, or if external requirements apply, or for substantial plagiarism in a project or dissertation module, to retake the module involved, with re-registration for the module and a new project title (where applicable), with a maximum grade of 16. Should another module be taken instead, the maximum grade for this replacement module will be 16. Where a student is debarred from retaking a module(s), then the alternative specified will be assessed for a maximum grade of 16.

**(d)** The imposition of up to 2 warning points except where the offence is one of:

- substantial copying from work previously published or submitted by another student
- use of unauthorised material in an examination
- a simultaneous first offence at FHEQ level 5 or above where up to 3 points may be imposed.

**GRAVE OFFENCE**

**Guideline criteria:**

**(a)** May occur at any FHEQ level

**(b)** No documented mitigating circumstances

**(c)** Includes offences such as: impersonation in examinations, a second or subsequent offence, substantial plagiarism in a postgraduate dissertation **(please note, this list is not exhaustive).**

**Standard penalty:**

**(a)** The reduction of a degree by a class and/or award a lower level qualification;

**or**

**(b)** repeat of year;

**or**

**(c)** Expulsion from the University, which may incorporate failure of any and all assessment taken that academic year.

**(d)** The imposition of up to 4 warning points.

**Please note:** The member of staff associated with the student must exercise extreme caution in any further dealings or correspondence (eg, reference requests) and should contact the Dean of School or Secretary to Academic Board for advice before taking action.

**GUIDELINE ADDITIONAL ACTION BY THE ASSESSMENT BOARD**

**(a)** Attend viva voce examination with regard to this work

**(b)** Submit a different piece of work

**(c)** Be reassessed under supervision

## F10 General

The Secretary to Academic Board shall report annually to Academic Board on the number, distribution, grounds and outcome of cases of academic misconduct and the Board shall undertake any necessary review of the process.

## F11 Fast-track Procedures for FHEQ level 3/4 cases of Academic Misconduct

### F11.1 Scope

That prima facie Minor Offence allegations of academic misconduct at FHEQ level 3 and FHEQ level 4 may be processed through the School to which the subject belongs by this fast-track procedure within the limits defined in section F3 to deal with straightforward and uncontested cases. Adoption of this procedure by schools is not mandatory, and schools may continue to refer cases to Academic Registry under current procedures. (Refer to Regulation F4.1b).

### F11.2 Purpose

- To streamline the system due to expected increase in detection.
- To reduce bureaucracy and the time taken to process cases.

### F11.3 Definition of cases to be initially dealt with in this way

Must include all four criteria:

**1** Is the first and only offence;

**2** Occurs at FHEQ level 3 or Level 4;

**3** Will not be counted towards a final qualification;

**4** Comes within any of the following categories:

- Plagiarism
- Apparent unauthorised collusion
- Inclusion of material for assessment which has previously been assessed (at MU or elsewhere).

**Please note**: Infringements of examination room rules will still be dealt with by the Academic Registry.

### F11.4 Standardised penalties to be used

In coursework where less than 20 percent of the total piece of work is plagiarised or unclearly referenced, and this is not the core content of the work:

**Mark down as over-derivative, and**

**Written warning.**

Penalty for all other confirmed offences (this penalty to be recorded as Assessment Notes):

**1** For plagiarism and/or collusion: Fail coursework component;

**2** Fail module, grade P (grade P is the penalty and is automatically replaced by grade 20 on the final Diploma Supplement);

**3** If first attempt – to resubmit work by a given deadline for maximum grade 16.

If second attempt – to be allowed to repeat module (with attendance) for maximum grade 16 (with right of reassessment). If it is agreed by the Chair that a module may be replaced, the identified replacement module is to have a maximum grade of 16 (this is to be noted on Assessment Notes).

**4** Written warning.

**F11.5 Procedure**

**1** The incident is reported to the Chair of the Subject Assessment Board.

**2** The incident occurred within the present assessment period. Where it does not, any plagiarised work may be assessed as over derivative, but no other penalty may be exacted unless there are likely to be serious professional consequences.

**3** Chair agrees there is a case to answer and reports to Academic Registry that the case is being progressed under the 'fast-track' procedures.

**4** The module is temporarily graded U.

**5** The student's record is checked for previous or concurrent cases.

If there is a previous or concurrent case, the case file is forwarded to the Academic Registry.

**6** The student is advised in writing or in person by the School:

- that there is no case to answer;
- of the details of the allegation;
- of the proposed penalty with reason for this decision (which can save time in future);
- that lack of response will be inter-preted as acceptance of the allegation;
- that the student may respond in one of two ways, using a signed proforma:

**either**

accepting the allegation and proposed penalty

**or**

not accepting the allegation, or not accepting the proposed penalty – which entails the case being referred to the Academic Registry.

- enclosing 'Notes for Guidance' which explain their rights, options, outcomes and consequences.

**7** The outcome of the process is notified to Academic Registry.

**8** The student's record is updated.

**9** The student has a right to appeal under the current regulations if, upon reflection, they believe the process or outcome has been unfair.

## F12 Principles

- There must be consistency across the University in procedure and penalties imposed.
- It must be agreed whether such offences need reporting to relevant professional bodies.
- Monitoring and reporting of outcomes is carried out by Academic Registry.
- Procedures must be adhered to.
- Records must be kept.
- Written warnings will be given in all cases of proven academic misconduct.

## F13

- Administration charge – The University reserves the right to make a charge for administration of all cases of academic misconduct which are upheld.

*Appeal regulations and procedures for programmes of study leading to research qualifications are available on request from the Research and Business Office.*

Forms for submitting an appeal, together with explanatory notes, are available from UniHub

http://unihub.mdx.ac.uk/study/assess/appeals/index.aspx

## G1 Definition of an appeal

**G1.1** An appeal is a request from a student that a decision of an Assessment Board or Programme Progression Committee (hereafter included in the term 'Assessment Board') should be reviewed because it is believed that an injustice has occurred.

A successful appeal results in the Assessment Board reviewing its decision in the light of the new information initially provided by the student, although it does not necessarily mean that the original decision of the Assessment Board is changed.

**G1.2** An appeal may only be made against a published assessment result which has been confirmed by an Assessment Board. This includes decisions made by specially delegated Boards and provisional decisions made by a Board at which an External Examiner has not been present.

**G1.3** Students wishing to query a grade which has not yet been approved by an Assessment Board may do so informally through the module tutor or Programme Leader.

**G1.4** Students who have a complaint or grievance concerning the provision of a programme of study or academic service which they believe has affected the quality of their academic performance, should, before submitting an appeal, follow the Student Complaints and Grievance Procedures published within the Regulations.

## G2 Reasons for making an appeal

**G2.1** Appeals against Assessment Board decisions may be made on any of the following grounds:

**(a)** That a student's performance in an assessment suffered through illness or other factors which the student was unable or for valid reasons unwilling to inform the Assessment Board through the extenuating circumstances procedures before it reached its decision.

**(b)** That there has been an administrative error in the management of the assessment.

**(c)** That the assessment was not run in accordance with the programme of study regulations.

**(d)** That the Assessment Board has failed to consider material circumstances, relating to the delivery of a module, which have adversely affected a student's performance in assessment. This ground will only be deemed acceptable if:

**i** the circumstances have been the subject of a Student Complaints and Grievance procedure, and

**ii** the case of the complaint has been upheld, and

**iii** steps have not been taken to mitigate the effects of the circumstances.

**(e)** An appeal against a penalty imposed for academic misconduct on grounds listed in the Academic Misconduct regulations, Section F8.4.

**(f)** That some other irregularity has occurred.

## G3 Reasons why an appeal will normally be rejected

**G3.1** An appeal may be rejected by the Secretary to Academic Board[3] for any of the following reasons, or if it is judged to be vexatious or frivolous, without further recourse to the appeals procedures.

**(a)** The appeal is a disagreement with the academic judgement of an Assessment Board in assessing the merits of academic work, or in reaching a decision on progression, or on the final classification of a qualification, which has been reached in accordance with the regulations.

**(b)** The student did not understand or was not aware of the published assessment regulations and procedures for a module, subject or programme.

**(c)** The appeal is on grounds that poor teaching, supervision or guidance affected academic performance. In such circumstances a student should submit a complaint in accordance with the Student Complaints and Grievance Procedure.

**(d)** That no contemporaneous, independent, medical or other evidence has been submitted to support an application that academic performance was adversely affected by factors such as ill health.

**(e)** The student was not aware of the procedures for presenting extenuating circumstances to the Assessment Board (see regulation H7 (f)). These extenuating circumstances include health or other problems, or difficulties with the running of the programme or way in which the assessment was conducted.

**(f)** No valid reason, i.e., circumstances beyond a student's control, has been submitted as explanation for not submitting extenuating circumstances to the attention of the Assessment Board before it met.

**(g)** The appeal concerns a long-standing health problem, which the student was aware of at enrolment.

**(h)** The student was subject to a disturbance or illness during an examination and that there is no valid reason for it not to have been brought to the attention of the Assessment Board before it met (see regulation K3.6).

**(i)** The student had changed address without informing the UniHelp desk, resulting in assessment information being sent to an out-of-date address (see regulation H2).

**(j)** The Academic Registry receives the appeal beyond the time limit specified in G4.1 without good cause. It is the student's responsibility to ensure that the appeal is submitted to the Academic Registry on time.

**G3.2** Should an appeal arise following due process of the Academic Misconduct procedure, it may be rejected by the Senior Manager with appropriate academic background considering the case if it does not conform to the grounds stated in regulation F8.4.

## G4 Before making a formal appeal

**G4.1** Except where (a) or (b) applies, there is a time limit of 28 calendar days from the date of the Assessment Board results being published for submission of a formal appeal to the Secretary to Academic Board.

Except where (a) or (b) applies, during this time the student must make every effort to discuss the problem with the Chair of the Assessment Board and any other appropriate member of the academic staff. This may result in the matter being resolved informally and quickly.

**(a)** If an appeal arises following due process of the Student Complaints and Grievance Procedure, the time limit is 10 working days from the date the student receives the written result of this procedure. Regulations G4.2 and G4.3 shall not apply.

**(b)** If an appeal arises following due process of the Academic Misconduct Procedure, the time limit is 10 working days from the date the student receives the written result of this procedure. Regulations G4.2 and G4.3 shall not apply.

**G4.2** The Chair of Assessment Board will consider the case and may advise the student:

**(a)** That the Assessment Board will reconsider its decision taking account of this new information;

**(b)** That the Assessment Board's decision was based on a fair evaluation of the student's assessment performance and will not be reconsidered;

**(c)** In any other way deemed appropriate, including that the student should make a formal appeal.

**G4.3** Students should only make a formal appeal if:

**(a)** They have been unable to contact the Chair of the Assessment Board and other relevant members of staff;

**(b)** They are dissatisfied with the outcome of these informal discussions.

**(c)** They have been advised to do so by the Chair of Assessment Board.

## G5 How to make a formal appeal

**G5.1** Obtain an appeal form from UniHub: **http://unihub.mdx.ac.uk/study/assess/appeals/index.aspx**

**G5.2** Complete the form clearly, and include a statement of the reasons for making the appeal.

**G5.3** Collect corroborative evidence (for example, a medical certificate, statements from other students).

**G5.4** Send the form, the statement and evidence by email to the address on the form within the time limit specified in G4.1. If it is received later than this, it is likely to be rejected unless a statement is attached of the circumstances which prevented the deadline from being met, and this is accepted as valid by the Secretary to Academic Board[1].

**G5.5** In exceptional circumstances, if the student is unable because of severe illness or other valid reason to submit the appeal, another person may complete and submit the appeal on the student's behalf, normally with the student's written consent.

**G5.6** The appeal, once submitted, is considered as the definitive statement of the appellant's case and may not be added to unless the Secretary to Academic Board[3] seeks clarification from the appellant.

**G5.7** The Academic Registry will send an acknowledgement of receipt to the appellant within seven days. If this is not received, the appellant should contact the Academic Registry without delay.

**G5.8** In normal circumstances, the University shall aim to complete the appeal process within 4 months from receipt of the full appeal.

## G6 Progression of an appellant while an appeal is being considered

**G6.1** The decision of the Assessment Board remains in force until it is formally notified by the Secretary to Academic Board to have been rescinded. Therefore the student remains responsible for:

**(a)** Conforming to the requirements for a referral, resubmission of work to be assessed or re-sitting an examination pending the outcome of the appeal;

**(b)** The consequence of not complying with these requirements should the subsequent decision of the appeal process not be in the student's favour.

**G6.2** While the appeal is being processed, the appellant:

**(a)** Shall normally be permitted by the Programme Progression Committee to continue to the next stage of their studies, unless there are circumstances preventing it other than the decision in question of the Programme Progression Committee. This will not prejudice the outcome of the appeal.

If the appeal concerns expulsion following an investigation into academic misconduct, the appellant is suspended and written permission is required from the Deputy Vice-Chancellor (Research and Enterprise) or nominee for the appellant to continue to the next stage of their studies. The Deputy Vice-Chancellor (Research and Enterprise) or nominee has discretion not to permit the appellant to continue pending the outcome of the appeal.

If the appeal concerns a failed prerequisite for placement, or the placement itself, written permission to attend a placement is required from the Chair of the Programme Progression Committee. The Programme Progression Committee, in exceptional circumstances, has discretion not to permit the appellant to enter, or to continue on placement pending the outcome of the appeal. This discretion may be exercised only where the Programme Progression Committee judges that it would be against the interests of other people affected by the placement.

This right is designed solely to ensure that a student whose appeal is upheld is not academically disadvantaged and it shall not be interpreted as acceptance of a failed student whose appeal is subsequently dismissed on a later stage of the programme, nor shall satisfactory progress during such attendance be admissible as evidence at any stage in the appeal procedure.

During any such interim period of attendance, no fees would be demanded. In the event of the appeal ultimately being resolved in the student's favour and the student being formally reinstated onto the programme, the appropriate fee would be payable.

**(b)** If a final qualification has been made, may inform prospective employers of the qualification but that the decision may be reviewed following the appeal.

**(c)** If a finalist, may attend the Graduation Ceremony.

**G6.3** The entitlement of the appellant to proceed on the programme of study will continue until the date of the letter formally notifying the appellant of the final outcome of their appeal (i.e., dismissal of the appeal or Assessment Board's reviewed decision). This letter will inform the appellant whether they are entitled to continue on the programme.

**G6.4** Appellants shall receive regular communication from the Academic Registry regarding the progress of their appeal.

## G7 Confidentiality

**G7.1** The appeal is kept as confidential as possible and within the University.

Appellants who notify the Academic Registry that information has been included of a highly confidential and personal nature will, if requested, be informed in advance of the names of persons to whom the information will be disclosed.

**G7.2** Papers will be kept on confidential file for up to six years. After that, apart from a copy of the notification to a student of the final decision, they may be destroyed.

## G8 Procedure for considering an appeal

**G8.1** If the Secretary to Academic Board[1] considers that there may be grounds for appeal, the Chair of the Assessment Board or any other appropriate person will be requested to submit a written statement to the Secretary to Academic Board[1] providing the required information. These written statements should be in a form suitable for use as evidence at an Appeal Panel.

**G8.2** In normal circumstances, within 2 months of receiving the full appeal, the Secretary to Academic Board decides whether, at first sight, there are grounds for the appeal to proceed by considering the following documents, where appropriate:

(a) The appeal submitted by the appellant;

(b) The relevant record of the Assessment Board including the appellant's detailed confirmed assessment grades;

(c) Provisional assessment grades where relevant;

(d) Written statements made to the Secretary to Academic Board concerning the case;

(e) For an appeal against a penalty imposed for academic misconduct: the academic misconduct file provided by the Secretary to Academic Board

## G9 The grounds for appeal are not established

**G9.1** In every case where the Secretary to Academic Board[1] considers that there is no ground for appeal on the evidence available they shall consult a Senior Manager with appropriate academic background[2] neutral to the appellant.

**G9.2** In normal circumstances, within 3 months of receiving the full appeal, they may dismiss the appeal provided that the Senior Manager with appropriate academic background agrees.

**G9.3** An appeal submitted under G2.1 (a), extenuating circumstances, may be dismissed where the student's assessment performance was not one under which discretion may be exercised (See E4.4.3), unless the circumstances are such as to merit the possibility of a severe injustice being done.

An appeal submitted under G2.1 (b), (c), (d), (e) or (f) may not be dismissed for this reason.

**G9.4** A decision on an appeal by the Secretary to Academic Board[1], with the agreement of the Senior Manager with appropriate academic background[2], is final and no further appeal is possible against it.

**G9.5** The academic appeal procedures of the University are now complete. Should the appellant wish to take the matter further, they must follow the guidance in G16.

## G10 The grounds for appeal are established

**G10.1** Where the Secretary to Academic Board or the neutral Senior Manager with appropriate academic background or the Deputy Vice-Chancellor or nominee considers that there may be ground for appeal:

(a) In normal circumstances, within 3 months of receiving the full appeal, if appropriate they may offer the appellant an informal settlement of their appeal.

**i** An informal settlement means that the Chair of the Assessment Board has agreed, on the recommendation of the Secretary to Academic Board, that the Assessment Board will review its decision but will not necessarily alter it. Where an appeal is against the penalty awarded following academic misconduct, an informal settlement means that the Secretary to Academic Board and the Chair of Assessment Board have agreed, on the recommendation of the Senior Manager with appropriate academic background or Deputy Vice-Chancellor (Research and Enterprise) or nominee, that the Assessment Board will review its decision but will not necessarily alter it.

**ii** Where appropriate the Chair of the Assessment Board may take Chair's Action in the student's favour, and this decision must be reported, in due course, to the Assessment Board.

**iii** The Assessment Board review shall involve full consideration of the appellant's case and shall be attended by the Secretary to Academic Board or relevant neutral Senior Manager or Deputy Vice-Chancellor (Research & Enterprise)

or their nominee to ensure that the reconvened Assessment Board has taken due and proper account of the appellant's case.

**iv** The Assessment Board shall make special arrangements (which must involve External Examination Assessors and Auditors if appropriate) for reviewing an assessment decision as soon as possible after the Chair's agreement to offer an informal settlement to the appeal and at latest during the next scheduled meeting.

**v** The Secretary to Academic Board shall notify the appellant of the decision of the reconvened Assessment Board within one month of the date of the Board.

**vi** The appellant may choose not to accept an informal settlement, but should note that an Appeal Panel may also only request an Assessment Board to review its decision. A letter from the appellant stating the decision not to accept this offer must be received by the Secretary to Academic Board[3] within 10 working days of the date on the letter offering the informal settlement.

**vii** An appellant's failure to reply in writing within 10 working days of the date on the letter offering an informal settlement shall be taken as acceptance of the offer.

**viii** A decision on an appeal by an Assessment Board is final and no further appeal is possible against it.

**ix** The academic appeal procedures of the University are now complete. Should the appellant wish to take the matter further, they must follow the guidance in G16.

**(b)** They may convene a meeting of an Appeal Panel. The appellant should note that an Appeal Panel shall not necessarily require an Assessment Board to review its decision.

## G11 Preparation for the Appeal Panel

**G11.1 Constitution**

**(a)** An Appeal Panel will normally consist of three members of staff drawn from the following groups: Senior managers of the University, Deputy Dean, Programme Leaders, Directors of Programmes, together with one student.

**(b)** The Chair of the Appeal Panel will be nominated by the Secretary to Academic Board. For panels held abroad, the Chair maybe a nominated senior manager.

**(c)** No member of staff who has been involved in teaching or assessing the appellant is eligible.

**(d)** The Secretary to Academic Board[3], who is not a member of the Appeal Panel, shall be the Secretary and shall attend the meeting. For panels held abroad, the Chair may be a nominated senior manager

**(e)** Where an appeal is against a penalty imposed for academic misconduct, the Secretary to Academic Board, who is not a member of the Appeal Panel, shall attend the meeting.

**G11.2 Notification to appellant**

The Secretary to Academic Board[3] shall arrange with all those involved in the hearing, including the Chair of the Assessment Board, a suitable date and shall give the appellant in writing:

**(a)** At least 10 working days notice, wherever possible, of the date, time and place of the hearing, and the names of expected Appeal Panel members;

**(b)** A requirement that the appellant acknowledges receipt of the notification of the Appeal Panel meeting;

**(c)** A statement that the appellant is entitled to be accompanied by a companion at the hearing and to call witnesses. (The companion may not be legal representative and should not also be a witness-see regulation G17.6)

**(d)** A warning that any information given to them whether or not in writing, is strictly confidential, and must not be disclosed to others unless they are directly assisting the appellant in preparing for the hearing, nor discussed in any way with any member of the Appeal Panel;

**(e)** A statement that the appellant may object to the appointment of any member of the Appeal Panel and to the date but that any change to the arrangements is solely at the discretion of the Secretary;

**(f)** A warning that if the appellant fails to attend the Appeal Panel meeting, the Panel will normally proceed in their absence.

**G11.3 Breach of confidentiality**

**(a)** The publication of appeal papers by the appellant in any form may result in the appeal being ruled closed by the Secretary to Academic Board.

**(b)** Such a breach of confidentiality will be the subject of a preliminary issue of the Appeal Panel who will have the power to dismiss the appeal if such a breach is substantiated.

**(c)** An appellant who has published appeal papers in the course of a previous appeal and who submits a new appeal against a later Assessment Board decision shall not receive papers until a maximum of one hour before any hearing that may be called. This shall be under supervision and the appellant shall be required to hand papers in immediately after the hearing.

**G11.4 Witnesses**

Witnesses may be called by:

**(a)** The appellant;

**(b)** The Chair of the Assessment Board;

**(c)** The Chair of the Appeal Panel;

**(d)** Members of the Appeal Panel;

**(e)** The Secretary to Academic Board.

Names of proposed witnesses must be notified to the Secretary to Academic Board[3] in writing at least five working days in advance of the date of the meeting.

**G11.5 Documentation**

The Secretary to Academic Board[3] shall send agenda papers including all the appeal documents, if relevant, to the appellant (together with a copy for their companion), members of the Appeal Panel, the Chair of the Assessment Board, those in attendance and witnesses.

## G12 The appeal panel in session

**G12.1** The Chair of the Appeal Panel, in consultation with the Secretary to Academic Board[3], has discretion to organise the meeting as they see fit in order to achieve the principal aims of a hearing:

**(a)** To clarify evidence as necessary by questioning those who have submitted it. (There should be no need for repetition of statements already submitted in writing and any invited comment about these should be brief);

**(b)** To enable the Appeal Panel to reach a just decision.

**G12.2** The proceedings and papers of the Appeal Panel will be strictly confidential to all the participants.

**(a)** In exceptional circumstances, at the discretion of the Chair of the Appeal Panel, the appellant's provisional assessment grades may be made available to Appeal Panel members at the hearing.

**(b)** Mechanical recording by tape, camera or other means, is prohibited.

**(c)** Legal representation is not allowed at a Panel Meeting (see G17.6).

**G12.3** The quorum for a meeting of an Appeal Panel will be three members, including the Chair.

**(a)** In the absence of the nominated Chair an acting Chair will be elected by members of the Appeal Panel present.

**(b)** At the Chair's discretion, and with the appellant's agreement, the meeting may, in exceptional circumstances, be held in the absence of a quorum.

**(c)** It may not be held in the absence of the Secretary to Academic Board[3], or Acting Secretary to Academic Board if the Secretary is unavailable.

**G12.4 The appellant is entitled:**

**(a)** To be present during the hearing of evidence unless the Chair of the Appeal Panel requests them to withdraw temporarily when matters confidential to the Assessment Board are being discussed, or when the Panel wishes to have a private discussion. Their companion is similarly entitled;

**(b)** To comment on the evidence and to question witnesses, the Chair of the Assessment Board, and in appeals concerning academic misconduct, the Secretary to Academic Board. Their companion is similarly entitled;

**(c)** To be represented in their absence by a proxy at the discretion of the Chair.

**G12.5** The Appeal Panel may agree to proceed in the absence of the appellant provided that there is evidence that notification of the Appeal Panel meeting has been received by the appellant and warning has been given regarding failure to attend.

**G12.6** The Chair of the Assessment Board and Secretary to Academic Board, where an appeal concerns academic misconduct, is expected to be present throughout the hearing of evidence and is entitled to comment on the evidence and to question the appellant or witnesses.

**G12.7** Normally no witness (other than the

appellant and Chair of Assessment Board) will be present while any other witness is giving evidence. The hearing may proceed in the absence of witnesses.

**G12.8** At any time during its meeting the Appeal Panel may decide to adjourn.

**G12.9** The Appeal Panel will consider its decision in private after the evidence has been heard and shall reach a decision by simple majority vote. If the votes cast are equal, the Chair of the Appeal Panel shall have a second or casting vote.

**G12.10** The appellant, their companion and the Chair of the Assessment Board will normally be recalled for the Chair of the Appeal Panel to inform them of its decision, which will in due course also be given in writing to the appellant and all those previously notified.

## G13 Decision of the Appeal Panel

**G13.1** If the Appeal Panel finds that injustice appears to have been caused to the appellant it will:

**(a)** Require the Assessment Board to review its decision;

**(b)** Appoint a representative (normally the Chair) to attend the reconvened Assessment Board together with the Secretary to Academic Board[3].

**G13.2** If the Appeal Panel finds that an injustice has not been caused to the appellant:

**(a)** This decision is final and no further appeal is possible against it.

**(b)** The academic appeal procedures of the University are now complete. Should the appellant wish to take the matter further, they must follow the guidance in G16.

**G13.3** The Appeal Panel has power to make any recommendations to the Dean of School, the Assessment Board or Academic Board, but the Appeal Panel may not dispute the academic judgement of the Assessment Board.

## G14 Procedure following an appeal panel

**G14.1** The Secretary to Academic Board[3] will, in consultation with the Chair, prepare a report of the Appeal Panel's meeting and findings. The findings of the Appeal Panel shall be reported to the appellant and to members of the Assessment Board, whether or not it is asked to reconsider its decision.

**G14.2** Relevant documentary evidence (e.g. medical certificate) will be forwarded to any Assessment Board reconvened to reconsider its decision.

**G14.3** The Assessment Board shall make special arrangements (which must involve External Examination Assessors and Auditors if appropriate) for reviewing an assessment decision if required to do so by an Appeal Panel, as soon as possible after the Appeal Panel meeting and at the latest during the next scheduled meeting.

**(a)** The Secretary to Academic Board[3] shall notify the appellant of the decision of the reconvened Assessment Board as soon as possible.

**(b)** This decision is final and no further appeal is possible against it.

**(c)** The academic appeal procedures of the University are now complete. Should the appellant wish to take the matter further, they must follow the guidance in G16.

**G14.4** If the Chair of the Appeal Panel and the Secretary to Academic Board[3] consider that the reconvened Assessment Board has not taken due and proper account of the recommendations of the Appeal Panel they will prepare a brief account of the circumstances for report to Academic Board.

## G15 Powers of Academic Board

**G15.1** After receiving a report as set out in G14.4 or in other, exceptional, circumstances, Academic Board may:

**(a)** Annul the decision of an Assessment Board;

**(b)** Annul the whole assessment or any part of it;

**(c)** Establish a new Assessment Board to carry out whatever actions are appropriate in order to make award recommendations;

**(d)** Take no action.

**G15.2** The decision of Academic Board is final and no further appeal is possible against it.

**G15.3** The academic appeal procedures of the University are now complete. Should the appellant wish to take the matter further, they must follow the guidance in G16.

## G16 Higher Education Independent Adjudicator (OIA)

**G16.1** Should the appellant wish to take the matter further, they may, within three months of receiving notification that the internal procedures of the University have been completed, write to the OIA, Third floor, Kings Reach, 38-50 Kings Road, Reading, RG1 3AA, United Kingdom, enclosing a copy of the final decision of the University and stating reasons for seeking redress from the Higher Education Independent Adjudicator. Email enquiries may be sent to enquiries@oiahe.org.uk.

The website address is www.oiahe.org.uk

## G17 General

**G17.1** The Secretary to Academic Board may exceptionally modify any of the foregoing procedures to secure a just decision and shall inform Academic Board of such action in their annual report.

**G17.2** Any change of decision by the Assessment Board due to the appeal process shall not be to the student's disadvantage.

**G17.3** The Secretary to Academic Board[3] has discretion not to consider an appeal from a student who has, without good reason, not complied with any given University requirement made of students in general.

**G17.4** Students who knowingly submit false or forged evidence at any stage of the appeal process forfeit their right to consideration of the case and render themselves liable to disciplinary proceedings.

**G17.5** If an appellant formally withdraws their appeal at any stage in the procedure no further action will be taken.

**G17.6** The consideration of an appeal is an internal matter and the papers are confidential to the University. The appellant may seek advice from any source. Should an appellant instruct solicitors at any stage of the appeal process the Secretary to Academic Board[3] may consult the University solicitors. The Academic Board procedure does not allow legal representation at an Appeal Panel hearing. Papers shall be kept on file for up to six years following an Appeal Panel hearing. After that, apart from a copy of the notification to a student of the final decision, they may be destroyed.

**G17.7** The Secretary to Academic Board[3] reserves the right to dismiss an appeal because of breach of confidentiality by the appellant or where delay in reaching a decision is (in their opinion) caused by the appellant's failure to provide information upon request. In the latter case the appellant shall be warned in writing that the appeal shall be dismissed unless such information is received within ten working days of the date of the written warning.

**G17.8** Where gross irregularity is alleged to have occurred, the Secretary to Academic Board[3] may request special consideration by Academic Board.

**G17.9** The Secretary to Academic Board shall report annually to Academic Board on the number, distribution, grounds and outcome of appeals, and the Board shall undertake any necessary review of appeals work.

**G17.10** Formal interpretation of these regulations may only be made by the Secretary to Academic Board. Such formal interpretation shall be submitted to the Board for approval.

**G17.11** References to the Secretary to Academic Board include references to an Acting Secretary to Academic Board should the Secretary be unavailable.

**G17.12** The term 'Assessment Board' is used in these regulations to refer to Programme Progression Committees, Subject Assessment Boards, and School Assessment Boards, and covers all meetings where a decision is made concerning progression, module grade or degree classification.

**G17.13** Academic Board authority is required for changes to the Assessment Appeal procedures.

**End notes**

**1** In accordance with F8.4 (academic misconduct) the Secretary to Academic Board is replaced in these procedures by a Senior Manager with appropriate academic background.

**2** In accordance with F8.4 (academic misconduct) the Senior Manager with appropriate academic background is replaced with the Deputy Vice-Chancellor (Research & Enterprise) or nominee.

**3** In accordance with F8.4 (academic misconduct) the Secretary to Academic Board is replaced in these procedures by either the neutral Senior Manager with appropriate academic background, or the Deputy Vice-Chancellor (Research & Enterprise) or nominee.

## Student responsibilities

**(See also the Statement on University Membership)**

## H1 Enrolment and Registration

**(a)** Students are entitled to enrol as members of the University at the time notified to them and register for the appropriate modules for their programme of study.

**(b)** It is the responsibility of students to confirm that they are continuing on their programme of study by enrolling at the beginning of each subsequent year their programme of study is pursued.

**(c)** It is the responsibility of students to ensure their programme of study falls within University Regulations and the Regulations for their intended qualifications. The University will offer such assistance and reminders as are reasonably practicable to prompt students to fulfil this responsibility, but shall not be under any liability for any loss of time, fees expended, for any study or assessment subsequently found to be invalid for the requirements of an intended qualification or any other loss or damage (whether direct or consequential) whether caused by negligence on the part of the University its agents and/or staff or otherwise.

**(d)** The qualifications of the University will only be conferred on students validly registered and enrolled.

## H2 Contact address

It is the responsibility of students to notify the UniHelp desk:

**(a)** immediately of any change of address by updating their MyUniHub record;

**(b)** of a correspondence address immediately following the completion of a programme of study.

Students who fail to notify the UniHelp desk of an up-to-date address after completion of the programme of study will be expected to pay in full for the replacement of any certificate sent to a previous address.

## H3 Fees

It is the responsibility of students to pay all fees in advance or, by arrangement, in instalments, except where students produce written evidence, satisfactory to the University, that they are holders of an award, scholarship or sponsorship which includes payment of fees. Only evidence certified by, or on behalf of, the award or scholarship donor or the sponsor will be accepted.

However, in all cases, even when fees are payable by a third party, students remain personally liable to the University for fees notified to them.

**Notes**

**1** Fees, including the Fees Refund Schedule, are under continuous review and revised fees will be payable by all students admitted to, or continuing, programmes of study. The University will make an assessment of each student's fee status (Home/EC, International etc). The University reserves the right to reassess tuition fee charges should any further information come to light that may affect the original assessment.

**2** Fees normally continue to be payable up to and including the term in which the programme of study ends or a thesis or dissertation is presented.

**3** In the event of a student failing for any reason to complete a programme of study, full details of refund entitlements, if any, are available from the UniHelp desk.

**4** Except where a single inclusive fee is charged for a qualification, annual tuition fees for full-time and sandwich students entitle a student to tuition and assessment (including any reassessment or deferred assessment) in modules to a value of 120 credits. Any modules taken in addition to this will be subject to further tuition fees.

*No candidate shall have an automatic entitlement to be notified of their results or to receive a certificate or Diploma Supplement. The University reserves the right to withhold the conferment of qualifications unless or until all fees for tuition, residence and other sums due to the University have been paid, and/or rightful property of the University returned. Students with outstanding debts will not be entitled to enrol to continue further with their programme of study.*

*Persistent failure by enrolled students to meet financial or material obligations to the University may lead to the suspension or exclusion of a student.*

*Such students will, exceptionally, have any work submitted for assessment assessed in the usual way but will not have their results formally confirmed by entry on the pass lists or results listings nor disclosed to them until they have paid their tuition fees in full.*

*Students who withdraw from the University before the completion of the programme of study will have outstanding debts deducted from any due refunds of hall or tuition fees.*

## H4 Materials and equipment

It is the responsibility of students to return all library materials, tool kits and other equipment loaned by the University by the agreed date, and under no circumstances later than the date of completion of the programme of study.

*Failure to do so will result in the student not receiving results, confirmation of a qualification, certificate or Diploma Supplement until the equipment is returned or the University compensated for its loss.*

## H5 Conduct

It is the responsibility of students to observe the University's Code of Student Conduct and Discipline.

*Students who fail to observe the Code of Conduct and Discipline will be penalised according to the severity of the offence.*

## H6 Attendance and withdrawal

It is the responsibility of students to:

**(a)** Attend scheduled classes and prescribed activities for the modules on which they are registered in accordance with regulation C2. (Supplementary module regulations may specify levels of attendance that are required for formal assessment and/or continuation on the programme of study.)

*Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as published in module or programme handbook[3], the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation but may be taken with permission) in the module.*

*If an X grade is awarded the student may have the opportunity of taking the whole module again with permission from the Director of Programmes, and paying the module registration fee, without grade penalty.*

*Where a student's attendance is judged to be unsatisfactory for no good reason and/or falls below the requirement minimum they may also:*

**i** *be excluded from continuation on a programme of study;*

**ii** *be deemed to have withdrawn from their programme of study.*

**(b)** Make themselves available to attend for assessments at all times when, given the structure of the programme of study they are taking, they may be reasonably be expected to be available.

*Failure to do so without good reason, will result in failure in the module concerned (grade 20 to be awarded for the module should the required learning outcomes not satisfactorily be met).*

**(c)** To report any period of absence over 28 days, for whatever reason, to the UniHelp desk.

**(d)** To notify their Module Tutor if they have been unable to attend any compulsory class or prescribed activity, providing evidence as required.

**(e)** To inform the UniHelp desk immediately in writing if they are withdrawing from a programme of study.

*Following withdrawal, refund of fees, where applicable, will be made.*

*Where a student withdraws before the end of a given term/semester, the withdrawal date recorded shall be the date that official notification of withdrawal is received by the University.*

## H7 Assessment

It is the responsibility of students to:

**(a)** Familiarise themselves with, and observe, the University and programme assessment regulations including Examination Room Rules for candidates (Section K).

**Academic misconduct**: *Students who attempt to gain unfair advantage over others through academic misconduct (contravening examination room rules, plagiarism, collusion, etc) will be penalised by sanctions, according to the severity of the offence, which can include exclusion from the University (see section F).*

**(b)** To present themselves for formal examination at the time and in the place previously notified to them. (A register of examination attendance will be maintained.)

*Students who fail to attend for formal examination without good cause, once any provision for self deferral is exhausted, will be failed in the module*

*concerned (grade 20),should the required learning outcomes not satisfactorily be met.*

**(c)** To submit all work for assessment by the deadline previously notified to them. (A receipt will be issued for all assessed work submitted to the UniHelp desk.)

*Students who fail to submit assessed work by the due deadline, once any provision for self deferral is exhausted, will be failed in the module concerned unless a deferral of the assessment has been agreed by the Assessment Officer.*

**(d)** To keep a copy of their coursework. The marked copy will not be returned to students, so retention of a copy is important so that they can relate feedback to their work.

**(e)** To report any long term disability or long term medical condition which may require special assessment arrangements to the Disability Support Service:

**i** at the time of admission to the University; or

**ii** at enrolment for subsequent stages of the programme of study; or

**iii** at the time of diagnosis.

Documentary evidence must be provided to support a request for special assessment arrangements. For a specific learning difficulty, such as dyslexia or dyspraxia, this must be in the form of a diagnostic assessment report from an Educational Psychologist.

It is the responsibility of the student to check with the UniHelp desk before the assessment takes place that any agreed special arrangement has been made.

**Please note:** Students who are temporarily disabled at the time of assessment may request special arrangements under this regulation. If special arrangements are made for the assessment, this should be taken into account if any claim is made for the consideration of extenuating circumstances by a School Assessment Board or Programme Progression Committee.

**(f)** To inform the Assessment Officer in writing, by the date laid down in the University calendar in advance of the relevant meeting of the School Assessment Boards and Programme Progression Committees, of any personal circumstances which may have affected their performance and which they wish the Board(s) to take into account.

Students must provide corroborative evidence in support. The Assessment Officer will provide a synopsis of the statement and corroboration where required for the School Assessment Board and Programme Progression Committee.

Unless the student declares otherwise, only the Chair and External Examination Auditors of the appropriate School Assessment Board or Programme Progression Committee will have the right of access to the original evidence, and where necessary will recommend a course of action (without further disclosure).

Failure without good cause to provide information on extenuating circumstances for a School Assessment Board or Programme Progression Committee will mean that an appeal based on the later disclosure of these circumstances is unlikely to be successful.

**(g)** To produce assessment material which is legible to the examiners unless alternative means of assessment have been agreed for the candidate in advance of the examination (see (e) above).

*Failure to submit legible work will lead to failure unless the student's work is transcribed into a legible form at the student's expense, which may delay the determination of the grade.*

**(h)** To produce coursework which keeps within the specified word limit.

*Any deviation from the specified word limit will be penalised as stated in the Module Handbook.*

**(i)** Students whose academic or clinical work may involve personal details or case studies of individuals should ensure that no identifiers of these individuals are given in any part of their assessed work.

## H8 Visas and Immigration

It is the responsibility of non UK/EEA students to ensure that they have, where applicable, a valid visa to reside in the UK and to study at Middlesex University. Students who do not have a valid visa, or who allow their immigration status to lapse, will be withdrawn from their programme and reported to the relevant authorities. In addition, students who hold a Tier 4 visa under the University's sponsorship must:

**(a)** Adhere to the conditions of their visa as stated by the Home Office within the "Tier 4 Policy Guidance"

**(b)** Inform the University immediately of any change in their immigration status by contacting the UniHelp desk

**(c)** Supply the University with a copy of their passport and visa

Students who do not comply with these requirements may have their Tier 4 sponsorship cancelled and be withdrawn from their programme.

As per the immigration rules, the Home Office will be notified of any student who holds a Tier 4 visa under the sponsorship of Middlesex University and who withdraws/interrupts or is excluded/ suspended from the University.

## Middlesex University qualifications

The University confers the following qualifications on students who have completed an approved programme of study or research and who have satisfied the Assessment Board.

## Taught undergraduate qualifications

### J1.1 FHEQ* level 4

Holders of qualifications at this level will have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Qualifications at this level are as follows:

Certificate (Cert)

Certificate of Higher Education (CertHE)

Certificate in Education (Further Education) (CertEdFE)

### J1.2 FHEQ level 5

Holders of qualifications at this level will have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

**Qualifications at this level are as follows:**

Diploma (Dip)

Diploma in Employability Studies

Diploma in Industrial Studies

Advanced Diploma Professional Practice

Diploma (Advanced) (DipAdv)

Diploma of Higher Education (DipHE)

Foundation Degree (FdA/FdSc)

Certificate in Management Studies (CMS)

Post-Experience Certificate

Post-Experience Diploma

Higher Diploma

* Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

### J1.3 FHEQ level 6

Holders of qualifications at this level will have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (eg refereed research articles and/or original materials appropriate to the discipline).

**Qualifications at this level are as follows:**

Diploma in Professional Studies (DPS)

Advanced Diploma (AdvDip)

Graduate Certificate

Bachelor of Arts (BA) – Ordinary Degree

Bachelor of Science (BSc) – Ordinary Degree

Bachelor of Arts with Honours (BA)

Bachelor/Master of Engineering (BEng/MEng)

Bachelor of Laws (LLB)

Bachelor of Music with Honours (BMus)

Bachelor/Master of Osteopathy (BOst/MOst)

Bachelor of Science with Honours (BSc)

Bachelor of Theology (BTh)

Graduate Diploma (GDip)

Graduate Diploma in Law (CPE)

## Taught Postgraduate Qualifications

### J1.4 FHEQ level 7

Holders of qualifications at this level will have demonstrated:

- 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, and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Qualifications at this level are as follows:

Postgraduate Certificate (PGCert)

Postgraduate Certificate in Education (PGCE)

Postgraduate Certificate of Higher Education (PGCHE)

Postgraduate Diploma (PGDip)

Diploma in Management Studies (DMS)

Master in Arts (ArtsM)

Master of Arts (MA)

Master of Arts by Research (MA by Research)

Master of Business Administration (MBA)

Master of Business Research (MBR)

Master of Design (MDes)

Master of Education (MEd)

Master of Fine Arts (MFA)

Master of Laws (LLM)

Master of Music (MMus)

Master of Research (MRes)

Master of Science (MSc)

Master of Science by Research (MSc by Research)

Master of Theology (MTh)

Master of Engeenering (MEng)

Master of Osteopathy (MOst)

Master of Complementary Medicine (MCM)

Master in Science (MSci)

Master of Mathematics (MMath)

### J1.5 FHEQ level 8

Holders of qualifications at this level will have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

**Doctoral level qualifications are as follows:**

Higher qualifications in Work Based Learning

Master in Professional Studies (MProf)

Doctor in Professional Studies (DProf)

Doctor in Psychotherapy by Professional Studies (DPsych)

Doctor in Counselling Psychology and

Psychotherapy (DCPsych)

### Research and higher qualifications

Master of Philosophy (MPhil)

Doctor in Arts (ArtsD)

Doctor of Education (EdD)

Doctor of Engineering (EngD)

Doctor of Philosophy (PhD)

Doctor of Business Administration (DBA)

**Higher Doctorates**

Doctor of Laws (LLD)

Doctor of Letters (DLitt)

Doctor of Science (DSc)

Doctor of Technology (DTech)

## J1.6 Honorary awards

The University may also confer Honorary awards:

Master of the University (MUniv)

Doctor of the University (DUniv)

## J1.7 Non-Middlesex qualifications

Non-Middlesex qualifications such as Edexcel and professional body qualifications which are offered by the University do not have to conform to the learning framework although they must be credit rated and must demonstrate at validation that transfer points exist.

## J2 Qualifications with merit or distinction

Where the regulations for the programmes of study allow, the above qualifications may be granted with merit or distinction.

## J3 Bachelor's qualifications

Bachelor's degrees may be granted as the following:

Bachelor's Degree with First Class Honours

Bachelor's Degree with Second Class Honours (Upper Division)

Bachelor's Degree with Second Class Honours (Lower Division)

Bachelor's Degree with Third Class Honours

Bachelor's Degree (Ordinary degree)

## J4 Aegrotat awards

All qualifications may be conferred as aegrotat awards, providing that an Assessment Board is satisfied, from the work that has been submitted, that the candidate would, had they been assessed, have achieved the level necessary for the qualification. A candidate is not obliged to accept an aegrotat award but may elect to be reassessed if such opportunities exist. Aegrotat awards do not carry any Classification. 'Aegrotat' is not indicated on certificates.

## J5 Posthumous awards

Any qualification listed above may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The level of the award will be determined by the School Assessment Board in consultation with the Academic Registrar.

## J6 Rescinding of qualifications

The Academic Board may, in exceptional circumstances, rescind a qualification which it has conferred.

## J7 Qualification certificates

Each person who is awarded a qualification of the University shall be given a certificate. The qualification certificate will be issued under the recorded name of the student as verified from birth certificate, marriage certificate, passport, or other official document. Certificates are dispatched within 4 months of the publication of results. A replacement certificate will normally be issued once only on receipt of a written request and on payment of the appropriate fee.

## J8 Undergraduate qualifications

**A FHEQ level 4**

**Certificate** The standard of the Certificate is that expected of a student with prior knowledge and skills equivalent to five GCSE passes, who has successfully completed a programme of study at higher education level assessed at 40 credits at FHEQ level 4 or above. The Certificate is not available as an exit or interim qualification for students registered on other University programmes.

**Certificate of Higher Education (CertHE)** The standard of the Certificate of Higher Education is that expected of a student with prior knowledge and skill equivalent to passes in two subjects at Advanced Level, supported by passes in three other subjects at GCSE; who has successfully completed a programme of study assessed at 120 credits at FHEQ level 4 or above.

**B FHEQ level 5**

**Diploma** The standard of the Diploma is that expected for a student with prior knowledge and skills equivalent to two passes at Advanced Level who has successfully completed a programme of study assessed at 40 credit points at FHEQ level 5 or above. The Diploma is not available as an exit or interim qualification for students registered on other University programmes.

**Diploma in Employability Studies** The standard of the Diploma in Employability Studies is that expected of a student who has successfully undertaken a placement in accordance with the regulations for the relevant programme of study and relevant to that programme, assessed at not less than 120 credits at FHEQ level 6.

**Diploma in Industrial Studies** The standard of the Diploma in Industrial Studies is that expected of a student who has successfully undertaken a placement in accordance with the regulations for the relevant programme of study, assessed at not less than 120 credits at the relevant FHEQ level (4, 5 or 6).

**Diploma of Higher Education (DipHE)** The standard of the Diploma of Higher Education is that expected of a student with prior knowledge and skill equivalent to passes in two subjects at Advanced Level, supported by passes in three other subjects at GCSE; who has successfully completed a programme of study assessed at not less than 240 credits at FHEQ level 4 or above, and including 90 at FHEQ level 5 or above.

**Foundation Degree (FdA or FdSc)** The standard of the Foundation Degree is that expected of a student with prior knowledge and skills equivalent to passes in one subject at Advanced Level, supported by passes in three other subjects at GCSE; who has successfully completed a programme of study, assessed at 240 credits at FHEQ level 4 or above, including 90 at FHEQ level 5 or above. The Foundation Degree is not available as an exit or interim qualification for students registered on other University programmes.

**Post-Experience Certificate** The standard of the Post-Experience Certificate is that expected of a student who can demonstrate at admission appropriate qualifications and experience and successfully completes a programme consisting of 60 credits at FHEQ level 5 or above with a minimum of 30 credits at FHEQ level 6 or above.

**Post-Experience Diploma** The standard of the Post-Experience Diploma is that expected of a student who can demonstrate at admission appropriate qualifications and experience and successfully completes a programme consisting of 120 credits at FHEQ level 5 or above with a minimum of 60 credits at FHEQ level 6 or above.

**Higher Diploma** The standard of the Higher Diploma is that expected of a student with appropriate knowledge and skills deemed to be at level 4 (FHEQ), who has successfully completed a programme of at least 120 credits at level 5.

**C FHEQ level 6**

**Graduate Certificate/Advanced Diploma** The standard of the Graduate Certificate/Advanced Diploma is that expected of a student with appropriate knowledge and skills deemed to be at FHEQ levels 4 and 5 of the Learning Framework, who has successfully completed a programme of at least 60 credits at FHEQ level 6.

**Ordinary Bachelor's Degree** The standard of the Ordinary Bachelor's Degree is that expected of a student with prior knowledge and skills equivalent to passes in two subjects at Advanced Level, supported by passes in three other subjects at GCSE; who has successfully completed a programme of study assessed at not less than 300 credits at FHEQ level 4 or above, including at least 150 at FHEQ level 5 or above and a minimum of 60 at FHEQ level 6 or above.

**Bachelor's Degree with Honours** The standard of the Bachelor's Degree with Honours is that expected of a student with prior knowledge and skill equivalent to passes in two subjects at Advanced Level, supported by passes in three other subjects at GCSE; who has successfully completed a programme of study assessed at not less than 360 credits at FHEQ level 4 or above

including 210 at FHEQ level 5 or above and 120 at FHEQ level 6 or above.

**Bachelor of Arts (BA) and Bachelor of Science (BSc) Honours degree** programmes will lead either to the qualification of a BA or BSc or to a more closely defined qualification restricted to programmes of certain types of study.

The title of Bachelor of Arts is traditionally used in art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate.

The title of Bachelor of Science is traditionally used where studies are substantially based on one or more scientific or mathematical disciplines and their applications.

Programmes of study leading to the qualification of a BA or BSc will normally have a title which gives a more specific indication of subjects studied.

**Bachelor of Engineering (BEng)** The title of Bachelor of Engineering (BEng) is traditionally used for programmes substantially based on study of the development and application of engineering theories and principles in one or more areas of engineering practice.

**Bachelor of Laws (LLB)** The title LLB is reserved for specialised programmes of study in law.

**Bachelor of Music (BMus)** This title is reserved for specialised programmes of the study of Music at honours level and is equivalent to a standard Bachelor's Degree with Honours. Students would be expected to have prior knowledge and skills equivalent to passes in two subjects at Advanced Level, supported by passes in three other subjects at GCSE. In order to graduate with this qualification, students would need to successfully complete a programme of study assessed at not less than 360 credits at Level 1 or above, including 210 at FHEQ level 5 or above and 120 at FHEQ level 6 or above.

**Bachelor of Osteopathy (B.Ost)** The title B.Ost is reserved for professional specialised programmes of study in Osteopathy at honour's level and is equivalent to a Bachelor's Degree with Honours. The qualification requires 405 credits, including 210 credits at FHEQ level 5 and above, with at least 120 at FHEQ level 6.

**Bachelor of Theology (BTh)** The title BTh is reserved for specialised programmes of study in Theology.

**D FHEQ level 7**

**Master of Engineering (MEng)** The title of MEng denotes an integrated Masters programme of study comprising an extended and enhanced Undergraduate course of four years full-time study in an engineering discipline which matches the minimum educational requirements to become a Chartered Engineer. The programme of study is both broader and deeper than a corresponding BEng Hons programme.

**Master of Osteopathy (MOst)** The title MOst is reserved for professional specialised programmes of study in Osteopathy as an integrated Master's programme. The qualification requires 480 credits, including 240 credits at FHEQ level 6 and above, with at least 60 at FHEQ level 7.

**Master of Complementary Medicine (MCM)** This title is reserved for an undergraduate programme of study which leads to a postgraduate qualification in the field of complementary medicine. The programme is structured over 4 years full-time or 6 years part-time to achieve 480 credits which includes a 60 credit dissertation at level 7.

**Master in Science (MSci)** MSci is a generic integrated Masters qualification. It comprises an extended and enhanced undergraduate course, of four years of full-time study, or equivalent. The qualification requires 480 credits, including 240 credits at level 6 or above, with at least 120 credits at level 7. Thus study at Bachelor's level is integrated with study at Master's level and the programmes are designed to meet the level 6 and level 7 qualification descriptors in full.

**Master of Mathematics (MMath)** The title of MMath denotes an integrated Masters programme of study comprising an enhanced undergraduate course of four years full-time study in mathematics. The programme of study is founded upon and extends knowledge attained in the corresponding BSc Hons programme.

**Honours degree as exit award from the Integrated Masters programme**

An integrated Masters programme may specify an Honours degree qualification which may be issued following failure to complete the Integrated Masters qualification. The Honours degree must have a title, and have its own programme specification, and conform to the description under section J, J8 C above.

## J9 Professional qualifications

**A FHEQ level 4**

**Certificate in Education (Further Education)** The standard of the Certificate in Education is that expected of a student with prior knowledge and skills equivalent to passes in two subjects at Advanced level, supported by passes in three other subjects at GCSE; who has successfully completed study of the theory and practice of teaching assessed at not less than 120 credits at FHEQ level 4; and who has demonstrated practical competence in teaching on a programme of study. For students intending to teach in schools, the GCSE passes held on entry must include English language and mathematics or equivalent.

**B FHEQ level 5**

**Diploma (Advanced)** is reserved for Department of Health funded programmes in Nursing and Midwifery which lead to both a professional and an academic award as a Registered Nurse or Midwife. The qualification is awarded to students who have completed as appropriate programme of study in Nursing or Midwifery assessed at not less than 300 credits at FHEQ level 4 or above, 180 of which must be at FHEQ level 5 or above and 60 must be at FHEQ level 6.

**C FHEQ level 6**

**Diploma in Professional Studies (DPS)** The title Diploma in Professional Studies is reserved for programmes of study related to specific professions and designed to build on professional qualifications or registration together with professional experience.

The standard of the Diploma in Professional Studies is that expected of a person with a relevant professional qualification and a specified period of professional experience who has successfully completed a programme of professional study at Honours degree level, assessed at 120 credits at FHEQ level 6 or above.

The regulations for the programme of study must indicate whether the programme is at second or third year Honours degree level. These regulations must also take account of the requirements of the respective professional bodies with regard to minimum entry requirements and the duration of the programme. The specific title of the diploma shall indicate the profession to which it relates.

**Graduate Diploma** The standard of the Graduate Diploma is that expected of a student with prior knowledge and skills equivalent to an honours degree or Diploma of Higher Education, with substantial work experience who has successfully completed a programme of study assessed at not less than 120 credits at FHEQ level 6.

**Graduate Diploma in Psychology** The Graduate Diploma in Psychology is designed for graduates who wish to pursue a career in psychology but who do not have sufficient psychology in their degrees to allow them to gain eligibility for the graduate basis for registration (GBR) with the British Psychological Society (BPS).

Admission to the Graduate Diploma in Psychology requires a UK University degree or equivalent, plus GCSE Maths at Grade 'C' or above. Applicants must have successfully completed 60 credits in Psychology, which allows entry by students who have completed a minor in psychology. Applicants whose degree is not in psychology or whose degree includes less psychology than is required for entry to the diploma (60 credits) will be able to access the Summer School Diploma in Psychology prior to entry. This qualification requires completion of 240 credits at FHEQ levels 5 and 6 with a minimum of 120 at FHEQ level 6. The number of credits at FHEQ level 5 will be dependent on prior experience.

**Graduate Diploma in Law (Common Professional Examination)** Entry is open to graduates whose degrees do not qualify as law degrees and to such other persons as may be accepted as eligible by the Common Professional Examination Board. The aim of the Common Professional Examination is to ensure that students have studied the six core legal subjects in sufficient depth to enable them to proceed to the vocational stage of legal education. It is assessed at 180 credits at FHEQ level 4 or above including 80 credits at FHEQ level 5 or above, 70 at FHEQ level 6 or above and 20 at FHEQ level 7.

## J10 Taught postgraduate qualifications

**A FHEQ level 7**

**Postgraduate Certificate in Education (PGCE)** The standard of the PGCE is that expected of a graduate who has successfully completed the study of the theory and practice of teaching and who has demonstrated practical competence in teaching, assessed at 120 credits including at least 40 at FHEQ level 7.

**Postgraduate Certificate (PGCert)** The standard of the postgraduate certificate is that expected of a graduate who has successfully completed a programme of study at a level demanding more advanced study than a first degree, assessed at 60 credits including at least 45 at FHEQ level 7.

**Postgraduate Certificate in Higher Education (PGCertHE)** The standard of the PGCertHE is that expected of a graduate who has successfully completed the study of learning and teaching in higher education, including curriculum innovation and evaluation of current teaching responsibilities. It is a professional development provision for, and limited to Middlesex University staff involved in teaching and the support of student learning. The qualification requires 60 credits at FHEQ level 7.

**Postgraduate Diploma (PGDip)** The standard of the Postgraduate Diploma is that expected of a graduate who has successfully completed study in a field for which prior knowledge and skill have provided an appropriate foundation, at a level demanding more advanced and intensive study than a first degree, to be assessed at not less than 120 credits, including at least 90 at FHEQ level 7.

**Diploma in Management Studies (DMS)** The Diploma in Management Studies is a post-experience qualification, designed to meet the needs of those individuals who wish to achieve a range of general management knowledge, skills and competencies. Entrants would normally be expected to have at least two years of professional or administrative experience.

## J11 Taught Master's degrees

**Master of Arts (MA) and Master of Science (MSc)** Programmes of study at Master's level may lead either to the MA or MSc, or to a more closely defined qualification restricted to certain specific areas of study. The title of Master of Arts (MA) is generally used in art and design, the arts and humanities and in other areas of study where a more specialised title is not appropriate. The title Master of Science (MSc) is generally used where studies are substantially based on science or mathematics and their applications. Programmes of study leading to the MA or MSc will normally have a title which gives a more specific indication of the subject(s) studied. The qualification requires 180 credits at FHEQ level 6 or above, including at least 150 at FHEQ level 7 or above, including a 60 credit dissertation/project. Exceptionally, where the dissertation /project is not 60 credits, this should be stated in the programme specification.

**Master of Business Administration (MBA)** programmes of study which focus on training in research methods and practice used in the discipline of business studies or management. The MBA is a qualification in its own right but also constitutes Part 1 of the DBA (see J13).

**Master of Design (MDes)** The title MDes is reserved for programmes of study in all disciplines which focus on training in methods and practice of research and on the development of management level skills in design leadership and practice. It is assessed at 180 credits at FHEQ level 7 and consists of both taught modules and a dissertation. The title of MDes is recognised as a management level qualification in the design professions and as an indicator that the holder has the skills to productively engage in strategic decision making and innovation processes.

It was chosen for the MDes Product Design, Innovation and Management as it accurately reflects the curriculum and distinguishes it from more general MA programmes that focus on the development of purely discipline related practice

**Master of Education (MEd)** The title MEd is reserved for programmes of study focused on education and professional practice in teaching. Entry requirements are a BEd Honours degree or equivalent qualification. Other qualifications which may be deemed acceptable include:

An Honours degree together with a PGCE or CertEd; or an appropriate DPSE; or a BEd Degree gained in circumstances where the award of Honours was not available; or the Licentiateship of the College of Preceptors; or the achievement at a sufficiently high level of the Diploma in Advanced Studies in Education of the College of Preceptors in a field cognate with that of the programme of study to which admission is sought. All entrants should have appropriate professional experience either prior or concurrent.

**Master of Fine Arts (MFA)** The title MFA is reserved for a programme of study in the area of fine arts. The structure is that of an initial programme of 180 credits including a dissertation at FHEQ level 7 leading to the qualification of an MA followed by an additional 60 credits at FHEQ level 7. Up to 50 per cent of the MA/MFA programme may be taken at designated overseas partner institutions.

**Master of Music (MMus)** This title is reserved for specialised programmes of the study of Music at Master's level and is equivalent to a standard Master of Arts or Master of Science degree. The qualification requires 180 credits at FHEQ level 6 or above, including at least 150 at FHEQ level 7 or above, including a 60 credit dissertation/project.

**Master of Laws (LLM)** The title LLM is reserved for programmes of study at Masters level in law.

## J12 Higher qualifications in Work Based Learning

**FHEQ level 7**

Master in Professional Studies (MProf) The standard of the MProf is that expected of a candidate who has undertaken a major project relating to organisational change and/or professional development. The candidate must have demonstrated, individually or collaboratively, advanced research capability and project management applicable to the professional area of study and to have produced and presented orally a report to the satisfaction of the assessors. The qualification requires 180 credits at FHEQ level 7 or above**. The minimum period of registration on a full-time basis is 18 months (where full accreditation has been awarded).

**FHEQ level 8**

**Doctor in Professional Studies (DProf) (Doctoral level)** The standard of the DProf is that expected of a candidate who has engaged in advanced learning from taught and project sources which achieves major organisational change and/or excellence in professional practice resulting in original work worthy of publication in complete and abridged form. The candidate must have shown evidence of ability to undertake self-managed and/or collaborative research and project development and have produced and defended orally the product of the study to the satisfaction of the assessors. The qualification requires 540 credits at FHEQ level 7 and above of which a minimum of 360 credits must be at FHEQ level 8**. The minimum period of registration on a full-time basis is 24 months (where full accreditation has been awarded).

**Doctor in Psychotherapy by Professional Studies (DPsych) including special validated pathways (eg DPsych Existential Counselling and Psychotherapy)** The standard of the DPsych is that expected of a candidate who has engaged in advanced learning from taught and project sources which achieves major organisational change and/or excellence in professional practice resulting in original work worthy of publication in complete and abridged form. The candidate must have shown evidence of ability to undertake self-managed and/or collaborative research and project development and have produced and defended orally the product of the study to the satisfaction of the assessors. The qualification requires 540 credits at FHEQ level 7 and above of which a minimum of 360 credits must be at FHEQ level 8**. The minimum period of registration on a full-time basis is 24 months (where full accreditation has been awarded).

* Applies to new entrants from 2003/04;

** Applies to new entrants from January 2003

**Doctor in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)** The standard of the DPsych is that expected of a candidate who has engaged in advanced learning from taught and project sources which achieves major organisational change and/or excellence in professional practice resulting in original work worthy of publication in complete and abridged form. The candidate must have shown evidence of ability to undertake self-managed and/or collaborative research and project development and have produced and defended orally the product of the study to the satisfaction of the assessors. The qualification requires 540 credits at FHEQ level 7 and above of which a minimum of 360 credits must be at FHEQ level 8. The minimum period of registration on a full-time basis is 24 months (where full accreditation has been awarded).

## J13 Research and higher qualifications

*Full details of requirements for research qualifications are available from the Research and Knowledge Transfer Office.*

**FHEQ level 7**

**Master in Arts (ArtsM)** The standard of the ArtsM is that expected in a candidate of significant professional standing who has investigated the knowledge implicit in the arts practice itself through the execution of an agreed programme of creative work and successfully elicited, documented and evaluated that knowledge in academically appropriate registers of writing. The programme of work will show a critical command of knowledge and understanding in its academic and professional field.

**Master of Research (MRes)** The title of MRes is reserved for programmes of study in all disciplines which focus on training in methods and practice of research. The dissertation carries 100 credits.

**Master of Theology (MTh)** The title MTh is reserved for specialist research programmes in Theology and is equivalent to MA by Research.

**Master of Arts (MA) and Master of Science (MSc) by Research** The standard of the MA/MSc by research is that expected of a candidate who has undertaken a research programme, demonstrated knowledge and understanding of existing scholarship or research in the field specified by the dissertation title, and presented the material with clarity. The candidate must have demonstrated competence in the relevant methods of research, and presented and defended a dissertation by oral examination to the satisfaction of the examiners.

**Master of Philosophy (MPhil)** The standard of the MPhil is that expected of a candidate who has investigated critically and evaluated an approved topic, and contributed to knowledge of this topic. The candidate must have demonstrated an understanding of research methods appropriate to the chosen field, and presented and defended a thesis, by oral examination, to the satisfaction of the examiners. Information regarding the normal periods of study for an MPhil are available from the Research and Knowledge Transfer Office.

**FHEQ level 8**

**Doctor in Arts (ArtsD)** The standard of the ArtsD is that expected of a candidate of advanced professional standing who has investigated the knowledge implicit in the arts practice itself through the execution of an agreed programme of creative work, and successfully elicited, documented and evaluated that knowledge in academically appropriate registers of writing and in oral examination by both academic and professional peers. The programme of work will have created and interpreted new knowledge in its field.

**Doctor of Business Administration (DBA)**

The standard of the DBA is that expected of a candidate who has investigated critically and evaluated an approved topic in business studies or management resulting in an original contribution to theory and practice. The research should be worthy of publication in complete or abridged form in appropriate academic and professional journals. The candidate must have demonstrated an understanding of research methods appropriate to the chosen field, and presented and defended a thesis, by oral examination to the satisfaction of the examiners. Information regarding the normal periods of study is available from the the Research and Knowledge Transfer Office.

**Doctor of Education (EdD)** The standard of Doctor of Education is that expected of a candidate who has undertaken a sustained and in depth portfolio of research projects in the contexts of educational activities and the work of educational institutions. The candidate must display evidence of their ability to plan and undertake self-managed enquiries, which are disseminated to a public audience through for example publication and exhibition, and have produced and defended a coherent overview of the contribution the work makes to the field of enquiry and to practice, to the satisfaction of examiners, using FHEQ level 8 assessment criteria. The qualification requires 360 credits to be gained through the Doctor of Education modular programme at this level. The minimum period for registration on a full time basis is 24 months, or 36 months part-time.

**Doctor of Engineering (DEng)** The standard of the EngD is that expected of a candidate who has investigated critically and evaluated an approved topic resulting in an independent and original contribution to scholarship worthy of publication in complete or abridged form in an engineering discipline, that is a discipline falling under the purview of the constituent institutions of the Engineering Council.

The candidate must have shown evidence of ability to undertake further research without supervision, presented and defended a thesis by oral examination to the satisfaction of the examiners, completed a programme of study to the satisfaction of the examiners, and presented the research to an invited audience representing interests internal and external to the University.

The EngD is not a higher doctorate than the PhD. It is qualitatively different in that the study programme will be designed to include features which are particularly appropriate to engineering practice and industrial research.

A programme of assessed coursework is mandatory, the project must involve close industrial collaboration, and the student will be assessed partly on his/her ability to manage the project and collaborate with other workers in so doing.

**Doctor of Philosophy (PhD)** The standard of the PhD is that expected of a candidate who has investigated critically and evaluated an approved topic resulting in an independent and original contribution to scholarship, worthy of publication in complete and abridged form. The candidate must have shown evidence of ability to undertake further research without supervision and have presented and defended a thesis, by oral examination, to the satisfaction of the examiners. The PhD may also be awarded on the basis of published work. Information regarding the normal periods of study for a PhD are available from the Research and Knowledge Transfer Office.

## J14 FHEQ level 8 (Higher doctorates)

Doctor of Laws (LLD)

Doctor of Letters (DLitt)

Doctor of Science (DSc)

Doctor of Technology (DTech)

The standard of higher doctorate qualifications is that expected of an applicant who is aholder of at least seven years' standing of a first degree or a holder of at least four years' standing of a higher degree, who is a leading authority in the field of study concerned and has made an original and significant contribution to the advancement or application of knowledge in that field. (Full details of requirements for the qualification of higher doctorates are available from the Research and Business Office).

## J15 Honorary awards

Honorary awards are made to those who have achieved regional or national eminence and who have a connection with the University.

Full details of the award of Honorary degrees are available from the Academic Registrar.

**See also**

- Research Degree regulations - available from the Research and Knowledge Transfer Office
- MProf/DProf regulations - available from the Institute for Work Based Learning.

# Examination room rules for candidates

ALL STUDENTS

Section K

## K1 Preliminary information

**K1.1** Candidates presenting themselves for examination must have fully complied with any University requirements made of students in general, including the payment of fees. Where a student who has been excluded from the University writes any part of an examination, their scripts will, exceptionally, be marked, but the results will not be formally confirmed nor disclosed to them until the next Assessment Board after they have paid their fees in full.

**K1.2** In the event of an examination timetable clash, it is the responsibility of the candidate to make this clash known to the Examinations Office, via the UniHelp desk and to follow the instructions given to them in relation to the clash (including supervision in the period between examinations). Failure to comply with these instructions may be regarded as a contravention of examination room rules.

**K1.3** Candidates are warned that any breach of examination room rules will result in severe penalties, including the risk of expulsion from the University, and/or that the Assessment Board may deem the candidate to have failed an assessment or series of assessments.

**K1.4** These general rules apply to all examinations. Some specific assessments, for example workshop or practical exercises, require exclusions or additions to the general rules. Candidates will be informed in advance by the programme of study staff of any special conditions.

**K1.5** Where examinations are taken other than on University premises, the Link Tutor for the programme or other responsible officer shall satisfy themselves that they have been conducted in the spirit of the University regulations while making allowance for local circumstances. If the Link Tutor or responsible officer is not satisfied, they will report the matter to the Academic Registrar.

**K1.6** Candidates who believe that they will require support when sitting examinations due to a disability, medical issue or injury should contact the Disability Support Service at least three weeks prior to the start of the examination period, where support needs in respect of examinations would be assessed.

## K2 Before the examination

**K2.1** Candidates will not be permitted to enter the examination room without their student identity card.

**K2.2** Candidates shall not enter the examination room until instructed to do so by the invigilator(s).

**K2.3** It is forbidden to occupy a desk other than that assigned to you except by permission of the invigilator.

**K2.4** Candidates may, with prior approval, following recommendations from the University Disability Support Service, bring into the examination room any necessary disability related assistive aids and equipment. Where possible and practicable such aids will be provided by the University. (Refer to Regulation K1.5 above)

**K2.5** Any coat, bag or other item brought into the examination room shall be deposited as directed by the invigilator(s).

**K2.6** It is strictly forbidden to bring into the examination room any books, dictionaries, notes, writing paper, blotting paper, mathematical tables or devices capable of storing electronic data, other than those specifically allowed for the examination. Any such item must be handed to the invigilator before the examination begins.

**K2.7** If a candidate has unwittingly brought any unauthorised paper or item into the examination room, this shall be handed to the invigilator(s) before the examination commences.

**K2.8** A candidate shall not eat, drink or smoke in the examination room.

**K2.9** Candidates should assemble outside the examination room at least ten minutes before the commencement of the examination and should not enter until instructed by the invigilator(s).

## K3 During the examination

**K3.1** Candidates shall not be admitted to the examination if they present themselves later than thirty minutes after the commencement of the examination period, other than exceptionally with the express permission of the invigilator(s).

**K3.2** Candidates shall not commence writing until the start of the examination is announced by the invigilator(s).

**K3.3** Candidates may use only the approved examination stationery supplied by the University. All rough work must be completed on the approved stationery and handed in with the worked scripts.

**K3.4** Candidates shall comply with all instructions given to them by the invigilator(s). Such instructions may include the instruction to leave the examination room and not to return during the period of the examination. It shall be the duty of candidates to comply with an invigilator's instruction notwithstanding that they may judge the instruction to be unreasonable or otherwise objectionable.

**K3.5** Candidates who wish to attract the attention of the invigilator(s) during the examination shall do so by raising a hand.

**K3.6** Candidates should bring to the attention of the invigilator any factor (eg distracting noise) which is adversely affecting them during the examination and should communicate the same in writing to the Chair of the Assessment Board immediately following the examination concerned.

**K3.7** Candidates shall not leave the examination room temporarily during the period of the examination unless given express permission by the invigilator(s). If such permission is given they shall not attempt to contact any other person or consult any material relating to the examination whilst outside the examination room. They should report to the invigilator(s) on returning to the examination room. Failure to report on returning will be reported to the Chair of the Assessment Board and the Academic Registrar. Wherever possible, candidates should be accompanied by an invigilator.

**K3.8** Candidates who leave the examination room during the period of the examination without the express permission of the invigilator, shall be considered to have completed their work and shall not be readmitted.

**K3.9** Candidates may not leave the examination room during the first thirty or last ten minutes of the examination period.

**K3.10** Candidates who complete their work before the last ten minutes of the examination period and wish to leave the examination room should notify the invigilator(s) and hand in their examination scripts. Under no circumstances will they be permitted to re-enter the examination room.

**K3.11** The following practices are **STRICTLY FORBIDDEN**:

**(a)** Being in possession of any unauthorised information, either written or printed or electronically stored.

**(b)** Borrowing instruments or materials from another candidate except by permission of the invigilator.

**(c)** Attempting to read the work of another candidate or communicating, or attempting to communicate, with another candidate by any means whatsoever.

**(d)** Causing a disturbance in the examination room.

## K4 After the examination

**K4.1** Candidates should stop writing when instructed to do so by the invigilator(s), and remain in their seats in silence whilst scripts, empty answer books, continuation sheets or other papers are collected.

**K4.2** Candidates should not remove from the examination room any papers other than the question paper without the express permission of the invigilator(s). Where candidates are simultaneously undertaking an examination paper in more than one location, the question paper must not be removed from the examination hall.

**K4.3** When authorised to do so by the invigilator(s), candidates shall leave the examination room in an orderly manner.

# The invigilation of examinations

Section L

## L1 Appointment of invigilators

**L1.1** The overall responsibility for the appointment of invigilators shall lie with the Academic Registrar.

**L1.2** The Academic Registrar shall be responsible for ensuring that examinations are conducted in accordance with University regulations.

**L1.3** Two invigilators at least should normally be appointed to serve in each examination room at any one time save, exceptionally, where it is judged that one is needed.

**(a)** Whenever more than one examination is held in one room at the same time a senior invigilator must be appointed responsible for ensuring that two invigilators are present throughout the examination.

**(b)** In addition, the ratio of candidates to invigilators shall normally not exceed twenty-five to one. The Academic Registrar shall delegate an appropriate member of staff to be responsible for deciding the number of invigilators to be appointed on any one occasion.

**L1.4** The internal examiner(s) principally responsible for an examination paper shall hold themselves readily available for consultation during the first thirty minutes of the examination, or shall arrange for a substitute to do so.

**L1.5** Although the responsibilities detailed in the guidelines below apply to all invigilators, the senior invigilator, where appointed, shall have overall responsibility to ensure that the regulations are adhered to. Where appropriate the senior invigilator may delegate certain responsibilities to another invigilator or invigilators.

## L2 Guidelines to invigilators

### L2.1 Before the examination

**(a)** Copies of both the University examination room rules for candidates and regulations governing attempts to gain unfair advantage should be available in the examination room.

**(b)** It is recommended that to discourage unfair practice, rows of desks should be at least three feet apart, desk numbers/seating cards should be used and/or a seating plan made of the examination.

**(c)** Collect in good time from the appropriate office the sealed envelopes containing examination papers together with any additional material provided. The invigilator has responsibility for the examination from this time and the papers should not be left unguarded.

**(d)** Check that the examination room has adequate seating, lighting, ventilation and a clock visible to all candidates and that any special facilities required by disabled students have been provided. If there are any problems with the facilities before or during the examination contact Estates and Facilities.

**(e)** Ensure that the examination papers to be set out are correct. Examination papers, stationery, seating cards, attendance slips, where used, etc. should be set out before students are allowed to enter the room, unless otherwise instructed. Students should be allowed to enter the room at least 10 minutes before the examination is scheduled to start.

### L2.2 To start the examination

Candidates must not be permitted to enter the examination room without their student identity card.

**Before starting the examination:**

**(a)** Instruct candidates to bring briefcases, coats etc. to a specified point in the room where they are not within reach of any candidate.

**(b)** Remind candidates that no unauthorised papers or items may be brought into the examination room and ask that any such papers or items are handed in before the start of the examination.

**(c)** Advise candidates that they are expected to have read the examination room rules and remind them that they must not communicate with each other during the examination, may not leave the room without permission and in any case may not leave during the first thirty minutes or last ten minutes of the examination. Candidates who leave without permission will not be allowed to re-enter the examination room.

**(d)** Ask candidates to check that they have received the correct examination paper and remind them to read carefully any instructions given on the answer book and at the top of the question paper.

### L2.3 During the examination

**(a)** Complete the attendance register.

**(b)** Do not allow any students to enter the examination more than 30 minutes after the scheduled start of the examination, or allow any student to leave the examination during the first 30 minutes.

**(c)** If a candidate requests permission to leave the examination room temporarily ensure wherever possible that they are accompanied by an invigilator. If this is not practicable note on the invigilation report form the name of the candidate, the time of leaving the room and the time of return. Only allow one candidate at any one time to leave the examination room unaccompanied.

**(d)** If the invigilator is aware of a candidate re-entering the examination room after leaving without permission they must require them to terminate the examination and note the time and reason for termination on the candidate's examination script and the invigilation report form.

**(e)** If there is an emergency (eg fire, bomb scare) ensure that candidates evacuate the room quietly but that they do not remove anything from the room without the express permission of the invigilator. Candidates should remain in one place under the supervision of the invigilator until a decision is taken as to whether they may return to the examination room or not.

## L3 Academic misconduct

**L3.1** During the examination the invigilator should remain vigilant at all times. Where possible at least one invigilator should be stationed at the back of the examination room. All invigilators should periodically patrol the room, as far as possible without disturbing candidates.

**L3.2** If a candidate is suspected of infringing examination room rules the invigilator should:

**(a)** Confiscate any unauthorised material in the candidate's possession;

**(b)** Endorse the candidate's script on the front cover with a note of the time when the alleged infringement is discovered. In the case of suspected collusion they should endorse the script of each candidate involved. Wherever possible they should require another invigilator to act as witness by countersigning the endorsement;

**(c)** issue a new examination script booklet to the candidate(s) in question, clearly instructing them to continue (not to restart) the examination;

**(d)** inform the candidate(s) in question, at the end of the examination, that a report of the incident will be submitted to the Chair of the Assessment Board and to the Academic Registrar;

**(e)** enter brief details of the incident on the invigilator's report;

**(f)** report the allegation for information to the Chair of the Subject Assessment Board and the Assessment Officer.

## L4 To finish the examination

**L4.1** Ten minutes before the end of the examination advise candidates that they have only ten minutes left and may not leave the examination room.

**L4.2** Instruct candidates to stop writing and inform them:

**(a)** that they may not remove examination scripts or stationery from the examination room; and

**(b)** that they should remain in their seats in silence whilst scripts, etc, are collected.

**L4.3** If extra time has been allowed to any candidate for a particular reason (eg disturbance in the examination room) note this on the invigilation report form.

**L4.4** Scripts should be handed to the notified person. If it is an evening examination ensure that scripts are locked in a secure place overnight.

**L4.5** Complete and sign the invigilator's report mentioning any untoward circumstances, breach of examination room rules, etc. If a candidate is suspected of having infringed examination room rules send the report form, with a formal written report and any unauthorised material confiscated, to the Chair of the Assessment Board. Otherwise return the report form to the appropriate office.

# Code of Assessment Practice minimum requirements

ALL STUDENTS

Section M

This Code of Assessment Practice applies to all taught programmes. It sets out minimum requirements related to the: assessment of coursework; examinations; dissertations/projects; and other forms of assessment; and provision of feedback on assessed work.

## M1 Principles

**M1.1** Assessment should be an integral part of the learning process, appropriately matched to learning outcomes.

- Assessment tasks should be appropriate for the learning outcomes to be assessed
- The relationship between the assessment of Programme level and module learning outcomes should be clear to students.

**M1.2** There should be clear and consistent assessment criteria underpinning every assessment.

- Each Programme should have generic and level specific criteria, informed by Subject Benchmarks and the University's Grade Criteria Guide.
- Programme information provided to students should clearly state the criteria, purposes and methods of assessment.
- Written guidance on the relevant criteria should be provided for each assessment task.

**M1.3** There should be an appropriate balance of assessment designed for summative and formative purposes

- Each Programme should have an assessment strategy which provides opportunities for formative assessment (which does not contribute to students' grades), during the year.
- The Programme's assessment strategy should include sufficient opportunities for summative assessment (that which contributes to students' grades) designed to assess all the relevant learning outcomes.
- Programme information should clearly state the assessment strategy.

**M1.4** Assessment should be transparent, valid, reliable and free from bias.

- Clear information about University assessment regulations and processes should be provided and explained to students.
- Procedures should be in place to ensure appropriate moderation and scrutiny of assessment.

**M1.5** Students should be provided with feedback on assessment which is timely, relevant to the learning outcomes and criteria, readily understandable and giving clear guidance on how to improve.

- Each Programme should have a feedback strategy which explains the purpose of feedback and how and when feedback will be provided.
- Feedback should be given on all assessments used for summative purposes.
- In addition formative assessment tasks should be used specifically and regularly to give feedback on students' work.
- The feedback strategy should be discussed with students at the outset of the Programme, and at appropriate points during the Programme.

**M1.6** The rigour and consistency of the assessment process is key to the achievement of standards expected by the University. All Programmes shall, at the very least, operate a system of moderation for assessed work. The precise forms of moderation, eg sampling, double-marking, vivas, etc shall be stated in the Programme handbook. They may vary from Programme to Programme depending upon such factors and are outlined in paragraph 1.1. above. Precise arrangements shall include the minimum provision detailed in this Code of Practice and shall be included in the relevant Programme Handbook. All modules for that Programme shall adopt and implement the same policy. Policy may vary at different levels within a Programme.

**M1.7** Assessed work at all levels, be it course-work, examination or other form of assessment which is deemed to be a fail by the initial marker, shall be marked by a second person. In the event of the two markers not agreeing the mark/grade, a third marker (moderator) shall be involved.

## M2 Coursework – minimal requirements

**M2.1** Normally, coursework shall be marked by one member of staff. At FHEQ level 5 and above coursework shall be subject to moderation. Arrangements for moderation by a second member of staff shall include sampling across the range of student work, drawn, normally, from all campuses on which the module is delivered. A minimum of 10 per cent of each coursework assignment shall be moderated. Precise arrangements for moderation shall be published in the Programme Handbook. The percentage of work moderated shall reflect the number of students completing a particular assignment but shall always meet the 10 per cent minimum.

**M2.2** Students shall be provided with feedback on all coursework. The nature of the feedback shall be helpful and informative, consistent with aiding the learning and development process. The nature of the feedback shall be determined at Subject/Programme level but may take a variety of forms including: written comments; proforma comments; individual and group tutorial feedback; or other forms of effective and efficient feedback. Feedback to students will normally be provided within 15 working days of the published coursework component submission date. Coursework shall be retained for a period of six months following the date of the Assessment Board. A suitable sample of marked work with feedback may be retained at the discretion of the subject/programme in preparation for a QAA review, or in response to the requirements of professional bodies. In which case, arrangements will be made to provide the students with a copy of the feedback and, if necessary, the archived work.

**M2.3** Students shall be expected to keep a copy of their coursework. The marked copy will not normally be returned to them, so retention of a copy is important so that they can relate any feedback comments they receive to their work. Where some work (eg design briefs etc) is returned to a student this should be clearly indicated in Programme Handbooks along with deadlines after which it will be disposed of if not collected.

## M3 Examinations – minimal requirements

**M3.1** Each examination paper for a given module shall be subject to moderation by a second member of staff. Arrangements for moderation shall include sampling across the range of student work, drawn, normally, from all campuses on which the module is delivered. A minimum of 10 percent of examination scripts for the module shall be moderated. The percentage of work moderated shall reflect the number of students completing a particular examination but shall always meet the 10 percent minimum.

**M3.2** Examination papers shall be set to assess specific and identified module learning outcomes.

**M3.3** For modules in which the assessment grade is derived from a combination of coursework and examination, specific moderation arrangements to consider all borderline and fail candidates shall be determined by the Subject/Programme team and included in the Programme handbook.

**M3.4** Policy on the recording of comments on examination scripts and marks shall be determined by the Programme Team following consultation with the External Assessor and recorded in the Programme Handbook. Wherever possible, School-wide approaches should be adopted.

**M3.5** All examination scripts shall be subject to scrutiny to ensure all student work has been marked and that marks are totalled correctly. Scripts should carry a signature to indicate that scrutiny has taken place. Normally, scrutiny will be undertaken by the module tutor.

**M3.6** Arrangements shall be made for students continuing their programme at the University to receive some form of collective feedback on examinations. This might include: a written report by the module team indicating the strengths/ weaknesses of answers to real questions or the common misunderstandings which students demonstrated; or a tutorial covering this ground; or the provision of other forms of feedback. Again, the form of feedback shall be stated in the Programme Handbook.

**M3.7** Students shall be provided with feedback on all examination scripts. The nature of the feedback shall be helpful and informative, consistent with aiding the learning and development process. The nature of the feedback shall be determined at subject/programme level. Students shall have the right to view examination scripts after they have been marked and after the assessment results have been published. Arrangements for this shall be made in accordance with existing University policy. Examination scripts shall not be released to students. They shall be archived for six months after the date of the Assessment Board. Retaining a suitable sample of scripts will be at the discretion of the programme in preparation for a QAA review, or in response to the requirements of professional bodies. A University-wide Policy on Archiving will be published.

## M4 Dissertations/ Projects, or equivalent modules

**(major pieces of work submitted towards the end of a programme of study) – minimal requirements**

**M4.1** All dissertations/projects shall be double-marked. Precise arrangements for double-marking shall be determined at Subject/Programme level and recorded in the Programme Handbook. In the event of the two markers not agreeing the mark/grade, a third marker (moderator) shall be involved.

**M4.2** Feedback, normally in the form of a standard School-level proforma report, shall be made available to students upon request. It is expected, however, that as standard practice students shall receive feedback as part of the supervision provided during the period leading to the submission of the project/dissertation.

## M5 Other forms of assessment –minimal requirements

**M5.1** Arrangements for the moderation and provision of feedback for other forms of assessment (eg works of art and design; performances; software development; placements; internships; presentations) shall be made in accordance with the principles detailed in Section 1 above. They shall be determined by Subjects/ Programmes and recorded in the Programme Handbook. They may vary according to the level of a module, but shall be consistently applied across all modules at a given level offered by the Subject/ Programme.

## M6 Variations from this code of practice

**M6.1** It is inevitable that a Code of Practice such as this cannot cover every eventuality related to the complexities of the assessment process. All assessment practice shall, however, conform to the principles outlined in Section 1 above and shall be consistent with the baseline specification detailed in other parts of this Code.

## M7 Other issues

**M7.1** This paper refers to moderation practices in several sections. It needs to be emphasised that if moderation suggests major differences of marking standards on specific pieces of work/ example questions, all scripts/coursework (rather than the initial moderation sample) will need to be re-marked or to have the same mark adjustment applied.

# Module Level Descriptors

**Summary of level descriptors**

Attainment at each level reflects the following abilities:

| FHEQ Level* | Learning accredited at this level will reflect the ability to: |
|---|---|
| 3 | apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts; and direct own activities, with some responsibility for the output of others |
| 4 | develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs |
| 5 | generate ideas through the analysis of concepts at an abstract level, with a command of special-ised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes |
| 6 | critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes |
| 7 | display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision |

* Framework for Higher Education Qualifications in England, Wales and Northern Ireland

## Scope

This section offers guidance on the generation and use of level descriptors for taught modules (including project and proposition modules). These descriptors are based on those devised by the England, Wales and Northern Ireland Credit Consortia[1].

## Key definitions

- Level descriptors are generic statements describing the characteristics and context of learning expected at each level.
- Levels are an indicator of relative demand, complexity, depth of study and learner autonomy. The level identifies the relative demands of learning which will be required of a learner undertaking the module/unit of learning.
- Learning outcomes are statements of what the learner should be able do (for instance, demonstrate through assessment), as a result of undertaking the module/unit of learning.
- Assessment criteria provide clear statements of how the successful achievements of the learning outcomes can be demonstrated. Key features of the generic level descriptors.

**Key features of the generic level descriptors**

The level descriptors are designed to be generic in nature. As the use of the word 'generic' implies, the descriptors are intended to integrate vocational, academic and professional aspects of learning and apply to all learning contexts – classwork, practical work, work-based learning and so on. They are not intended to be prescriptive but are designed to provide a guideline to practitioners involved in the design and delivery of the curriculum. They have been developed with the intention that curriculum specialists will use their professional expertise to translate them into their own subject areas.

The level descriptors should be seen as a developmental continuum. Each level subsumes the characteristics of lower levels.

In attributing a level to a module, it is not necessary to demonstrate that all characteristics of the credit level descriptor are present. Some descriptors are more relevant than others depending on the area of study. For example, certain descriptors will be important to physiotherapy, art and design and science courses but will play little or no part in history or English literature. Exactly which characteristics are relevant is a matter for professional judgement.

The level descriptors are designed to act as a guide to the writing of learning outcomes and associated assessment criteria for units. They can either be used directly to guide the writing of learning outcomes and assessment criteria, or to develop subject specific level descriptors, which in turn guide the writing of learning outcomes. Level descriptors: guidance on the characteristics and context of learning (see summary above).

## FHEQ level 3

**Summary of level descriptor**

Learning accredited at this level will reflect the ability to:

- apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories
- access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts
- direct own activities, with some responsibility for the output of others.

**Level descriptors**

**Intellectual skills and attributes**

**Knowledge** Apply knowledge in a range of complex activities demonstrating comprehension of relevant theories.

**Skills** Apply skills in a range of complex activities

**Problem solving** Analyse information and make reasoned judgements. Employ a range of responses, to well defined but often unfamiliar or unpredictable problems.

**Information management** Independently access and evaluate information.

Some understanding of theory and the ability to analyse information at a relatively low level is required. Relevant underlying principles must be understood and applied in mainly familiar but some unfamiliar situations. Performance at this level moves towards the generation of responses as opposed to the selection of routine responses.

**Processes**

**Context** Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills.

**Process** Select from a considerable choice of procedures.

**Role and function** Present information to an audience.

The complexity at this level is defined in terms of the range of skills, the choice of actions, and the ability to present information to others. The organisation of such information should reflect the intellectual demands required at FHEQ level 6. Presentations should be examples of work products and as such can be visual, oral, aural etc.

**Accountability**

**Autonomy** Engage in self-directed activity with guidance/evaluation.

**Output** Engage in self-directed activity with guidance/evaluation

**Quality** Accept limited responsibility for the quantity and quality of the output of others.

At this level, there is a requirement for learners to become self-directed and, in some circumstances, undertake a leadership role. Supervision and support may be required.

## FHEQ level 4

**Summary of level descriptor**

Learning accredited at this level will reflect the ability to:

- develop a rigorous approach to the acquisition of a broad knowledge base
- employ a range of specialised skills
- evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems
- operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

**Level descriptors**

**Intellectual skills and attributes**

**Knowledge** Develop a rigorous approach to the acquisition of a broad knowledge base.

1 Defined in Credit and HE Qualifications: Guidelines for HE Qualifications in England, Wales and Northern Ireland, Project, 2000, and available at: www.nicats.ac.uk/doc/prop_guidelines.pdf

**Skills** Employ a range of specialised skills.

**Problem solving** Determine solutions to a variety of unpredictable problems, generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems.

**Information management** Evaluate information, using it to plan and develop investigative strategies.

A rigorous approach involves logical validity and accuracy in argument, judgement or conduct. There is a gradual shift at this level from well defined to abstract thought processes. There is greater complexity of knowledge, skills and attributes and the generation of ideas through the analysis of well-defined information and concepts. At this level research and investigative skills are being developed; information must be processed and analysed in order to complete required activities.

**Processes**

**Context** Operate in a range of varied and specific contexts involving creative and non-routine activities.

**Process** Exercise judgement in planning, selecting or presenting information, equipment, services and techniques.

**Role and function** Organise work for self and/or others.

Increased complexity at this level involves a shift towards very varied methods and procedures, or towards those methods and procedures that are specialised and technical. Judgement is required in planning and selecting appropriate responses to a variety of information occurring in multiple contexts.

**Accountability**

**Autonomy** Undertake self-directed and a limited amount of directive activity, operate within broad general guidelines or functions.

**Output** Take responsibility for the nature and quantity of outputs.

**Quality** Meet specified quality standards.

Full responsibility and self-direction for all outcomes is required at this level. The individual still operates under general guidance. The leadership role may be extended.

## FHEQ level 5

**Summary of level descriptor**

Learning accredited at this level will reflect the ability to:

- generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems
- analyse and evaluate information
- exercise significant judgement across a broad range of functions
- accept responsibility for determining and achieving personal and/or group outcomes.

**Complete list of Level descriptors**

**Intellectual skills and attributes**

**Knowledge** Generate ideas through the analysis of information and concepts at an abstract level.

**Skills** Command wide ranging, specialised technical, creative and/or conceptual skills.

**Problem solving** Formulate appropriate responses to resolve well-defined and abstract problems.

**Information management** Analyse, reformat and evaluate a wide range of information.

At this level, one would expect analysis, abstraction, the generation of ideas, and the transformation of data into readily useable forms. The formulation of problems to be solved becomes a consideration.

**Processes**

**Context** Planning and design related to products, services, operations or processes.

**Process** Utilise diagnostic and creative skills to make and execute judgements across a broad range of functions. Exercise appropriate judgement.

**Role and function** Technical, professional or management/supervisory.

The utilisation of diagnostic and creative skills is introduced at this level to represent higher order aspects of problem solving. Increased emphasis on judgement and a command of a specialised area are key features at this level.

**Accountability**

**Autonomy** Accept responsibility and accountability within broad parameters.

**Output** Determine and achieve personal and/or group outcomes.

Accountability is defined more in terms of a function than a specific task. The ability to negotiate outcomes under guidance and to take personal responsibility for planning and delivery is required.

## FHEQ level 6

**Summary of level descriptor**

Learning accredited at this level will reflect the ability to:

- critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study
- critically evaluate new concepts and evidence from a range of sources
- transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations
- accept accountability for determining and achieving personal and/or group outcomes.

**Level descriptors**

**Intellectual skills and attributes**

**Knowledge** Critically review, consolidate, and extend a systematic and coherent body of knowledge.

**Skills** Utilise highly specialised technical, scholastic or basic research skills across an area of study.

**Problem solving** Critically evaluate.

**Information management** Independently access new information, concepts and evidence from a range of sources.

At this level, there is the creation of ideas and solutions through analysis and transformation at an abstract level.

**Processes**

**Process** Transfer and apply diagnostic and creative skills in a range of situations

**Role and function** Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing.

This level is characterised by the exercise of significant judgement in a wide range of complex and variable contexts.

**Accountability**

**Autonomy** Accept accountability for determining and achieving personal and/or group outcomes.

At this level, students can be expected to take full responsibility and accountability for all aspects of work and learning including planning, resourcing, quality standards and/or secondary responsibility for the work and learning of others.

## FHEQ level 7

**Summary of level descriptor**

Learning accredited at this level will reflect the ability to:

- display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision.

**Level descriptors**

**Intellectual skills and attributes**

**Knowledge** Display mastery of a complex and specialised area of knowledge and skills.

**Skills** Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills.

The most significant characteristic is the exploration of boundaries where preceding levels focused on knowledge and skills within them.

**Processes**

**Process** Conduct research, or advanced technical or professional activity.

**Role and function** Design and apply appropriate research methodologies. Communicate results of research to peers.

Highly complex tasks and procedures are featured at this level.

**Accountability**

**Autonomy** Accept accountability in related decision making, including use of supervision.

Accountability is usually to peers rather than to superiors. The learner is responsible for initiating supervisory and peer support contacts.

# Grade Criteria Guide



The Middlesex University 20 point scale is used for grading assessments. The Grade Criteria Guide describes the five main classes of student performance.

Each of the classes comprises four grade points. The Grade Criteria descriptors can be applied at any level of study (see section on Module Level Descriptors).

The Grade Criteria Guide is intended to provide guidance for lecturers, who may adapt and build on the descriptors when defining assessment criteria appropriate for the subject and the learning outcomes of particular modules.

The Guide is also intended to be helpful to students in interpreting the assessment criteria against which they are assessed.

| **Performance level** | **Best Possible** | | | | **Unsatisfactory** |
|---|---|---|---|---|---|
| **MU Grade Level** | **1-4** | **5-8** | **9-12** | **13-16** | **17-20** |
| **Description** | understanding and coverage of a number of aspects of the topic, showing relation and integration of the aspects into a coherent whole, and drawing on aspects of relevant knowledge outside of the topic in question | understanding and coverage of a number of aspects of the topic, showing relation or integration of the aspects | understanding and coverage of a number of aspects of the topic but there is little relation or integration between aspects | knowledge of some basic ideas and facts, an acceptable number of elements of the topic are understood | irrelevant or incorrect learning; fundamental misunderstandings |
| | student is able to use what they have learned in order to construct their own understanding, to reflect on their own practice, and evaluate their decisions made in terms of theory | student can apply what they have learned to novel situations and can recognise good or poor applications of principle student understands, in that course content is used as a theory that drives action | student understands declaratively, in that they can discuss content meaningfully, they know about a reasonable amount of content, but don't transfer or apply it easily | student can identify and describe the main concept | student has not been able to construct sufficient meaningful learning |
| **Characteristics** | high level of abstract thinking original ideas understanding is generalised and applied to new contexts ideas drawn to conclusions highly reflective sharply perceived generalised from personal experience shows metacognitive understanding goes beyond what has been given the whole is conceptualised at a higher level of abstraction than in purely relational terms | ideas coherent student demonstrates selectivity and judgement uses the appropriate language of the discipline explanation or application rather than a list – trees become the wood aspects are seen as making sense in relation to the whole a qualitative change in learning has occurred | several, or many, elements of the topic are understood, but are not drawn into a coherent whole often forming a list (knowledge telling = snowing with many facts) student sees the trees but not the wood – a necessary but insufficient preliminary to full understanding | the work meets one part of the task, but misses other important attributes little evidence of moving from the specific to the general often focuses on terminology sparse understandings, or some higher level understanding offset by some misunderstandings | responses may simply miss the point or may use tautology to cover lack of understanding (sometimes can use elaborate tautology |
| **Verbs to describe performance.**<br>**The student can**<br>**….characteristic student involvement** | generate, theorise, generalise, hypothesise, reflect, evidence of significant personal engagement with the topic and effort to go beyond the given | integrate, compare, contrast, explain causes and effects, analyse relate, apply evidence of involvement or engagement with ideas, genuine effort to make sense of the subject | classify, enumerate, describe, list, combine, carry out algorithms, evidence of effort and involvement in acquisition of taught content | identify correctly, carry out simple procedure, pick out main concept, evidence of some effort in the acquisition of terminology | student misses the point; significant lack of effort/ involvement in the unit |
| **For Reference: SOLO levels to which descriptors relate** | **Extended abstract** | **Relational** | **Multistructural** | **Unistructural** | **Prestructural** |
| | the relevant elements are integrated into a structure, and the whole is generalised to a related domain of knowledge | the relevant elements are integrated into a structure, but without drawing significantly on relevant knowledge beyond the subject | several relevant elements are present but are largely independent of each other | one correct and relevant element is present | no correct elements are present |

# Student conduct and discipline rules

**Statement of Student Conduct**

As a Middlesex student, you are expected to conduct yourself at all times in a manner which demonstrates respect for the University, your fellow students and its staff. You are an ambassador for the university, and you are expected to behave in a way that enhances the reputation of the university and all of its students and graduates, and that is sensitive to our culturally diverse environment. You are encouraged, with the support of the University, to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

**Preamble**

These Rules are intended to provide fair and orderly procedures for maintaining reasonable student conduct and behaviour while enrolled with the University.

The Rules will be used so as to protect the right of all students to pursue argument, discussion and activities proper to their study in higher education. All students are encouraged to participate in debate and a wide range of activities, whether this be directly related to their own study programmes or to matters of wider community and public interest. Equally, all students are expected to respect the rights of others to study, to work, and to participate freely in the life of the institution. This is consistent with the Mission Statement of the University, with the traditions of higher education and with freedom of speech and association in a democratic society.

The Rules are set out in clear stages so as to be a guide to students and to staff. Except in the case of serious offences, the penalties are intended to operate as a series of warnings, with the authority to suspend or expel a student from the University being reserved to a member of the Executive, or nominee from Senior Management (normally a Deputy Academic Registrar). It is the intention of these Rules to encourage the development of mutual respect between students, staff and University management. To this end it is important that students exercise their rights responsibly and with respect for others, and so contribute to the orderly running of the institution as a whole. This is the context in which these Rules and procedures should be read and used.

**Rules on student conduct and discipline**

In the exercise of the powers conferred upon it under Article 12.3 of the Articles of Government made on 29 March 1993 the Board of Governors makes the following Rules concerning the conduct and discipline of students. Action taken under these Rules shall supersede any action taken under any other rules relating to the conduct of those enrolled with the University.

## A General regulations

**1** Students are accepted subject to their signed agreement, as part of the enrolment process each year, that they will comply with:

**1.1** the Articles of Government for Middlesex University as for the time being in force (a copy may be seen on application to the Clerk to the Board);

**1.2** the code of conduct, the rules for discipline, or such other lawful regulations or directions as may at any time be made or given by or on behalf of the Board of Governors or the Vice- Chancellor with reference to the conduct or management of the University, being regulations or directions, either notified to the student individually or displayed within the University wherever general notices to students are usually displayed.

**2** Students shall observe all lawful regulations or directions in relation to their attendance and their studies which may be made or given by staff of the University acting by authority of the Vice-Chancellor.

**3** Students shall observe all lawful regulations or directions in relation to the effective organisation and management of the University, which may be made or given by staff of or contractors to the University acting by authority of the Vice-Chancellor (for example, regulations or directions in relation to safety, car parking, the occupancy of residential accommodation, the use of the Library, the use of facilities for computing, sport, refreshments, entertainment events and the payment of fees and charges).

**4** Students shall update on MyUnihub their term time and permanent addresses within seven days of any change to those addresses. They should also inform the UniHelp desk should they depart the University before the scheduled end of their programme.

**5** At any formal disciplinary hearing, students are entitled to be accompanied by a student or staff member of the University or a Students' Union representative. Any other representation is not normally allowed except with express permission by the Chair of the disciplinary panel not less than 24 hours prior to the meeting.

## B Definition of misconduct

The following shall constitute misconduct:

**1** disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the University, whether on University premises or elsewhere;

**2** obstruction of, or improper interference with, the functions, duties or activities of any student, member of staff or other employee of the University or any contractor or visitor to the University;

**3** violent, indecent, disorderly, threatening, defamatory or offensive behaviour or language whilst on University premises or engaged in any University activity;

**4** fraud, deceit, deception or dishonesty in relation to the University or its staff or in connection with holding any office in the University or in relation to being a student of the University;

**5** action which causes or is likely to cause injury or impair safety on University premises; or when engaged in any University activity.

**6** any form of harassment of any student, member of staff or other employee of the University or any contractor or visitor to the University whether in, person, in writing, by email, via the internet (including social media) or otherwise, whilst on University premises or whilst engage in any university activity;

**7** breach of the provisions of the Policies, Codes , Rules and Regulations of the University.

**8** damage to, or defacement of, University or associated property or the property of other members of the University community caused intentionally or recklessly or by negligence, and misappropriation of such property;

**9** misuse or unauthorised use of University premises or items of property, including computer misuse;

**10** conduct which constitutes a criminal offence (including conviction for an offence) where that conduct:

**(a)** took place on University premises, or

**(b)** affected or concerned other members of the University community, or

**(c)** damages the good name of the University, or

**(d)** itself constitutes misconduct within the terms of this Code, or

**(e)** is an offence of dishonesty, where the student holds an office of responsibility in the University;

**11** behaviour which brings the University into disrepute;

**12** where a student is enrolled on a programme leading directly to a professional qualification or to the right to practise a particular profession or calling, any conduct which renders that student a person not fit to be admitted to and practise that profession or calling;

**Please note**: for some professional programmes there are separate **'Fitness to Practice'** panels which consider this issue and which work in conjunction with these regulations.

**13** failure to disclose name and/or other relevant details to an officer or employee of the University or its contractors in circumstances when it is reasonable to require that such information be given; or

**14** failure to comply with a previously-imposed warning under this Code or any other Policies, Codes, Rules and Regulations of the University.

**15** the deliberate false activation of a fire alarm.

**16** Academic Misconduct (see section F). Warning points issued under Academic Misconduct regulations will be accumulated with warning points issued under these rules.

**17** Unauthorised audio/video recording/ photography of a learning activity (see regulation C17)

**18** Consumption of alcohol in a teaching and learning environment unless explicit permission has been gained e.g. as part of a private view/ show.

**19** Excessive printing or copying, or other unauthorised use of printing or copying facilities as outlined in the *Printing and photocopying policy and guidance for students*.

**Guide to warnings likely to be applied**

(This is a guide only and serious cases of any behaviour may incur more serious action to that indicated)

| Warnings | Against property of the University, staff, students and visitors | Against the person | Against the work of the University | Against the good name of the University |
|---|---|---|---|---|
| **Written Warning (0 Warning Point)** | Negligent damage Inconsiderate behaviour towards others including parking | | Disruption of the teaching/ learning environment eg by the use of mobile phones | Offensive or disruptive behaviour affecting people adjacent to a Hall of Residence |
| **Minor Warning (1 Warning Point)** | Negligent damage Repeated inconsiderate behaviour towards others including parking | Harassment: verbal physical<br>Unauthorised recording of a learning activity | Repeated disruption of the teaching/ learning environment eg by the use of mobile phones | Repeated offensive or disruptive behaviour affecting people adjacent to a Hall of Residence |
| **Serious Warning (2 Warning Points)** | Petty theft of personal property excluding cash | Repeated harassment: verbal physical<br>Unauthorised recording of a learning activity (second offence) | Deliberate refusal to provide information required for statutory purposes | Knowingly making a false and vexatious allegation against the University or against any student or staff member |
| **Grave Warning (3 Warning Points)** | Theft of cash and goods. Deliberate damage to property and goods; the deliberate false activation of a fire alarm (also carries a financial penalty) | Intimidation: verbal physical<br>Unauthorised publication of a recorded learning activity (eg on YouTube, Facebook, etc) | Repeated disruption of teaching | Use / issue fraudulent documentation NOT relating to qualifications / academic performance |
| **Suspension/ Expulsion (4 Warning Points)** | Fraud/attempted fraud.Repeated theft or deliberate damage. Deliberate misuse of the University computer network, eg hacking | Physical violence, serious sexual assault<br>Unauthorised publication of a recorded learning activity (eg on YouTube, Facebook, etc) including malicious or defamatory comment (3/4 points) | Major disruption of the academic programme or of the running of the University | Serious sexual assault Dealing drugs Use / issue fraudulent documentation relating to qualifications / academic performance |

NB: This code of conduct is applicable in any circumstances and in any location in which the student has been granted access by virtue of his or her status as a member of the University

The conduct covered in this section shall constitute misconduct if it takes place on University property or premises or elsewhere if the student concerned was involved in a University activity, was representing the University or was present at that place by virtue of his or her status as a student of the University, including any work placement.

It shall also constitute misconduct in any location whatsoever if the actions bring the good name of the University into disrepute.

## C Misconduct which is also a criminal offence

The following procedures will apply where the alleged misconduct constitutes an offence under criminal law if proved in a court of law.

**1** Where the offence under criminal law is considered not to be serious, action under this Code may continue, but such action may be deferred pending any police investigation or prosecution.

**2** In the case of all other offences under the criminal law, no action (other than suspension or exclusion) will be taken under this Code unless the matter has been reported to the police and either prosecuted or a decision not to prosecute has been taken, at which time the Vice-Chancellor or nominee shall decide whether disciplinary action under this Code should continue or be taken.

**3** Where a finding of misconduct is made and the student has also been sentenced by a criminal court in respect of the same facts, the court's penalty shall be taken into consideration in determining any warning points under this Code.

**4** Except in cases considered not to be serious, if the victim will not report the matter to the police or will not co-operate in their enquiries the University will not use its internal procedures to proceed with the matter. Only in exceptional circumstances will the University report an alleged crime to the police contrary to the wishes of the victim.

**5** If the police or the Crown Prosecution Service decide not to prosecute, the University may, exceptionally, proceed with action under this Code depending on the reasons for the non-prosecution.

**6** The University will normally refer all offences relating to controlled drugs to the police.

## D Consideration of misconduct and warnings

Where a student engages in any activity which may constitute misconduct under these Rules the following procedures shall apply.

**1** Where issues concerning student conduct and behaviour arise in the day to day running of the University, it is hoped that these issues will be resolved at a local level by a member of staff or a contractor. For example, in relation to the running of the Halls of Residence, clauses 27 and 28 of the Terms and Conditions of Residence set out how such issues will be dealt with at a local level.

If it is not possible and/or appropriate, to deal with the issue at a local level or the issue concerns misconduct which appears to be actually or potentially serious, then the issue should be drawn to the attention of a Deputy Academic Registrar or nominee in writing and the student informed that this will happen.

**2** A Deputy Academic Registrar or nominee shall consider the gravity of the misconduct and shall determine whether:

**2.1** further action is necessary;

**2.2** to issue a written warning;

**2.3** to impose a charge in cases of damage or loss;

**2.4** to deal with the student concerned by setting up an appropriate disciplinary meeting, where the Deputy Academic Registrar or nominee shall have authority to take any action listed within this section. Should the student fail, after reasonable notice, to attend such a hearing, the meeting may proceed to take any action listed within this section;

**2.5** to recommend expulsion, exclusion or suspension of the student;

**2.6** to report the matter, with a recommendation for further action, to a member of the Executive Team or nominee from Senior Management;

**3 Vice-Chancellor's Executive Team or nominee from Senior Management**

A member of the Executive Team or nominee from Senior Management as above shall consider reported misconduct and determine whether to:

**3.1** order the making good or restitution of damage or loss;

**3.2** expel, exclude or suspend the student.

**3.3** a student who is the subject of a complaint of misconduct or against whom a criminal charge is pending or who is the subject of a police investigation may be suspended or excluded by a member of the Executive Team or nominee from Senior Management pending the disciplinary hearing or the trial.

**4 Definitions**

**4.1 (a)** 'Suspension' refers to a total prohibition on attendance at or access to the University and on any participation in University activities but it may be subject to qualification, such as permission to attend for the purpose of assessment.

**(b)** 'Exclusion' involves selective restriction on attendance at or access to the University or prohibition on exercising the functions or duties of any office or committee membership in the University or the Students' Union, the exact details to be specified in writing.

**(c)** 'Expulsion' involves the permanent withdrawal of the student from all activities concerned with the University.

**4.2** An order of suspension or exclusion may include a requirement that the student should have no contact of any kind with a named person or persons.

**4.3** No student shall be suspended, excluded or expelled unless he or she has been given an opportunity to make representations in person to a member of the Executive Team or nominee from Senior Management. Where for any reason it appears to the Executive Team or nominee from Senior Management that it is not possible for the student to attend in person, he or she shall be allowed to make written representations.

**4.4** Where the case is judged to be one of great urgency a member of the Executive Team or nominee from Senior Management shall be empowered to suspend or exclude a student with immediate effect provided that opportunities mentioned in paragraph D4.3 are subsequently given and the matter reviewed within five weekdays.

**4.5** Suspension or exclusion shall be reviewed in the light of any developments and of any representations made by the student or anyone else on their behalf.

**4.6** Any breach of an order of suspension or exclusion will lead to further disciplinary action.

**5 Procedures**

At all stages under sub-Rule D4.4, the student shall have the right to be present while evidence is being heard and before the facts are heard to receive copies of all documentary evidence, to be heard, and to be accompanied by a friend but shall not normally be legally represented.

## E Accumulation of recorded warnings

**1 Warning Points System**

**1.1** Where a student's behaviour is being considered by a Deputy Academic Registrar, then under Rule D2.2 warning points may be recorded according to the seriousness and nature of the behaviour.

**1.2** Offences, for the purpose of warnings, fall into different levels of seriousness classified on a four point scale: minor – serious – grave – suspension/ expulsion.

A guide to the type of warning which might be issued is provided in the annexed table. However this is only a guide and it is expected that Deputy Academic Registrars will use their discretion and take into account the individual circumstances of each offence and vary the type of warning and/or penalty issued accordingly.

**2 Accumulation of warnings**

Each level of warning is scored on a 1 to 4 basis as follows:

Minor - 1

Serious – 2

Grave – 3

Suspension and/or Expulsion – 4

Where a student has accumulated 4 or more warning points then under Rule D3 a member of the Executive Team or their nominee from Senior Management shall consider the suspension or exclusion and may consider the expulsion of the student. Before making a decision to suspend or expel, the member of the Executive Team or nominee from Senior Management shall consider the detail of the individual offences which have led to the accumulation of four or more warning points and shall hear representations from the student.

Where the student has reached or exceeded 4 warning points, a decision about suspension, exclusion or expulsion must be made, and the sudent notified normally within two months after the most recent warning point is awarded.

**3 Relationship with other penalties / warnings**

The University, independent of these Rules, separately has financial and other penalties which may be imposed such as library fines, use of facilities for which a charge is made, refusal to provide information required by law, reimbursement for loss or damage to the University or personal property of staff, students or visitors, and whereby the use of facilities is regulated. Action taken by the University under those arrangements does not automatically but may lead to reference to a Deputy Academic Registrar for consideration of a warning or for other action under the Rules on Student Conduct and Discipline, any such warning to be additional to any of the foregoing penalties, charges or reimbursement.

In the case of false activation of a fire alarm, a fine of £1,000 will be imposed on the student. Where this misconduct occurs within Halls of Residence, notice to quit the halls shall be imposed. The award of any University qualification will be withheld until this, and any other relevant outstanding debt, has been paid.

The University may record the existence of warnings on any reference supplied.

**4 Recording of warnings**

**4.1** Where warning points have been imposed by a disciplinary hearing the matter shall be referred to a member of the Executive Team or nominee from Senior Management for confirmation and consideration of any further action, in which event the student may be interviewed by a member of the Executive Team or nominee from Senior Management.

**4.2** The student against whom a warning has been imposed shall have the right to appeal to a member of the Executive Team or nominee from Senior Management to whom their case has been referred, against suspension, exclusion or expulsion, and to be accompanied by a friend. Such an appeal must be made within 10 working days of the warning being communicated to the student.

## F Appeal

**1 Right of appeal**

A student aggrieved by a decision to recommend to suspend, exclude or expel under Rule D.3 shall have the right of appeal to the Vice-Chancellor or nominee within 10 working days, giving the grounds for the appeal. Such a right shall not be exercised unless Rule D.4.3 has taken place or written representations have been considered. A student aggrieved by the decision to impose a fine under rule D.3 shall also have the right of appeal to the Vice-Chancellor within 10 working days, giving grounds for the appeal. The Vice-Chancellor shall consider the appeal and shall decide whether to uphold or amend the decision made.

A disciplinary investigation, suspension or exclusion can be appealed as outlined in D4.3 and D4.4 above.

**2** The decision of the Vice-Chancellor or nominee shall be final. These procedures are now complete, opening the way for the student to approach the Office of the Independent Adjudicator. The student should write, within three months of receiving notification that the internal procedures of the University have been completed, to the OIA, Third floor, Kings Reach, 38-50 Kings Road, Reading, RG1 3AA, United Kingdom. They should enclose a copy of the final decision of the University and state the reasons for seeking redress from the Higher Education Independent Adjudicator. Email enquiries may be sent to enquiries@oiahe.org.uk. The website address is www.oiahe.org.uk

## G Interpretation

'Working day' refers to a day on which the University is normally open: it does not include Saturday, Sunday, Bank Holidays, or other designated periods of closure outside the academic terms.

## Annex 1: Relating to the Student Code of Conduct and Discipline

**Student fees**

**1** Continuing students are required to ensure that fees for tuition or other purposes, e.g. accommodation, are paid at or before the beginning of the programme each academic year, or will make arrangements with the Student Credit Control Team to pay by an instalment plan.

**2** If students have applied to Student Finance England (SFE) for assistance with tuition fees they must produce evidence of having done so. If the SFE pays only part of the fee or makes no contribution at all, the student is liable for any outstanding sum and must either pay it as a whole or agree an instalment plan with Student Credit Control Team.

**3** If a student fails to pay the whole sum by the due date, or to agree an instalment plan within four weeks of the start of their programme, one formal reminder will be issued. If payment is not forthcoming the Student Credit Control Team may terminate the student's programme.

**4** A student aggrieved by the termination of their

programme may appeal in the first instances to the Credit Control Team in writing, if they are not satisfied with the outcome, they may appeal to a member of the Executive, or nominee from Senior Management.

**5** The member of the Executive or nominee from Senior Management will consider the appeal and either uphold the decision of the Student Credit Control Team or agree to other arrangements for the payment of debt.

This decision is final. The student may subsequently approach the OIA, as described in F2.

**Approved by the Student Business Committee of the Board of Governors 15 June 1999, and reviewed by the Finance and General Purposes Committee on 5 June 2007 - Revised 1 September 2008, and 1 September 2012.**

# Student complaints and grievance procedures

## 1 Introduction

**1.1** These procedures seek to ensure that complaints against the University made by students are treated seriously and, if found to be valid, are acted upon to ensure that the students' interests are protected as far as it is possible for the University to do so.

**1.2** Specific procedures exist already for dealing with the following matters. These are:

- appeals against Assessment Board decisions (taught programmes) or examination decisions of the University Research and Research Degrees Committee (research degrees);
- alleged harassment;
- alleged inequality of opportunity; and
- matters which fall within the remit of the University's student disciplinary procedures.

**1.3** Complaints against Middlesex University Students' Union are dealt with by the Union.

**1.4** The procedures detailed below are designed for all other forms of student complaints which do not fall within one of the above procedures.

**1.5** It should be noted that these complaints procedures are not designed to deal with problems such as: missing course work; unexplained absence of a lecturer; late return of work; accommodation deficiencies etc, except in so far that such concerns are not resolved through simpler procedures or are persistent.

**1.6** These complaints procedures and any decisions made under them are not intended to give rise to legal rights, or obligations on the University to pay compensation either in respect of a decision made pursuant to the procedures or for a breach of these procedures. These procedures are intended to facilitate the resolution of grievances by the University. Anonymous complaints will not normally be considered.

## 2 Principles which underpin the general student complaints procedures

The guiding principles of these procedures are that complaints shall be:

- treated seriously and with fairness;
- dealt with quickly, simply and at the appropriate level of the School, or Service as far as is possible;
- treated consistently across the University;
- subject to the principles of natural justice;
- progressed through two stages – an informal stage and, if necessary, a formal stage;
- dealt with and resolved wherever possible, at the informal stage; and shall be
- without prejudice to a student's or group of students' right to pursue legal remedies outside the University having exhausted the University's complaints procedure.
- In order to be considered, any student complaint must be submitted no more than six calendar months after the event or problem relating to the complaint.

## 3 Procedures

| Informal Stage 1 | Informal Stage 2 | Formal stage | Appeal |
|---|---|---|---|
| Module leader<br>Programme leader<br>Local manager of service | Head of Academic Department<br>Manager of service | Dean of School<br>Director of Service<br>Other appropriate member of Senior Management as advised | University Executive or nominee*<br>*normally Deputy Academic Registrar |

**3.1 Informal Stage 1**: In the first instance

students who wish to make a complaint shall discuss it with a representative of MUSU, a student adviser (through the UniHelp desk), Equal Opportunities Adviser, or counsellor, who will advise whether or not the complaint is best progressed through:

- the Programme Leader or Board of Studies;
- reference to specific persons who can resolve the problem, eg local manager, Module or Programme Leader, Director of Programmes;
- one of the alternative procedures set out in paragraph 1.2;
- these general complaints procedures.

**3.2** Reference to these general complaints procedures should only be necessary in exceptional circumstances since most complaints, other than ones related to persistent problems, should be resolved informally.

**3.3** Assuming it is agreed that the complaint shall be progressed through these general procedures, the member of staff consulted shall discuss the complaint fully with the student and – with the student's consent – anyone else involved, to see if it can be resolved informally. This may involve referral of the complaint to a third party. The outcome of complaints dealt with informally should be briefly documented. Normally, complaints handled through Informal Stage 1 shall be dealt with within, at most, 10 working days, briefly documented, and a copy of the outcome sent to the student.

**3.4 Informal Stage 2**: If the student is dissatisfied with the result of Informal Stage 1, the complaint shall be sent in writing to the Head of the Academic Department responsible for the Programme on which the student is enrolled, or manager of the service involved, within 10 working days of the completion of Informal stage 1. They shall investigate the complaint fully and shall seek to achieve an informal resolution of the problem(s), either by correspondence or through discussion with the complainant as soon as possible.

If the complaint directly involves a Dean of School, or Director of Service it shall proceed directly to the formal stage.

**3.5 Formal Stage**: If a student is dissatisfied with the result of the two informal stages, they shall proceed to the formal stage. They shall put the complaint and the reason why they are dissatisfied with the outcome of the two informal stages in writing to a member of Senior Management, ie Dean of School or Director of Service within 10 working days of the completion of Informal Stage 2. This person shall:

- acknowledge receipt of the written complaint within three weekdays;
- advise, in writing and within three weekdays, any member(s) of staff or students involved that a formal complaint has been received; and shall
- consider the evidence, written or otherwise, and, if necessary, hold such discussions with the complainant and any other persons they deem appropriate in order to fully investigate the complaint.

**3.6** The member of Senior Management, having fully investigated the complaint over a period not normally exceeding 10 working days from its receipt, shall decide whether:

- the complaint should be progressed through other procedures (eg disciplinary procedures or other procedures indicated in paragraph 1.2) in which case the complaint shall be terminated at this stage; or whether
- there is reasonable justification for the complaint; or whether
- there is no reasonable justification for the complaint.

**3.7** The member of Senior Management shall:

- make their decision known in writing to the student and to members of staff or other students involved;
- seek to resolve any justifiable complaint through recommendations which all parties involved in the complaint shall be invited to accept; and shall,
- if the recommendations are agreed, take steps to ensure that they are implemented in full within the agreed time period.

**3.8 Appeal**

If the student is not satisfied with the decision at the conclusion of the Formal stage or if the recommendations made at this stage are not implemented, they may appeal to a member of the Executive, or their nominee from Senior Management, (Note: normally a Deputy Academic Registrar) who did not hear the case under the Formal stage. The student shall submit the appeal in writing within 10 working days of receiving the outcome of the Formal Stage.

The person receiving the appeal shall:

• acknowledge its receipt within three working days;

• inform the Vice-Chancellor that an appeal has been received;

• decide to enforce the implementation of the recommendations made at the end of the Formal stage;

• dismiss the case, giving reasons in writing;

• seek agreement to an alternative set of recommendations;

• determine whether there are sufficient grounds to convene a Student Complaint Panel and, if so, shall

• establish a Student Complaint Panel to hear the appeal.

In such cases the decision shall be final.

**3.9** The Student Complaints Panel shall involve four persons. These shall be the member of the Executive, or their nominee from Senior Management, (the Chair) who considered the appeal; the Academic Registrar; a student representative appointed by the Students' Union; and a member of Academic Board who has no involvement in the case.

**3.10** A Student Complaints Panel shall hear the complaint within ten weekdays of receipt in accordance with the procedures detailed in Appendix 1.

**3.11** The Chair of the Panel shall submit, within five weekdays of the last Panel meeting a written report to the Vice-Chancellor. The decision of the Panel shall be final. If necessary the Chair shall have a casting vote.

**3.12** The Chair of the Panel shall seek to ensure that any actions arising from the decision of the Panel are taken within the timescale identified in the report and shall report any failure to complete actions to the Vice-Chancellor and to the appropriate Dean of School or Director of Service.

**3.13** If the student wishes to take the matter further, he or she may, within three months of receiving notification that the internal procedures of the University have been completed, write to the OIA, Third floor, Kings Reach, 38-50 Kings Road, Reading, RG1 3AA, United Kingdom. They should enclose a copy of the final decision of the University and state the reasons for seeking redress from the Higher Education Independent Adjudicator. Email enquiries may be sent to enquiries@oiahe.org.uk . The web address is www.oiahe.org.uk

## 4 Notes

**4.1 In these procedures:**

• reference to a student is taken to mean an individual student or groups of students; it includes research students and members of staff registered on University programmes in their capacity as students;

• In the absence (eg vacation or illness) of the person holding a named post in the procedures the person deputising for them during the time of their absence shall substitute. In cases when the complaint involves the nominated deputy, a member of the Executive or nominee from Senior Management shall be consulted and shall determine who shall be responsible for handling the complaint.

• the University will hear and a consider a complaint only if lodged by a student or group of students themselves and will not deal with third parties, even with the permission of the student(s), unless in exceptional circumstances which prevent a student representing themself(selves). The student(s) is(are) entitled, however, to be supported in any complaint hearing by an individual who will be a staff or student member of the University, or a Students' Union Representative. Legal representation is not allowed at hearing other than in exceptional circumstances and with the express permission of the Chair of the Panel not less than 24 hours prior to the meeting.

**4.2 Interpretation:**

• the Academic Registrar is responsible for interpreting these procedures and his/her decision shall be final except in cases where the interpretation involves a complaint against the Academic Registrar or Academic Registry in which case interpretation of the procedures shall be the responsibility of a member of the Executive or their nominee from Senior Management.

• 'working day' refers to a day on which the University is normally open; it does not include Saturday, Sunday, Bank Holidays, or other designated periods of closure outside

## Appendix 1

**Procedural rules for the conduct of Student Complaints Panel hearings:**

**1** Hearings shall take place in the University at dates and times notified in writing to the student, members of staff and other students concerned at least five working days before the hearing.

**2** The Chair of the hearing shall, at the same time as they notify the date of the meeting, indicate the names of any persons that the Panel intends to call to give evidence together with a copy of any statement obtained from those persons which are to be referred to at the hearing.

**3** Students and staff members involved directly in the complaint may be accompanied by an individual of their choosing, who will be a student or staff member of the Univerity or a Students' Union representative. If the student or staff member involved intends to be accompanied, the name and address of the accompanying person shall be notified to the Academic Registrar not less than 24 hours prior to the meeting of the Panel. Legal representation is not allowed at a hearing other than in exceptional circumstances with the discretion of the Chair of the Panel.

**4** Student and staff members involved directly in the complaint and persons accompanying them shall be permitted to question any persons giving evidence to the meeting and to directly address the Student Complaint Panel.

**5** If a student or member of staff wishes to introduce documents to the Panel they shall supply copies of all such documents to the Academic Registrar at least three working days before the date of the hearing. The Academic Registrar shall ensure these papers are circulated as soon as possible to the other party and to all members of the Panel. The Chair of the Panel may decide to give time to examine the documents by adjourning or delaying the meeting of the Panel for a period of up to five working days.

**6** The Panel shall meet in private.

**7** The Panel shall initially decide and then inform all parties concerned how it will conduct the hearing subject to the procedures being consistent with the principles of these general complaints procedures and of these procedural rules.

**8** The Panel shall establish the exact nature of the complaint, establish the facts as far as it is possible to do so, consider the facts, determine its decision and report its decision in writing within five working days to the Vice- Chancellor copied to all parties involved in hearing the complaint.

**These General Student Complaints and Grievance Procedures were adopted by Academic Board at its meeting on 6 July 1998 and are reviewed annually.**

# Complaints in relation to collaborative partner institutions

**1** This procedure relates to complaints received by the University relating in whole or in part to collaborative partner institutions of the University. By collaborative partner institutions is meant Associate Colleges and institutions offering programmes jointly with the University, or franchised or validated by the University.

**2** Such complaints must always be referred to the Deputy Chief Executive, Melvyn Keen who shall at once inform the collaborative partner institution of the nature and substance of the complaint. The Deputy Chief Executive shall decide whether a complaint has substance, prima facie. In so deciding, they shall have regard to the following considerations:

- Where the University receives a complaint or complaints against a collaborative partner institution, it shall at the outset determine which complaints, if any, are within its jurisdiction.

- The University shall decline absolutely to deal with any complaint against a collaborative partner institution unless the internal procedures of that institution have been fully exhausted and the procedures of any professional accrediting body have likewise been fully exhausted.

- The University shall decline absolutely to deal with any complaint against a collaborative partner institution if legal proceedings have been commenced in relation to that complaint, and shall continue to so decline until legal proceedings have been fully ended.

- Anonymous complaints or grievances will not normally be considered.

**3** Where a complaint is deemed by the Deputy Chief Executive to have substance prima facie, the complaint shall be referred to a panel chaired by the Director of the Academic Quality Service and whose other members shall be an internal expert (preferably of professorial status) and an external expert, the panel aided by a secretary and, if deemed necessary by the chair, a legal assessor.

**4** The panel shall report its findings as quickly as practicable to the Deputy Chief Executive, copies of its report being sent simultaneously to the complainant and the collaborative partner institution.

**5** The Deputy Chief Executive shall consider the report, and any representations made to him/her by either the complainant or the collaborative partner institution, and shall forward his/her conclusions to the Vice- Chancellor, together with a summary of the complaints in respect of which the panel was established.

**6** The Vice-Chancellor shall reach a determination in relation to the matters which formed the substance of the complaint, and shall inform either the Board of Governors or the Academic Board, as they deem appropriate; the Vice-Chancellor shall at the same time inform the complainant and the partner institution of the outcome.

**7** There shall be no grounds of appeal against the determination of the Vice-Chancellor.

**8** The Deputy Chief Executive and the Director of the Academic Quality Service shall have the joint discretion to require a complainant to lodge with the University a sum of money which is liable to forfeit in whole or in part should the complaint, once investigated, be deemed to be frivolous, vexatious, malicious and/or without substance.

**9** Where the internal procedures of the partner institution and the University have been completed, and where the complaint relates to provision which is under the control of the University, or where the partner institution is a UK Higher Education establishment, the student may refer the complaint to the Office of the Independent Adjudicator, within 3 months of the date of the "completion of procedures letter" issued to the student by the University. The student should write to the OIA, Third floor, Kings Reach, 38-50 Kings Road, Reading, RG1 3AA, United Kingdom. They should enclose a copy of the final decision of the University and state the reasons for seeking redress from the Higher Education Independent Adjudicator. Email enquiries may be sent to **enquiries@oiahe.org.uk.**

# University membership/Membership of the Students' Union

## University membership

All students following a programme of study leading towards a Middlesex University qualification, whether taught at Middlesex University, or at a collaborative partner on a joint, franchised or validated programme of study, are considered to be student members of the University.

Membership of the University gives rights and responsibilities. When you enrol on your programme of study, you become a student member of the University.

In the notes that follow, "home institution" refers to the home institution of study, whether this is Middlesex University, or, for students on validated and franchised programmes, the collaborative partner (or in the case of students on joint programmes, both).

When you enrol, you sign give an undertaking to comply with these regulations in force for your programme of study. You should expect other student members of the University, and staff, to comply with these regulations.

• There are penalties for breaches of the regulations. In particular, plagiarism (the presentation of others' work as your own) will be severely dealt with.

• If you feel that anyone has breached the regulations you should raise the matter at the first opportunity.

• Your suggestions on improving the student experience are welcome.

• You have the right to complain and to have your complaint heard and dealt with in accordance with University procedures.

As a student member of Middlesex University, you are expected to:

• treat all, staff and students, with respect

• use the shared learning resources of your home institution thoughtfully and carefully

• participate in the study life of your home institution alongside other students and staff

• pay your fees (or to arrange for a sponsor to pay)

• register your contact details

• maintain the record of your programme of study as appropriate.

(For students on Middlesex and joint programmes, see University Regulations, **Section H** for a detailed account of your responsibilities).

**You should also expect:**

• to be treated with respect by all other staff and students

• to have use of the shared learning resources of your home institution

• to receive, from your home institution, the tuition and assessment that will give you the opportunity to obtain your qualification

• to have reasonable access to the information, advice and support necessary for you to continue and complete your studies.

Students on joint, franchised or validated programmes should also expect:

• to have the right, on matters relating to academic assessment, to make an appeal to the Middlesex University Academic Registry.

• to have any other rights, as defined in the Memorandum of Co-operation between the University and the collaborative partner.

## Membership of the Students' Union

All students taught at Middlesex University, or on a joint or franchised programme of study attending a London campus of the university (except students from validated partnerships), can become full members of the Middlesex University Students' Union (MUSU). Full membership gives you the right to use MUSU facilities and support services, to vote in union elections and to stand for election as one of the officers of the union.

If you are a such a student at one of the University's London Campuses you will automatically become a full member of MUSU on enrolment unless you deliberately opt out. You can collect your MUSU membership card, which gives you a range of concessions and privileges, as soon as you have enrolled. If you want to opt out of membership, you should notify the Clerk to the Board of Governors within two months of enrolment.

If you are a distance learner, or a Work Based Learning student in the UK or in other parts of the world, you can activate your membership of MUSU as a full member by contacting the MUSU Administration Manager.

If you are a student taught at another institution on a programme validated by Middlesex University, or on a joint or franchised programme but not attending a Middlesex University London campus, membership of MUSU is not open to you. However you may join a similar student representative body, if any, which is available at you home instituition. You may also apply for any benefits which may be available via MUSU.

All members of MUSU shall be entitled to membership of all bodies to which the union is affiliated.

For Further information, see the MUSU website at:

**www.musu.mdx.ac.uk**

# Computing rules and regulations General Policy Statement GPS6

## Computer Use Policy

**Application of the Computer Use Policy**

This policy explains:

• how you as a student of the University (**"Student"**) or alumnus (**"Alumnus"**) (together, (**"User(s)"**) may use the University's computing facilities;

• how Users or the University may be liable in law for misuse of the University's computing facilities;

• how User's interests and the University's interests can be protected;

• the action which may be taken against Users if you fail to comply with the rules and regulations set out in this Policy; and

• details of the email and file storage services provided by Microsoft.

The University encourages all Users to use the University's computing facilities as tools to assist their studies and work; Users have no right to use the facilities for any other purpose. However, the University's computing facilities may only be used in accordance with this Policy. Any use of the University's computing facilities which use the electronic communications network used by the UK education and research community known as the Joint Academic Network ("JANET") is also subject to the JANET Acceptable Use rules. Users hereby agree to abide by these additional rules where applicable and to the extent relevant. These rules can be read by clicking http://www.ja.net/documents/ publications/policy/aup.pdf.

You hereby agree to use the Middlesex Live hosted Exchange Labs and SkyDrive facilities (together, the "Microsoft Facilities") as provided by Microsoft on behalf of the University in accordance with these terms and conditions and you hereby agree that you are also bound by Microsoft's 'Terms Of Use' which can be read by clicking http://www.microsoft.com/info/ cpyright.mspx#E1 .

The University reserves the right to amend any of the rules set out in this Policy at any time, and will notify all Users of any changes it makes.

This Policy applies to all computer users within the University (including persons who are not staff or students but who have been authorised in writing by University to use the University's computing facilities), whether they use computers based at the University's premises or access the systems provided by the University via the internet using University-owned or private computing equipment. Compliance with this Policy does not imply authorisation to use the University's computing facilities.

In accordance with the University's 'Regulations' (which can be read by clicking here http://www.mdx.ac.uk/regulations/), the University considers failure or refusal to comply with this Policy to be a serious disciplinary offence which may lead to disciplinary action including, without limitation, withdrawal of services and/or expulsion (with or without notice) in accordance with the following parts of the University Regulations.

• Sections F, G, H;

• The section entitled "Code of Conduct and Discipline"; and

• The section entitled "Students Complaints and Grievance Procedures", (together, the **"Regulations"**).

When using the University's computing facilities Users must conduct themselves, at all times, in a lawful and appropriate manner so as not to discredit or harm the University or other Users and at all times in accordance with the contents of this Policy. Accordingly, this Policy is not a definitive statement of the purposes for which the University's computing facilities should or should not be used and the University reserves the right to apply this Policy in a purposive manner.

The University's computing facilities are provided to assist with day to day work or studies. Personal and recreational use is allowed; however the University reserves the right to place whatever limitations it deems appropriate on such usage in order to safeguard the function of its computing facilities and Users' compliance with any applicable laws and/or the contents of this Policy.

**Note:** By virtue of the fact that each Alumnus was previously a student of the University and was subject to the Regulations, each Alumnus (as a User) is bound to comply with all aspects of this Policy.

## Basic Rules

• Only use the University's computing facilities for lawful activities. The University will not hesitate to contact the police if it discovers unlawful use of University computing facilities.

• Do not engage in any activity or omit to do anything which could jeopardise the integrity or security of the University's computing facilities.

• Keep your 'Network Identity', all your User 'Accounts' and associated passwords secure.

• Do not share your own or use someone else's 'Network Identity' and User Account.

• Do not use, or permit others to use, the University's computing network for any commercial use, nor for the purposes of endorsing or advertising such activity without the express authority of the University's IT Department, currently known as the Computing and Communications Systems Service ("CCSS").

• Do not alter, interfere, add to or remove any physical part of the University's computing facilities or any equipment connected or attached to the University's computing facilities without authorisation. Data points provided for Users are designed to support one computer only and the unauthorised connection of hubs and switches to data points is forbidden.

• Do not access material, or attempt to access material, that you do not have permission to access.

• Do not bypass the login procedure.

• Do not deny (or do anything which has the effect of denying) another Users' legitimate access to the University's computing facilities.

• Do not connect any server, modem, wireless routers and hubs or network routers / switches / hubs to the University's computer network, or other similar transmitting device that operates on a wireless frequency without prior written agreement from CCSS.

• Do not make, store or transmit unlicensed copies of any trade mark or copyrighted work (including software and media files).

• Do not send unsolicited bulk email messages, chain mail or spam.

• Do not deliberately or recklessly undertake activities which may result in any of the following:-

The waste of staff effort or network resources, including time on any system accessible via the University network

The corruption or disruption of other User's data

The violation of the privacy of other Users.

The disruption of the work of other Users.

The introduction or transmission of a virus into the network

## Unauthorised Use of the Internet

• Do not, other than for ethically cleared, properly approved and lawful research purposes (as set out below) visit, view, store, download, transmit, display, print or distribute any material relating to:

Sex or pornography;

Lewd or obscene material of any nature or other material which may be likely to cause offence to another person;

Terrorism or cults;

Hate sites (racial or other).

Users seeking authorisation should obtain prior written approval from the appropriate Module Leader or Project Supervisor, (and this approval needs to be reconfirmed in writing every 6 months). In addition, Users should not intentionally do anything which enables others to visit, view, download transmit, display, or distribute any material relating to the items listed above.

• Do not attempt to gain unauthorised access to any facility or service within or outside the University, or make any attempt to disrupt or impair such a service.

• Do not set up or use hardware, or software, on the University's own internal network (and not, for the avoidance of doubt, JANET) for the purpose of sniffing, hacking, network scanning or keyboard logging without prior written authorization.

• Do not alter or interfere with data, programs, files, electronic mail or other computer material which you do not have the right to alter.

• News Groups, Web Sites, Wikis, Blogs:

Do not post or present information in such a way as may bring the University into disrepute or otherwise damage the reputation of the University.

Do not express opinions which purport to be the University's view unless you are authorised in writing to express views on behalf of the University.

**In accordance with the Regulations, any transgression or breach of the above restrictions or policies will be deemed as gross misconduct and/or a serious offence which may result in**

**withdrawal of services and/or expulsion following a proper hearing of the case. Users will be held responsible for any claims brought against the University in respect of any legal action to which the University is, or might be, exposed as a result of User's misuse of the University's computing facilities, including reimbursing the University for any financial liability which the University suffers as a result of a User's actions or omissions. The University will not hesitate to contact the police if it discovers unlawful use of the University computing facilities.**

**Unintentional Access to Inappropriate Internet Sites:**

The University accepts that mistakes can be made due to unintended responses of search engines, unclear hypertext links, misleading advertisements and typing errors taking Users to inappropriate web pages.

## E-mail

The University encourages Users to use email as a prompt and effective method of communication.

Email services are provided to Users through the use of Microsoft's Facilities.

Users must act responsibly and appropriately when using the University's computing facilities to send email, whether internally or externally using the Internet.

No User should send any email that contains any material that the University considers or might reasonably be considered by the recipient to be bullying, harassing, obscene, racist, sexist, defamatory, offensive, "chain mail", incitement to commit a criminal offence or threatening or which contains any malicious code; for example a virus. If you receive an email containing any such material, and you are concerned about this you should inform your relevant Dean of School or Director of Service.

Users must not send email which might bring the University into disrepute or purport to be the view(s) of the University unless the User is authorised in writing to express views on behalf of the University.

The University and the University on behalf of its externally hosted providers, including Microsoft, reserves the right to automatically delete emails which are found to contain viruses. The University endeavours to protect Users from offensive emails through the operation of 'Anti Spam filters' (as part of the Microsoft Facilities) PROVIDED THAT in addition, Users endeavour to reduce the amount of offensive material they receive by the configuration of their email setup to screen out and delete unwanted emails.

Users hereby agree that emails generated by, or stored on, the University's computers or the University's externally hosted computers (including Microsoft Facilities) may be subject to disclosure under the Freedom of Information Act and Data Protection Act as well as potentially disclosable and admissible in evidence, in a dispute.

## Legitimate Use

There may be circumstances where a User feels that the nature of their work or studies means they have a legitimate reason for accessing and/or using material prohibited under this Policy. In this circumstance the User must discuss this with their line manager in advance as to the precise reasons for such access and use and no such access and/or use may be undertaken without the express written approval of the line manager. If the line manager is in doubt they must contact CCSS for advice.

## Software

**Unauthorised Software:**

The University will take disciplinary action against any User who acquires uses or distributes unauthorised copies of any software using the University's computing facilities.

**Introducing Software:**

Users are prohibited from using any software on the University's computing facilities which the User and/or the University is not licensed to use.

**Educational Use Licences:**

The University licenses computer software from a variety of outside sources and many software packages are licensed only for educational use. The University does not own this software or related documentation and, unless authorised by the software owner, does not have the right to reproduce it. The software used on the local area network or multiple/individual machines may only be used in accordance with the relevant licence agreement and in no circumstances for any commercial use without the express authorisation of CCSS.

**CHEST Software**

Software supplied by CHEST (Combined Higher Education Software Team) is subject to the CHEST Code of Conduct for the Use of Software and Datasets. Users are bound by that Code of Conduct, which should be read by clicking here http://www.eduserv.org.uk/chest/conduct.html

**Distribution of Software:**

Users are prohibited from using the University's computing facilities to distribute software unless (and not without the University's express written approval) it is directly associated with the University's business and where such distribution does not contravene any other part of this Policy.

**Suspected Misuse:**

Users should immediately notify CCSS of any misuse or suspected misuse of software or associated documentation.

**Online Plagiarism and Online Purchasing of Assignments**

The University is aware of online plagiarism and that sites exist where it is possible to purchase assignments. Users hereby acknowledge and agree that the University actively monitors Internet use and submitted assignments for evidence of plagiarism. Any abuse or evidence of plagiarism is considered to be a serious offence, and will be dealt with under the academic misconduct procedures in section F of the Regulations.

## Security and Viruses

It is each User's responsibility to log off from the system when leaving the computer being used to avoid inadvertent security breaches.

Users must not disclose (including by sending via or placing on the Internet) any material, which incites or encourages or enables others to gain unauthorised access to the University's computer facilities.

It is vital that all Users take all necessary steps to safeguard the University's computer facilities from viruses. Accordingly, all Users using personal computers on JANET must ensure that anti virus software is installed on their desktop / laptop computer and kept up to date and that any unsolicited documents or attachments received are deleted immediately.

## Offensive or Defamatory Material

Emails and the Internet are considered to be a form of publication and therefore the use of the Internet, email and the making available of any information online, must not be offensive, (including without limitation bullying, harassing, discriminatory, pornographic, homophobic, excessively violent, obscene, blasphemous, seditious, incite racial hatred ), defamatory or in any way break any law relating to published material. Misuse of email or inappropriate use of the Internet by viewing, accessing, transmitting or downloading any such offensive information will amount to a serious offence and/or gross misconduct pursuant to the Regulations and may result in withdrawal of services, expulsion or any other penalties as set forth in the Regulations,.

Words and pictures produced on the Internet are capable of being defamatory if, for instance, they are untrue, ridicule a person and as a result damage that person's reputation. For these purposes, as well as any individuals, a "person" may include the University or another institution. You must not create or transmit any statement which may be offensive or defamatory in the course of using the Internet or the University's computing facilities whether in emails or otherwise. As well as you being personally exposed to potential legal action for defamation, the University and JANET as the 'Internet Service Provider' would also be held liable.

## Obscenity

It is a criminal offence to publish or distribute obscene material or to display indecent material in public. The Internet or any computer 'message boards' qualify as a public place. The accessing or sending of obscene or indecent material using the University's computing facilities is strictly forbidden and in accordance with the Regulations may result in withdrawal of services or expulsion.

## Discrimination and Harassment

The University does not tolerate discrimination or harassment in any form whatsoever. This principle extends to any information distributed on the University's computing facilities or via the Internet. Users should not view, use or distribute any material which discriminates or encourages discrimination or harassment on racial or ethnic grounds or on grounds of gender, sexual orientation, marital status, age, ethnic origin, colour, nationality, race, religion, belief or disability.

## Data Protection

Any work involving processing, storing or recording personal data (information on an identifiable living individual) is governed by the Data Protection Act 1998. It is the User's responsibility to ensure that personal data is collected and used in accordance with the Act. Further information can be obtained by contacting the University's Data Protection Officer on DPA-Officer@mdx.ac.uk from whom Users may obtain a copy of the University's data protection policy. If you believe that your work involves the processing, storing or recording of personal data Users must first obtain confirmation from the Data Protection Officer that consent to such processing, storage or recording has been obtained.

## Monitoring

The University reserves the right without notice to monitor Users' use of the University's computing facilities and to access data held on the University's computing facilities for justifiable business purposes and in order to perform various legal obligations including:

- where it is suspected that a User is misusing the University's computing facilities;
- to investigate misuse of the University's computing facilities;
- where the University has received a request from an authorised external party to monitor a User's use of the University's computing facilities;
- to prevent or detect crime (including 'hacking');
- to resolve system performance problems which may otherwise damage the computing services provided to other University users; or
- to intercept emails for operational purposes, such as protecting against viruses and making routine interceptions such as forwarding emails to correct destinations.

The University reserves the right to automatically block certain network protocols and sites in order to minimise the risk of viruses, hacking, network scanning and other inappropriate file transfer activities.

The University maintains logs of user and network activity which may be used in investigations of breaches of University computing regulations, performance monitoring or provision of statistical reports.

Users should be aware that the CCSS has adopted a formal Investigations Procedure which will be instigated where the University reasonably suspects misuse of the facilities or breach of this Policy.

The University reserves the right to make and keep copies of emails and data documenting use of email and/or the Internet systems, for the purposes set out above.

Users hereby acknowledge and agree that the University has the right to retain copies or delete copies of any data stored on the system so as to comply with the University's statutory obligations or, at its own discretion, in accordance with the legitimate purposes stated above.

In using the University's computing facilities, Users implicitly accept this Policy. Consequently Users agree to their activities being monitored in the circumstances given above.

## Availability

Users acknowledge that the University's computing facilities may not be available for 24 hours 7 days a week. The University retains the right to limit or prevent access to the University's computing facilities for the purposes of carrying out planned or unplanned maintenance, virus monitoring and/or clean up or investigation. Except where the University cannot exclude or limit its liability as a matter of law, the University shall have no liability to any User in connection with the non-availability of the University's computing facilities howsoever arising, including in negligence.

## Liability for Misuse and Disciplinary Action

**Civil and Criminal Liability:**

Users and the University are potentially at risk for a range of civil and criminal liability arising from misuse of the University's computing facilities. Legal liability can arise from:

- defamation under the **Defamation Act 1996**;
- **copyright infringement under the Copyright, Designs and Patent Act 1998**;
- breach of confidence;
- negligent virus transmission;
- breach of the **Computer Misuse Act 1990**;
- breach of the **Obscene Publications Acts of 1959 and 1964**, the **Protection of Children Act 1978** and the **Telecommunications Act 1984** and the **Communications Act 2003**;
- computer hacking;
- harassment and discrimination under the **Sex Discrimination Act 1975**, the **Race Relations Act 1976** the **Disability Discrimination Act 1995**, the **Employment, Equality (Age Discrimination) Act 2006**, the **Employment, Equality (Religion or Belief) Regulations 2003**, the **Employment, Equality (Sexual Orientation) Regulations 2003**, and the **Racial and Religious Hatred Act 2006**;
- the **Data Protection Act 1998** and the **Human Rights Act 1998;**
- the **Regulation of Investigatory Powers Act 2000.**

Misuse of the University's computing facilities (including failing to comply with this Policy) may expose both Users personally and/or the University to court proceedings attracting both criminal and civil liability. Users will be held responsible for any claims brought against the University for any legal action to which the University is, or might be, exposed as a result of User's misuse of the University's computing facilities including reimbursing the University for any financial liability which the University suffers as a result of Users actions or omissions.

The University considers failure or refusal to comply with this Policy to be a serious disciplinary offence which may, in accordance with the Regulations, lead to disciplinary action taken including withdrawal of services and/or expulsion with or without notice. Action (including certain penalties) may be taken under the 'Student Conduct and Discipline' section contained within the Regulations

Users acknowledge that it is their own responsibility to create and maintain 'back- ups' of any data. The back-ups taken by the University are used for systems recovery purposes. Users hereby acknowledge and agree that it is not possible to recover any emails and files held on the Microsoft Facilities.

**The University's Liability to Users:**

The University does not exclude its liability under this computer use policy (if any) to Users:

- for personal injury or death resulting from the University's negligence;
- for any matter which it would be illegal for the University to exclude or to attempt to exclude its liability; or
- for fraudulent misrepresentation.

Except as provided above, the University will be under no liability to Users whatsoever (whether in contract, tort (including negligence), breach of statutory duty, restitution or otherwise) for any injury, death, damage or direct, indirect or consequential loss (all three of which terms include, without limitation, pure economic loss, loss of profits, loss of business, loss of data, loss of opportunity, depletion of goodwill and like loss) howsoever caused arising out of or in connection the use of the University's computing facilities.

This Policy is governed by the laws of England and Wales and is subject to the non-exclusive jurisdiction of the English Courts (save in respect of the Microsoft Facilities which are governed by the laws of the State of Washington, United States of America).

# Provision for students with disabilities and learning difficulties ALL STUDENTS

## University policy

University policy regarding students with specific learning difficulties and disabilities is stated within the Equal Opportunities Policy and Codes of Practice 2001.

## Definition of disability

For the purposes of the Equality Act, 2010, a person has a disability if they have a physical or mental impairment which has a substantial and long- term adverse effect on their ability to carry out normal day-to-day activities. However, Middlesex University acknowledges that a person is more likely to be disadvantaged by social and environmental factors than by a disability itself.

Disability in this context can include a wide range of issues and conditions. Typically this would be one, or combination of, the following categories.

- Specific learning difficulty - e.g. dyslexia
- Visual impairment - partial sight or blind
- Hearing loss - partial hearing or profoundly deaf
- Mobility difficulties or wheelchair user
- Has restricted use of upper limbs
- Mental health problems
- Condition that is not visible, e.g. epilepsy, sickle cell anaemia, HIV
- Condition not listed above (e.g. back injury)

The above list should not be seen as exhaustive. If you feel that you do have a condition that is affecting your ability to study effectively, you should contact the University's Disability Support Service as soon as possible.

Middlesex University is committed to setting up systems to break down any barriers which might prevent people with disabilities from actively participating in the life of the University.

## Disclosure of disability

You may develop a disability, or begin to suspect that you have a disability, after your studies have begun. We encourage you to disclose any disabilities, in confidence, at the earliest opportunity so that we can make provision for your needs.

You are advised to do this even if you do not believe that additional support is required. Your information helps us to monitor the success of our equal opportunities policies and enables the University to keep students informed of developments that may be of benefit or interest.

The Disability Support Service team can discuss your situation with you and provide advice and guidance . Queries can often be resolved over the telephone or by letter, although personal visits are often the best way of assessing needs, facilities and the environment.

## The Disability Support Service

The University is continually improving its facilities to ensure equal opportunities for all students with disabilities and specific learning difficulties (for example, dyslexia).

The Disability Support Service – based at the Hendon campus, provides advice and support for students with physical difficulties, sensory impairments, chronic (long-term) medical conditions or specific learning difficulties.

Support includes, but is not restricted to, special arrangements for examinations, liaison with tutors and needs assessments for students applying for support through the Disabled Students Allowance. Student Finance England and other funding bodies requires that students applying for Disabled Students' Allowance are assessed for their support at an accredited centre. The North London Regional Assessment Centre, based at the Hendon campus, is a fully accredited Centre.

## Disability Support Service

Middlesex University, The Burroughs, Hendon NW4 4BT

Tel: 020 8411 4945

Email: disability@mdx.ac.uk

See also information on the University's student information portal: http://unihub.mdx.ac.uk/support/disability/index.aspx

## Facilities and Support

The University provides an inclusive service for all our students. Advice and ongoing support is also provided through a variety of services, including:

- Scheduling classes in rooms that are appropriate for your needs.
- Providing special flexible arrangements for your end of semester assessments.
- Providing special flexible arrangements for your examinations.
- Alerting your tutors to your needs in terms of teaching and learning materials.

## Examinations and assessments

Special and flexible assessment arrangements are permitted on the recommendation of the Disability Support Service, following discussion with the student and the submission of appropriate medical evidence and in the case of dyslexia or other specific learning difficulty the report of an education psychologist confirming the condition. Arrangements may include provision of a separate room and additional facilities such as appropriate seating. Unless specifically excluded by examining bodies external to the University, and on appropriate recommendation, amanuenses (someone employed to write for you) are permitted. Examination papers may be provided in alternative formats such as Braille or large type. In appropriate cases students may use a computer. Additional time to complete examinations may also be permitted.

## Educational Support Assistants

The University employs a team Education Support Assistants (ESAs) who provides support to those students who require assistance while at University. The ESAs provision includes note-taking, readers and transcribers, amanuensis (scribes) for exams, sign language communicators and library assistants. The ESA provision is usually funded via the Disabled Students' Allowance (DSA), which is administered by the student's funding authority, typically Student Finance England or the NHS Bursary Dept in the case of Nursing or Social Work students.

## Dyslexia support

Dyslexia is a type of learning difficulty. It has a variety of effects or symptoms, and it typically means that a person finds significant difficulty in reading letters and words, spelling, distinguishing sounds, and organising complex thoughts, especially in writing – or a combination of all these. This, needless to say, can make studying at university particularly difficult for some people. In fact sometimes it is only when people enter the challenging world of university that their dyslexia comes to light. Interestingly, and very importantly, dyslexia often correlates with high intelligence, with many of the world's most celebrated minds being dyslexic. For this reason, dyslexia is certainly not an issue of low intelligence, but is instead a highly complex phenomenon.

Extensive dyslexia support is available at Middlesex University (http://unihub.mdx.ac.uk/study/ldu/index.aspx).

## Financial Support

**Disabled Students' Allowances**

The Disabled Students' Allowance is a non- means tested grant which helps to fund the extra costs a student with a disability, long term medical condition, sensory impairment, physical difficulty, or specific learning difficulty (e.g. dyslexia) may have when attending their course.

To be eligible you must be on a full-time or part-time (at least 25% of a full-time course) higher education course.

If you wish to apply for funding through the Disabled Students' Allowances, you must contact your Funding Authority. In the case of Nursing Students or Social Work Diploma students the NHS Bursary Dept. Ask for forms relating to the Disabled Students' Allowance to be sent to you.

**Access to Learning Fund**

The Access to Learning Fund is a government grant available to UK students which is administered by the University. It provides some financial help to help you stay in higher education. It can provide help if you are a student on a low income or in financial hardship.

The fund can assist with costs that are not already met by other grants, for example childcare costs or for emergency payments to cover unexpected financial crises.

The fund can be used to help cover costs where Disabled Students' Allowances are insufficient to adequately fund the costs of your support provision. It can also fund the costs that cannot be met through the DSAs, such as, for example, some of the cost of dyslexia diagnostic assessment.

As a student, you would be expected to apply for all the loans, grants and bursaries (as appropriate) to which you are entitled before applying for help from the Access to Learning Fund.

# Provision for students with disabilities and learning difficulties

**Disability Support Officer**

Sharon Rankin

Telephone: +44 (0)20 8411 4945

Email: S.Rankin@mdx.ac.uk

**Disability Support Service Administrator**

Telephone: +44 (0)20 8411 2514

Fax: +44 (0)20 8411 6237

Email: disability@mdx.ac.uk

**Dyslexia Support Administrator**

Telephone: +44 (0)20 8411 6073

Email: dystutor@mdx.ac.uk

**Dyslexia/SpLD Support Co-ordinator**

Pauline Sumner

Telephone: +44 (0)20 8411 4189

Email: p.sumner@mdx.ac.uk

**Copies of this document can also be provided on a disc, in braille or large print from Disability Support, or you can access from the University's website via:**

**http://unihub.mdx.ac.uk/.**

# University Strategic Statement/Data Protection Act Management of confidential information



**Strategic Statement**

**Mission**

Middlesex University aims to be a global university committed to meeting the needs and ambitions of a culturally and internationally diverse range of students by providing challenging academic programmes underpinned by innovative research, scholarship and professional practice.

**Vision**

Over the next ten years Middlesex University will develop its role as a leading London-based international university, championing a socially inclusive approach to participation in higher education. We will deliver outstanding academic and training programmes on our campuses in London and around the world, enabling those who choose to study at Middlesex to transform their lives and shape their own futures. We will prepare our students to be professional, skilled individuals fitted for the modern world, committed to lifelong learning and able to contribute to the communities in which they live and work.

At Middlesex we will always put the needs, welfare and experience of our students first.

We will place a high value on developing a mature approach to learning in which students are encouraged to challenge conventional wisdom, handle complexity and benefit from difference and diversity.

We will pioneer the development of new knowledge, scholarly understanding and professional practice to promote innovation in the curriculum and support the sustainable development of business and the wider community. We will celebrate the rich cultural and international diversity of the University's community, drawing on its benefits in the design of our programmes. We will be committed to an adaptive culture through the development of talented, highly skilled and motivated staff, effective governance, management and leadership and beneficial collaboration with other institutions in London and internationally.

**Priorities**

To deliver

- excellence in learning and teaching
- excellence in research, scholarship and the development of professional practice
- a stimulating student experience.

By developing

- talented, highly skilled and well-motivated staff
- a quality learning and working environment
- effective governance, management and leadership
- high demand for academic programmes
- a strong and robust financial position
- beneficial relationships with business and the community
- productive partnerships with schools, colleges and other universities.

**Data Protection Act**

Middlesex University is required by law to comply with the Data Protection Act 1998 and is committed to ensuring that every current employee and registered student complies with this Act regarding the confidentiality of any personal data held by the University in whatever medium.

The University needs to keep and process certain information about its past, current and potential employees and students to allow it to function effectively and monitor performance and achievements. To comply with the law information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully.

Data held and processed on past, present and future students may include:

- personal information
- assessment information
- financial information

and it is processed to comply with the requirements of official bodies, eg the Higher Education Funding Council, Student Loans Company.

It is a condition for acceptance onto a programme of study that students agree to provide and allow the processing of this information.

**Students are responsible for:**

- ensuring that all personal data provided to the University is accurate and up to date
- informing the UniHelp desk of any changes to information which they have provided, eg change of address
- informing the UniHelp desk of any errors or changes.

Students should ensure that they are familiar with the Data Protection Policy, copies of which are held in each Learning Resource Centre. Any breach of the Policy, whether deliberate or through negligence, may lead to disciplinary action being taken, access to University facilities being withdrawn or even a criminal prosecution.

**The management of confidential information**

The Code of Practice on confidential information covers that part of intellectual property concerned with confidential information required, especially where registration of designs or patents may be sought. It covers practices and procedures to be followed where confidential information is to be disclosed to staff or students and also cases where such information is generated by staff or students.