Middlesex University London

University Regulations 2024/25

UNIVERSITY REGULATIONS FOR UNDERGRADUATE TAUGHT PROGRAMMES .....

A THE LEARNING FRAMEWORK 6

B GENERAL REGULATIONS FOR ADMISSION 11

C REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY 14

D REGULATIONS FOR ASSESSMENT BOARDS 20

E ASSESSMENT AND PROGRESSION REGULATIONS FOR UNDERGRADUATE TAUGHT PROGRAMMES 27

UNIVERSITY REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES .....

A THE LEARNING FRAMEWORK 37

B GENERAL REGULATIONS FOR ADMISSION 41

C REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES OF STUDY 44

D REGULATIONS FOR ASSESSMENT BOARDS 50

E ASSESSMENT AND PROGRESSION REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES 57

UNIVERSITY REGULATIONS FOR ALL TAUGHT PROGRAMMES .....

F ACADEMIC INTEGRITY AND MISCONDUCT 66

G ACADEMIC APPEAL 68

H STUDENT RESPONSIBILITIES 76

J MIDDLESEX UNIVERSITY QUALIFICATIONS 80

K EXAMINATION RULES 93

L INVIGILATION OF EXAMINATIONS 96

M CODE OF ASSESSMENT PRACTICE MINIMUM REQUIREMENTS 97

MODULE LEVEL DESCRIPTORS 100

GRADE CRITERIA GUIDE 101

CLASSIFICATION DESCRIPTORS 103

UNIVERSITY MEMBERSHIP 104

PROVISION FOR STUDENTS WITH DISABILITIES AND SPECIFIC LEARNING DIFFICULTIES 106

STATEMENTS AND POLICIES

Academic Integrity and Misconduct Policy
Our policies | Middlesex University London (mdx.ac.uk)
(Academic Quality Section)

Acceptable Use Policy
Our policies | Middlesex University London (mdx.ac.uk)
(Information Law and Policy Section)

Anonymous marking assessment policy
Our policies | Middlesex University London (mdx.ac.uk)
(Academic Quality Section)

Admissions Policy
Our policies | Middlesex University London (mdx.ac.uk)
(Widening access to higher education Section)

Attendance Monitoring Policy for students
Our policies | Middlesex University London (mdx.ac.uk)
(Academic Quality Section)

CMA Policy: Making Changes to Published Programme Related Information
Our policies | Middlesex University London (mdx.ac.uk)
(Information Law and Policy Section)

Data Protection Policy
Our policies | Middlesex University London (mdx.ac.uk)
(Data protection Section)

Ethics Framework Statement
Our policies | Middlesex University London (mdx.ac.uk)
(Ethics Section)

Extenuating Circumstances Policy
Our policies | Middlesex University London (mdx.ac.uk)
(Academic Quality Section)

Financial Regulations
Our policies | Middlesex University London (mdx.ac.uk)
(Finance Section)

Force Majeure Statement
Our policies | Middlesex University London (mdx.ac.uk)
(Information Law and Policy Section)

Intellectual Property Rights: Students
Our policies | Middlesex University London (mdx.ac.uk)
(Information Law and Policy Section)

Posthumous and Aegrotat Awards Policy
Our policies | Middlesex University London (mdx.ac.uk)
(Academic Quality Section)

Student Charter
Student Charter | Middlesex University (mdx.ac.uk)

Student complaints and grievance procedures
Our policies | Middlesex University London (mdx.ac.uk)
(Concerns and complaints Section)

Student conduct and discipline rules
Our policies | Middlesex University London (mdx.ac.uk)
(Student conduct and discipline section)

Student Pregnancy, Maternity and Paternity Policy
Our policies | Middlesex University London (mdx.ac.uk)
(Equal Opportunities Section)

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Glossary

Academic Year
The academic year is divided into three Semesters each of 12 weeks: Semester 1 (September to December), Semester 2 (January to April) and Semester 3 (April to July). The remaining weeks from July to September comprise the summer during which teaching and learning activities may be scheduled for some programmes. Students starting in September study over 24 weeks in Semesters 1 & 2. Students starting in January study over 24 weeks in Semesters 2 & 3. Undergraduate January start students who successfully complete the first year, progress to year 2 in September and then follow the September start pattern.

Deferred and re-assessment for each semester normally takes place at the end of the following semester (eg Semester 1 deferred and re-assessment takes place at the end of semester 2)

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.

Compensation
Failure at FAIL grade 17 or 18 in compensatable modules may be compensated at the discretion of the Programme Assessment Board. It is subject to satisfactory overall performance. A compensated module will be considered a PASS at Grade 16 for the purpose of classification.

Credit
Each module carries a credit rating, with most modules rated at 30 credits. Some modules are rated at 15, 20, 40, 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.

- **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.
- **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.

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

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 reduce the total number of credits required for the qualification.

Extenuating Circumstances
Extenuating circumstances are personal circumstances which have affected a student's performance in an assessment and may be brought to the attention of the Assessment Board when considering academic performance. An application for extenuating circumstances will only be considered if the circumstances meet the following criteria: The circumstances are exceptional; they are outside of the control of the student; and evidence/supporting statement is provided (except in cases of self-certification).

FHEQ
Framework for Higher Education Qualifications

Mode of Study

- **Apprentice student** - Apprentices are employed throughout their entire apprenticeship and are required to spend the equivalent of a minimum of 20% of the overall hours of their programme of study allocated towards the development of new occupational knowledge, skills and behaviours (categorised as 'off-the-job training'). Employment hours are inclusive of University-based sessions and off-the-job training may take place both on-site and off-site. The Middlesex Regulations for Apprenticeship Provision are to be read in conjunction with these University Regulations for undergraduate and postgraduate taught provision.
- **Full-time student –** A full-time student will normally take 120 taught credits during the academic year (2 x 12 learning weeks). Exceptionally, a student may take 150 credits in an academic year, with permission of the Deputy Dean or nominee, or where the programme specification requires it**.**
  - Students may take additional credit of up to 30 credits during the summer term 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 the summer term.

Module

A self-contained, credit-rated and assessed unit of study which is the responsibility of a single Faculty. Modules normally run for 12 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.

- **Compensatable module -** A module that if failed with a 17 or 18 may be compensated subject to the criteria in E8 (undergraduate) or E9 (postgraduate)
- **Compulsory modules -** Modules which must be passed to complete a qualification.
- **Non Compensatable module** - A module that must be passed before progressing to the next stage of the programme.
- **Optional modules -** One or more modules which must be passed from a group of modules to complete a qualification.
- **Prerequisite module -** 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.

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;

- **Level 3: Foundation -** eg 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
- **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

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.

MyMDX

MyMDX is a password protected area used by students for important administrative tasks such as enrolment, paying fees, and updating contact details.

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.

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.

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 shown in Table A2.

Subject
A collection of modules with a coherent academic focus.

UniHelp Desk
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.

MyMDX
This is the student APP that has the latest news and announcements from around the University, alongside a lot of other information about academic and support services.

Working Day
A day the University is open for business. (this excludes bank holidays and weekends, and University closure days)

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. There may be occasions when events lead us to make changes to our regulations in year, however these would always be in order to improve the situation for students.

These University regulations shall normally apply for all programmes. Any deviation from these University regulations must be approved by the Academic Registrar. Where deviations are agreed, these must be identified and published within the Student Programme Handbook. Where there may be ambiguity in the interpretation of regulations where these are considered in conjunction with the Student Programme Handbook, these regulations have greater authority.

The academic work of the University is delivered by academic Departments, organised into four Faculties. Each Faculty is in the overall charge of an Academic Dean. Each Faculty is responsible for the provision of learning, teaching and assessment in a number of programmes which lead to University qualifications and will ensure appropriate decision-making structures are in place, including delegation to sub-committees where appropriate. There are overseas campuses in Dubai (since January 2005) and Mauritius (since January 2010). The academic provision of the overseas campuses comes under the remit of the appropriate Academic Dean.

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 Faculty.

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.

UniHelp Desk 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 shown in Table A2.

A1.2 Academic Year

The academic year is divided into three Semesters each of 12 weeks: Semester 1 (September to December), Semester 2 (January to April) and Semester 3 (April to July). The remaining weeks from July to September comprise the summer during which teaching and learning activities may be scheduled for some programmes. Students starting in September study over 24 weeks in Semesters 1 & 2. Students starting in January study over 24 weeks in Semesters 2 & 3. Undergraduate January start students who successfully complete the first year, progress to year 2 in September and then follow the September start pattern.

Deferred and re-assessment for each semester normally takes place at the end of the following semester (eg Semester 1 deferred and re-assessment takes place at the end of semester 2)

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 Faculty. Modules normally run for 12 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 module
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;

Level 3, Foundation eg 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

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

Education Area - http://www.qaa.ac.uk/en

A1.6 Credit
Each module carries a credit rating, with most modules rated at 30 credits. Some modules are rated at 15, 20, 40, 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 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 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.

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/ WICH 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	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	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	8 years	12 years	12		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 for Table A2
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 a recognised suite of programmes within the Professional Nursing and/or Midwifery field where up to 300 credits from other Nursing and Midwifery Council or QAA recognised programmes may be transferred and also in the case of Ordinary Degrees awarded to year 3 direct entry students.
The maximum length of registration includes any periods of interruption
* Students on approved student exchanges should note that normally at least 80 credits of study at level 6 must be under the control of this university.
** Includes an additional 120 credits (at FHEQ level 4, 5, or 6) in respect of the sandwich placement
*** FHEQ level 7 credits 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.

Students studying a degree programme with a foundation year should combine the Foundation Certificate and Honours Degree columns to see the Indicative periods of study and distribution of credits.

A3 Mode of Study

Apprentice student
Apprentices are employed throughout their entire apprenticeship and are required to spend the equivalent of a minimum of 20% of the overall hours of their programme of study allocated towards the development of new occupational knowledge, skills and behaviours (categorised as 'off-the-job training'). Employment hours are inclusive of University-based sessions and off-the-job training may take place both on-site and off-site. The Middlesex Regulations for Apprenticeship Provision are to be read in conjunction with these University Regulations for undergraduate and postgraduate taught provision.

Full-time student
A full-time student will normally take 120 credits during the academic year. Exceptionally, a student may take 150 credits in an academic year, with permission of the Deputy Dean or nominee or where the programme specification requires it.

Very exceptionally, a full-time student may take 90 credits during the academic year (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 their third semester.

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. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

A7.3 Validated programmes
The University Regulations shall normally apply to all validated programmes delivered by collaborative partners. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

GENERAL REGULATIONS FOR ADMISSION

B1 Overview

Middlesex University Admissions Policy provides further context and outlines the principles in which the University operates a fair, transparent and equitable admissions service. The Admissions Policy is reviewed for each admissions cycle.

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. The requirement for entry is published at the start of each admissions cycle on the programme of study page on the University website.

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 or for GCSE qualifications awarded from 2017 a score of 4, 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.

B2.1.1 General Certificate of Education (GCE) O level grades are equivalent to GCSE. Certificate of Secondary Education (CSE) Grade 1 Pass is equivalent to GCE. 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.

The University recognises many level 3 qualifications that are held on the Ofqual register as being equal in depth and size to a GCE A level award and are considered suitable to meet the general requirements for entry to undergraduate programmes. The University publishes the list of Level 3 qualifications that are and are not considered suitable for entry at www.mdx.ac.uk

B2.2.1 Admission to Degree/Dip HE/Cert HE programmes
General Certificate of Education, Advanced Level (AGCE) from either reformed or unreformed subjects; passes in two subjects: or
Passes in two 6-unit awards, one or both of which may be an Applied Technical or Applied General Qualification , Advanced Level from either reformed or unreformed subject(AVCE): or
Pass in one 12-unit Applied Technical or Applied General Qualification, 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 Applied Technical or Applied General Qualification, Advanced Level (AVCE)

B2.2.3 Admission to International Foundation Certificate
a) High School Diploma from international school systems 12 years in length equivalent to unreformed AS levels.

B2.3 Overseas 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) and from the University's own experience of international qualifications. The University will publish lists of acceptable international qualification equivalences for satisfying general entrance requirements for admission to undergraduate programmes of study.

B3 General entrance requirements for postgraduate study

Applies to Postgraduate only

B4 Mature entrants and prior learning

B4.1 Applicants who do not otherwise satisfy the General Entrance Requirement or who have had a significant break in their pre university studies 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.

B4.2 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.

B4.3 Recognition of prior accredited and experiential learning (See Table A2 for maximum allowable)

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. Where the prior credit is sufficient to gain entry to Level 6 appropriate External Examiner oversight must be sought either through the awarding organisations Assessment Boards or through the University approval process.

B5 English language

B5.1 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.

B5.2 English Language qualifications must be obtained no earlier than two years before commencement of study at the University.

B5.3 Applicants are expected to demonstrate the levels of attainment as described in the English Language Requirements document http://www.mdx.ac.uk/courses/english-language-requirements unless a higher requirement, which has been agreed for a particular programme at validation, is stated in the University Prospectus.

B5.4 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.

B5.5 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.

B6 Admissions complaints procedure

B6.1 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. A complaint may express serious concern about any aspect of the admissions process.

B6.2 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.

B6.3 A complaint must be made on an individual basis by the applicant. Complaints made by a third party will not normally be considered.

B6.4 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.

B6.5 Procedure

a) Informal Stage
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.

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.

b) Formal Stage
If the complaint is not resolved to the satisfaction of the applicant through this informal means, the complainant should then write formally to:
Head of Admissions
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 they hoped the outcome would be.

The Head of Admissions 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.

The decision of the Head of Admissions shall be considered final.

B7 Fraudulent information used to gain admission

B7.1 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.

B7.2 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 be withdrawn 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.

B7.3 The applicant may invoke the admission complaints procedures (section B6 above) or if enrolled, the student complaints and grievance procedures, within 10 working days of the date of notification of withdrawal, if new evidence can be brought to show that the decision of the University was unfounded.

REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY

C1 Enrolment

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 MyMDX at https://mymdx.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 should attend all timetabled learning sessions or events 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 validated and 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 for the module 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 19 or 20 in that module (Fail with no opportunity for compensation) should the required learning outcomes not satisfactorily be met.

C2.6 Students with 3 weeks consecutive non-attendance may be withdrawn. A student with consistent poor attendance may also be withdrawn at the discretion of the Programme Leader (or delegate) in line with guidelines defined in the Student Attendance Policy.

C3 Transfer between programmes of study

A transfer between programmes of study within the University may take place between FHEQ levels 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.

A transfer between programmes of study may take place at the same FHEQ level on condition that the conditions of entry for that level have been met, and that approval of the programme leader has been obtained for the new programme of study.

C4 Interruption of Study

A student who wishes to interrupt the programme of study before completion must give notice to UniHelpDesk/MyMDX. Students who interrupt their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no interruption 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 interruption of study is extensive (more than one year), students must be aware of the maximum indicative length of a programme (see Table A2 in section A). Students who interrupt their study are no longer an enrolled student of the University.

C5 Withdrawal and return from withdrawal or transfer

C5.1 A student who wishes to permanently withdraw or transfer from the University before the completion of the programme of study shall give notice to the UniHelp desk/MyMDX. The student may recieve 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 to that programme.

C5.3 If a student's return is more than two years after their permanent withdrawal or transfer, they must apply as a new applicant 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 (ASS60).

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 Officers via UniHelpdesk (Extenuating Circumstances), before the specified deadline and provide, where appropriate, a medical certificate or other supporting evidence/statement (see section D8).

C8 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 Integrity and 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 e-signed by all the co-authors.

C8.3 Submission of coursework
a) As directed within the module handbook, coursework must be submitted electronically by a specified deadline, and physical artefacts or other approved forms of assessment should be submitted to a nominated submission point, normally on the campus where the module was taken, and be receipted.
b) The deadline date, deferral and resit date, in accordance with the academic calendar, for each component of assessment must be set by the Module Leader prior to 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 E5. Where late submission of up to 24 hours is permitted in the assessment (eg individual written coursework) a component grade reduction of 10% or equivalent will be applied (or less where this would reduce a pass grade below 40%).
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 technically possible, due to a financial deregistration 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 – self plagiarism).

C8.5 Any deviation from the specification for coursework will be penalised in accordance with the published requirements of the module.

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 for not more than twelve months.
b) In addition, the University will retain a sample of appropriate records of assessed students' work for a period of five years after the end date of the course. This sample will be of sufficient scale and coverage to meet the OfS requirements for conditions B4 and B5.
c) Faculties will return only the work identified above in C9.1 (c), direct to the student.
d) With the exception of work identified for C9.2b), the University will retain any assessed work that has not been returned to the student not more than twelve 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 twelve 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 following principles will apply to the titling of qualifications:

- the specific title of an award is normally solely an expression of the content of the programme curriculum and reflects the subject matter of the award.
- specific titles that reflect the subject focus of programmes of study in two disciplines (e.g. a joint Honours award) should consider nomenclatures based on:
  - 'A and B', where there is an approximately equal balance between two components;
  - 'A with B' for a major/minor combination where the minor subject accounts for at least a quarter of the programme.
- qualification titles should not normally reflect more than three subject components. Where there are more than three significant components, the title 'Combined Studies' would be appropriate.
- Items in brackets in the title will indicate:
  - specific subject pathways,
  - negotiated titles (where allowed by the programme regulations),
  - or Professional Statutory or Regulatory Bodies (PSRBs) reserved titles

The title will not include items that are external to the programme and its curriculum, for example: whether the award is recognised by PSRBs- primarily because this is a construct external to the award itself; abbreviations of the whole title; or the location of the teaching. However, all of the above can be included in the diploma supplement.

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 (as 'sandwich') 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.
d) Where students are, for valid reasons, unable to undertake or complete the sandwich element of the programme of study, but are successful in meeting requirements for the remainder of the qualification, a full-time qualification will be awarded. The words 'having followed an approved sandwich programme' will not appear on the degree certificate.
e) 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.

C10.4 Entry and exit qualifications

Entry Qualification
This is a named qualification (e.g. BSc (Hons) Biochemistry) that is open to applicants to the University or one of its partners.

Specific Pathway
This is a named qualification (e.g. BSc (Hons) Medical Biochemistry) that is applied depending on the module options selected by students who entered on an Entry Qualification (eg BSc (Hons) Biochemistry)

Named Exit Qualification
This is a named qualification (e.g. Dip HE Biochemistry) that may be conferred upon a student who exits from an entry qualification before completion and meets the requirements of the named exit qualification as defined in its programme specification (normally defined within the programme specification of the corresponding entry qualification).

Generic Exit Qualification
This is an unnamed qualification (e.g. Diploma in Higher Education) that may be conferred upon a student who exits from an entry qualification before completion, and who has accumulated sufficient credit at appropriate levels for the exit qualification. Generic exit qualifications are normally available for all in-house and franchised programmes, and also for other collaborative programmes where agreed by the Portfolio Development Committee or appropriate Faculty Quality Committee.

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 as a result of 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 Assessment Board 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 Credit transfer

C13.1 A student may be permitted to transfer credit from another institution, (whether awarded on the basis of certificated or experiential learning), 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)

C13.2 Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades for the classification of qualifications.

C13.3 When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

C13.4 Normally only credit gained through approved exchange programmes will be graded, except where a bilateral agreement specifies a conversion scale agreed at institutional level (e.g. US grades, police apprenticeship/graduate diploma consortia grades). Agreed conversion scales can be found via https://unihub.mdx.ac.uk/study/types/student-exchange.

C13.5 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.

C14 Exhaustion of credit

For the Use and Re-use of Credit the following principles shall apply:

i. Normally, credits utilised in attaining an initial qualification recognised by the FHEQ cannot be used to secure exemptions against parts of an award of Middlesex University of equivalent or lower status. Such credits are considered 'spent' as part of the certification of the initial award.
ii. Such credits, however, may contribute to a higher award in the context that the higher qualification subsumes the lower. Illustrations of this would be:

A student who achieves a Foundation degree can use relevant credit towards an Honours degree, but not towards another Foundation Degree/HND/ DipHE.

Credits obtained in attaining a sub-degree award or qualification can be used towards an Honours degree. Once an Honours degree has been awarded it cannot normally provide credit towards another Honours degree.

Although at the same level in the FHEQ, a student may utilise credit from a Postgraduate Certificate or Diploma to contribute to a Master's degree.

Credit 'spent' on the conferment of an undergraduate award may not be used to meet the requirements of a postgraduate award.

Normally, credit towards a new qualification must have been gained no more than five years before the programme of study commences.

C15 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 than 36 weeks.

C16 Recording of Live lectures

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

1) It is explicitly permitted as part of the learning activity;
2) It is explicitly permitted for an individual student as a "reasonable adjustment", within the meaning of the Equalities Act;
3) 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 of Teaching and Learning Activities, available on MyMDX.

Permission for recording does not imply permission for publication (e.g. on Facebook, YouTube, or other Social Media), or distribution to others.

REGULATIONS FOR ASSESSMENT BOARDS

D1 Structure of Assessment Boards

1: PROGRAMME ASSESSMENT BOARDS

A Faculty will have several Programme Assessment Boards (PABs), each of which considers the progression and achievement of all students on a group of taught programmes, including apprenticeship programmes, that have been aligned to that board.

Membership

Chair – Head of Department or a nominee
Director of Programmes – corresponding to the programme(s) being considered
Programme leaders – corresponding to the programme(s) being considered
External Examiner(s) – corresponding to the group of programme(s) being considered
Officer - Assessment Officer (or nominee of the Chair).

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

Terms of reference

1. To determine, with the External Examiner(s) at the start of the academic year what the body of evidence to be reviewed for the Programme(s) aligned to the board will comprise of.
2. To receive and ratify all module grades for those students on programmes aligned to this board who are being considered for progression to the next academic stage and to decide on the progression and academic standing of those students based on the grades presented and the progression rules for the programme.
3. To receive and ratify all module grades for those students on programmes aligned to this board who are being considered for a qualification, and to decide on the qualification and classification based on the grades presented and the classification rules for the programme (eg UG/PGT/PGR).
4. To agree reassessment requirements in the case of failure, including compensation and, where necessary, the termination of registration or exit award.
5. To be responsible for the academic standards of courses and awards, including reviewing trends in outcomes for students over time
6. To receive comments from External Examiners on the quality and standards of the programmes in relation to national standards and frameworks and comment on the reasonable comparability of standards achieved at other UK providers with whom the EE has experience.
7. To make recommendations to the Academic Registrar on changes to the regulations and procedures governing the academic standing of students.
8. To make enhancement recommendations to the Deputy Dean, within approved University regulations, of the form and nature of assessments and reassessments for all programmes considered by the board.

Meetings

The Programme Assessment Boards will be scheduled as appropriate for the programmes aligned to the board.

2: ASSESSMENT BOARDS AT COLLABORATIVE INSTITUTIONS for Validated Programmes

1. Progression

The 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 Assessment Board is as set out in the Programme Handbook (as agreed at Validation).
b. The Chair of the 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 Board and by the External Examiner appointed to the Programme and provided to Academic Registry within 7 calendar days of the board in accordance with the published process for student progression and conferment for validated partners.
d. 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.

3: EXCHANGE GRADES PANEL

Membership
Chair - Director of International Preparatory Programmes & Exchanges (or nominee)
Faculty Exchange Coordinators
External Examiner
Officer - Assistant Academic Registrar (Assessment) or nominee

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 PVC Education and Student Experience
4. 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: RESEARCH DEGREE PROGRAMMES ASSESSMENT BOARDS

A Faculty will hold Postgraduate Research programme assessment boards to consider the progress of all students on a Research Degree programmes that have been aligned to that Faculty. See Research Degree Programme Regulations

Assessment Boards report annually to the University Assurance Committee.

D2 Authority of Programme Assessment Boards

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

D2.2 Module grades published on MyMDX are provisional until they have been confirmed at a Programme Assessment Board.

D2.3 Voting - At a meeting of a Programme Assessment Board every effort shall be made to reach a decision by consensus, considering the views of External Examiners. 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.

D2.4 No recommendation for the conferment of a qualification at any level, (other than generic exit qualifications), may be awarded without the approval of the quality and standards of the programme by 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.

D2.5 External Examiners will be invited to attend the 'main' boards for the Programmes being awarded. For Postgraduate programmes that start in September this will normally be in November and for Undergraduate programmes that start in September this will normally be in June. Programmes that have other start dates will have Programme Assessment Boards scheduled at appropriate times during the year and the Externals will be notified of these dates.

D2.6 If External Examiner cannot attend the 'main' boards they can be invited to attend one of the other (normally resit) boards or submit written comments in advance of the board.

D2.7 All Programme Assessment Boards have the authority to:

a. decide to whom the qualification in question should be awarded and with what class, if any.

b. compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation UG E8

c. 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 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 approve a substitute.

D3.2 A meeting of the 'main' Board for a programme, which may be held virtually or in person, at which decisions to ratify grades and award qualifications are made, shall not normally be quorate unless every external examiner or their properly appointed substitute is present, plus at least one third of the internal membership of the Board. 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.
c. been exceptionally granted a waiver by the Secretary to Academic Board.

The quorum for all other University Programme Assessment Boards for 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 Programme Assessment Boards at Middlesex University should make known to the Boards 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

A Programme Assessment Board 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 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 Programme Assessment Board, and made available to members of the board. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

D5.1.1 The record of the Programme Assessment Board shall include the minutes of the meeting and as separate items:

a. the agreed grades and academic profile for each candidate;
b. the decisions made in respect of each candidate on progression or award;
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 Any student who has been considered by the Programme Assessment Board is entitled to see a copy of any items listed in D5.1 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 A Programme 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. In such cases the Assessment Board must also consult with the Academic Registrar or nominee before exercising such discretion.

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 Academic Registrar or nominee. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.
b. Such formal interpretation by the Academic Registrar 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 are personal circumstances which have affected a student's performance in an assessment and are brought to the attention of the Assessment Board when considering academic performance. An application for extenuating circumstances will only be considered if the circumstances meet the following criteria: The circumstances are exceptional; they are outside of the control of the student; and evidence/supporting statement is provided. Extenuating Circumstances will be considered by Extenuating Circumstances Panels or their delegated nominee and may be taken into account by Programme Assessment Boards in determining classification of degrees where there is not a clear profile, and the progression of students.

D8.2 General principles

a. All students should have a fair opportunity to show they can meet the standards, and 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 Programme Assessment Boards to alter the module grades of students.
c. Students who, due to unforeseen circumstances, are unable to meet the deadline for individual written assignments may submit up 24 hours after the deadline without any claim for Extenuating circumstances required. This is known as Late Submission. The grade for the component of work submitted will be reduced by the equivalent of 10% (or less where this would reduce a pass grade below 40%). Students should take into consideration the impact this will have on their deadline schedule and their final grades before selecting this option.

d. Students must submit extenuating circumstances with evidence/supporting statement, by the specified deadline as per the published guidance. Extenuating circumstances submitted after the deadline specified should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the deadline and submits documentary evidence to support this.
e. Extenuating circumstances will be considered by Panels (or their delegated nominees) convened on behalf of Programme Assessment Boards who may make a decision based on the published guidance.
f. The outcomes of the extenuating circumstances panel (or their delegated nominees), which may include deferral of assessment to the next opportunity, or that EC's will be noted for the board, will be provided to Programme Assessment Boards, to support their decision making:
    i. in considering a students progression by
        a. allowing extra compensation, or
        b. permission to repeat a full year
    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.
g. 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 H7, or deferral of submission). 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

D8.3 Procedures

a. The Extenuating Circumstances Policy sets out further guidance on the principles and procedures for consideration of extenuating circumstances.
b. Only extenuating circumstances submitted directly by the student via Unihelp will be recorded and considered by the Assessment Officer and Extenuating Circumstances Panel. All information relating to the nature of extenuating circumstances will be kept confidential.

D9 Appointment of External Examiners

D9.1 External Examiners are appointed to Programme Assessment Boards by the University following recommendation to the Director of Academic Quality Service by the appropriate Academic Dean (or nominee) or Pro Vice Chancellor Education and Student Experience. External Examiners shall normally be appointed no later than the session prior to the one in which they take up their appointment. External Examiners are not normally involved in the assessment of modules at Level 3 or FHEQ Level 4.

D9.2 The method of appointment, rights and responsibilities of External Examiners are set out in Section 4 of the University's Learning and Quality Enhancement Handbook available via the University's internet

D10 Rights and responsibilities of External Examiners

External Examiners are appointed to Programme Assessment Boards. The rights and responsibilities of External Examiners are as follows:

D10.1 Responsibilities

a. To attend any meeting of a Programme Assessment Board of which they are a member.
b. To comment, when consulted, on the content and form of assessments.
c. To scrutinise a body of evidence provided by the internal examiners as agreed with the programme team.
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 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.
f. To submit annual reports as required by Section 4 of the University's Learning and Quality Enhancement Handbook relating to External Examiners

g. To inform the Director of Academic Quality 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 be provided with access to a body of evidence by the internal examiners as agreed with the programme team.
b. To make recommendations for amendments to draft assessments, in consultation with the appropriate internal examiner(s).
c. To see any assessment material relating to the programme concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment they agreed to see with the Programme Team, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.
d. 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.

D11 Procedures for when External Examiners refuse to consent to the decisions of an Assessment Board

Where an External Examiner refuses to sign the confirmation form to agree the grades and awards of the Programme Assessment Board, the Chair must report every case, including a full explanation of the circumstances, as soon as practicable to the Academic Registrar and the Director of 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 Examiner 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.

Exceptionally a Chair of Programme Assessment board may approve grades and awards so that no students are disadvantaged. This may be in cases where an EE has not been able to fulfil the necessary duties associated with the role and where there the Director of Academic Quality has sufficient confidence that processes and standards have been maintained, authorising the Chair to approve grades and awards. This may only be done in exceptional circumstances and where no other EE is able to confirm the grades and awards

D12 Internal examiner Assessment responsibilities

a. To attend Programme meetings with the External Examiner in order to ascertain which modules and assessments the EE will be sampling.
b. To provide the External Examiner with sample assessments as agreed in D12a) above.
c. To provide the module grades for all students at the end of each module assessment period.
d. To confirm during the Module Grade Confirmation period that all student grades are presented accurately and ready to be considered by the Programme Assessment Board(s).
e. 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.
f. To give feedback to all students on assessments within 15 working days, and to include for those students who have failed assessment components details of when the resit opportunity is, and what form it takes.
g. To submit a sample pack of assessment material, including scripts, coursework or project reports to the External Examiner as agreed in D12a. above.

D13 Faculty Assessment responsibilities

It is the responsibility of Faculties (through the Academic Dean, Deputy Deans, Heads of Department, Directors of Programmes, Module Leaders and other staff):

i. That the code of assessment practice (Section M) and the Assessment Fairness Principles, Policies and Requirements are adhered to for all assessments on taught programmes
ii. To provide Programme Specific Induction for new External Examiners.
iii. To make arrangements at the start of the Academic year, normally via a meeting that will include Internal Examiners and External Examiner(s), what the body of evidence to be considered by the External Examiner(s) for each programme of study should be.
iv. 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;
v. To ensure that adequate notice of the details of assessment arrangements is given to each student;
vi. To advise students, via the assessment officers, 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;
vii. 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);
viii. To ensure that students notifying adverse academic personal or medical circumstances are directed to follow the University Extenuating Circumstances procedures on Unihelp;
ix. To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed on the Student Learning Form;
x. To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be used in an examination;
xi. To ensure that a report is made to the Assessment Board of any incident of academic misconduct;
xii. To ensure that deadlines for the submission of projects, essays and other assessed work are fairly applied;
xiii. To keep records of assessed work submitted and to make these available to the Assessment Board as required;
xiv. 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;
xv. To arrange oral (viva voce) examinations as required by the Assessment Board;
xvi. To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;
xvii. 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 Programme Assessment Board;
xviii. 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 (and according to guidance note ASS110).

ASSESSMENT AND PROGRESSION REGULATIONS FOR UNDERGRADUATE TAUGHT PROGRAMMES

E1 Academic Calendar

E1.1 An Academic Calendar is published each year for all Campuses showing dates for each of Semester 1, 2, and 3.

- There are three main assessment periods during the academic year which take place at the end of each of Semesters 1, 2 and 3
- Continuing Professional Development programmes and Apprenticeship programmes will have assessments scheduled at appropriate times during the calendar year

Where assessment or reassessment is deferred, this will normally be to the end of the next semester or next available assessment opportunity for the module

E1.2 Following each period of assessment, the results of each module will be published on MyMDX. The University's Programme Assessment Boards will meet to consider and agree student progression, and confer the award of final qualifications for those students who have completed a stage of study.

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

E1.4 Graduation ceremonies take place in summer, 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
Foundation Certificate	120 credit points at Level 3 or above
Certificate of Higher Education	120 credit points at FHEQ level 4 or above
Diploma of Higher Education	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 of study 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 Assessment Board 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

Notes:

a) The Programme Assessment Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme. This will be specified in the programme specification
b) The Programme Assessment Board will take into account the student's commitment to their programme of study as shown by the number of X (FAIL due to insufficient attendance) and P (FAIL due to plagiarism or academic misconduct) codes and 20 (FAIL) grades or where there is substantial doubt about the student's ability to complete the qualification within the registration period.
c) A Programme Assessment Board 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 E8) shall be treated as passes.

E2.3 Where a student is not permitted to progress to the next stage of a programme the Programme Assessment Board will require a student to either:

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 E7;
ii. Be considered for an opportunity to 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 Assessment Board 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 Qualifications and classification

The regulations for classification below apply to programmes which are within the Learning Framework regulations.

E3.1 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.

E3.2 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. This is not classified.

E3.3 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.

E3.4 Honours Degrees

E3.4.1 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

E3.4.2 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.

E3.4.3 Exercising Discretion

Subject to regulation D6.1, the Assessment Board will only exercise discretion on the class of Honours in cases not covered by E3.4.2 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 E3.4.2.

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 Classification Descriptors
d) The need to consider any extenuating circumstances (see section D8).
e) The need to be consistent in its policy in the interpretation of classification for all students in a cohort.

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**

E3.4.4 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 above.

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 E3.4.2 above.

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.

E3.4.5 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 E3.4 Table A.

E3.5 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 Programme Assessment Board Chair (see C5).
c) If a student's return is more than two years following the award of an exit qualification, they must apply as a new student via the relevant Admissions Office. Students who are allowed to return to study in this manner will be reinstated on the qualification, current academic regulations will apply and previous period of study will be considered as part of their length of study period. If a student has been awarded an exit qualification as they have met the maximum period of registration for a qualification they will be unable to return study.

E4 Grading scheme

E4.1 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 Level 3 and FHEQ level 4 modules; or
iii. the fail grades (17*, 18*, 19*, 20*, X, F)

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

E4.2 For any given assessment, in any given module, Faculties should ensure that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

E4.3 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.

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

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)
F No Reassessment at next opportunity allowed – continuous assessment within module.
H Participated but not assessed (students not following Middlesex qualifications only)

E5 Failure to complete assessment

E5.1 Deadlines for assessed work

Students must submit each component of assessment by the deadline set by the Module Leader. Non submission of work by the deadline will result in failure in the component concerned (grade 20), unless permission has been granted under the Extenuating Circumstances Policy for an approved deferral of assessment to the next available opportunity (see D8).
For individual written coursework only, late submission of up to 24 hours from the deadline is permissable, however, the grade for the component is reduced by 10% or equivalent (or less where this would reduce a pass grade below 40%). (see D8.2c)

E5.2 Modules spanning more than one academic year or with multiple optional assessment points

In exceptional cases some modules may be designated as spanning more than one academic year or as having multiple optional assessment points following approval by the Academic Registrar. This must be recorded in the Programme Specification and module narrative. For such modules, in order to ensure an accurate student record students will automatically have a 'deferral' recorded against the assessment for this module. This means that a student is not required to submit a request for a deferral and is not penalised when the assessment is not attempted or completed at the first assessment opportunity. 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.

E5.3 Examinations

Students who fail to attend an examination without good cause will be failed in the module with a grade 19/20, should the required learning outcomes not be met, subject to any other regulations covering deferral of assessment in the module (see D.8).

E6 Reassessment in modules

E6.1

At Levels 3 & 4, failed mid module assessments may be reassessed at the end of the module.

A student has the right to be reassessed once only in any module with an overall FAIL grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Extenuating Circumstances or the FAIL grade of 17 or 18 has been compensated (see E8). Re-assessment takes the form of a Resit of the failed assessment component. This Resit opportunity does not attract additional scheduled teaching or fees and for Levels 5, 6 and 7 the Resit grade is capped (see E6.6). Where compensation is not normally permitted by a Professional, Statutory or Regulatory Body, a Programme Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

i. Modules with multiple opportunities to complete the assessment during the course of teaching do not have the right of resit at the next available assessment opportunity

E6.2 Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a FAIL grade of 19/20 should the required learning outcomes not be met. No second reassessment is permitted.

E6.3 Failure without good reason to undertake deferred assessment will result in the award of a FAIL grade of 19/20 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.

E6.4 Where it is not practical to resit 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.

E6.5 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.

E6.6 At 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.

E6.7 The Programme 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.

E6.8 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.

E6.9 A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

E7 Repeating modules

E7.1 No student is permitted to repeat the assessment of a module which has already been passed except where permitted in programme regulations and only to satisfy the requirements of Professional, Statutory or Regulatory bodies.

E7.2 A student may normally repeat a module which has been failed, following a failed first sit and a failed resit, or on request following a failed first sit, on one occasion only, with payment of the fee. For such a repeated module, including a module repeated during the summer term, 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. Where a student repeats a module, any remaining right of reassessment from the original attempt is cancelled but the repeated module may be reassessed by resit on one further occasion. An assessment board may withhold permission to repeat a module due to the requirements of a Professional, Statutory or Regulatory body.

E7.3 Where a student is given formal permission to repeat a stage due to significant extenuating circumstances, 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.

E7.4 If a student has already had the opportunity to repeat credit they will not normally be granted another one, at the same or different level.

E8 Compensation

E8.1 Failure at grade 17 or 18 in modules may be compensated at the discretion of the Programme Assessment Board. It is subject to satisfactory overall performance, and is permitted for maximum credits as in Table C.

Table C: Maximum Compensation Permitted

FHEQ Level	Normal maximum compensation	Exceptional maximum compensation
3 'foundation stage'	30 credits	30 credits
4 'certificate stage'	30 credits	60* credits
5 'diploma stage'	30 credits maximum from across the two stages, with compensation at the first available opportunity	An additional 30 credits maximum from across the two stages with compensation at the first available opportunity, totaling a maximum of 60 credits compensatable across level 5 and 6 with ECs**
6 'degree stage' 7 'integrated masters stage'		

* relevant learning outcomes have been met (E8.1.2)
** student has extenuating circumstances (E8.1.3 note (ii))

E8.1.1 Compensation at Level 3
At the foundation level, FAIL 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.

E8.1.2 Compensation at FHEQ level 4
At the certificate stage, FAIL 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 Assessment Board 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.

E8.1.3 Compensation at FHEQ level 5 and above
Failure at FAIL grade 17 or 18 in modules at FHEQ level 5 and above may be compensated at the discretion of the Programme 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, 6 and 7. Compensation may be permitted in an additional 30 credits out of the 240 credits at FHEQ level 5, 6 and 7 where it is satisfied that the relevant learning outcomes have been met elsewhere.

NOTES:

i. Compensation should not normally be granted by a Programme Assessment Board 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 granted in the context of a student's extenuating circumstances; without extenuating circumstances compensation should not normally exceed 30 credits beyond FHEQ level 4.
iii. Compensation should not 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 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 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.
vi. Compensation will not be granted where the overall grade for the module is P (proven misconduct).
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.
ix. Compensation should be considered at each stage of a student's progression eg from Certificate to Diploma Stage and Diploma Stage to Degree Stage.

E8.2 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).

E8.3 A compensated failure will be treated as a PASS grade of 16 for the purposes of classification profiling.

E9 Publication of results

E9.1 Formal notification of qualifications results and progression decisions will include grades or administrative codes for each module and any decision by a Programme Assessment Board. This will include those students considered for the award of a qualification but who have deferred or not completed, and those provisional module grades for students who have not yet been considered for progression or an award. This formal notification will be made via myMDX at the end of each assessment period.

E9.2 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.

E9.3 Students who have a tuition fee debt to the University will not have a qualification conferred, will not be notified of their final results, nor receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until the outstanding debt to the University has been paid.

E9.4 Where an Aegrotat award is offered, the student or representative shall be given 14 calendar days from the date of notification to decide whether to accept the qualification.

E10 Certificates, transcripts/diploma supplements and credit statements

E10.1

(a) A credit statement, transcript or Diploma Supplement (digital or printed) 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 Associate Student.

(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.

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

E10.2 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.

E10.3 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.

E10.4 A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.

E10.5 Digital and printed certificates will normally be issued within 2 months of the publication of results. Printed certificates will be sent to the student's nominated certificate address or 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. Students on collaborative programmes validated or franchised by the University will be issued with printed certificates by their home institution at which they are enrolled. 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

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. There may be occasions when events lead us to make changes to our regulations in year, however these would always be in order to improve the situation for students.

These University regulations shall normally apply for all programmes. Any deviation from these University regulations must be approved by the Academic Registrar. Where deviations are agreed, these must be identified and published within the Student Programme Handbook. Where there may be ambiguity in the interpretation of regulations where these are considered in conjunction with the Student Programme Handbook, these regulations have greater authority.

The academic work of the University is delivered by academic Departments and Institutes, organized into four Faculties. Each Faculty is in the overall charge of an Academic Dean. Each Faculty is responsible for the provision of learning, teaching and assessment in a number of programmes which lead to University qualifications and will ensure appropriate decision-making structures are in place, including delegation to sub-committees where appropriate. There are overseas campuses in Dubai (since January 2005), and Mauritius (since January 2010). The academic provision of the overseas campuses comes under the remit of the appropriate Academic Dean.

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 Faculty.

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, 180 credits for a Masters degree). Students take a programme of study leading to a University qualification.

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 shown in Table A2.

A1.2 Academic Year
The academic year is divided into three main Semesters each of 12 weeks: Semester 1 (September to December), Semester 2 (January to April) and Semester 3 (April to July). The remaining weeks from July to September comprise the summer during which teaching and learning activities may be scheduled for some programmes. Students starting in September study over 24 weeks in Semesters 1 & 2. The remaining weeks of the year are spent working on the Dissertation/Major Project which is due in September. Students starting in January study over 24 weeks in Semesters 2 & 3. The remaining weeks of the year are spent working on the Dissertation/Major Project which is due in January.

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 Faculty. Modules normally run for 12 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 module
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 has been failed.

A1.5 Module codes and levels

Table A1 Credit Framework Levels

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

Education Area - http://www.qaa.ac.uk/en

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 CRM3315 Violent Crime
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. Some modules are rated at 15, 20, 40 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 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 6 and above including at least 90 credits at FHEQ level 7.

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.

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

A3 Mode of Study

Apprentice student
Apprentices are employed throughout their entire apprenticeship and are required to spend the equivalent of a minimum of 20% of the overall hours of their programme of study allocated towards the development of new occupational knowledge, skills and behaviours (categorised as 'off-the-job training'). Employment hours are inclusive of University-based sessions and off-the-job training may take place both on-site and off-site. The Middlesex Regulations for Apprenticeship Provision are to be read in conjunction with these University Regulations for undergraduate and postgraduate taught provision.

Full-time student
A full-time student will normally take 120 credit during the academic year, followed by a 60 credit dissertation/major project.

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 the summer term.

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. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

A7.3 Validated programmes
The University Regulations shall normally apply to all validated programmes delivered by collaborative partners. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

GENERAL REGULATIONS FOR ADMISSION

B1 Overview

Middlesex University Admissions Policy provides further context and outlines the principles in which the University operates a fair, transparent and equitable admissions service. The Admissions Policy is reviewed for each admissions cycle.

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. The requirement for entry is published at the start of each admissions cycle on the programme of study page on the University website.

B2 General entrance requirement for undergraduate study

Applies to UG only

B3 General entrance requirements for postgraduate study

B3.1 A UK Honours degree classified at 2:2 or above will satisfy the general entrance requirement for admission to a programme of study leading to a Masters qualification, including 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 postgraduate diploma or postgraduate certificate. Where a higher classification is required this will be published for the specific programme of study.

B3.2 Overseas qualifications equivalent to a UK Honours degree classified at a lower second class or above will be considered. Guidance on equivalence will be taken from the National Academic Recognition Information Centre (NARIC) and from The University's own experience of international qualifications. The University will publish lists of acceptable international qualification equivalences for satisfying general entrance requirements for admission to postgraduate programmes of study.

B4 Mature entrants and prior learning

B4.1 Applicants who do not otherwise satisfy the General Entrance Requirement or who have had a significant break in their pre university studies 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.

B4.2 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.

B4.3 Recognition of prior accredited and experiential 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. Where the prior credit is sufficient to gain entry to Level 6 appropriate External Examiner oversight must be sought either through the awarding organisations Assessment Boards or through the University approval process.

B5 English language

B5.1 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.

B5.2 English Language qualifications must be obtained no earlier than two years before commencement of study at the University.

B5.3 Applicants are expected to demonstrate the levels of attainment as described in the English Language Requirements document http://www.mdx.ac.uk/courses/english-language-requirements unless a higher requirement, which has been agreed for a particular programme at validation, is stated in the University Prospectus.

B5.4 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.

B5.5 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.

B6 Admissions complaints procedure

B6.1 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. A complaint may express serious concern about any aspect of the admissions process.

B6.2 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.

B6.3 A complaint must be made on an individual basis by the applicant. Complaints made by a third party will not normally be considered.

B6.4 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.

B6.5 Procedure

a) Informal Stage
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. 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.

b) Formal Stage
If the complaint is not resolved to the satisfaction of the applicant through this informal means, the complainant should then write formally to:
Head of Admissions
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 they hoped the outcome would be.

The Head of Admissions 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.

The decision of the Head of Admissions shall be considered final.

B7 Fraudulent information used to gain admission

B7.1 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.

B7.2 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 be withdrawn 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.

B7.3 The applicant may invoke the admission complaints procedures (section B6 above) or if enrolled, the student complaints and grievance procedures, within 10 working days of the date of notification, if new evidence can be brought to show that the decision of the University was unfounded.

REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES OF STUDY

C1 Enrolment

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 MyMDX at https://mymdx.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 validated and 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 for the module 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 (Fail with no opportunity for compensation) should the required learning outcomes not satisfactorily be met.

C2.6 Students with 3 weeks consecutive non-attendance may be withdrawn. A student with consistent poor attendance may also be withdrawn at the discretion of the Programme Leader (or delegate) in line with guidelines defined in the Student Attendance Policy.

C3 Transfer between programmes of study

A transfer between programmes of study within the University may take place between FHEQ levels 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.

A transfer between programmes of study may take place at the same FHEQ level on condition that the conditions of entry for that level have been met, and that approval of the programme leader has been obtained for the new programme of study.

C4 Interruption of Study

A student who wishes to interrupt the programme of study before completion must give notice to UniHelpDesk/MyMDX. Students who interrupt their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no interruption 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 interruption of study is extensive (more than one year), students must be aware of the maximum indicative length of a programme (see Table A2 in section A). Students who interrupt their study are no longer an enrolled student of the University.

C5 Withdrawal and return from withdrawal or transfer

C5.1 A student who wishes to permanently withdraw or transfer from the University before the completion of the programme of study shall give notice to the UniHelp desk/MyMDX. The student may receive 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 to that programme.

C5.3 If a student's return is more than two years after their permanent withdrawal or transfer, they must apply to re-start the programme as a new applicant 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 (ASS60).

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/statement. (See Section D8)

C8 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 Integrity and 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, coursework must be submitted electronically by a specified deadline, and physical artefacts or other approved forms of assessement should be submitted to a nominated submission point, normally on the campus where the module was taken, and be receipted.
b) The deadline date, deferral and resit date, in accordance with the academic calendar, for each component of assessment must be set by the Module Leader prior to 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. Where late submission of up to 24 hours is allowed in the assessment (eg individual written coursework) a component grade reduction of 10% or equivalent will be applied (or less where this would reduce a pass grade below 40%)
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 technically possible, due to a financial deregistration 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 – Self Plagiarism).

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) 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.
d) Supervision of dissertations or other work is conditional on attendance at the University unless explicitly agreed otherwise.
e) The dissertation shall conform to the following requirements:
    i all pages should be numbered;
    ii 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;
    iii a summary of the work, not exceeding three hundred words in length must be included in each copy immediately after the title page;
    iv wherever possible, subsidiary papers and other material should be included but a candidate is at liberty to submit such material separately for consideration by the examiners.
f) 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.
g) The dissertation must be submitted via myLearning. A candidate is advised to keep a copy for personal use.
h) No alterations or additions may be made to a dissertation after it has been submitted except with the agreement of the Assessment Board.
i) A selection of copies of dissertations for the degree of Master may be placed in the University library or eRepository, 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.

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 for not more than twelve months.
b) In addition, the University will retain a sample of appropriate records of assessed students' work for a period of five years after the end date of the course. This sample will be of sufficient scale and coverage to meet the OfS requirements for conditions B4 and B5.
c) Faculties will return only the work identified above in C9.1 (c), direct to the student.
d) With the exception of work identified for C9.2b), the University will retain any assessed work that has not been returned to the student not more than twelve 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 twelve 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 following principles will apply to the titling of qualifications:

- the specific title of an award is normally solely an expression of the content of the programme curriculum and reflects the subject matter of the award.
- specific titles that reflect the subject focus of programmes of study in two disciplines (e.g. a joint Honours award) should consider nomenclatures based on:
    - 'A and B', where there is an approximately equal balance between two components;
    - 'A with B' for a major/minor combination where the minor subject accounts for at least a quarter of the programme.
- qualification titles should not normally reflect more than three subject components.

Items in brackets in the title will indicate:

- specific subject pathways,
- negotiated titles (where allowed by the programme regulations),
- or Professional Statutory or Regulatory Bodies (PSRBs) reserved titles

The title will not include items that are external to the programme and its curriculum, for example: whether the award is recognised by PSRBs- primarily because this is a construct external to the award itself; abbreviations of the whole title; or the location of the teaching. However, all of the above can be included in the diploma supplement.

C10.1 Entry and exit qualifications

Entry Qualification
This is a named qualification (e.g. MSc Computer Science) that is open to applicants to the University or one of its partners.

Named Exit Qualification
This is a named qualification (e.g. PG Cert Computer Science) that may be conferred upon a student who exits from an entry qualification before completion, and meets the requirements of the named exit qualification as defined in its programme specification (normally defined within the programme specification of the corresponding entry qualification).

Generic Exit Qualification
This is an unnamed qualification (e.g. Postgraduate Certificate) that may be conferred upon a student who exits from an entry qualification before completion, and who has accumulated sufficient credit at appropriate levels for the exit qualification. Generic exit qualifications are normally available for all in-house and franchised programmes, and also for other collaborative programmes where agreed by the Portfolio Development Committee or appropriate Faculty Quality Committee.

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 Assessment Board 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, 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, to have the placement considered as part of the programme.

C13 Credit transfer

C13.1 A student may be permitted to transfer credit from another institution, (whether awarded on the basis of certificated or experiential learning), 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).

C13.2 Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades for the classification of qualifications.

C13.3 When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

C13.4 Normally only credit gained through approved 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 via MyMDX

C13.5 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.

C14 Exhaustion of credit

For the Use and Re-use of Credit the following principles shall apply:

a) Normally, credits utilised in attaining an initial qualification recognised by the FHEQ cannot be used to secure exemptions against parts of an award of Middlesex University of equivalent or lower status. Such credits are considered 'spent' as part of the certification of the initial award.
b) Such credits, however, may contribute to a higher award in the context that the higher qualification subsumes the lower. Illustrations of this would be:

A student who achieves a Foundation degree can use relevant credit towards an Honours degree, but not towards another Foundation Degree/HND/ DipHE.

Credits obtained in attaining a sub-degree award or qualification can be used towards an Honours degree. Once an Honours degree has been awarded it cannot normally provide credit towards another Honours degree.

Although at the same level in the FHEQ, a student may utilise credit from a Postgraduate Certificate or Diploma to contribute to a Master's degree.

Credit 'spent' on the conferment of an undergraduate award may not be used to meet the requirements of a postgraduate award.

Normally, credit towards a new qualification must have been gained no more than five years before the programme of study commences.

C15 Recording of live lectures

Audio recording, video recording or photography of live lectures, or other forms of learning activity by students, 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 adjustment", 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 of Teaching and Learning Activities, available on MyMDX.

Permission for recording does not imply permission for publication (e.g. on Facebook, YouTube, or other Social Media), or distribution to others.

REGULATIONS FOR ASSESSMENT BOARDS

D1 Structure of Assessment Boards

1: PROGRAMME ASSESSMENT BOARDS

A Faculty will have several Programme Assessment Boards (PABs), each of which considers the progression and achievement of all students on a group of taught programmes, including apprenticeship programmes, that have been aligned to that board.

Membership

Chair – Head of Department or a nominee
Director of Programmes – corresponding to the programme(s) being considered
Programme leaders – corresponding to the programme(s) being considered
External Examiner(s) – corresponding to the group of programme(s) being considered
Officer - Assessment Officer (or nominee of the Chair).

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

Terms of reference

1. To determine, with the External Examiner(s) at the start of the academic year what the body of evidence to be reviewed for the Programme(s) aligned to the board will comprise of.
2. To receive and ratify all module grades for those students on programmes aligned to this board who are being considered for progression to the next academic stage and to decide on the progression and academic standing of those students based on the grades presented and the progression rules for the programme.
3. To receive and ratify all module grades for those students on programmes aligned to this board who are being considered for a qualification, and to decide on the qualification and classification based on the grades presented and the classification rules for the programme (eg UG/PGT/PGR).
4. To agree reassessment requirements in the case of failure, including compensation and, where necessary, the termination of registration or exit award.
5. To be responsible for the academic standards of courses and awards, including reviewing trends in outcomes for students over time
6. To receive comments from External Examiners on the quality and standards of the programmes in relation to national standards and frameworks and comment on the reasonable comparability of standards achieved at other UK providers with whom the EE has experience.
7. To make recommendations to the Academic Registrar on changes to the regulations and procedures governing the academic standing of students.
8. To make enhancement recommendations to the Deputy Dean, within approved University regulations, of the form and nature of assessments and reassessments for all programmes considered by the board.

Meetings

The Programme Assessment Boards will be scheduled as appropriate for the programmes aligned to the board.

2: ASSESSMENT BOARDS AT COLLABORATIVE INSTITUTIONS for Validated Programmes

1. Progression

The 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 Assessment Board is as set out in the Programme Handbook (as agreed at Validation).
b. The Chair of the 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 Board and by the External Examiner appointed to the Programme and provided to Academic Registry within 7 calendar days of the board in accordance with the published process for student progression and conferment.

d. 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.

3: EXCHANGE GRADES PANEL

Membership
Chair - Director of International Preparatory Programmes & Exchanges (or nominee)
Faculty Exchange Coordinators
External Examiner
Officer - Assistant Academic Registrar (Assessment) or nominee

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 PVC Education and Student Experience
4. 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: RESEARCH DEGREE PROGRAMMES ASSESSMENT BOARDS

A Faculty will hold Postgraduate Research programme assessment boards to consider the progress of all students on a Research Degree programmes that have been aligned to that Faculty. See Research Degree Programme Regulations

Assessment Boards report annually to the University Assurance Committee.

D2 Authority of Programme Assessment Boards

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

D2.2 Module grades published on MyMDX are provisional until they have been confirmed at a Programme Assessment Board.

D2.3 Voting - At a meeting of a Programme Assessment Board every effort shall be made to reach a decision by consensus, considering the views of External Examiners. 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.

D2.4 No recommendation for the conferment of a qualification at any level, (other than generic exit qualifications), may be awarded without the approval of the quality and standards of the programme by 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.

D2.5 External Examiners will be invited to attend the 'main' boards for the Programmes being awarded. For Postgraduate programmes that start in September this will normally be in November and for Undergraduate programmes that start in September this will normally be in June.

Programmes that have other start dates will have Programme Assessment Boards scheduled at appropriate times during the year and the Externals will be notified of these dates.

D2.6 If External Examiner cannot attend the 'main' boards they can be invited to attend one of the other (normally resit) boards or submit written comments in advance of the board.

D2.7 All Programme Assessment Boards have the authority to:

a. decide to whom the qualification in question should be awarded and with what class, if any.
b. compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation PGE9.
c. 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 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 approve a substitute.

D3.2 A meeting of the 'main' Board for a programme, which may be held virtually or asynchronously, at which decisions to ratify grades and award qualifications are made, shall not normally be quorate unless every external examiner or their properly appointed substitute is present, plus at least one third of the internal membership of the Board. 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.
c. been exceptionally granted a waiver by the Secretary to Academic Board

The quorum for all other University Programme Assessment Boards for 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 Programme Assessment Boards at Middlesex University should make known to the Boards 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

A Programme Assessment Board 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 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 Programme Assessment Board, and made available to members of the board. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

D5.1.1 The record of the Programme Assessment Board shall include the minutes of the meeting and as separate items:

a. the agreed grades and academic profile for each candidate;
b. the decisions made in respect of each candidate on progression or award;
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 Any student who has been considered by the Programme Assessment Board is entitled to see a copy of any items listed in D5.1 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 A Programme 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. In such cases the Assessment Board must also consult with the Academic Registrar or nominee before exercising such discretion.

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 Academic Registrar or nominee. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.
b. Such formal interpretation by the Academic Registrar 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 are personal circumstances which have affected a student's performance in an assessment and are brought to the attention of the Assessment Board when considering academic performance. An application for extenuating circumstances will only be considered if the circumstances meet the following criteria: The circumstances are exceptional; they are outside of the control of the student; and documentary evidence/supporting statement is provided. Extenuating Circumstances will be considered by Extenuating Circumstances Panels or their delegated nominee and may be taken into account by Faculty Assessment Boards and Programme Assessment Boards in determining classification of degrees where there is no clear profile, and the progression of students.

D8.2 General principles

a. All students should have a fair opportunity to show they can meet the standards, and 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 Programme Assessment Boards to alter the module grades of students.
c. Students who, due to unforeseen circumstances, are unable to meet the deadline for individual written assignments may submit up to 24 hours after the deadline without any claim for Extenuating circumstances required. This is known as Late Submission. The

grade for the component of work submitted will be reduced by the equivalent of 10% (or less where this would reduce a pass grade below 40%). Students should take into consideration the impact this will have on their deadline schedule and their final grades before selecting this option.

d. Students must submit extenuating circumstances with evidence/supporting statement, by the specified deadline as per the published guidance. Extenuating circumstances submitted after the deadline specified should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the deadline and submits documentary evidence to support this.
e. Extenuating circumstances will be considered by Panels (or their delegated nominees) convened on behalf of Programme Assessment Boards who may make a decision based on the published guidance.
f. The outcomes of the extenuating circumstances panel (or their delegated nominees, which may include deferral of assessment to the next opportunity, application of a retrospective deferral, or that EC's will be noted for the board), will be provided to Programme Assessment Boards, to support their decision making:
    i. in considering a students progression by
        a. allowing extra compensation, or
        b. permission to repeat a full year
    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.
g. 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 H7 (e) or deferral of submission). 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.

D8.3 Procedures

a. The Extenuating Circumstances Policy sets out further guidance on the principles and procedures for consideration of extenuating circumstances.
b. Only extenuating circumstances submitted directly by the student via Unihelp will be recorded and considered by the Assessment Officer and Extenuating Circumstances Panel. All information relating to the nature of extenuating circumstances will be kept confidential.

D9 Appointment of External Examiners

D9.1 External Examiners are appointed to Programme Assessment Boards by the University following recommendation to the Director of Academic Quality Service by the appropriate Academic Dean (or nominee) or Pro Vice Chancellor Education and Student Experience. External Examiners shall normally be appointed no later than the session prior to the one in which they take up their appointment. External Examiners are not normally involved in the assessment of modules at Level 3 or FHEQ Level 4.

D9.2 The method of appointment, rights and responsibilities of External Examiners are set out in Section 4 of the University's Learning and Quality Enhancement Handbook available via the University's internet

D10 Rights and responsibilities of External Examiners

External Examiners are appointed to Programme Assessment Boards. The rights and responsibilities of External Examiners are as follows:

D10.1 Responsibilities

a. To attend any meeting of a Programme Assessment Board of which they are a member.
b. To comment, when consulted, on the content and form of assessments.
c. To scrutinise a body of evidence provided by the internal examiners as agreed with the programme team.
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 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.
f. To submit annual reports as required by Section 4 of the University's Learning and Quality Enhancement Handbook relating to External Examiners
g. To inform the Director of Academic Quality 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 be provided with access to a body of evidence by the internal examiners as agreed with the programme team.
b. To make recommendations for amendments to draft assessments, in consultation with the appropriate internal examiner(s).
c. To see any assessment material relating to the programme concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment they agreed to see with the Programme Team, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.
d. 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.

D11 Procedures for when External Examiners refuse to consent to the decisions of an Assessment Board

Where an External Examiner refuses to sign the confirmation form to agree the grades and awards of the Programme Assessment Board, the Chair must report every case, including a full explanation of the circumstances, as soon as practicable to the Academic Registrar and the Director of 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 Examiner 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.

Exceptionally a Chair of a Programme Assessment board may approve grades and awards so that no students are disadvantaged. This may be in cases where an External Examiner has not been able to fulfil the necessary duties associated with the role and where there the Director of Academic Quality has sufficient confidence that processes and standards have been maintained, authorising the Chair to approve grades and awards. This may only be done in exceptional circumstances and where no other External Examiner is able to confirm the grades and awards.

D12 Internal examiner Assessment responsibilities

a. To attend Programme meetings with the External Examiner in order to ascertain which modules and assessments the External Examiner will be sampling.
b. To provide the External Examiner with sample assessments as agreed in D12a) above.
c. To provide the module grades for all students at the end of each module assessment period.
d. To confirm during the Module Grade Confirmation period that all student grades are presented accurately and ready to be considered by the Programme Assessment Board(s).
e. 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.
f. To give feedback to all students on assessments within 15 working days, and to include for those students who have failed assessment components details of when the resit opportunity is, and what form it takes.
g. To submit a sample pack of assessment material, including scripts, coursework or project reports to the External Examiner as agreed in D12a) above.

D13 Faculty Assessment responsibilities

It is the responsibility of Faculties (through the Academic Dean, Deputy Deans Heads of Department, Directors of Programmes, Module Leaders and other staff):

i. That the code of assessment practice (Section M) and the Assessment Fairness Principles, Policies and Requirements are adhered to for all assessments on taught programmes
ii. To provide Programme Specific Induction for new External Examiners.
iii. To make arrangements at the start of the Academic year, normally via a meeting that will include Internal Examiners and External Examiner(s), what the body of evidence to be considered by the External Examiner(s) for each programme of study should be.
iv. 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;
v. To ensure that adequate notice of the details of assessment arrangements is given to each student;
vi. To advise students, via the assessment officers, 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;
vii. 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);
viii. To ensure that students notifying adverse academic personal or medical circumstances are directed to follow the University Extenuating Circumstances procedures on Unihelp;
ix. To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed on the Student Learning Form;
x. To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be used in an examination;
xi. To ensure that a report is made to the Assessment Board of any incident of academic misconduct;
xii. To ensure that deadlines for the submission of projects, essays and other assessed work are fairly applied;
xiii. To keep records of assessed work submitted and to make these available to the Assessment Board as required;
xiv. 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;
xv. To arrange oral (viva voce) examinations as required by the Assessment Board;
xvi. To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;
xvii. 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 Programme Assessment Board;
xviii. 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 (and according to guidance note ASS110).

ASSESSMENT AND PROGRESSION REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES

E1 Academic Calendar

E1.1 An Academic Calendar is published each year for all Campuses showing dates for each of Semester 1, 2 and 3.

- There are three main assessment periods during the academic year which take place at the end of each of Semesters 1, 2 and 3
- Continuing Professional Development programmes and Apprenticeship programmes will have assessments scheduled at appropriate times during the calendar year

Where assessment or reassessment is deferred, this will normally be to the end of the next semester or next available assessment opportunity for the module.

E1.2 Following each period of assessment, the results of each module will be published on MyMDX. The University's Programme Assessment Boards will meet to consider and agree student progression, and confer the award of final qualifications for those students who have completed a stage of study.

E1.3 Some programmes (including Apprenticeships and 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 take place in summer, after Assessment Boards have met. In addition, some ceremonies may be held abroad.

E2 Progression of postgraduate students

E2.1 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 Assessment Board 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.

Notes:

a) The Programme Assessment Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.
b) The Programme Assessment Board will take into account the student's commitment to their programme of study as shown by the number of X (FAIL due to insufficient attendance) and P (FAIL due to plagiarism or academic misconduct) codes and 20 (FAIL) grades or where there is substantial doubt about the student's ability to complete the qualification within the registration period
c) When a student fails, after reassessment, a required element of the qualification, the student's profile will be considered by the appropriate Programme 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 E9) shall be treated as passes.

E3 Progression stages 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 Faculty concerned.

E4 Qualifications and classification

The regulations for classification below apply to programmes which are within the Learning Framework regulations.

E4.1 Postgraduate Certificate/Diploma

These qualifications will not be classified unless exceptionally approved by the University and specified in individual programme specifications.

E4.2 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 requirement 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 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

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:

Distribution of grades	**Class of qualification**	**Pass**	**Merit**	**Distinction**
	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 E4.2

E4.4 Graduation

i. 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.

ii. 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 Faculty/School Assessment Board Chair (see C5).

iii. 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. Students who are allowed to return to study in this manner will be reinstated on the qualification, current academic regulations will apply and previous period of study will be considered as part of their length of study period. If a student has been awarded an exit qualification as they have met the maximum period of registration for a qualification they will be unable to return study.

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.

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

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)
F No Reassessment at next opportunity allowed – continuous assessment within module.
H Participated but not assessed (students not following Middlesex qualifications only)

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

E5.3 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 assessment by the deadline set by the Module Leader. Non submission of work by the deadline will result in failure in the component concerned (grade 20), unless permission has been granted under the Extenuating Circumstances Policy for an approved deferral of assessment to the next available opportunity (see D8).
For individual written coursework only, late submission of up to 24 hours from the deadline is permissable, however, the grade for the component is reduced by 10% or equivalent (or less where this would reduce a pass grade below 40%). (see D8.2c)

E6.2 Modules spanning more than one academic year or with multiple optional assessment points

In exceptional cases some modules may be designated as spanning more than one academic year or as having multiple optional assessment points following approval by the Academic Registrar. This must be recorded in the Programme Specification and module narrative. For such modules in order to ensure an accurate student record students will automatically have a 'deferral' recorded against the assessment for this module. This means that a student is not required to submit a request for a deferral and is not penalised when the assessment is not attempted or completed at the first assessment opportunity. 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.

E6.3 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 D.8).

E7 Reassessment in modules

E7.1 A student has the right to be reassessed once only in any module with an overall FAIL grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Extenuating Circumstances or the FAIL grade of 17 or 18 has been compensated (see E9). Re-assessment takes the form of a Resit of the failed assessment component. This Resit opportunity does not attract additional scheduled teaching or fees and for Levels 5, 6 and 7 the Resit grade is capped (see E7.6). Where compensation is not normally permitted by a Professional, Statutory or Regulatory Body, a Programme 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 FAIL 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 FAIL 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 resit 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 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 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 Programme 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.

E8 Repeating modules

E8.1 No student is permitted to repeat the assessment of a module which has already been passed except where permitted in programme regulations and only to satisfy the requirements of Professional, Statutory or Regulatory bodies.

E8.2 A student may normally repeat a module which has been failed, following a failed first sit and a failed resit, or on request following a failed first sit, on one occasion only, with payment of the fee. For such a repeated module, including a module repeated during the summer term, 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. Where a student repeats a module, any remaining right of reassessment from the original attempt is cancelled but the repeated module may be reassessed by resit on one further occasion. An assessment board may withhold permission to repeat a module due to the requirements of a Professional, Statutory or Regulatory body.

E8.3 At Postgraduate Level repeat of credit is normally restricted to up to 30 credits on one occasion only.

E8.4 Where a student is given formal permission to repeat a stage due to significant extenuating circumstances, 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.

E9 Compensation

E9.1 Failure at grade 17 or 18 in modules may be compensated, only in exceptional circumstances, at the discretion of the Programme 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 Assessment Board may determine 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.

vii. Work submitted by a student for a module with a compensated pass will not be accepted.

E9.2 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'.

E9.3 A compensated failure will be treated as a grade of 16 for the purposes of profiling.

E10 Publication of results

E10.1 Formal notification of qualifications results and progression decisions will include grades or administrative codes for each module and any decision by a Programme Assessment Board. This will include those students considered for the award of a qualification but who have deferred or not completed, and those provsional module grades for students who have not yet been considered for an award.This formal notification will be made via MyMDX at the end of each assessment period.

E10.2 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.

E10.3 Students with a tuition fee debt to the University will not have a qualification conferred, will not be notified of their final results, nor receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until the outstanding debt to the University has been paid.

E10.4 Where an Aegrotat award is offered, the student or representative shall be given 14 calendar days from the date of notification to decide whether to accept the qualification.

E11 Certificates, transcripts/diploma supplements and credit statements

E11.1

(a) A credit statement, transcript or Diploma Supplement (digital or printed) 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 Associate Student.

(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.

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

E11.2 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.

E11.3 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.

E11.4 A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.

E11.5 Digital and Printed certificates will normally be issued within 2 months of the publication of results. Printed certificates will be sent to the student's nominated certificate address or 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. Students on collaborative programmes validated or franchised by the University will be issued with printed certificates by their home institution at which they are enrolled. All qualifications are subject to the approval of the Academic Registrar on behalf of Academic Board.

University Regulations for **All Taught** Programmes

ACADEMIC INTEGRITY AND MISCONDUCT

This section applies to students on both Taught and Research programmes.

F1 Academic Integrity

a) Middlesex University is committed to operating in an ethical way in every area to ensure the highest possible standards of decision-making and accountability (MU Ethics Framework Statement 2014).

b) The University Strategy (2031) has been developed to ensure our students learn about and develop a professional and ethically-informed skillset based on fundamental values and principles such as trust, honesty and integrity. This is because being able to work in a professional and ethical way is a highly valued graduate attribute. As part of this development it is fundamental that our students know how to learn from and acknowledge others' work in the process of creating their own unique pieces of academic work – and to be truthful about their own contribution.

c) The University recognises that academic integrity is a set of learned skills, with honesty, fairness and respect for others and their work at the core. The university will support and guide students to learn the necessary skills through education and reinforcement of learning, the promotion of core values, enabling policies and the appropriate use of technology

d) In order to demonstrate academic integrity, students must produce their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration. Students must also present their own findings, conclusions or data based on appropriate and ethical practice.

e) It is a student's responsibility to familiarise themself with the academic conventions and practices applicable to the course on which they are registered. It will be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of group-work the group's own and that they observe all Regulations, Procedures and instructions governing examinations.

f) It is the responsibility of each individual student when submitting an assessment item to ensure that the work which they are submitting is the work which they wish to be assessed.

g) Students must have ethical approval for their project/dissertation/thesis which cannot be gained retrospectively. Failure to do so may result in failure of the work. Refer to the programme and/or module handbook for details regarding requirements for ethical approval.

h) Academic misconduct is a breach of the values of academic integrity, and can occur when a student cheats in an assessment, or attempts to deliberately mislead an examiner that the work presented is their own when it is not. It includes, but is not limited to, plagiarism, commissioning or buying work from a third party or copying the work of others, unauthorized and/or unacknowledged use of artificial intelligence in a piece of work submitted for grading.

i) If a third party or anonymous whistleblower reports that there has been academic misconduct by a student of the University, the University may decide to investigate the allegations.

j) The University deals with breaches of academic integrity through instances of academic misconduct. It will take action against any student who contravenes these regulations through negligence, foolishness or deliberate intent in any form of assessment.

k) This procedure is concerned with the actions of students and not their intentions. An excuse of "not intending to" is not an acceptable defence.

l) Where students are registered on awards which lead to professional registration and there is Fitness to Practise requirements, a major offence may be referred to an appropriate Fitness to Practice Committee for consideration.

m) In all cases of alleged academic misconduct and cheating, students will be treated as innocent until a case against them has been investigated and upheld.

n) A finding that academic misconduct has occurred is a judgement based on available evidence, the standard of proof being the balance of probability.

o) These Regulations should be read in conjunction with the Policy and Procedures for Academic Integrity and Misconduct.

F2 Professional Courses

a) Where a professional body imposes its own standards in relation to professional conduct these will be considered in addition to the University Regulations. Students who fail to meet the requirements of the professional body may not be eligible to gain the professional qualification or recognition regardless of their academic achievement.
b) Following the completion of the University's Academic Integrity and Misconduct procedures, a proven allegation of misconduct may be referred to the appropriate professional body or the University's Fitness to Practise procedures which may result in a further penalty being applied.
c) Fitness to Practise is a separate and additional procedure. If a student is following a course which has employer links it may be necessary to inform the employer of the proven academic misconduct. Where this is applicable, students are advised to consult their programme handbook.

F3 Guidelines for penalties of academic misconduct

a) The minimum penalty imposed shall normally exceed that which would follow if the student had merely failed the assessment.
b) The penalties listed in Policy and Procedures for Academic Integrity and Misconduct must be taken as indicative of the maximum penalties which may be imposed.
c) 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.
d) All records of disproved offences must be deleted from the student record.

A student may appeal against the decision of the Assessment Board to impose a penalty. See Policy and Procedures for Academic Integrity and Misconduct and University Regulations (Section G).
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.
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 Policy & Procedures for Academic Integrity and Misconduct.

F4 Monitoring and Review

A record of all proven academic misconduct cases will be provided to the Heads of Department and Academic Deans of Faculty on a monthly basis in order to allow them to identify and take action on any areas of concern. An annual Report on Academic Misconduct will be received by Assurance Committee.

F5 Policy and Procedures

The Academic Integrity and Misconduct Policy and Procedures document sets out further guidance on the principles and procedures for consideration of a breach of Academic Integrity. The Policy includes the processes and procedures for consideration of a suspected breach of academic integrity, including definitions of what constitutes academic misconduct and who assesses the evidence and who determines the outcome based on the categories and penalties found in the Policy and Procedures for Academic Integrity and Misconduct.

ACADEMIC APPEAL

Forms for submitting an appeal, together with explanatory notes and procedures, are available from MyMDX Appeals - MyMDX

Research students should refer to the Research regulations on how to appeal

Throughout these regulations, the role of Secretary to Academic Board may be delegated to a senior manager reporting directly to the Secretary to Academic Board.

Students studying on validated programmes delivered by a Collaborative Partner should refer to their institutions appeals process, with the opportunity to apply to the University at Review Stage. A collaborative partner is a partner who enters into an agreement with the University under which it has responsibility for the delivery of services and academic programmes in accordance with the terms of the agreement.

G1 Definition of an appeal

G1.1 An appeal is a request from a student for a reconsideration of a decision made by a Programme Assessment Board (hereafter included in the term 'Assessment Board') regarding their assessment, progression or award.

An academic appeal relates to the outcome of an assessment or examination, or a student's progression, and may be based on:

a) Extenuating or mitigating circumstances where, for good reason, the Assessment Board was not made aware of a significant factor relating to the assessment of a student when it made its original decision;

And/or

b) That there was a material error, either in the conduct of the assessment itself, or in the proceedings of the Assessment Board, which significantly affected the Assessment Board's decision;

Or

c) Grounds listed in the Academic Integrity and Misconduct regulations Section F3, following a penalty imposed for academic misconduct.

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 a Programme 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 Management of group appeals: The principles and timescales outlined in these regulations will also apply to a group of students. The officer responsible for the management of the appeal will ensure that all members of the group are in agreement as to the nature of the appeal. Individual issues would normally be dealt with separately. With the agreement of the group the officer will respond to and liaise with a spokesperson. The outcome of the appeal will be communicated to all members of the group.

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 on MyMDX

G1.5 Students may not challenge the academic judgement of the examiners and appeals made on this basis will be rejected.

G2 Before making a formal appeal: Early Resolution

G2.1 Except where G2.3(a) applies, the student must make every effort to discuss the problem with the an appropriate member of the academic staff (eg Module Leader (module grade) or Programme Leader (progression or award decision) before submitting an appeal. This may result in the matter being resolved informally and quickly.

G2.2 The Module Leader or Programme Leader will consider the case and may advise the student:

a) That based on their recommendation, the Chair of the Programme 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.

If the matter is not resolved to the students satisfaction they may then submit a formal academic appeal.

G2.3 Except where (a) applies, there is a time limit of 28 calendar days from the date of the Programme Assessment Board results being published for submission of a formal appeal to the Secretary to Academic Board.

a) If an appeal arises following due process of the Informal Apprenticeship Appeal procedure, Academic Misconduct procedure or 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 G2.1 & G2.2 shall not apply.

G3 How to make a formal appeal

G3.1 Complete the appeal form from MyMDX.

G3.2 Submit the completed form, including the statement and evidence, by email to the Appeals Officer within the time limit specified in G2.3. 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.

G3.3 An acknowledgement of receipt will be sent to the student within 5 working days. If this is not received, the student should contact the Appeals Officer without delay.

G3.4 In normal circumstances, the University shall aim to complete the appeal process within 90 calendar days from receipt of the full appeal. There will occasionally be circumstances when, for good reason, the University will need to extend the timeframe and affected students will be notified.

G4 Progression of a student while an appeal is being considered

G4.1 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.

G4.2 While the appeal is being processed:

a) Subject to regulation E2 and E3 concerning progression, the student shall normally be permitted by the Programme Assessment Board to continue to the next stage of their studies, unless there are circumstances preventing it other than the decision in question of the Programme Assessment Board. This will not prejudice the outcome of the appeal.
   i. If the appeal concerns expulsion following an investigation into academic misconduct, the student is suspended and written permission is required from the Deputy Vice-

Chancellor, or nominee for the student to continue to the next stage of their studies. The student shall email the request to acappeal@mdx.ac.uk. The Deputy Vice-Chancellor or nominee has discretion not to permit the student to continue pending the outcome of the appeal.

ii. 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 Assessment Board or nominee. The Programme Assessment Board, in exceptional circumstances, has discretion not to permit the student to enter, or to continue on placement pending the outcome of the appeal. This discretion may be exercised only where the Programme Assessment Board judges that it would be against the interests of other people affected by the placement.

iii. 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.

iv. 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) The student may, if a final qualification has been made, inform prospective employers of the qualification awarded but that the decision may be reviewed following the appeal.

c) The student may, if a finalist, attend the Graduation Ceremony.

G4.3 The entitlement of the student to proceed on the programme of study will continue until the date of the letter formally notifying the student of the final outcome of their appeal (i.e., dismissal of the appeal or Assessment Board's reviewed decision). This letter will inform the student whether they are entitled to continue on the programme.

G4.4 Students shall receive regular communication from the Appeals Officer regarding the progress of their appeal.

G5 Confidentiality

G5.1 The appeal is kept as confidential as possible and within the University. Students who notify the Appeals Officer 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.

G6 Consideration of Appeal

G6.1 Initial Scrutiny

a) The appeal will be scrutinised by at least two members of Academic Registry
   i. to ensure that the appeal documentation has been fully completed,
   ii. to reach an initial view on whether sufficient evidence has been provided to merit consideration of a claim on one or more grounds for appeal.

b) If there is insufficient evidence to merit consideration of the appeal on the grounds set out in section G1.1 of these regulations the appeal will be rejected, and a Letter of Outcome will be issued, normally within 50 calendar days from receipt of the full appeal, providing reasons for the appeal being rejected. A student whose appeal has been rejected may request:

Either,
an internal review of that decision by an independent reviewer within the University under section G10. Following the outcome to this review, the student may request an independent review by the Office of the Independent Adjudicator (OIA) under section G13 of these regulations;
Or,
an independent review by the Office of the Independent Adjudicator (OIA) under section G13 of these regulations. Students who wish to approach the OIA for review, and who are not seeking an internal review under section G10 of these regulations, will require a Completion of Procedures Letter to be issued by the University. A request for this letter must be made by email to the Appeals Officer within 28 calendar days of the date of the Appeal Letter of Outcome. A student may request a Completion of Procedures Letter after this deadline (see Regulation G13.1).

The Completion of Procedures letter will state that the student has not completed the University's internal processes. The student will be required to present exceptional reasons to the OIA for not requesting the University to review the appeal.

c) Where an appeal has not been rejected under G6.1(b), the recommended outcome of initial scrutiny will be reported to the Secretary to Academic Board who will
   i. Where necessary, request the Chair of the Assessment Board or any other appropriate person to provide information in the form of a written statement, suitable for use, if required, as evidence at an Appeal Panel.
   ii. Require the Chair of Assessment Board or nominee from Faculty Leadership Team to take immediate action if the material error was an administrative error associated with the calculation of marks and/or award classification or title.
   iii. Refer the appeal for consideration in accordance with section G7 of these regulations.
   iv. Dismiss the appeal as without grounds. A Letter of Outcome will be issued, normally within 50 calendar days from receipt of the full appeal, providing reasons for the appeal being dismissed.

A student whose appeal has been dismissed may request:

Either,
an internal review of that decision by an independent reviewer within the University under section G10. Following the outcome to this review, the student may request an independent review by the Office of the Independent Adjudicator (OIA) under section G13 of these regulations;

Or,
an independent review by the Office of the Independent Adjudicator (OIA) under section G13 of these regulations. Students who wish to approach the OIA for review and who are not seeking an internal review under section G10 of these regulations, will require a Completion of Procedures Letter to be issued by the University. A request for this letter must be made by email to the Appeals Officer within 28 calendar days of the date on the Appeal Letter of Outcome. A student may request a Completion of Procedures Letter after this deadline (see Regulation G13.1).

The Completion of Procedures letter will state that the student has not completed the University's internal processes. The student will be required to present exceptional reasons to the OIA for not requesting the University to review the appeal.

G7 The grounds for appeal are established

G7.1 Where the Secretary to Academic Board considers that there may be ground for appeal:

a) They may offer the appellant an informal settlement of their appeal, normally within 50 calendar days from receipt of the full appeal.

   i. An informal settlement means that the Chair of the Assessment Board or nominee from Faculty Leadership Team has agreed, on the recommendation of the Secretary to Academic Board, that the Assessment Board will review its decision. This does not necessarily mean that the original decision of the Assessment Board is changed.
   ii. Where appropriate the Chair of the Assessment Board or nominee from Faculty Leadership Team 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 student's case and shall be attended by the Secretary to Academic Board or their nominee to ensure that the reconvened Assessment Board has taken due and proper account of the student's case.
   iv. The Assessment Board shall make special arrangements (which must involve External Examiners 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 student of the decision of the reconvened Assessment Board within 28 calendar days of the date of the Board.
   vi. The student must notify the Secretary to Academic Board of their intention to accept the offer within 10 working days of the date on the letter offering the informal settlement.

vii. The student may choose not to accept the offer of 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 student stating the decision not to accept this offer must be received by the Secretary to Academic Board within 10 working days of the date on the letter offering the informal settlement.

b) They may convene a meeting of an Appeal Panel because the option for representation by the student is warranted. The student should note that an Appeal Panel shall not necessarily require an Assessment Board to review its decision.

G8 The Appeal Panel

G8.1 Following a decision under regulation G7.1(b), an Appeal Panel will normally be convened within 20 working days of notification of the outcome of initial scrutiny. It will normally consist of three members of staff drawn from the following groups: Senior managers of the University, Programme Leaders, Directors of Programmes, together with one Student Union representative.

G8.2 If the student chooses not to attend the Appeal Panel meeting, the Panel will normally proceed in their absence.

G8.3 The Appeal Officer shall make agenda papers available including all the appeal documents, if relevant, to the student (and their companion), members of the Appeal Panel, the Chair of the Assessment Board, those in attendance and witnesses.

G8.4 The Appeal Panel will consider the appeal and may:

a) Uphold the appeal and refer the case back to the Assessment Board for reconsideration at a reconvened Board;

b) Dismiss the appeal as without grounds. A Letter of Outcome will be issued, normally within 10 working days of the date of the Appeal Panel meeting, providing reasons for the appeal being dismissed.

A student whose appeal has been dismissed may request:
Either,
an internal review of that decision by an independent reviewer within the University under section G10. Following the outcome to this review, the student may request an independent review by the Office of the Independent Adjudicator (OIA) under section G13 of these regulations;
Or,
an independent review by the Office of the Independent Adjudicator (OIA) under section G13 of these regulations. Students who wish to approach the OIA for review and who are not seeking an internal review under section G10 of these regulations, will require a Completion of Procedures Letter to be issued by the University. A request for this letter must be made by email to the Appeals Officer within 28 calendar days of the date on the Appeal Letter of Outcome. A student may request a Completion of Procedures Letter after this deadline (see Regulation G13.1).

The Completion of Procedures letter will state that the student has **not** completed the University's internal processes. The student will be required to present exceptional reasons to the OIA for not requesting the University to review the appeal.

G8.5 The Appeal Panel has power to make any recommendations to the Dean of Faculty, the Assessment Board or Academic Board, but the Appeal Panel may not dispute the academic judgement of the Assessment Board.

G8.6 If the Chair of the Appeal Panel and the Secretary to Academic Board 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.

G9 Powers of Academic Board

G9.1 After receiving a report as set out in G8.6 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.

G9.2 The decision of Academic Board is final and no further appeal is possible against it.

G9.3 The academic appeal procedures of the University are now complete. Should the student wish to take the matter further, they must follow the guidance in G10.

G10 Definition of a Review of the academic appeal process

G10.1 If the student is dissatisfied with the outcome of the appeal, they may, within 10 working days of receiving notification that the internal appeal procedures of the University have been completed, request a Review of the academic appeal process on any of the following grounds:

a) That there is new and relevant evidence that the student was demonstrably and for the most exceptional reasons unable to present to the Secretary to Academic Board during the appeal process;

b) That the appeal regulations and procedures were not complied with in such a way that materially affected the decision.

c) That the decision reached was unreasonable based on the information that had been available to the University when the case was considered.

G10.2 This is not a re-opening of the original appeal. Dissatisfaction with the outcome of the appeal is not alone a valid reason for requesting a Review.

G10.3 The Review will be undertaken by a neutral Senior staff member of the University drawn from the following groups: Senior Managers, Directors of Programmes and Programme Leaders, who have not previously been involved in the appeal case, and who will be nominated by the Secretary to Academic Board.

G10.4 The Review will include, but is not constrained to consideration of:

a) Whether the outcome of the formal appeal process was reasonable in all the circumstances;

b) Whether the relevant procedures were followed during the formal appeal stage;

c) Whether the student has received clear reasons why the appeal was rejected or dismissed at the formal stage;

d) Whether the student has provided valid reasons for not supplying new material evidence at an earlier stage.

G11 How to request a Review of appeal

G11.1 Advice on obtaining a Review form is given in the Academic Appeal Letter of Outcome.

G11.2 Send the form, including the statement and any relevant evidence, by email to the address on the form within 10 working days of the date of the Academic Appeal Letter of Outcome. 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 Reviewer.

G12 Consideration of a Review

G12.1 In normal circumstances, the University shall aim to complete the Review process within 10 working days from receipt of the Review request. There will occasionally be circumstances when, for good reason, the University will need to extend the timeframe and affected students will be notified.

G12.2 The Reviewer shall:

a) Scrutinise the documents received from the appellant, the full appeal case file including all documents available to and considered by the University in reaching its decision on the appeal, and, where relevant, the appropriate module and programme handbooks and University regulations;

b) Request and consider any further information considered necessary to reach a just decision.

c) Make their decision known in writing to the student and to members of staff within 10 working days. If further action is **not** required by the University, they shall also issue a Completion of Procedures Letter, normally within 20 working days of receipt of the Review request;

d) Seek to resolve any injustice identified through appropriate action, which may include seeking a proposed solution through discussion with the Chair of the assessment board, or referring the case back to the formal appeal stage for reconsideration.

i. Any proposed change to the formal appeal decision will be made with the agreement of the Assessment Board. The Assessment Board shall make special arrangements (which must involve the External Examiner Subject Board and External Examiner Faculty/School Board if appropriate) for reconsidering an assessment decision if required to do so as a consequence of the Review, as soon as possible and at latest during the next scheduled meeting.

ii. Following completion of the Reviewer's recommended course of action, the appellant will be informed in writing of the decision of the University and the Appeals Office shall issue a Completion of Procedures Letter.

G12.3 The decision of the Reviewer is final and no further appeal or request for review is possible against it.

G12.4 The academic appeal review procedures of the University are now complete. Should the student wish to take the matter further, they must follow the guidance in G13.

G13 Higher Education Independent Adjudicator (OIA)

G13.1 Should the student wish to take the matter further, they may, within twelve months of receiving the Academic Appeal Letter of Outcome or, following an Internal Review, the Completion of Procedures letter, write to the OIA, Second Floor, Abbey Wharf, 57-75 Kings Road, Reading RG1 3AB, United Kingdom, enclosing a copy of the Completion of Procedures letter requested from the University or issued by the University following an Internal Review, 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.

If the student requests the University to provide the Completion of Procedures letter beyond the 28 calendar day deadline specified in the Academic Appeal Letter of Outcome, the twelve month period of time for bringing the complaint to the OIA will run from the date of the Academic Appeal Letter of Outcome.

G14 General

G14.1 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.

G14.2 Any change of decision by the Assessment Board due to the appeal process shall not be to the student's disadvantage.

G14.3 The Secretary to Academic Board 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.

G14.4 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.

G14.5 If a student formally withdraws their appeal at any stage in the procedure no further action will be taken.

G14.6 The consideration of an appeal is an internal matter and the papers are confidential to the University. The student may seek advice from any source. Should a student instruct solicitors at any stage of the appeal process the Secretary to Academic Board may consult the University solicitors. The Academic Board procedure does not allow legal representation at an Appeal Panel hearing. Documents shall be kept on 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.

G14.7 The Secretary to Academic Board reserves the right to dismiss an appeal because of breach of confidentiality by the student or where delay in reaching a decision is (in their opinion) caused by the student's failure to provide information upon request. In the latter case the student shall be warned in writing that the appeal shall be dismissed unless such information is received within 10 working days of the date of the written warning.

G14.8 Where gross irregularity is alleged to have occurred, the Secretary to Academic Board may request special consideration by Academic Board.

G14.9 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.

G14.10 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.

G14.11 References to the Secretary to Academic Board include references to an Acting Secretary to Academic Board should the Secretary be unavailable.

G14.12 The term 'Assessment Board' is used in these regulations to refer to Programme Assessment Boards, and covers all meetings where a decision is made concerning progression, module grade or degree classification.

G14.13 Academic Board authority is required for changes to the Assessment Appeal regulations.

G14.14 Where appropriate, and in accordance with the Policy and Procedures for Academic Integrity and Misconduct, the Secretary to Academic Board is replaced in these procedures by the Deputy Vice-Chancellor Provost or a Senior Manager with appropriate academic background.

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 MyMDX record during and following completion of a programme of study;

b) of a preferred certificate or home address to be using when dispatching the certificate following conferment of a qualification.

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. Certificates are not dispatched to term-time or correspondence addresses.

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 have been paid. Students with outstanding tuition fee debts will not be entitled to enrol to continue further with their programme of study.

Persistent failure by enrolled students to meet financial 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 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 fee debts deducted from any due refunds of tuition fees, and hall debts deducted from any due refund of accommodation charges.

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.

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.)
    1. 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, 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.
    2. 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.
    3. Where a student's attendance is judged to be unsatisfactory for no good reason and/or falls below the required 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 reasonably be expected to be available.
    1. Failure to do so without good reason, will result in failure in the module concerned (grade 19 or 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 calendar 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, 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 Integrity: Students who attempt to gain unfair advantage over others through academic misconduct (contravening examination room rules, plagiarism, collusion - including in online assessments, commissioning, unauthorized/unacknowledged use of Artificial Intelligence 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, will be failed in the module concerned (grade 19 or 20), should the required learning outcomes not satisfactorily be met.

c) To submit all work for assessment by the deadline previously notified to them, and in the manner prescribed by the Module Handbook.

Students who fail to submit assessed work by the due deadline, will be failed in the module concerned unless a claim for extenuating circumstances has been approved for the assessment.

Students who, due to unforeseen circumstances, are unable to meet the deadline for **individual written assignments** may submit up 24 hours after the deadline without any claim for Extenuating circumstances required. This is known as Late Submission. The grade for the component of work submitted will be reduced by the equivalent of 10% (or less where this would reduce a pass grade below 40%). Students should take into consideration the impact this will have on their deadline schedule and their final grades before selecting this option

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 & Dyslexia 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 Programme Assessment Board or.

f) To complete an extenuating circumstances form (available on MyMDX), at the earliest

opportunity and by the published deadline, detailing any circumstances which may affect their ability to meet their programme commitments, and to provide valid supporting evidence where appropriate. Failure without good cause to make a claim for extenuating circumstances, with corroborative evidence where appropriate by the deadline, 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 adheres to the specified word limit, format, file type and any other specifications for the assignment.

Any deviation from the specifications 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 and 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 Student Route visa under the University's sponsorship must:

a) Adhere to the conditions of their visa as stated by the Home Office within the "Student sponsor 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 visas (including Digital immigration status)

Students who do not comply with these requirements may have their Student route 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 Student Route 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.

J1.1 Framework for Higher Education Qualifications in England, Wales and Northern Ireland (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

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)

Professional Graduate Certificate in Education (exit award only)

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.

Taught Qualifications at this level are as follows:

Postgraduate Certificate (PGCert)

Postgraduate Certificate in Education (PGCE)

Postgraduate Certificate of Higher Education (PGCertHE)

Postgraduate Diploma (PGDip)

Diploma in Management Studies (DMS)

Master of Arts (MA)

Master of Business Administration (MBA)

Executive Master of Business Administration (EMBA)

Master of Design (MDes)

Master of Education (MEd)

Master of Fine Arts (MFA)

Master of Laws (LLM)

Master of Music (MMus)

Master of Science (MSc)

Master of Research (MRes)

Integrated Masters Qualifications at this level are as follows:

Master of Complementary Medicine (MCM)

Master of Computing (MComp)

Master of Cultural and Creative Industries (MCCI)

Master of Engineering (MEng)

Master of Mathematics (MMath)

Master of Nursing (MNurs)

Master of Osteopathy (MOst)

Master in Science (MSci)

Research Qualifications at the level are as follows:

Master in Arts (ArtsM)

Master of Arts by Research (MA by Research)

Master of Laws by Research (LLM by Research)

Master of Philosophy (MPhil)

Master of Philosophy by Public Works (MPhil by Public Works)

Master of Science by Research (MSc by Research)

Master of Business Research (MBR)

Master of Theology (MTh)

Professional Qualifications at this level are as follows:

Master of Professional Studies (MProf)

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 qualifications are as follows:

Doctor in Arts (ArtsD)

Doctor of Business Administration (DBA)

Doctor of Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)

Doctor of Education (EdD)

Doctor of Engineering (EngD)

Doctor of Philosophy (PhD)

Doctor of Philosophy by Public Works (Phd by Public Works)

Doctor of Professional Studies (DProf)

Doctor of Professional Studies by Public Works (DProf by Public Works)

Doctor of Psychotherapy by Professional Studies (DPsych)

Doctor of Psychotherapy by Public Works (DPsych by Public Works)

Higher Doctorates are as follows:

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 in accordance with the Policy and Procedures of Conferral of Aegrotat and Posthumous Awards. 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 Faculty/School Assessment Board in consultation with the Academic Registrar in accordance with the Policy and Procedures of Conferral of Aegrotat and Posthumous Awards.

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 in the full legal name of the student at the point of conferment. Certificates are dispatched within 2 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 Computing (MComp)
The title of MComp denotes an integrated Masters programme of study comprising an extended and enhanced Undergraduate course of four years full-time study in a computing science discipline. The programme of study is both broader and deeper than a corresponding BSc Hons programme, requiring 480 credits, with at least 120 credits at 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 of Cultural and Creative Industries (MCCI) This title is reserved for an undergraduate programme of study which leads to a postgraduate qualification in the field of Culture and Creative Industries. The programme is structured over 4 years full-time or 6 years part-time to achieve 540 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.

Master of Nursing (MNursing) The title MNursing is reserved for professional specialised programmes of study in Nursing as an Integrated Master's programme. The qualification requires 480 credits, including 240 credits at FHEQ level 6 and above, with at least 120 credits at Master's level/one full academic year at level 7.

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 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 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.

Professional Graduate Certificate in Education for those PGCE qualifications which are taught at Honours level, and align with the FHEQ qualification descriptor at Honours (Level 6)

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 40 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 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) and **Executive Master of Business Administration (EMBA)** are programmes of study which focus on training in research methods and practice used in the discipline of business studies or management. The MBA or EMBA 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.

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.

J12 Higher qualifications in Work Based Learning

FHEQ level 7

Master of 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 of 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). The DProf may also be awarded on the basis of public works.

Doctor of 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). The DPsych may also be awarded on the basis of public works.

Doctor of 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

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 Theology (MTh) The title MTh is reserved for specialist research programmes in Theology and is equivalent to MA by Research.

Master in Theology (MTheol) The title MTheol is reserved for programmes of study in Theology as an integrated Master's programme. The qualification requires 480 credits, including 120 credits at FHEQ level 6 and 120 credits at FHEQ level 7.

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 Academic Registry Research Student Support Team.

FHEQ level 8

Doctor of 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.

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 (EngD) 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 their 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 public works. Information regarding the normal periods of study for a PhD are available from Academic Registry Research Student Support Team

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 a holder 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.

J15 Honorary awards

Honorary awards are made to those who have achieved regional or national eminence and who have a connection with the University. Honorary graduates may use the approved designatory letters after their names. Recipients of an honorary doctorate may not adopt the prefix "Dr."

Full details of the award of Honorary degrees are available from the Academic Registrar.

EXAMINATION RULES

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 takes any part of an examination, their submission 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 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, including those taken online. 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 & Dyslexia Service at least eight weeks prior to the start of the examination period, where support needs in respect of examinations would be assessed.

K1.7 Candidates who collude during an online exam, and submit work that displays similarity to other students submission will be subject to academic misconduct regulations (F5)

K2 Before the examination

K2.1 Candidates will not be permitted to enter the examination room without their student identity card. For online exams confirmation of ID will be required to access the paper.

K2.2 Candidates shall not enter the examination room, or have access to the online exam, until instructed to do so by the invigilator(s)/examiner.

K2.3 It is forbidden to occupy a desk or other space other than that assigned to you except by permission of the invigilator/examiner.

K2.4 Candidates may, with prior approval, following recommendations from the University Disability & Dyslexia 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 K1.6 above)

K2.5 Any coat, bag or other item brought into the examination room shall be deposited as directed by the invigilator(s)/examiner.

K2.6 It is strictly forbidden to bring into the examination room any books, headphones, dictionaries, notes, writing paper, blotting paper, mathematical tables, mobile telephones, correction tape 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 or drink (except water) 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. For online exams candidates must submit their examination according to the Module Leader instructions.

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) Accessing unauthorised web browsers during an exam.
c) Borrowing instruments or materials from another candidate except by permission of the invigilator.
d) Attempting to read the work of another candidate or communicating, or attempting to communicate, with another candidate by any means whatsoever. This is also applicable to online examinations where collusion is strictly forbidden.
e) Causing a disturbance in the examination room.
f) Wearing face or head coverings during the examination, unless done so for religious, or other acceptable, reasons. In such cases, students may be taken to a private room for purposes of identification and/or checking for possession of unauthorised items (see K2.6).

K3.12 Examination room rules apply to all exam formats, including those under alternative arrangements.

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 room.

K4.3 When authorised to do so by the invigilator(s), candidates shall leave the examination room in an orderly manner.

K4.4 Candidates carrying out online exams must submit their work to myLearning by the deadline specified.

INVIGILATION OF EXAMINATIONS

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 for Invigilators 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.

CODE OF ASSESSMENT PRACTICE MINIMUM REQUIREMENTS

This Code of Assessment Practice applies to all programmes of study, including at FHEQ Level 8. It sets out assessment principles and 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.

a) Assessment tasks should be appropriate for the learning outcomes to be assessed
b) 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.

a) Each Programme should have generic and level specific criteria, informed by Subject Benchmarks and the University's Grade Criteria Guide.
b) Programme information provided to students should clearly state the criteria, purposes and methods of assessment.
c) 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

a) Each Programme should have an assessment strategy which provides opportunities for formative assessment (which does not contribute to students' grades), during the year.
b) 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.
c) Programme information should clearly state the assessment strategy.

M1.4 Assessment should be transparent, valid, reliable and free from bias.

a) Clear information about University assessment regulations and processes should be provided and explained to students.
b) 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.

a) Each Programme should have a feedback strategy which explains the purpose of feedback and how and when feedback will be provided.
b) Feedback should be given on all assessments used for summative purposes.
c) In addition, formative assessment tasks should be used specifically and regularly to give feedback on students' work.
d) The feedback strategy should be discussed with students at the outset of the Programme, and at appropriate points during the Programme.

M1.6 All student assessments that contribute to students' final mark for a module (i.e., summative assessments) where possible, practical and appropriate will be marked anonymously. Markers will be unaware of students' identity at the time of marking assessments, wherever this is possible, in terms of teaching and assessment approaches and practicality. Where anonymous marking of assessment is not practical, possible or appropriate students will be informed of the rationale. The Anonymous Marking Assessment Policy details the approach which must be taken.

M1.7 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, e.g. 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 M1.1. 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. Where a module is part of more than one programme there will be a clear statement on which programme moderation process it is aligned to. Policy may vary at different levels within a Programme.

M2 Moderation – minimal requirements

M2.1 Normally, assessments shall be marked by one member of staff and moderated by a second member of staff. Larger cohorts, particularly where programmes are delivered on multiple campuses, may have more than one marker and in these cases moderation arrangements will reflect this and there will also be a process of ensuring parity in marking. At FHEQ level 5 and above assessments shall be subject to moderation. Arrangements for moderation by a second member of staff shall include sampling across all grade bands and all fails. A minimum square root of the total and at least 10 assessments (from pass grade bands) shall be moderated or all if the cohort is less than 10. Precise arrangements for moderation shall be published in the Programme Handbook. Each campus will be treated as a separate sample and all franchised/joint provision will also be sampled separately. Where assignments have been marked by more than one marker then any sample will need to be equally representative of each marker.

M2.2 Students shall be provided with feedback on all assessments. 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 will take the form of text or audio in an appropriate format for the discipline (subject area). Feedback to students will normally be provided within 15 working days of the published component submission date or after assessment results have been published for examinable components. Assessments shall be retained for a period of *twelve months* following the date of the Assessment Board.

In addition, the University will retain a sample of appropriate records of assessed students' work for a period of five years after the end date of the course. This sample will be of sufficient scale and coverage to meet the OfS requirements for conditions B4 and B5.

M2.3 Students shall be expected to keep a copy of their submitted work so that they can relate any feedback comments they receive to their work. Where some work (e.g. 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.

M2.4 All examinable components (e.g. paper based or electronically completed) shall be subject to scrutiny to ensure all student work has been marked and that marks are totalled correctly. This is an administrative process to ensure examinable components have had each section marked and scores calculated correctly, it does not review the marks given. Confirmation that scrutiny has taken place should be clearly recorded. Normally, scrutiny will be undertaken by the module tutor.

M2.5 In cases where marking of assessments takes place in a 'live' situation (e.g. oral presentations, drama and dance 'performances') the assessment should be moderated in one of the following ways: at least two members of the module team are present, the assessment is recorded using an appropriate recording medium for internal moderation at a later stage, or another method specific to the module is determined by subject staff. Samples of assessments undertaken in these conditions must be made available to external examiners.

M3 Postgraduate dissertations/ Projects, or equivalent modules (major pieces of work submitted towards the end of a programme of study) – minimal requirements

M3.1 All postgraduate (FHEQ level 7 and above) dissertations/projects shall be double- marked. Precise arrangements for double-marking shall be determined at Subject/Programme level and recorded in the Programme Handbook. If there is a failure to reach agreement, the Head of Department (or nominee) should identify a third, independent marker to adjudicate the decision.

M3.2 Feedback, normally in the form of a standard 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.

M4 Variations from this code of practice

M4.1 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.

M5 Other issues

M5.1 This paper refers to moderation practices in several sections. It needs to be emphasised that the moderator should not change the mark(s) awarded to individual students but should make a judgement regarding the overall standards (in line with the learning outcomes and assessment criteria). Where the moderator believes the overall standard to be unduly harsh or lenient, for example where there is a discrepancy of >5% in the mark distribution for the sample as a whole then the initial marker should review the full set of assignments in consultation with the moderator. If there is a failure to reach agreement, the Head of Department (or nominee) should identify a third, independent marker(moderator) to adjudicate the decision.

M5.2 The only marking indicated on feedback to students should be the agreed mark for the work following the completion of the moderation processes set out above. Feedback to students would normally be restricted to that provided by the initial marker, although this may be supplemented by the initial marker following moderation to reflect elements of the discussions within the moderation process.

M5.3 Where an assessment includes more than one marker it is good practice to hold a parity meeting at the start of the marking process where markers can discuss and develop a shared understanding of the marking criteria. This can include comparing marks for a small sample of student work. Parity meetings are particularly important where there is a large number of markers and where there are new markers in a team

MODULE LEVEL DESCRIPTORS

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.

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 to 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.

Module Level descriptors can be found at:

SEEC-Descriptors May-2021

Frameworks for Higher Education Qualifications

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**	**Incomplete**
MU Grade Level	**1-4 (70-100%)**	**5-8 (60 <70%)**	**9-12 (50<60%)**	**13-16 (40<50%)**	**17-19 (Less than 40%)**	**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. 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	understanding and coverage of a number of aspects of the topic, showing relation or integration of the aspects. 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	understanding and coverage of a number of aspects of the topic but there is little relation or integration between aspects. 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	knowledge of some basic ideas and facts, an acceptable number of elements of the topic are understood. Student can identify and describe the main concept. There is evidence of originality and appropriate referencing.	Irrelevant or incorrect learning; fundamental misunderstandings Student has not been able to construct sufficient meaningful learning	Non submission
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)	Non submission

MU Grade Level	1-4 (70-100%)	5-8 (60 <70%)	9-12 (50<60%)	13-16 (40<50%)	17-19 (Less than 40%)	20
Technical proficiency in the English language*	Very well expressed and understanding of content with limited spelling or grammatical errors	Very well expressed; good understanding of content with some spelling and/ or grammatical errors	Well expressed; understanding of content with several spelling and/ or grammatical errors	Simple expression of information; little understanding of content; several spelling and grammatical errors	Inaccurate expression of information; lacks understanding of content; many spelling and grammatical errors	Non submission
Verbs to describe performance. The student can ….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	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	Non submission
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 present	Non submission

*Reasonable adjustments apply to those with a declared disability/specific learning difficulty. It should have a 10% weighting of the overall grade for each relevant assessment.

Classification Descriptors

This section provides information on expectations for student achievement beyond the minimum necessary for awarding a bachelor's degrees with honours as set out in the FHEQ for level 6 qualifications. These descriptors are based on the sector recognised standards developed by the UK Standing Committee for Quality Assurance (UKSCQA).
These are intended to be used a reference point along with Module Level Descriptors and the Grade Criteria Guide to inform assessment criteria and rubrics for FHEQ level 6 study. They are intended to support staff development, course design and approval, and act as an external reference point to support the calibration of standards and external examiner processes.
Upon awarding a degree, a graduate can be expected to have demonstrated and possess the skills and attributes attached to their respective classification, as described below.

Not successful	Third-class honours (3rd)	Lower second-class honours (2.2)	Upper second-class honours (2.1)	First-class honours (1st)
The student did not achieve the required course learning outcomes and:	The student achieved all their required course learning outcomes and:	The student achieved all their required course learning outcomes and:	The student achieved all their required course learning outcomes and:	The student achieved all their required course learning outcomes and:
did not consistently demonstrate sufficient knowledge and understanding, cognitive, practical and transferable skills	demonstrated knowledge and understanding, cognitive, practical and transferable skills	demonstrated strong knowledge and understanding, cognitive, practical and transferable skills	demonstrated thorough knowledge and understanding, cognitive, practical and transferable skills	consistently demonstrated advanced knowledge and understanding, cognitive, practical and transferable skills
did not consistently demonstrate adequate initiative and personal responsibility	demonstrated initiative and exercised personal responsibility	demonstrated initiative and personal responsibility	demonstrated good initiative and personal responsibility	consistently demonstrated exceptional initiative and personal responsibility
did not consistently demonstrate ability to reflect on their work	demonstrated some ability to reflect on their work	demonstrated an ability to reflect on their work	demonstrated an ability to reflect critically on their work	consistently demonstrated ability to reflect critically and independently on their work
did not consistently demonstrate problem-solving skills	demonstrated problem-solving skills	demonstrated strong problem-solving skills	demonstrated thorough problem-solving skills	consistently demonstrated exceptional problem-solving skills

Information on detailed descriptors which present a detailed articulation of how the broad graduate attributes acquired by students during their course might apply across different skills areas, competences and attributes can be found at:

Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees

These provide a more detailed reference point to inform staff development, course design and approval, and external examiner processes. It is important to note courses necessarily vary in what and how they assess, according to subject requirements. The different characteristics may not necessarily be assessed equally – programme teams are free to design courses with assessment weighted towards particular skills as they deem appropriate for meeting the required learning outcomes.
An Ordinary Degree is awarded by the University where a student does not achieve the full 360 credit minimum for a bachelors' with honours. These are awarded on a pass fail basis with no classification.

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 to 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, academic misconduct (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 (MDXSU). Full membership gives you the right to use MDXSU facilities and support services, to vote in union elections and to stand for election as one of the officers of the union.

University membership/Membership of the Students' Union

If you are a student at one of the University's London Campuses you will automatically become a full member of MDXSU on enrolment unless you deliberately opt out. You can collect your MDXSU 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 MDXSU as a full member by contacting the MDXSU Administration Manager.

If you are a student taught at an overseas Campus, or 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 MDXSU is not open to you. However you may join a similar student representative body, if any, which is available at you home institution. You may also apply for any benefits which may be available via MDXSU.

All members of MDXSU shall be entitled to membership of all bodies to which the union is affiliated.

For Further information, see the MDXSU website at: www.mdxsu.com

University policy
University policy regarding students with specific learning differences 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.

Successful students ensure that they receive appropriate support. We encourage students with disabilities, health conditions, learning differences and mental health diagnoses to contact the Disability and Dyslexia Service as soon as possible to explore what support may be available. We acknowledge that disability support is not about giving an advantage, it is about creating equity and 'a level playing field'.

In Higher Education, 'Disability' is a broad term that includes a wide range of issues and conditions. Typically, this would be one, or a combination of, the following categories.

- Specific learning difference- e.g. dyslexia, dyspraxia or ADHD
- Visual impairment - partial sight or blind
- Hearing loss - partial hearing or profoundly deaf
- Autistic spectrum conditions
- Mobility difficulties or wheelchair user
- Has restricted use of upper limbs
- Mental health condition, e.g. anxiety, depression
- Condition that is not visible, e.g. epilepsy, sickle cell disease, 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 and Dyslexia Service as soon as possible.

Disclosure of disability

We encourage you to disclose any disabilities, in confidence, at the earliest opportunity so that we can make provision for your needs. Some students develop disabilities during their time at University or receive a diagnosis for the first time. Support can still be provided in these cases – contact the Disability and Dyslexia Service for advice.

The Disability and Dyslexia Service team can discuss your situation with you and provide advice and guidance. The team will contact students who have disclosed a disability to offer a package of reasonable adjustments. Students are invited to either accept these adjustments or arrange a consultation with the team to explore further adjustments or discuss additional conditions they may have. Queries can often be resolved over the telephone, email, or video link although face-to-face appointments in person are also available.

The Disability and Dyslexia Service

The University is continually improving its facilities to ensure equal opportunities for all students with disabilities and specific learning differences (for example, dyslexia).

The Disability and Dyslexia Service – based at the Hendon campus, provides advice and support for students with physical difficulties, sensory impairments, chronic (long-term) medical conditions, mental health conditions or specific learning differences.

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 require that students applying for Disabled Students' Allowance are assessed for their support at an accredited centre. The North London Regional Access Centre, based at the Hendon campus, is a fully accredited Centre.

The University uses inclusive practices and reasonable adjustments to ensure accessibility for all our students. Advice and ongoing support are also provided through a variety of services, including:

- Scheduling classes in rooms that are appropriate for your needs.
- Providing flexible arrangements for your examinations.
- Alerting your tutors to your needs in terms of teaching and learning materials.
- Setting up Non-Medical Helper (NMH) support, e.g. note takers, British Sign Language (BSL) interpreters, specialist dyslexia tuition, mentoring.

Examinations and assessments

The University aims to offer inclusive options for assessment. However, additional flexible assessment arrangements are permitted on the recommendation of the Disability and Dyslexia Service, following discussion with the student and the submission of appropriate evidence. 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 and timed rest breaks may also be permitted, subject to agreement and appropriate medical evidence.

Non-Medical Helpers

Non-Medical Helpers are trained support workers who can help disabled students with different aspects of their university experience. They are paid either through external funding i.e. Disabled Students' Allowances or by the University. Examples of non-medical helpers are note takers, practical assistants (to assist with tasks such as carrying equipment, accessing the campus), BSL interpreter, mentors, specialist dyslexia tuition. To organise this support, a student must provide medical evidence of a diagnosis to the Disability and Dyslexia Service to discuss what support is appropriate and how it will be funded. Where appropriate these non-medical helpers may require DBS and Health and Safety checks.

Specific Learning Differences
There are a number of Specific Learning Differences: dyslexia, dyspraxia, dyscalculia, ADHD etc.... They may have a variety of effects or symptoms and mean that a student has challenges in reading words, spelling, organising complex thoughts, communicating or numeracy.

Extensive support is available at Middlesex University, including one-to-one specialist tuition, where appropriate.

Financial Support

Disabled Students' Allowances
The Disabled Students' Allowance (DSA) 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 difference(e.g. dyslexia) may have when attending their course.

There are a number of eligibility criteria which the Disability and Dyslexia Service can advise on.
If you wish to apply for funding through the Disabled Students' Allowances, you must contact your Funding Authority (e.g. Student Finance England). In the case of Social Work Diploma students this is the NHS Bursary Dept.

Apprenticeships
Apprentices may have access to funded support through the Education Skills Funding Agency (ESFA). Apprentices should contact the Disability and Dyslexia Service to explore their needs and the range of support available for their academic programme. Support for the work environment is provided through the employer.

The Disability and Dyslexia Service can assist with completing DSA forms.

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: MyMDX

Additional Funding
The Student Support Fund is provided by Middlesex University to help students who are experiencing financial difficulties and particularly those students who need help to meet extra costs not met from other sources of support. The fund can also be used to help alleviate unexpected financial hardship.

The fund provides Grants (non-repayable awards/ money you do not have to pay back) of between £200 and £2,500, with applications assessed on individual need. The average award is £250 and is based on the shortfall between income and outgoings. However, students in their final year or those with additional study costs, such as childcare, are more likely to receive more than those who have fewer outgoings

You can apply annually, and you can also make a second application if your circumstances change resulting in financial difficulties within an academic year.
Financial Support - MyMDX