

February 2024



2031 Learning Framework Operationalising the Principles

Part 1: Quality Standards

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This document lays out the quality standards expected within every programme, and thus indicates how principles and their features are expected to operate. It is targeted at colleagues within both academic and professional service teams and should be read in conjunction with [Operationalising the Principles Part 2: Programme Adjustments](#) and [Glossary of 2031 Learning Framework Terms](#), which outline the programme adjustment requirement against each feature. Where features are embedded, these are expected to be evident across the whole programme, hence not within all modules or levels of study. These quality standards apply to all Undergraduate (UG) and Foundation Year (FY) degree programmes, both full and part time, across levels 3-6, delivered throughout our Hendon campus. They also apply to programmes that share modules with Joint Partners, Apprenticeships, and Dubai and Mauritius campus programmes. It is expected that these principles and associated features will be represented at all levels of study within these programmes from 2024-25. Other Apprenticeship, Postgraduate, Dubai and Mauritius campus and Franchise programmes will be prioritised in 2025-26. 'Programme teams' is used throughout to convey the colleagues working together to design and deliver the programme, and should engage campus colleagues and relevant partners where they are delivered across multiple campuses and sites.

Operational Expectations

Principle 1: Our Academic Year

Feature 1.1: Three semesters (incorporating teaching, assessment, feedback and independent study/enrichment weeks)

A standard academic year of three 10-12-week semesters will operate across all programmes as standard, with students taught across two semesters.

- The semesters are September starts (Autumn/Winter semester), January starts (Winter/Spring semester) and April starts (Spring/Summer semester), also referred to as semester 1, 2 and 3 over the academic calendar year. For students starting in January, they will be taught during the Winter/Spring semester (2) and Spring/Summer semesters (3).
- The academic year will be standard for the majority of our programmes, with this majority sharing a common start date.
- Induction activities will be scheduled in week 0, with teaching commencing from week 1.
- The academic year will be fixed, taking the December-January festive period into account, but may impact the Easter holiday some years due to this period changing year on year.

Feature 1.2: Three potential entry points

Programmes will operate up to three entry points in any one academic year.

- A third entry point will be available for a limited number of programmes, where market demand has been proven.

Note: Introducing an additional entry point will require a Stage 3 adjustment request, identifying market demand.

Feature 1.3: Two consecutive semesters of study for full-time students

All programmes will operate across two consecutive semesters as standard.

- September starts will study across semester 1 (Autumn/Winter semester) and 2 (Winter/Spring semester) and January starts will study across semester 2 (Winter/Spring semester) and 3 (Spring/Summer semester).
- A greater level of student monitoring will be expected, leading to targeted and personalised support interventions on the grounds of attendance, engagement, attainment or health and wellbeing, utilising the data from StREAM, module evaluation surveys, programme voice groups and assessments.

Note: Having non-consecutive semesters of study will require a Stage 3 adjustment request.

Principle 2: Programme Structure

Feature 2.1. Common first year across cognate groups (where relevant)

The first year will be common across all programmes who share a cognate group.

- The cognate groupings have been defined by faculty and signed off by the DVC/Provost.
- Where a common first year is shared, programme teams should make it clear to students (for example in the programme handbook or through discussion) how it will support their achievement of programme learning outcomes.
- Programmes that are exempt from having a common year will be identified through this process. Programme teams are not expected to make a case for any exception to this during the Sprint process. This should be submitted two weeks in advance of Sprint.

Note: To be excluded from having a common first year for programmes within a cognate grouping will require a Stage 3 adjustment request.

Feature 2.2: Limited module options for levels 5 and 6

There will be limited module choices within all programmes as standard. There will be no module choices at levels 3 and 4, with limited module options at level 5 and 6.

Limits on module options:

- At levels 5 and 6, module options can operate, provided each module has no fewer than 15 students.
- Where a programme includes module options, students can undertake two compulsory and two elective modules (of their choice) per academic year at level 5 and at level 6.
- The number of module options will depend on student numbers; each module should operate with a minimum of 15 students. Module sizes can exceed 15 – this is a minimum operating number. It should be made clear to students that modules will only run if the minimum numbers (15) have been met.
- The elective modules can run in one or both semesters (i.e. one compulsory and one elective in the 1st and 2nd semester or two compulsory in the 1st semester and two elective in the 2nd semester).
- Note, access to modules may be restricted for certain students due to operating a 3-day timetable; to mitigate this, where there are elective modules operating, the entire cohort will need to be on campus for the same days of the week.

Shared module options:

- Wherever possible, September and January starts should share optional modules at level 5 and 6 to support operational efficiencies. This will require options for September semester 2 to be the same as January semester 1. This offers the potential to ensure that viable numbers have been reached for modules to run.

No module options:

- It is not expected that all programmes will offer choice of modules at levels 5 and 6. Where module options are not provided teams should make it clear where students can personalise their programme (see feature 5.1) if not through modular choice.

Impact on student clusters (see principle 4)

- The use of module options will impact student clusters. Where module choice is given, students will be assigned to more than one cluster.

Note: Operating a non-standard number of elective modules or module options will require a Stage 2 adjustment request.

Principle 3: Module Structure

Feature 3.1: Four 30-credit modules

30-credit modules are expected to operate across all programmes as standard. There is a limit of two 15-credit modules in any one academic year.

Delivery modes:

- Modules can be taught concurrently (i.e. two modules taught across the twelve weeks) or in series (i.e. one taught in a block of 6 weeks intensively, followed by the other module). Hence, modules can be taught in blocks.

Module titles:

- It is expected that module titles and descriptions are enticing to prospective students and convey both the breadth and depth of the subjects they will be studying.

Use of 15-credit modules:

- 15-credit modules are permissible, where there is a sound rationale, but not encouraged. To limit the number of modules our students are studying at any one time, the following is expected:
 - Where 15-credit modules are incorporated, a programme team should plan two 15-credit modules (to total 30 credits) in order to balance alongside the other 30-credit modules.
 - No more than two 15-credit modules can be incorporated across each level of study.
 - At level 4, for those programmes sharing a common first year, all modules will be 30 credits; hence no 15-credit modules should be designed into the first year. For all other level 3 or 4 programmes (without a common first year), smaller credit modules are permitted but not encouraged.
 - At level 5, programmes can have no more than two 15-credit modules operating, where there is a sound rationale to do so.
 - At level 6, it is expected that 15-credit modules will not be used.

Use of modules greater than 30 credits:

- Across all levels of study, internship and placement modules can be larger than 30 credits.

- At level 6, multiples of 30 are permissible at level 6 up to a maximum of 60 credits for any taught modules across the semester.
- A Sandwich Placement, operating across a whole academic year will continue to be 120 credits.

Programme Adjustments:

- Where programme teams select to incorporate modules varying from 30 credits, their use should be justified and discussed as part of the Sprint process.

Note: programmes requiring a non-standard credit size will be required to make an adjustment request, as detailed in part 2

Feature 3.2: Two modules each semester for full time UG

It is expected that two modules per semester is the norm across all levels of study. Where 15-credit modules are incorporated, this will increase to three across one semester only and be one for 60-credit modules.

- For the majority of programmes, there will be 4 modules operating as standard across each level of study (level 3-6). There will be a maximum of 5 modules running at levels 3, 4 and 5 (2 x 15-credits and 3 x 30-credit modules).

Note: programmes delivering more than two modules per semester will be required to make an adjustment request, as detailed in part 2.

Feature 3.3: No prerequisite modules within a level of study

There should be no prerequisite modules within a level of study across all programmes as standard.

- It is accepted that if your programme has a professional competency requirement, necessitating a work placement, this will be a prerequisite module and is permitted under the framework.
- Please note: Students will be permitted to progress to the next level of study where they have either:
 - i. Passed the required number/level of credits; or
 - ii. Been 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.

(Ref: Assessment and progression regulations for taught programmes E.2)

Note: The use of any prerequisite modules within a level of study will require a Stage 3 adjustment request.

Principle 4: Student Groups

Feature 4.1: Student clusters

Student clusters (groups) will operate across all programmes as standard. These are the groups in which students will be taught, for example seminar groups.

Allocation of home clusters:

- Students are assigned to a 'home' cluster from the outset. Cluster groups will operate for the entirety of the programme. Students may be allocated to a different 'home' cluster at the beginning of each level of study (due to variables including staffing changes, cohort numbers, student choice, number of modules).
- Student clusters will be formed by academic advising groupings. Students will be randomly assigned by the programme administration team to one of the cluster groups once they have enrolled. For level 3 and 4 students, this will take place during welcome and induction (week 0) for 2024-25.
- The number of cluster groups will be pre-identified for each programme, as part of the Sprint, and then subsequently based on those eligible to enrol and timetables pre-populated against cluster tags (cluster A; cluster B etc). Timetables will be drawn up for each cluster for the entire academic year.

Flexibility to change home cluster:

- Students will be able to change their 'home' cluster within the 2 weeks of enrolment in semester 1 by the end of teaching week 1 (or within a week of enrolling for late starters) and at each level of study, and will thereafter be expected to remain in that cluster group for the remainder of the academic year. Changes for home clusters are to be made through the departmental administrator. This may mean that clusters operate with unequal numbers but should not fall below or exceed the minimum or maximum cluster numbers.

Optional modules:

- Students will need to join a different cluster for any optional modules, operating during level 5 and 6, but will remain in their 'home' cluster for any core modules.

Cluster size:

- As a standard, student cluster sizes will be in the region of 20-25 (minimum of 15; maximum 35).
- The precise number of students in a cluster will vary by programme and depend on the number of students enrolling in a cohort within any given programme.
- Cluster sizes may vary slightly across any given cohort. The clusters within a programme will be of an equitable size. Current specialist and computer room capacity will inform cluster sizes.

Merging or splitting clusters:

- Student clusters can be split and/or two clusters merged where there is justification on the grounds of health and safety; equipment access; room availability; room size; pedagogical rationale.
- For larger group teaching sessions or seminars, clusters may be merged together (maximum of 2 cluster groups). There will be flexibility for larger programmes (cohorts exceeding 100).

Implications for attendance monitoring/StREAM:

- There will be continual monitoring of students' attendance and engagement within timetabled directed teaching activity, whether taught in 'home' cluster groups or merged cluster groups.

Note: non-standard use of student groups will be required to make an adjustment request, as detailed in part 2.

Principle 5: Integrated Curriculum Design

Feature 5.1: Principles for curriculum design

The curriculum design principles (inclusive, flexible, personalised and impactful) should operate across all programmes as standard.

- Programme teams should make clear in what ways the programme is inclusive, flexible, personalised, and impactful, as an integral part of its design, delivery, and evaluation.
- These design principles should be demonstrated across the whole programme, rather than be evident within every module or level of study, within the programme documentation and student handbook. Where and how programme teams address each of these design principles will be discussed as part of the Sprint process.

Note: where principles are not sufficiently evident, a Stage 1 adjustment request will be required.

Feature 5.2: Embedded practices

These practices are expected to be embedded and demonstrated in every programme as standard. These should be incorporated across the programme as a whole, rather than within every module.

- The following practices are drawn from our 2031 Strategy, and are characteristic of our educational approach. The extent to which each practice is integrated will vary by programme and will be further enhanced over time, to extend their integration and focus.
- They are listed in alphabetical, non-priority order:
 - **Co-leadership**, demonstrated through participation of student representatives or nominees in the curriculum design process (through consultation groups; student forums or paid co-design roles) and embedded co-leadership opportunities within the

programme (such as to make choices; co-design /negotiate their learning activities; to lead student communities or enrichment activities; entrepreneurship projects).

- **Digital literacy**, demonstrated through experience of using a range of technologies and building students' digital competencies and confidence to help them succeed in their studies and in the workplace.
 - **Employability**, demonstrated through employer connections; employment modules (internship; real-live consultancy/project; work placement); entrepreneurial development to support students' achievement of their career aspirations, competencies, and prospects.
 - **Employer engagement**, demonstrated through business, professions and/or industry input, through faculty-level panels (or other established means), shaping programme design ahead of validation.
 - **Graduate competencies**, demonstrated through each level of study and reflecting strategic themes where possible.
 - **Health and wellbeing**, demonstrated through integration of our wellbeing model and ongoing support to take action to achieve and prioritise good health and wellbeing.
 - **Inclusive curriculum**, demonstrated through all components of the curriculum and achieved through the continual development of the following dimensions of inclusion: mindset; context; identities; practices; wellbeing, and collaborative working.
 - **Internationalisation**, demonstrated through cross-campus collaborative learning and/or research; study abroad; learning between peers from different countries, cultures, and backgrounds; taking social responsibility for global issues, inequities, and injustice.
 - **Practice-led learning**, demonstrated through the use of practice-led, experiential pedagogies, enriched by work-based learning or industry-led activity; as well as opportunities to practise and apply learning to the world beyond the 'classroom' (i.e. societal, employment, HE).
 - **Sustainable Development Goals**, demonstrated through commitment to incorporating our strategy themes and UN Sustainable Development Goals (and beyond 2030, their successor), within the curriculum, as relevant to your discipline.
 - **Research-informed teaching**, demonstrated through providing learning through doing research, learning about how to research, learning through critiquing the research of others (research and scholarship) and learning from academic researchers.
- A list of centrally supported technology will be supplied by CAPE with specialist technology to be identified by faculty.
 - Programme teams will need to demonstrate across the validation documentation how each practice is integrated. The programme specification and module specification templates will guide where each should be demonstrated.
 - These contribute to the three integrated themes stipulated in our [Strategy 2031](#) - Equity and improvements in health and wellbeing; Inclusive socio-economic development and enriching lives through culture; Sustainability of Community and the Environment.

Note: where practices are not sufficiently evident, a Stage 1 adjustment request will be required.

Principle 6: On-campus and Online Teaching

Feature 6.1: Three days on-campus teaching

As standard, there will be no more than three days of on-campus, timetabled teaching and learning activity across the working week for all level 3-6 programmes.

- The days timetabled do not need to be consecutive for every programme.
- Sessions timetabled only during the morning or afternoon will count towards one of the three days.
- Placement days count as one of the three days.
- Students may choose to be on campus on the other days of the week to use the facilities, but they will not be required to attend timetabled activity on other days of the week.
- Our working day will continue to operate from 9.00am and 9.00pm with core timetabled activity expected to be between 9.00am and 4.00pm.

Notional hours:

- Universal notional learning hours (10 hours to one credit) will continue to guide the number of hours of learning per module. This equates to 1,200 notional hours of learning for students studying 120 credits per academic year (i.e. full time).
- Notional learning hours include timetabled hours (teaching, learning and assessment) and independent study. Timetabled hours will vary by discipline and level of study with independent study hours varying by student (i.e. some students will take longer to study or complete an assessment than others). It is recognised that students will undertake independent study at weekends and during holidays periods, hence outside of the formal teaching weeks. Both timetabled and independent study hours can constitute directed learning.
- The notional hours per week are an average, hence some weeks will be fewer and others more (e.g. when completing assessments).
- Within module narratives, programme teams will be required to indicate a split between timetabled and independent study.

Timetabled activity:

- Timetabled activity is directed by a member of staff (or invited external). This can include the following (as relevant to your programme content, design and students):
 - teaching sessions
 - guest speakers
 - academic advising interactions (group or 1:1)
 - project work
 - demonstrations
 - lab sessions, practicals, or workshops
 - supervision or revision sessions
 - fieldwork
 - external visits
 - work-based learning (placements, internships)

- enrichment activities (e.g. competitions, global collaborative group work)
- 1:1 meetings.
- Students will be required to be on campus for the majority of timetabled activity, recognising that some activities will be scheduled to be off campus (such as placement, visits, fieldwork).

Independent study activity:

- Students are expected to undertake independent study outside of timetabled hours; some of which should be directed by programme teams and scaffolded through the virtual learning environment (such as through key concept videos, quizzes, discussion forums).
- Programme teams should make use of StREAM and the tracking functionality within My Learning to monitor students' engagement and progress with directed independent study activity.
- Independent study activities should be related to the programme.
- These can include a mix of directed and non-directed activities, such as:
 - preparation for teaching sessions
 - follow-up work
 - wider reading
 - practice
 - watching key concept videos and other curated content
 - completion of assessment tasks
 - revision
 - group work outside of teaching sessions
 - academic study support
 - employability sessions/activities
 - contributing to discussion forums
 - volunteering (e.g. student voice leader)
 - discipline student-led societies
 - quizzes.

Variation of directed hours (timetabled and independent study) by level of study:

- Directed learning hours (timetabled and independent study) may vary by level of study. It is anticipated that there will be more directed learning hours at levels 3 and 4, with decreasing directed learning across levels 5 and 6 to correspond with increased levels of students' autonomy and independence. Programme teams are not required to decrease directed learning hours across levels of study.
- At levels 3 and 4, the number of timetabled hours should not fall below 10 hours per week, across all modules, to align with the sector average in the number of teaching hours per week and to ensure value for money for our students. The average contact time that FT students can expect is 12-15 hours per week.
- At level 6, the number of directed learning hours should not fall below 6 hours per week.
- The maximum number of directed learning hours cannot exceed three days on campus.

Online delivery:

- Online sessions (synchronous) can be timetabled where there is a sound rationale for doing so (such as pedagogic, campus capacity, cross-campus collaboration, **distance education**) and where they are taught in clusters and are engaging and interactive. Online taught sessions count towards the three days on campus.

- No more than 10% of timetabled hours can be scheduled online, to provide flexibility, build digital literacies, support internationalisation and inclusivity and offer authentic and collaborative work-place learning environments that benefit from staff competence and confidence.
- It is expected that students will have access to a curated virtual learning environment to support their learning.
- Programme teams should consider the interlink of directed learning (on-campus, online and independent study). A flipped learning/classroom approach is expected, using key concept videos provided in advance, as well as the provision of curated content taken from Open Educational Resources (OER) or co-created/led by students. Outside of teaching sessions, the organising of directed independent study will be expected through asynchronous online activities (e.g. discussion forums, watching key concept videos, podcast, curating resources, independent research, quizzes).

Note: any programmes unable to operate on-campus activity over 3 days a week will be required to make an adjustment request, as detailed in part 2.

Feature 6.2: Engaging and interactive on-campus and online activities

*Directed on-campus **and online** learning activities should be engaging and interactive across all programmes as standard.*

- On campus and online timetabled activities will be in cluster groups. Note group sizes should be no fewer than 15 students and no more than two student cluster groups (see feature 4.1).
- Engaging and interactive activities can include:
 - opportunities for dialogue and debate
 - sharing of work or collaborative learning
 - practical or experiential learning activities.
- A range of learning technologies can be used to enhance engagement and provide opportunities for active collaboration, ahead of, during, and following on-campus activities. These include My Learning, Microsoft teams, whiteboards/bulletin boards, polling software and social media.

Engaging large group teaching sessions:

- Large group teaching sessions can be timetabled where there is a sound pedagogic rationale for doing so (e.g. guest lectures) and where they are interactive and engaging for students.

Online delivery:

- Online engaging and interactive timetabled sessions (synchronous) are permitted.
- As specified above, outside of timetabled sessions, directed independent study activities (asynchronous) will be expected and should be engaging and interactive (e.g. discussion forums, watching key concept videos, podcast, curating resources, independent research).

All: applies to every FY and UG programme as standard across levels 3-6.

Feature 6.3: Key concept videos, recorded and shared online

Key concept videos will be expected to be made available to students in advance of timetabled activities as standard.

- These should be short, 5 to 15 minutes in length.
- The recording of complete lectures will not be required and should not be a replacement for timetabled activity.
- The videos should be shared a week (and no later than 48 hours) in advance of timetabled activity.
- Key concept videos should:
 - be engaging
 - provide clear and concise explanations of important theories, principles, or ideas
 - be relevant to a specific topic or theme embedded into the curriculum
 - have clear actions and activities that help scaffold students' learning
 - be linked directly to the learning outcomes
 - be referenced within the directed learning activity.
- The number and use of key concept videos will be influenced by the content of the module, learning outcomes, level of study, and students' needs. Programme teams should plan when and where in the semester the videos will be used most effectively and scaffold accordingly. They may choose to incorporate more videos within the first four weeks of every semester to build up key knowledge and/or accommodate late starters.
- Programme teams can make use of other high-quality curated content alongside key concept videos, including Open Educational Resources (OER) or content co-created /led by students.
- Use expertise from across your subject area or faculty to create key concept videos, to share the workload and make effective use of resources. Videos should be shared in a Kaltura repository across the faculty, for programme teams to draw upon when needed.
- The use of key concept videos supports a flipped learning/classroom approach.
- Videos should be scaffolded alongside other, directed independent learning activities, upholding TEL Threshold Standards (for before, during and after taught sessions).

Note: non-standard use of key concept videos will be required to make an adjustment request, as detailed in part 2.

Principle 7: Assessment

Feature 7.1: Programme-based and authentic assessment

Programme-based and authentic assessment should be evident within all programmes as standard.

- **Programme-based assessment:**

- Some programme teams may choose to break down their programme learning outcomes by level of study to facilitate programme-based assessment (i.e. staged or level learning outcomes).
 - Programme teams will be expected to work together to set assessment types and deadlines across all modules that students are studying during any given semester or academic year.
 - There should be a range of ways for students to demonstrate achievement of programme learning outcomes across the forms of assessment used. This does not mean that students are required to demonstrate programme learning outcomes multiple times.
 - Innovative assessment methods (such as use of AI) can be used throughout the programme but are not expected within every module or level of study.
 - Students will continue to be expected to adhere to academic integrity standards.
 - Where two assessments are used per 30-credit module, one should be mid-semester; hence assessment deadlines will be spread throughout the academic year.
- Authentic assessment:
 - Authentic can be expressed in one of two ways within assessment:
 - *Type of assessment method used* – where an assessment has relevancy to a work-based context, is based on work students might be expected to do in the workplace or involves reflections in/on practice.
 - *Learning outcome being demonstrated* – where one or more core professional competency/competencies (skills, knowledge, or behaviours) are being assessed.
 - Programme teams will be required to discuss their assessment plan and design as part of the Sprint process.

Note: where programme-based and authentic assessment are not sufficiently evident, a level one adjustment request will be required.

Feature 7.2: Assessments are limited to two per 30-credit module; one mid-semester or module

No more than two assessments per 30 credits will operate across all programmes as standard. Where two assessments are required, one should be mid-semester/mid-module.

- There will be flexibility for programme teams to select whether there will be one or two assessments per thirty credit modules.
- Where two assessments are planned for any given 30 credit module, one assessment will be set with a mid-semester deadline to spread out the assessment load. Mid-semester deadlines must be scheduled before week 7 (to enable students to resubmit this assessment before the end of the module). The 15 working-day marking and feedback turnaround deadlines are expected, as per our regulations.
- The mid-point will either be mid-semester or mid-module depending on whether the modules are operated in series (in blocks, with one module followed by another) or in parallel (two

modules taught alongside one another). Where a module is taught in a block across ½ semester, and there are two assessments required, mid-module deadlines can be set.

- There will be no more than two assessment deadlines per 30 credits. This will contribute to a reduced assessment load.
- Keeping within the spirit of programme-based assessment, module leaders should plan assessment deadlines for their module in conjunction with other modules running within the same semester.
- 15 credit modules must have only one assessment point.
- A portfolio form of assessment is permitted providing that there is only one assessment deadline given.
- Programme teams can select the weightings applied to each assessment where two are required.

Note: using a non-standard number and/or schedule of assessments will be required to make an adjustment request, as detailed in part 2

Feature 7.3: Formative feedback throughout module

Formative feedback will be expected within all programmes as standard.

- Multiple approaches to formative feedback are encouraged (including peer to peer, group/cohort feedback, self-assessment, multiple choice questions, knowledge checks), alongside formal formative feedback (such as feedback on plans or drafts of full assessment).
- The use of technology is encouraged to support effective formative feedback.
- It should be made clear to students where feedback has been given, as well as the different forms of formative feedback they have received.
- Students should be supported to build their assessment literacy and understanding of the assessment process.

Note: where the use of formative feedback is not sufficiently evident, a Stage 1 adjustment request will be required.

Feature 7.4: Multiple re-sits of mid-semester/module assessments at Levels 3 and 4

Students who fail the mid-semester/module assessment at level 3 and 4 only should be offered more than one re-sit as standard.

- At level 3 and 4, all students who fail a mid-semester/module assessment should be given the opportunity to resubmit the same assessment (except in the case of multiple-choice questions (MCQs), student observable behaviours or exams¹ [c.f.: Assessment and Progression Regulations for Taught Programmes, E6.4]) within the semester. This will be counted as their first attempt.
- Students should submit the same assessment and draw on the feedback given (with some exceptions, as indicated above). They should resubmit before the end of the module/semester. For SOB or MCQs, students will have multiple re-sit opportunities within the module/semester.

¹ The use of exams is only permitted where it is a requirement set by a PSRB.

- Should a student fail their resubmission, and the module has ended, they would have one further re-sit attempt. This can be taken at the next assessment point (at the mid-point or end of the next semester), c.f.: Assessment and Progression Regulations for Taught Programmes, E6.1.
- There will be no capped mark applied to mid-semester/module resubmissions, as levels 3 and 4 re-sits are not capped (c.f.: Assessment and Progression Regulations for Taught Programmes, E6.6). This applies to students' 2nd attempt, for those failing the mid-module/semester assessment.
- If a student has passed their assessment, they will not be permitted to re-sit to improve their grade.
- Module leaders may mark any resubmissions after the end of the module, in accordance with the 15-day marking and feedback policy.
- For any assessments scheduled towards the end of the module, there will be one re-sit attempt (c.f. Assessment and Progression Regulations for Taught Programmes E.6.1).

Note: where a re-sit opportunity is not permitted within the module for across level 3 and 4, an adjustment request at Stage 3 will be required.

Feature 7.5: 20-point scale phased out to be replaced by percentage scale

All programmes will use a percentage scale, to be converted to the 20-point scale for 2024/25.

- The use of the 20-point scale will be phased out, with all programmes moving towards marking using a percentage scale. This will entail a change to our degree classification algorithm and the way that achievement is recorded on the diploma supplement.
- Where two assessments per module are required, components should be marked in percentages and only converted when both assessments have been completed. The conversion to the 20-point scale will thus be calculated once the module has finished.

Note: where a programme team wishes to continue marking to the 20-point scale, an adjustment request at Stage 3 will be required.