

Part 5: Modular frameworks for taught courses

Section 17: Framework for undergraduate taught courses

1. Scope

- 1.1 These regulations are applicable to all taught courses leading to an undergraduate award of the University at level 3, 4, 5, 6 or 7¹³. Any courses seeking exemption from these regulations, or from specific provisions of these regulations, must do so at the point of validation or review, and such exemption will normally only be granted in order to meet the requirements of external professional bodies.
- 1.2 These regulations will also be applicable to all taught undergraduate awards validated by the University but delivered under a collaborative arrangement with a partner institution, unless otherwise agreed at the point of validation or in accordance with normal procedures for making any change.
- 1.3 These regulations are applicable from the start of the 2016/17 academic session in respect of students studying at levels 3, 4 and 5, from the start of the 2017/18 academic session in respect of students studying at level 6, and from the start of the 2018/19 academic session in respect of students studying at level 7. Transitional arrangements for students transferring into these regulations, for example following a period of interruption or repeat study, are stated separately.

2. General

- 2.1 The University uses the Office for Students (OfS) conditions of registration as a reference point for setting, delivering and maintaining the academic standards of its validated awards. The regulatory framework starts with the premise that qualifications should be awarded on the basis of achievement of positively defined learning outcomes (demonstrated through assessment against a standard) rather than duration of study. This applies to all undergraduate awards validated by the University of Westminster, including those delivered by Partner Institutions. Appendix C set out the common descriptors of the four main degree outcome classifications for bachelor's degrees with honours.
- 2.2 All undergraduate credit bearing awards are expected to align with the UK reference points for academic standards as set out in the Office for Students ([OfS Condition B4: Assessment and awards](#)). This will be considered by University Validation Panels, who act with delegated authority from Academic Council when considering proposals for new course validation or for the periodic review of existing awards.
- 2.3 Where an award has been validated by the University to fulfil the requirements of a Professional, Statutory or Regulatory Body (PSRB), the University still maintains the responsibility for the academic standards of that award, even where the PSRB influences the design, approval, monitoring or review of that award.
- 2.4 All awards, and consequently the courses that lead to them, will be assigned, at the point of validation, to a Level of the *Sector-recognised standards* as published by the Office for Students (OfS) in accordance with the national system of levels and awards stated in Table 1.
- 2.5 The Awards of the University that may be conferred under this scheme are as stated in Table 1 Below:

¹³ Integrated Masters awards, although at Level 7, are regarded for many purposes as undergraduate awards and are governed by the provisions of these regulations. Throughout these regulations references to Level 7 therefore apply only to Level 7 of Integrated Masters programmes.

Table 1: The national system of levels and awards as it applies to the University

Level	Award Type	UoW Award
Level 7 (Postgraduate)	Integrated Masters degrees	MEng MLaw MSci
Level 6 (Undergraduate)	Bachelors degrees	BA (Hons) BAsc (Hons) BSc (Hons) BEng (Hons) BMus (Hons) LLB (Hons) BA* BSc* BEng* BMus*
Level 6 (Undergraduate)	Graduate diplomas Graduate certificate	Grad Dip Grad Cert
Level 5 (Undergraduate)	Foundation degrees Diplomas of Higher Education Diploma of Special Study	FdA** FdSc DipHE* DIPSS
Level 4 (Undergraduate)	Certificates of Higher Education University Certificates & Diplomas	CertHE* CertEd (Diploma in Teaching in the Lifelong Learning Sector (DTLLS))**
Level 3	Foundation certificate	Foundation Certificate*

* These awards are exit awards only. They are not target awards, and do not exist as courses in their own right.

** These awards are offered as validated awards with partner institutions

- 2.6 To be eligible for an award a student must achieve a specified volume of Credit, at specified Levels, as detailed in Table 9 below. Students achieve Credit by undertaking and satisfactorily completing Modules. Modules are the building blocks of Courses and Awards.
- 2.7 Each course is described in detail in the Programme Specification, which must be approved at the point of validation. The Programme Specification describes, amongst other things, the structure of the course and the modules which the course comprises, including details of any optional modules. It also describes the pathways that might be available, and the award title(s) to which the course can lead.
- 2.8 Where a course can lead to multiple award titles, the Programme Specification shall state the combination or balance of modules to be passed in order to meet the requirements for each award title. In the case of Degree awards, awards may be single honours (or non-honours), joint honours (or non-honours), or major/minor honours (or non-honours).

3. Framework Structure

3.1 Modules & Credits

- 3.1.1 Each module is described in detail in the Module Descriptor, which must be approved at the point of validation¹⁴. The Module Descriptor describes, *inter alia*, the structure of the module, the amount and type of teaching and learning activity, the learning outcomes for that module, the assessment criteria for that module, the ways in which the module will be assessed, and the relative weightings of the assessment activities.
- 3.1.2 With the exception of Polylang modules (see paragraph 3.1.7 below), each module will be assigned a Credit Level and a Credit Volume. Together these constitute the Credit Value of that

¹⁴ Procedures for approving additional modules or amending existing modules will be contained in the Quality Assurance and Enhancement Handbook.

module.

- 3.1.3 The Credit Level will reflect the depth of learning involved and the intellectual demand of the module, and will be assigned with reference to the qualification descriptors prescribed by the Office for Students (OfS) in its [Sector-recognised standards](#) and stated below in Table 2:

Table 2: Generic Credit Level Descriptors (source OfS [Sector-recognised standards](#))

Level	Learning accredited at this level will reflect the ability to:
Level 7	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. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
Level 6	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 (for example, refereed research articles and/or original materials appropriate to the discipline). Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
Level 5	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. 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 the subject(s) relevant to the named award, 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. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively. Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Level 4	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, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. Undertake further training and develop new skills within a structured and managed environment.
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Additionally, some courses will include modules at Level 3, which will align with the Level 3 level descriptor as defined in the *National Qualifications Framework* under the stewardship of OFQUAL.

- 3.1.4 The Credit Volume will reflect the amount of learning expected for the typical student to achieve the learning outcomes of that module. The Credit Volume is based on an estimate using the idea of *notional hours of learning*, which includes not only formal classes and contact time, but also preparation time, independent study, reading, revision, assessment, the undertaking of course work, online learning, field trips, and all other self-directed learning. One credit represents 10 *notional hours of learning*. Credit Volume therefore defines the module size.
- 3.1.5 The standard module size shall be 20 credits. However, modules of 40, 60, 80, 100 or 120 credits may be permitted, subject to approval at validation. In the case of Polylang, 10 credit modules shall be permitted for incoming exchange/study abroad students only.
- 3.1.6 Credit Volumes used by the University are consistent with those used throughout the UK Higher Education sector. Note that across much of the rest of the European Union, and other collaborating European countries, the European Credit Transfer and Accumulation Scheme (ECTS) is used. The United States HE sector operates a different credit system again. 20 University of Westminster credits equate to 10 ECTS credits and 5 US credits.
- 3.1.7 In the case of Polylang modules, the Credit Level will not be assigned to the module. Instead, where credit is awarded the Credit Level achieved by the student shall be determined by the level of study of the student, such that a Level 4 student will achieve credit at Level 4, a Level 5 student will achieve credit at Level 5, and a Level 6 student will achieve credit at Level 6, regardless of the Polylang module that is taken.
- 3.1.8 A Level 4 or Level 5 student may take a Polylang Grade 1, 2, 3, 4 or 5 module. A Level 6 student may take a Polylang Grade 3, 4 or 5 module, and may take a Polylang Grade 2 module only if they have previously taken a Polylang Grade 1 module at either Level 4 or Level 5. A Level 6 student may not take a Polylang Grade 1 module.

This is summarised in table 3 below:

Table 3: Credit Level achieved by students for Polylang Modules

Level of Student	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Level 4	L4	L4	L4	L4	L4
Level 5	L5	L5	L5	L5	L5
Level 6	n/a	L6*	L6	L6	L6

* A Level 6 student may only take a Polylang Grade 2 level if they have previously taken a Polylang Grade 1 module at either Level 4 or Level 5.

3.2 Course Structure

- 3.2.1 Each course will have one or more Levels.
- 3.2.2 Where a course has two or more Levels, the end of each Level, in the case of full-time courses, represents a progression point, and the student must satisfy the progression requirements (see section 5 below) in order to progress to the next Level.

3.2.3 Within each Level students must take modules of prescribed credit volumes, as defined by Table 4 below:

Table 4: Course structures – Levels & Prescribed Credit Values - target awards only

Course	No. of Years (standard FT mode)	No. of Levels	Level	Volume of Credit to be taken per Level
MEng MLaw MSci	4	4	4	120 credits
			5	120 credits
			6	120 credits
			7	120 credits
	5	4	4	120 credits
			5	minimum 120 credits maximum 240 credits*
			6	minimum 120 credits maximum 240 credits*
BA (Hons) BAsc (Hons) BSc (Hons) BEng (Hons) BMus (Hons) LLB (Hons) LLB (Hons) with Foundation	3	3	4	120 credits
			5	120 credits
			6	120 credits
	4	3	4	120 credits
			5	minimum 120 credits maximum 240 credits*
			6	minimum 120 credits maximum 240 credits*
BA (Hons) with Foundation BSc (Hons) with Foundation Year BEng (Hons) with Foundation Year BMus (Hons) with Foundation	4	4	3	120 credits
			4	120 credits
			5	120 credits
			6	120 credits
	5	4	3	120 credits
			4	120 credits
			5	minimum 120 credits maximum 240 credits*
6	4	5	minimum 120 credits maximum 240 credits*	
		6	minimum 120 credits maximum 240 credits*	
Grad Dip	2	1	6	120 credits
Grad Dip in Law	1	1	6	160 credits
Grad Cert	1	1	6	60 credits
DIPSS (Diploma of Special Study)	No specified time limit	1	5	40 credits
FdA FdSc	2 or 3	2	4	120 credits
			5	120 credits
CertEd (Diploma in Teaching in the Lifelong Learning Sector (DTTLS))	1	1	4	120 credits
Foundation certificate	1	1	3	120 credits

* Credits over and above 120 applies only to students undertaking a four year course which includes the award of credits for a placement or study abroad year, as defined by the Programme Specification for that course. Students on such a course will take 120 credits at the University, and will then take between 20 and 120 additional credits during the study abroad or placement year. Such additional credits are taken at one Level only, and the total credits taken over the course will therefore be between 360 and 480 (480 – 600 for the MLaw and MEng). Note that such additional credits taken as part of a placement or study abroad year do not contribute for the purposes of progression requirements (see paragraph 5.1.2 below) and do not contribute to any award calculation (see paragraph 7.2.2 below).

3.2.4 Students may not take more than the stated credit volume at each level except where seeking to recover failed credit (see paragraph 4.7 below).

3.2.5 Modules can be designated as either core, option or elective according to their importance in enabling students to achieve the learning outcomes for the course as a whole and, where applicable, meet professional body requirements. Individual modules do not have an intrinsic status as core, option or elective, but are designated as such in relation to a particular course. It is therefore possible for a single module to be core in relation to one (or more) course(s), an option in relation to another (or other) course(s), and an elective in relation to another (or other) course(s).

- 3.2.6 Core modules are those which serve a fundamental role within the curriculum, and for which achievement of the credits for that module is essential for the achievement of the named award. Core modules must therefore be taken, and passed, in order to achieve the named award. They are associated with, and validated as part of, a specific course (or courses), and are listed as core modules in the programme specification.
- 3.2.7 Option modules are those which are in the same subject area as the course of study and are offered to students in order to provide an element of choice in the curriculum and from which students are able to select. They are associated with, and validated as part of, a specific course (or courses), and are listed as option modules in the programme specification.
- 3.2.8 Elective modules are those which provide students with an opportunity to broaden their curriculum, and which might be in a different subject area from the course of study and from which students are able to select. They are not associated with or validated as part of a specific course and are not listed in programme specifications.
- 3.2.9 The Programme Specification for each course shall list, by Level, all modules which are available to students on that course, including both core modules and, where applicable, option modules.
- 3.2.10 One Academic English module will be offered as an elective module at each of Levels 4, 5 and 6, and may be taken only by those students with an identified need. The Level 6 Academic English module is normally available only to direct entrants to Level 6.

Guidance: Student Responsibilities – Module Registration

- Students are responsible for compiling their programme of study and ensuring that it complies fully with the framework regulations and with any course specific regulations.
- Students must register their elective module choices by deadlines to be determined annually and published by the Academic Registrar's Department. Students should seek advice from their Campus Registry.
- In the event that a student fails to register module choices, the University reserves the right to assign modules on the student's behalf.
- Students seeking to change a module registration must do so in accordance with procedures and deadlines determined annually by the Academic Registrar's Department. Students should seek advice from their Campus Registry.
- A student will not normally be permitted to change a module selection once delivery of that module has started.
- Where the procedure for a change of module registration is not followed, or a request is not accepted, the student will remain registered on the module, and will be subject to the assessment requirements of that module.
- Requests to change a module registration submitted after the published deadline will only be considered where:
 - the original module cannot be accommodated within the validated course structure; or
 - a part-time student has a verified conflict between a selected module and work obligations; or
 - the University acknowledges that the published module information is misleading.

3.3 Mode of Study

- 3.3.1 The Programme Specification, as agreed at the point of validation or review, will state whether a course is available in Full-Time (FT) mode, Part-Time (PT) mode, or both. Where a course is validated in both FT and PT modes, students must state their intended mode of study at the point of application to the course.
- 3.3.2 The normal requirement for each full-time year of undergraduate study is not less than 120

credits. Where a student is studying full-time for one semester only they will be regarded as a Full-Time Short student. Any other student taking fewer than 120 credits in an academic year will be regarded as a Part-Time student.

- 3.3.3 A student wishing to change mode of study may normally only do so before the start of an academic year.
- 3.3.4 With the exception of a module retriever (see paragraph 5.1.5 below), a student may only undertake a course in the mode for which that course has been validated.

3.4 Enrolment

- 3.4.1 Students are required to enrol on a named course of study and must re-enrol annually in accordance with procedures laid down by the Academic Registrar's Department. An eligible student who fails to complete their enrolment before the start of teaching week 3 will be deemed to have withdrawn from their course and will normally have their enrolment terminated.
- 3.4.2 The maximum periods of enrolment for a course, including any periods of interruption or suspension, are as stated in Table 5 below:

Table 5: Maximum periods of enrolment¹⁵ - target awards only

Course	Standard (Minimum) Period of Enrolment Full-Time (Notwithstanding RPEL & Credit Transfer)	Maximum Period of Enrolment (Full-Time Course)	Maximum Period of Enrolment (Part-Time Course)
MEng MLaw MSci	4 years (5 years if course includes placement/study abroad year)	6 years	9 years
BA (Hons) BAsc (Hons) BSc (Hons) BEng (Hons) BMus (Hons)	3 years (4 years if course includes placement / study abroad year)	6 years	8 years
BA (Hons) with Foundation BEng (Hons) with Foundation BSc (Hons) with Foundation BMus (Hons) with Foundation	4 years (5 years if course includes placement / study abroad year)	7 years	9 years
LLB (Hons) LLB (Hons) with Foundation	3 years (4 years if course includes placement / study abroad year)	6 years	6 years
Grad Dip	2 years	2 years	4 years
Grad Dip in Law	1 year	3 years	4 years
Grad Cert	1 year	2 years	3 years
FdA FdSc	2 years	5 years	6 years
Diploma of Special Study (DIP SS)	1 year	1 year	N/A
Certificate in Education (Diploma in Teaching in	1 year	1 year	N/A

¹⁵ These are the overall time limits for courses with the substantive mode of attendance indicated above. They include any periods for the interruption of studies or the retrieval of failed modules. The time limit for any programme of study not listed above shall be determined by the relevant University Validation Panel.

Lifelong Learning Sector (DTTLS)			
Foundation Certificate	1 year	2 years	4 years

- 3.4.3 Where a student changes mode of study during their course, or transfers into the University in accordance with RPEL or Credit Transfer regulations, the maximum period of enrolment shall be determined by the Academic Registrar, or nominee, on a pro rata basis.
- 3.4.4 An extension to the maximum period of enrolment may only be granted in exceptional circumstances and normally for one academic year at the discretion of the Academic Registrar or nominee. An extension should be requested as soon as it is apparent that one would be needed or within one month of the publication of results.
- 3.4.5 Students who exhaust the relevant maximum period of enrolment without achieving the final award will, where an extension has not been granted, have their enrolment terminated. Such students may be eligible for an exit award (see paragraph 7.10 below).

Guidance: Student Responsibilities – Enrolment

- Students must enrol annually in accordance with procedures determined and notified by the Academic Registrar's Department.
- A student who fails to complete enrolment within two weeks of the prescribed deadline, without good cause and without informing the University, will be deemed to have withdrawn from the University and will normally have their enrolment terminated.
- Students should ensure that they are aware of the maximum period of enrolment for their desired award, as stated above, and should ensure that they do not exceed this maximum period.

3.5 Course Transfers

- 3.5.1 A student wishing to transfer from one course to another within the University must do so in accordance with the published procedure and:
- i. Must normally, in the case of a student in their first year of study, do so within the first two weeks of the academic year or, in the case of a continuing student, do so at the end of the academic year;
 - ii. must gain the approval of the Course Leader or nominee of each of the current and proposed course;
- 3.5.2 A student transferring to another institution shall be regarded as a withdrawal (see paragraph 3.7 below)

Guidance: Student Responsibilities – Course Transfers

- Students wishing to transfer must follow the published procedures, and
- Students should be aware that there may be course fee and funding implications for them following a transfer. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa a transfer may also have implications for your visa. Where relevant, your Campus Registry will notify Student Finance England and the Home Office about any transfer.

3.6 Interruptions

- 3.6.1 An interruption is an extended period of authorised absence from the course.
- 3.6.2 A period of interruption may be:
- i. taken by a student at that student's discretion; or

- ii. required by the University on grounds of the student's health and/or well-being.
- 3.6.3 Where the University wishes to require a student to interrupt on grounds relating to the student's health and/or well-being, the procedure as described in the University's *Fitness to Study Policy* shall be observed.
- 3.6.4 The University may only require a student to interrupt where the University is satisfied that a period of interruption is in the best academic interests of the student. Under no circumstances shall such action be taken as a punitive measure.
- 3.6.5 Students who seek or are required to interrupt their studies on health grounds will be required to provide evidence, to the satisfaction of the Course Leader or in accordance with the *Fitness to Study Policy*, as appropriate, that they are fit to resume their studies before they re-join the course.
- 3.6.6 An interruption is not to be confused with, or used as a substitute for, deferral of an assessment component or a deferral of a whole module due to mitigating circumstances (see paragraphs 4.2.2 and 4.2.9).
- 3.6.7 An interruption will not normally be permitted for a period of less than one semester.
- 3.6.8 Where a student commences a period of interruption once a module has started but before completing all the assessment requirements for that module, no credit will be awarded and the student, upon their resumption of studies, will normally be required to re-join at the start of the uncompleted module(s). Where a student commences a period of interruption once a module has started but interrupts their studies after the assessment deadlines have passed, the module will be presented to the Progression and Award Board for consideration.
- 3.6.9 The maximum period of enrolment (see paragraph 3.4.2 above) includes any periods of interruption.
- 3.6.10 During a period of interruption a student is not normally entitled to access any of the University's services or systems, including IT, library, workshop or social facilities, beyond such access that is permitted to members of the public.

Guidance: Student Responsibilities – Interruptions

- Students wishing to interrupt their studies must contact their Campus Registry and complete the appropriate documentation.
- Students wishing to return to their studies from a period of interruption in accordance with paragraph 3.6.2.ii must seek permission from their Course Leader and will be required to demonstrate that the personal reasons that necessitated the interruption are no longer relevant.
- Students interrupting their studies should be mindful of the maximum permitted period of enrolment for their course and should be aware that they risk having their enrolment terminated if they exceed the maximum permitted period.
- Students should be aware that there may be course fee and funding implications for them following a period of interruption. Students should contact the Student Advice Service, or the Student Loans Company / Student Finance England as appropriate, for further information. For students on a Tier 4 visa an interruption may also have implications for your visa. Where relevant, your Campus Registry will notify Student Finance England and the Home Office about any interruption. Students are advised to seek advice from the Student and Academic Services Department.

3.7 Withdrawals

- 3.7.1 Any student who is fully enrolled and absent from their studies without authorisation or good reason for a period of at least two weeks (10 consecutive working course days or more), including non-attendance of timetabled on-site classes, may be deemed to have withdrawn from their course and, at the discretion of the Deputy Registrar (Student Administration), or nominee may, provided that notice and an opportunity for the student to make representations has been given, have their enrolment terminated.
- 3.7.2 A student whose enrolment is so terminated may only be re-instated upon appeal to and at the discretion of the relevant Head of College, or nominee. There shall be no further right of appeal.
- 3.7.3 A student who wishes to withdraw from their studies should notify the University in accordance with procedures determined annually by the Academic Registrar's Department.
- 3.7.4 Where a student withdraws from their studies before or without completing all of the assessment components for a module, the student will be withdrawn from that module, the module will not be considered by the Progression and Award Board, and no credit will be awarded for that module.
- 3.7.5 Where a student withdraws from their studies after completing all of the assessment components for a module, the module will be considered by the Progression and Award Board and credit for that module may be awarded.
- 3.7.6 Where a student withdraws from their studies, an exit award may be awarded (see paragraph 7.10 below)

Guidance: Student Responsibilities – Engagement & Withdrawal

- Students are expected to engage fully with their studies. Such engagement includes regular attendance.
- Students who are unable to attend due to illness, or other good cause, should notify their Campus Registry at the earliest opportunity.
- Students who are absent from their course for 10 consecutive working days without authorisation or without notifying the Campus Registry risk being deemed to have withdrawn from their studies and consequently having their enrolment terminated.
- Students who wish to withdraw should notify the University in accordance with published procedure and should consult their Campus Registry in the first instance.
- Students who withdraw should make themselves aware of any financial implications, including liability for the payment of tuition fees and other costs. Further details can be found in the University's Financial Regulations, or through seeking advice from the Student and Academic Services department.

4. Assessment

4.1 Assessment Structure

- 4.1.1 Each module shall comprise one or more summative assessment¹⁶ components. These assessment components will be clearly stated and detailed in the module descriptor and may only be varied in accordance with the procedures for module modification. Where a module has more than one assessment component, the module descriptor shall state the relative weighting of each component.

¹⁶ Summative assessment is assessment whose mark contributes to the module mark and thus to the award. It contrasts with formative assessment, whose primary purpose is to inform students and staff of the students' progress and to allow students to reflect on their work. Formative assessment does not contribute to either the module mark or the award, and thus it is not governed by the provisions of these regulations.

- 4.1.2 With the exception of 'grade only' modules (see paragraph 4.2.12 below), each assessment component will be awarded a mark in the range 0 to 100. All marks awarded for module components will be integers. The module mark and result will be determined by aggregating the marks awarded to the assessment components (see paragraph 4.2 below).
- 4.1.3 An assessment component may be defined in the module descriptor as being a qualifying assessment component, with a qualifying mark. A qualifying assessment component is a component in which the qualifying mark must be reached in order to pass the module.

4.2 Marking

Assessment Component Level

- 4.2.1 Each assessment component will be assessed against the assessment criteria as published in the module descriptor for that module and (with the exception of 'grade only' modules) awarded a mark between 0 and 100.

The result of each component will be determined by the mark awarded according to the following table:

Table 6:

Assessment component mark scheme for modules at Level 3, 4, 5 and 6

Mark Range	Result
40-100	Pass
0 – 39	Fail
0	Defer*

* see paragraph 4.2.2 below

Assessment component mark scheme for modules at Level 7

Mark Range	Result
50-100	Pass
0 – 49	Fail
0	Defer*

* see paragraph 4.2.2 below

- 4.2.2 Where the student has been permitted, as a result of mitigating circumstances, to present an assessment component at a later date, a mark of 0 is awarded, with a result of 'Defer'. In such cases the student will be deferred in that assessment component (see paragraph 4.2.9 below).
- 4.2.3 All students who submit or present themselves for assessment are, in doing so, declaring themselves fit to be assessed. This is known as the 'fit to sit' policy. A student may only be deferred in respect of an assessment component that they have undertaken, or in respect of a module for which they have undertaken one or more assessment components, where the student can demonstrate, to the satisfaction of the University, that due to the nature of the mitigating circumstances the student was not aware that they were not fit to be assessed when deciding to submit or present for assessment.
- 4.2.4 Under no circumstances may individual marks be adjusted, at either assessment component, module, or award classification level, on the basis of mitigating circumstances. Where mitigating circumstances are accepted in accordance with the relevant University policies and regulations concerning mitigating circumstances and academic appeals, this will result only in the assessment component in respect of which the mitigating circumstances were submitted being set aside and a mark of 0 awarded. The student will be deferred in that assessment component and will have a right to be assessed as if for the first time (where the deferral was at the first attempt) at the next available opportunity as defined in paragraph 4.10 below.
- 4.2.5 The University's Mitigating Circumstances Regulations and Academic Appeal Regulations will reflect these principles and will detail the procedures that will be applied.

Module Level

- 4.2.6 The module pass mark for modules at Levels 3, 4, 5 and 6 is 40. The module pass mark for modules at Level 7 is 50.
- 4.2.7 The overall module mark achieved by each student shall be calculated by aggregating, in accordance with their relative weightings, the student's assessment components marks (the 'weighted average'). Except where a student fails a qualifying assessment component, a module may be passed even where one or more assessment components have been failed, provided that the module pass mark is achieved.
- 4.2.8 However, where a student fails to achieve the qualifying mark in a qualifying assessment component, the module is failed and the overall module mark is capped and recorded at 39 in the case of modules at Levels 3, 4, 5 and 6 (i.e. where the weighted average is greater than 39 the student will be awarded a mark of 39 for the module), or 49 in the case of modules at Level 7 (i.e. where the weighted average is greater than 49 the student will be awarded a mark of 49 for the module).
- 4.2.9 Where a student is deferred in one or more assessment components, but has not failed any assessment components, the student will be deferred in the module pending completion of the deferred assessment component(s) (see paragraph 4.10 below). This applies even where the overall module pass mark has been achieved.
- 4.2.10 Where a student is deferred in one or more assessment components but has also failed one or more assessment components (or failed to reach the qualifying mark in a qualifying assessment component) and has failed to achieve the overall module pass mark (including by virtue of failing to achieve the qualifying mark in a qualifying assessment - see paragraph 4.2.8 above), the student will fail the module.
- 4.2.11 Where a student is deferred in one or more assessment components but has also failed one or more assessment components but has achieved the overall module pass mark, the student will be deferred in the module pending completion and assessment of the deferred assessment component. In such cases the student will not be re-assessed in the failed assessment component(s).
- 4.2.12 Where a mitigating circumstance claim in respect of a deferral of a module is accepted, the student will be deferred in the module, and will be given an opportunity to attempt all assessment tasks associated with that module on the next occasion that that module is delivered, normally during the following academic year.
- 4.2.13 'Grade only' modules may be permitted where there is -a requirement for modules to be assessed on a pass/fail basis. These will be clearly identified in the validated programme specification. Where a module is grade only, no numerical mark is awarded, at either component or module level, and students can only pass or fail. Such modules will therefore not count towards the calculation of any award classification.
- 4.2.14 The result of each module will be determined by the mark awarded according to the following table:

*Table 7:
Module mark scheme for modules at Level 3 and 4*

Mark Range	Result
40 – 100	Pass
30 – 39	Fail or Condoned Pass*
0 – 29	Fail
0 - 100	Defer**

Module mark scheme for modules at Level 5 and 6

Mark Range	Result
40 – 100	Pass
0 – 39	Fail
0 - 100	Defer**

Module mark scheme for modules at Level 7

Mark Range	Result
50 – 100	Pass
0 – 49	Fail
0 - 100	Defer**

* see paragraph 4.3 below

** see paragraph 4.2.6 above

- 4.2.15 All marks, results and indicative grades, both at assessment component level and module level, are provisional until considered and ratified by the appropriate Progression and Award Board.
- 4.2.16 Where a student passes a module, the student will be awarded the volume of credit assigned to that module. The award of partial credit for a module is not permitted.
- 4.2.17 A module that has been passed, and for which credit has been awarded, may not be repeated in order to improve a mark or gain additional credit.

4.3 Condonement

- 4.3.1 Condonement is a mechanism by which a module can be passed, and credit can be awarded even where the module pass mark or a qualifying mark, and thus the module learning outcomes, have not been achieved.
- 4.3.2 Condonement is only available to students' undertaking modules at Levels 3 and 4. It is not available at any other level. Additionally, condonement may not be available on certain courses accredited by external professional bodies. Any such course-specific exceptions will normally be stated and agreed at the point of validation or review, or otherwise agreed by Academic Council.
- 4.3.3 Where a student fails to achieve the overall module pass mark, but the following criteria are met, the Progression and Award Board will, subject to regulation 4.3.4 below and to any course-specific exceptions, award condoned credit:
- the module is at Level 3 or 4
 - the student has achieved an overall module mark of at least 30.
- 4.3.4 The maximum volume of condoned credit that may be awarded to a student at each of Levels 3 and 4 is 40 credits.
- 4.3.5 Where, under the criteria stated in paragraph 4.3.3 above, a student would otherwise be eligible for condoned credit in more than 40 credits, condoned credit will be awarded in the highest performing 40 credits, and the remaining modules will be awarded a fail. Where there are two or more modules with the same mark, the Progression and Award Board shall determine which shall be condoned and which failed.
- 4.3.6 Where, under the criteria stated in paragraph 4.3.3 and 4.3.5 above, there are two or more modules eligible for condoned credit, but the highest performing module is a 20-credit module and the next highest performing module is a 40 credit module, the condoned credit will be awarded in the 40 credit module.
- 4.3.7 Where condoned credit is awarded, although the overall module mark will remain at less than 40, the full module credit will be awarded, and the student will be regarded as having passed the module. It shall be recorded on the student's record as a 'condoned pass'.
- 4.3.8 A student may not be re-assessed in a condoned module.

4.4 Rounding of Module Marks

- 4.4.1 Module marks will not be rounded. The absolute module mark, to the maximum number of decimal places calculated and recorded by the student record system, will be used in the calculation of the award classification. For the purposes of transcripts and other records of student achievement, the published module mark will display the whole number and not decimal places.

4.5 Timing of Assessment & Progression and Award Boards

- 4.5.1 Coursework (i.e. assessment other than formal examinations) shall be completed by the published deadlines.
- 4.5.2 All formal examinations shall normally be held during the University's designated examination period(s).
- 4.5.3 Where an incoming exchange / study abroad student is not required or expected, under the terms of the exchange agreement, to be available during the relevant designated examination period, alternative assessment arrangements will normally be made to facilitate the student's assessment prior to the student's return to their home institution.
- 4.5.4 There will be two Progression and Award Board periods each academic year: 'Main' and 'Referral/Deferral'. There may be additional Progression and Award Board periods for incoming exchange and study abroad students.
- 4.5.5 The Main Progression and Award Board period shall follow the examination period at the end of Semester 2 and shall normally be held in May and June.
- 4.5.6 Following the notification to students of the results from the Main Progression and Award Board period there shall be a Referral/Deferral examination period, normally held in July.
- 4.5.7 The Referral/Deferral Progression and Award Board period shall follow the Referral/Deferral examination period and shall consider Referral and Deferral results.
- 4.5.8 Students must ensure that they are available during the Referral/Deferral examination period in case they are required to undertake one or more Referrals/Deferrals.

4.6 Failure

- 4.6.1 A student who fails a module may, subject to regulations concerning maximum number of attempts, maximum number of credits, maximum periods of enrolment, and credit thresholds (see paragraphs 4.6.2, 4.7, 3.4.2, and 5.1.6 respectively), be permitted a further attempt at that module.
- 4.6.2 No student may be permitted more than four attempts at any module, of which only one may be a Retake. Each Referral and Retake (see paragraphs 4.8 and 4.9 below) counts as an attempt, and the module attempt number is incremented accordingly. A student who fails a module at the fourth attempt will have exhausted the maximum number of attempts. Note that where the failed module is Referred and contains one or more deferred assessment components (see 4.2.10 above), the module attempt number will be incremented however the attempt number of those deferred assessment components will not be incremented.
- 4.6.3 Notwithstanding regulation 4.6.2 above, Professional, Statutory or Regulatory bodies may impose a maximum number of attempts in respect of courses which they accredit. Where that is the case, and where the PSRB's maximum is lower than the University's maximum, the PSRB's requirement shall take precedence over regulation 4.6.2.
- 4.6.4 Where a student is permitted a further attempt, the student is deemed to be re-assessed in that module.

- 4.6.5 Reassessment will take the form of either a Referral or a Retake (see paragraphs 4.8 and 4.9 below).
- 4.6.6 In lieu of a Retake, a student may, subject to regulations concerning maximum number of credits, maximum periods of enrolment, and credit thresholds (see 4.7, 3.4.2, and 5.1.6 respectively), and provided that the failed module is not a core module or pre-requisite for a core module at a subsequent level, choose to undertake an alternative module (or modules) of the same credit value. In such cases, the alternative module will be regarded as a first attempt and, consequently, the mark will not be capped.

4.7 Maximum Number of Credits That May be Taken at Each level

- 4.7.1 The standard number of credits that are to be taken by a student at each level is defined in Table 4 above (and, in the case of credits taken as part of a study abroad or placement year, in the Programme Specification for that course). A student may only take more than the stated number of credits at that level when attempting to retrieve failure.
- 4.7.2 Where a student Retakes a module (see below) the student is required to re-register for that module, and, with the exception of study abroad or placement modules (see paragraph 4.9.9 below), the credit volume of that module will contribute to the number of credits taken.
- 4.7.3 Similarly, where a student chooses to take an alternative module rather than retaking a failed module, the credit volume of that module will contribute to the number of credits taken.
- 4.7.4 The maximum number of additional credits (i.e. credits over and above the standard number of credits defined in table 4) is 60.

Therefore, a student is allowed, following failure, to Retake modules, or to take alternative modules, to a maximum value of 60 credits at each level (for the maximum number of credits that a full-time student may take in an academic year see paragraph 5.1.4 below).

- 4.7.5 Where a student exhausts the maximum number of credits that may be taken at that level the student will have his or her enrolment terminated by the Progression and Award Board (see paragraph 6 below).

4.8 Reassessment: Referral

- 4.8.1 A Referral gives the student an opportunity to retrieve the failed assessment component(s) of a failed module without attendance.
- 4.8.2 A Referral will be offered where both of the following conditions are met:
- i. a further attempt is permitted by these regulations; and
 - ii. where the module failure being considered is at first attempt or at Retake (i.e. a Referral cannot be offered immediately following failure at Referral)

Note that a Referral will not be offered where a module has been condoned (see paragraph 4.3 above), as a condoned module is regarded as having been passed and credit is awarded (see paragraphs 4.2.16 and 4.3.8 above).

- 4.8.3 At Referral, the student will be required to be reassessed in the failed assessment component(s), or any alternative form of assessment at the discretion of the Progression and Award Board, provided that it is equivalent, appropriate to the module's learning outcomes and consistent with the module's validated assessment strategy.
- 4.8.4 Where the Referral is offered by the Main Progression and Award Board it will be undertaken during the Referral/Deferral examination period. Where the Referral is offered by the Referral Progression and Award Board (i.e. following Deferral at the Main Progression and Award Board), it will be undertaken at the next assessment opportunity during the following academic year, and a new module registration is not required.

- 4.8.5 Where the Referral is the second attempt at the module, the mark awarded to any referred assessment component will be capped at the pass mark (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7). Note that where such a Referral also includes one or more deferred assessment components (see 4.2.10 and 4.6.2 above), but those deferred assessment components are still at the first attempt, the mark awarded to those deferred assessment components will not be capped. Where the Referral is the fourth attempt at the module, the overall module mark will be capped at the pass mark (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7).
- 4.8.6 The marks achieved in any of that module's assessment components passed at the preceding Main Board will stand and will be carried forward.
- 4.8.7 At Referral, the overall module mark will be calculated by:
- i. using the highest mark achieved by the student for each component in either the first or referred attempt (subject to any mark capping in accordance with 4.8.5 above)
 - ii aggregating, in accordance with their relative weightings, the student's assessment components marks (the 'weighted average').
- 4.8.8 At Referral, where a student is deferred in one or more referred assessment components and does not fail any of the referred assessment components, the student will be deferred in the module pending completion and assessment of the deferred referred assessment (see paragraph 4.10.4 below).
- 4.8.9 At Referral, where the Referral includes one or more deferred assessment components (see 4.2.10 above) and where a student fails that deferred assessment component and fails to achieve the module pass mark, the student will fail the module and, in accordance with 4.8.2.ii, will not be permitted a further Referral in the module or that assessment component.
- 4.8.10 No tuition fees are payable for Referrals; however, the University reserves the right to levy an administration charge.

4.9 Reassessment: Retake

- 4.9.1 A Retake gives the student an opportunity to retrieve the failed assessment component(s) of a failed module during the next academic year and requires the student to repeat the module in its entirety, with attendance, including all assessment components that may have already been passed. The student will be liable for the appropriate tuition fees.
- 4.9.2 A Retake will be offered where both of the following conditions are met:
- i. where a further attempt is permitted by these regulations; and
 - ii. where the module failure being considered is at Referral (i.e. a student will always have a Referral opportunity before a Retake)
- 4.9.3 A new module registration is required for each Retake.
- 4.9.4 At Retake, each assessment component will be awarded a mark in accordance with the mark scheme stated at Table 7 above. No marks achieved in any assessment components previously undertaken will be carried forward.
- 4.9.5 At Retake, the overall module mark will be capped at the pass mark (40 in the case of modules at Levels 3, 4, 5 and 6, 50 in the case of modules at level 7).
- 4.9.6 At Retake, where a student is deferred in one or more of the assessment components, but does not fail any of the assessment components, the student will be deferred in the module pending completion and assessment of the deferred assessment component.
- 4.9.7 Where a module to be Retaken is no longer being offered, the student will be required to undertake an alternative module.

- 4.9.8 It follows from the requirements of 4.8.2 and 4.9.2 above that a second attempt will always be undertaken as a Referral, a third attempt will always be undertaken as a Retake, and a fourth attempt will always be undertaken as a Referral.
- 4.9.9 As additional modules taken as part of a study abroad or placement year do not contribute for the purpose of progression requirements (see paragraph 5.1.2 below) and do not contribute to any award calculation (see paragraph 7.2.2 below), they are not normally required to be retaken. However, where such a module is exceptionally retaken, it will not count towards the maximum number of credits that may be taken at that Level (see paragraph 4.7.2 above).

4.10 Deferred Assessment

- 4.10.1 A student may only be deferred in either an assessment component or the whole module as a result of mitigating circumstances and in accordance with paragraphs 4.2.2 and 4.2.9 above.
- 4.10.2 Where a student is deferred in either an assessment component or the whole module, it will not count as an attempt at that module and the student will have a right to be assessed as if for the first time (where the deferral was at the first attempt) at the next available opportunity as defined below.
- 4.10.3 Where the student is deferred in an assessment component at the Main Board the student will normally be permitted to undergo assessment during the Referral Period, which will normally comprise submission or presentation of the outstanding assessment components (see paragraph 4.8.3 above). The marks achieved in any assessment components previously passed will stand and will be carried forward.
- 4.10.4 Where the student is deferred in an assessment component at the Referral Board the student will normally be required to undergo assessment at the next assessment opportunity during the following academic year, without attendance, and a new module registration is not required. Again, the marks achieved in any assessment components previously passed will stand and will be carried forward.
- 4.10.5 Where a student is deferred in the whole module, the student will be given an opportunity to attempt all assessment tasks associated with that module on the next occasion that that module is delivered, normally during the following academic year. The student will be required to attend all timetabled teaching and learning events associated with that next delivery of the module. Re-attendance in these circumstances shall not count as a further attempt at the module for the purposes of calculating the maximum permitted number of attempts.

Guidance: Student Responsibilities – Assessment

- Students should ensure that they are familiar with the assessment requirements of each of their modules. This information is available in the published module information.
- Students should ensure that they comply with these requirements, submit all pieces of coursework, and attempt all examinations.
- Students should be aware that if they undertake an assessment or present for an examination, in doing so they are declaring themselves fit to be assessed. Only in very exceptional circumstances will mitigating circumstances subsequently be accepted in respect of an assessment that a student has undertaken.
- Students should ensure that they are available for the Referral/Deferral examination period in case they are required to undertake a Referral or a Deferral.

5. Progression

5.1 Full-Time Courses

- 5.1.1 Where a student is permitted to progress, this means that the student may progress to the next level of study and is required to undertake the full complement of credits at the next level as defined in Table 4 above. E.g. a student on an honours degree course progressing from Level 4 will undertake 120 credits at Level 5 the following academic year.
- 5.1.2 Additional credits taken as part of a study abroad or placement year do not contribute to progression requirements – i.e. such modules do not need to be passed in order to progress to the next Level. Therefore, all references to credit requirements in these progression regulations exclude credits taken or achieved as part of such a study abroad or placement year over, which are over and above the standard 120 credits taken at that Level.
- 5.1.3 Students may progress to the next level of study provided that they have achieved at least 100 credits (including condoned credits) at the level from which they are seeking to progress, and provided that they have passed all modules which are pre-requisites for core modules at the next level.
- 5.1.4 Where, by the time of the Referral Progression and Award Board, a student has achieved at least 100 credits at that level and has passed all modules which are pre-requisites for core modules at the next level, but has not achieved the full 120 credits, and where re-assessment is permitted by these regulations, the student may progress to the next level of study and will be required to simultaneously undertake the failed or deferred module, as either a Retake, Referral or Deferral (see paragraphs 4.8, 4.9 and 4.10 above), the following academic year. Such a student is regarded as a 'module trailer' and is trailing that module. Where a module trailer is retrieving that module without attendance (i.e. is not Retaking any module) the student is known as an 'assessment only module trailer'. The maximum credit volume of 'trailed' modules is therefore 20 credits, and the maximum number of credits that a student may take in an academic year is therefore 140.
- 5.1.5 Where, by the time of the Referral Progression and Award Board, due to failure and/or deferral, a student has not achieved at least 100 credits at that level, or has not passed all modules which are pre-requisites for core modules at the next level, and where re-assessment is permitted by these regulations, the student is not permitted to progress to the next level and will be required to undertake the failed or deferred modules, as either a Retake, Referral or Deferral (see paragraphs 4.8, 4.9 and 4.10 above), the following academic year. Such a student is known as a 'module retriever' and is retrieving those modules. Where a module retriever is retrieving those modules without attendance (i.e. is not Retaking any module) the student is known as an 'assessment only module retriever'
- 5.1.6 Where, by the time of the Referral Progression and Award Board, a student has failed more than 60 credits at that level, the student will not be permitted to progress, will not be permitted any further attempts, and the student's enrolment will be terminated by the Progression and Award Board (see paragraph 6 below). The maximum credit volume of modules that can be retrieved by a 'module retriever' is therefore 60 credits.

Table 8, below, details the progression outcomes, as defined by these regulations, for common result profiles. The table does not take into account failure or deferral in modules which are pre-requisites for core modules at the next level.

Table 8 Progression

Volume of Credit at Each Level (at time of Referral Board)	Volume of Credit at Each Level (at time of Referral Board)	Volume of Credit at Each Level (at time of Referral Board)	Progression Outcome
Pass (including condoned pass)	Defer	Fail	
120	0	0	Progress
100	20	0	Progress – module trailer
100	0	20	Progress – module trailer
80	40	0	Do not Progress – module retriever
80	20	20	Do not Progress – module retriever
80	0	40	Do not Progress – module retriever
60	60	0	Do not progress – module retriever
60	40	20	Do not progress – module retriever
60	20	40	Do not progress – module retriever
60	0	60	Do not progress – module retriever
40	80	0	Do not progress – module retriever
40	60	20	Do not progress – module retriever
40	40	40	Do not progress – module retriever
40	20	60	Do not progress – module retriever
40	0	80	Exclude
20	100	0	Do not progress – module retriever
20	80	20	Do not progress – module retriever
20	60	40	Do not progress – module retriever
20	40	60	Do not progress – module retriever
20	20	80	Exclude
20	0	100	Exclude
0	120	0	Do not progress – module retriever
0	100	20	Do not progress – module retriever
0	80	40	Do not progress – module retriever
0	60	60	Do not progress – module retriever
0	40	80	Exclude
0	20	100	Exclude
0	0	120	Exclude

5.2 Part-Time Courses

- 5.2.1 There are no progression requirements for students registered on a part-time course, subject to the requirements for pre-requisites and the provisions of any course specific regulations.

6. Exclusion on Academic Grounds

- 6.1 A Progression and Award Board will terminate a student's enrolment (exclude) on academic grounds in any of the following circumstances:
- i. Where a student has exhausted the maximum permitted number of attempts at a core module, or a module which is a pre-requisite or co-requisite of a core module (see paragraph 4.6.2 above)
 - ii. Where a student has exhausted the maximum number of credits that may be undertaken at that level (see paragraph 4.7 above)
 - iii. Where, following any referral opportunities, a student has failed more than 60 credits at that level (see paragraph 5.1.6 above)
 - iv. Where a student has exhausted the maximum period of enrolment (see paragraph 3.4.5 above)
- 6.2 Where a student has been excluded on academic grounds;
- i. there shall be no further opportunity for re-admission or re-enrolment on to the same course;

- ii. there shall be no automatic right to transfer to another course at the University of Westminster. Excluded students will be required to submit a new application for admissions as per the published procedure;
 - iii. any recommendation from the Progression and Award Board to transfer to another course where an exit award is specified in the Programme Specification will not require a new application for admission.
- 6.3 Where a student is so excluded, an exit award may be awarded (see paragraph 7.10 below).

7. Awards & Classifications

7.1 Credit Value Requirements for Award

- 7.1.1 The following Table 9 sets out the awards offered by the University and the maximum and minimum credit tariffs:

Table 9: Credit Tariffs

Award	OfS Qual. Level	Minimum Total Credits	Minimum Credits Required at each Level to be Eligible for an Award
Integrated Masters	7	480	120 credits at L4 120 credits at L5 120 credits at L6 120 credits at L7
Honours Degree (Single)	6	360	120 credits at L4 120 credits at L5 120 credits at L6
Honours Degree (Foundation Year)	6	480	120 credits at L3 120 credits at L4 120 credits at L5 120 credits at L6
Honours Degree (Joint)	6	360	120 credits at L4 120 credits at L5 120 credits at L6 Including: at least 100 credits at L5 or higher in each set, of which at least 40 must be at L6
Honours Degree (Major/Minor)	6	360	120 credits at L4 120 credits at L5 120 credits at L6 Including: at least 100 credits in the major set at L5 or higher, of which at least 60 must be at L6, and: at least 60 credits in the minor set at L5 or higher, at least 20 of which must be at L6.
Non-honours degree (Single)	6	300	120 credits at L4 180 credits at L5 of higher, of which at least 60 must be at L6
Non-honours degree (Joint)	6	300	120 credits at L4 180 credits at L5 of higher, of which at least 60 must be at L6 Including: At least 80 credits at L5 or higher in each set, of which at least 20 must be at L6.
Non-honours degree (Major/Minor)	6	300	120 credits at L4 120 credits at L5 60 credits at L6 Including: at least 100 credits in the major set at L5 or higher, of which at least 40 must be at L6; and: at least 40 credits in the minor set at L5 or higher, of which at least 20 must be at L6.
Grad Dip	6	120	40 credits at L4, L5 or L6, plus 80 credits at L6
Grad Dip in Law	6	160	160 credits at L6
Grad Cert	6	60	20 credits at L4, L5 or L6, plus 40 credits at L6
Foundation Degree	5	240	120 credits at L4 120 credits at L5

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DipHE	5	240	120 credits at L4 or higher 120 credits at L5 or higher
Diploma of Special Study (DIPSS)	5	40	40 credits at L5
CertHE	4	120	120 credits at L4 or higher
Certificate in Education Diploma in Teaching in the Lifelong Learning Sector	4	60	120 credits at L4
Foundation Certificate	3	120	120 credits at L3

- 7.1.2 In order to be considered for an award a student must have achieved the minimum number of credits at the required levels prescribed in Table 9 above and must have met any additional requirements detailed in the relevant programme specification. In addition, apprenticeship students will normally be expected to complete all the requirements as set out in the apprenticeship standard and assessment plan including their End Point Assessment to be eligible for the award.

7.2 Award Calculation

- 7.2.1 Table 10 below sets out the classification scheme that applies to each award:

Table 10: Award Classification Schemes

Award	Award Classifications	Scheme Name
Honours Degree	1 st / 2:i / 2:ii / 3 rd	Honours Degree Scheme
Integrated Masters	Distinction / Merit / Pass / Fail	Distinction Scheme 1
Non-honours degree	Distinction / Merit / Pass / Fail	Distinction Scheme 2
Foundation Degree DipHE	Distinction / Merit / Pass / Fail	Distinction Scheme 3
Grad Dip Grad Cert CertHE Certificate in Education the Lifelong Learning Sector Foundation Certificate	Distinction / Merit / Pass / Fail	Distinction Scheme 4
Diploma of Special Study	Pass / Fail	Pass / Fail Scheme

- 7.2.2 Additional credits taken as part of a study abroad or placement year do not contribute to the calculation of any award classification. Therefore, all references to credits in these award calculation regulations exclude credits achieved as part of such a study abroad or placement year over, which are and above the standard 120 credits taken at that Level.

7.3 Honours Degree Scheme¹⁷¹⁸

- 7.3.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the student's degree classification.
- 7.3.2 The indicator score will be derived from the best 220 credits at Levels 5 and 6, i.e. the module with the lowest mark, whether it be at Level 5 or Level 6, will be disregarded. Where that module has a credit volume of more than 20 credits, for the purpose of calculating the award the mark will be used but with a reduced credit volume. E.g. where that module is a 40-credit module, the mark shall be used but the module shall be regarded as a 20-credit module.
- 7.3.3 Where there are two or more modules with a joint lowest mark, and those modules are at both Levels 5 and 6, the Level 6 module shall be disregarded.
- 7.3.4 Of the best 220 credits, module marks at Level 5 will be weighted one third, and module marks at Level 6 will be weighted two thirds. Marks will be also weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{1}{3} \times \frac{\text{sum (L5 module mark * credit volume of that module)}}{\text{sum (level 5 credit volume)}}$$

+

¹⁷ Continuing level 6 students who did not complete their studies in 2016/17 should refer to Appendix B for details on their degree classification regulations

¹⁸ Current Level 6 students who during the 2016/17 academic year were either on a placement, year abroad, or otherwise interrupting their studies will have their degree classification determined by the better of the pre-2017/18-degree classification algorithm or 2017/18 degree classification algorithm, the higher classification will be conferred. Eligible students should refer to Appendix B for details on the pre-2017/18-degree classification regulations.

$$\frac{2}{3} \times \frac{\text{sum (L6 module mark * credit volume of that module)}}{\text{sum (level 6 credit volume)}}$$

Module marks at Levels 3 and 4 shall not contribute to the degree classification.

- 7.3.5 Where, as a result of Credit Transfer or RPCL / RPEL (see below), a student does not have any Level 5 credits, the Level 6 credits will be weighted 100%. All Level 6 credits will be used; none will be disregarded.
- 7.3.6 The indicator score shall be rounded to the nearest integer and mapped to the following table to derive a classification:

Indicator Score	Classification
70 – 100	1 st Class Honours (1)
60 – 69	2 nd Class Honours Upper Division (2:i)
50 – 59	2 nd Class Honours Lower Division (2:ii)
40 – 49	3 rd Class Honours (3)

7.4 Distinction Scheme 1

- 7.4.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.
- 7.4.2 The indicator score will be derived from all module marks at Levels 6 and 7. Marks for all modules will be weighted according to module credit volume, such that:
- $$\text{Indicator Score} = \frac{\text{sum (L6 and L7 module mark * credit volume of that module)}}{\text{sum (L6 and L7 credit volume)}}$$
- 7.4.3 The indicator score shall be rounded to the nearest integer.
- 7.4.4 In order to be awarded a Distinction, a candidate must:
- achieve an indicator score of at least 70, and
 - have passed all modules at the first attempt
- 7.4.5 In order to be awarded a Merit, a candidate must:
- achieve an indicator score of between 60 and 69, and
 - have passed all modules at the first attempt
- 7.4.6 All other candidates who have met the requirements for award will be awarded a Pass.

7.5 Distinction Scheme 2

- 7.5.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.
- 7.5.2 The indicator score will be derived from all module marks at Levels 5 and 6. Marks for all modules will be weighted according to module credit volume, such that:
- $$\text{Indicator Score} = \frac{\text{sum (L5 and L6 module mark * credit volume of that module)}}{\text{sum (L5 and L6 credit volume)}}$$
- 7.5.3 The indicator score shall be rounded to the nearest integer.
- 7.5.4 In order to be awarded a Distinction, a candidate must:
- achieve an indicator score of at least 70, and
 - have passed all modules at the first attempt

- 7.5.5 In order to be awarded a Merit, a candidate must:
- i. achieve an indicator score of between 60 and 69, and
 - ii. have passed all modules at the first attempt
- 7.5.6 All other candidates who have met the requirements for award will be awarded a Pass.

7.6 Distinction Scheme 3

- 7.6.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.
- 7.6.2 The indicator score will be derived from all module marks at Levels 4 and 5. Marks for all modules will be weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{\text{sum (L4 and L5 module mark * credit volume of that module)}}{\text{sum (L4 and L5 credit volume)}}$$

- 7.6.3 The indicator score shall be rounded to the nearest integer.
- 7.6.4 In order to be awarded a Distinction, a candidate must:
- i. achieve an indicator score of at least 70, and
 - ii. have passed all modules at the first attempt
- 7.6.5 In order to be awarded a Merit, a candidate must:
- i. achieve an indicator score of between 60 and 69, and
 - ii. have passed all modules at the first attempt
- 7.6.6 All other candidates who have met the requirements for award will be awarded a Pass.

7.7 Distinction Scheme 4

- 7.7.1 Where a student has met all of the requirements for award, an indicator score will be calculated. This indicator score will be used to determine the candidate's degree classification.
- 7.7.2 The indicator score will be derived from all module marks at all Levels. Marks for all modules will be weighted according to module credit volume, such that:

$$\text{Indicator Score} = \frac{\text{sum (module mark * credit volume of that module)}}{\text{sum (credit volume)}}$$

- 7.7.3 The indicator score shall be rounded to the nearest integer.
- 7.7.4 In order to be awarded a Distinction, a candidate must:
- i. achieve an indicator score of at least 70, and
 - ii. have passed all modules at the first attempt
- 7.7.5 In order to be awarded a Merit, a candidate must:
- i. achieve an indicator score of between 60 and 69, and
 - ii. have passed all modules at the first attempt
- 7.7.6 All other candidates who have met the requirements for award will be awarded a Pass.

7.8 Pass / Fail Scheme

- 7.8.1 Where a student has met all of the requirements for award, the candidate will be awarded a Pass.

7.9 Borderline Candidates & Discretion

- 7.9.1 The arithmetical outcome of the award calculation is final, and the concept of a 'borderline candidate' is not recognised by this scheme. Accordingly, Boards of Examiners will not have discretion to vary the award or award classification derived in accordance with the above award calculation schemes.
- 7.9.2 Under no circumstances may an award classification be amended on the basis of mitigating circumstances (see paragraph 4.2.4 above).

7.10 Exit Awards

- 7.10.1 Where a student:

- i. fails to achieve sufficient credits to gain the award for which they are enrolled, and
- ii. is excluded on academic grounds or as being 'timed out', or for good cause, as adjudged by the Progression and Award Board, has terminated their studies early, and
- iii. has achieved sufficient credits to gain a lower level or lower volume award

the student will be recommended by the Progression and Award Board for that lower award, provided that the award is offered by the University as specified in the Programme Specification.

- 7.10.2 Where a student has been awarded an exit award following exclusion from a course regulation 6.2 will apply.

7.11 Aegrotat Awards

- 7.11.1 A student who completes the full period of study but is unable to complete the requirements for an award due to serious and unexpected illness or other incapacity may be eligible for an Aegrotat award. An Aegrotat award is without classification.
- 7.11.2 An Aegrotat award may only be conferred following application by the student or the student's representative. An application, together with supporting evidence, must be submitted to the Progression and Award Board within 12 months of the student's last date of attendance. The award will be conferred at the discretion of the Progression and Award Board.

7.12 Posthumous Awards

- 7.12.1 A student who dies before completing the full period of study or the requirements for an award may be eligible for a Posthumous award. A Posthumous award may be conferred at the discretion of the Progression and Award Board.

7.13 Double counting

- 7.13.1 Once an award has been conferred there will be no further opportunity for assessment or to attempt to improve the classification of that award or to attempt to gain a higher level or higher volume award. No credit which has contributed to an award may be used to contribute towards a further award. The only exceptions to this apply to students who progress from a Foundation Degree to the 'top-up' Stage of an honours degree, who may retain their FdA award.

8. Transfer of Credit

- 8.1 A student may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at Levels 3, 4, 5 or 6 in accordance with the requirements set out in table 11 below and with the detailed regulations and procedures set out in Section 4 of the Academic regulations: RPL Regulations

Table 11: Recognised credit for RPCL or RPEL

Award	Maximum Number of RPCL or RPEL credits which may count towards the requirements of the award	Minimum number of credits to be achieved at the University of Westminster
Foundation Certificate	60 credits	60 credits at L3 or above
CertHE	60 credits	60 credits at L4 or above
DipHE	160 credits	80 credits, including at least 60 credits at L5 or L6
Non-honours Degree	200 credits	100 credits, including at least 80 credits at L5 and/or L6
Honours Degree	240 credits	60 credits at L6 and 60 credits at L5 or L6
Integrated Masters	240 credits	120 credits at L7, 60 credits at L6, and 60 credits at L5 or L6
Foundation Degree	120 credits	120 credits, including at least 60 credits at L5 or above

- 8.1.2 The classification of any award will be based only on marks awarded by the University for that course, and not on marks awarded for transferred or recognised credit.
- 8.1.3 Credit awarded or recognised in this way will be recorded on the student's record as generic RPL credit. Marks will not be recorded.
- 8.1.4 In accordance with the regulations on double counting, previously acquired credit which has contributed to a recognised award may not be transferred under this mechanism.
- 8.1.5 Further detail and procedures for the operation of credit transfer are detailed in Section 4 of the Academic Regulations: RPL Regulations.