Regulatory Framework:

Regulations and Procedures Governing Taught Programmes of Study Leading to Awards – General Principles and Guidelines

May 2025

Version 9.1

TABLE OF CONTENTS

SUMMARY OF CHANGES SINCE THE PREVIOUS EDITION

Summary of Revisions and Amendments to Regulatory Framework in edition 9 (since edition 8)

Section(s) of Regulations	Regulation Reference	Details of Change
Introduction, Quality Statement	3, 8, 9	Removed reference to QAA as designated quality body.
Introduction	4	Reference to new Academic Framework, Regulation & Policy Committee added.
Quality Statement	7	Refinement of wording on availability of papers through iquality/Arden University website.
Awards of the University	10-13	Principles section moved to start, and new principles (12 and 13) added to refer to partner awards with links to relevant procedures and to confirm that the University is responsible for the academic standards of all awards made in its name.
Academic Awards	14	New awards added (BEng, BDes and MEng)
Academic Awards	16	Update to standard timing of assessment to include mid-point option as well as endpoint.
Programme Structure	19	Integrated master's added to credit table.
Award Titles	24-25	Statement added on award titles
Standard Undergraduate and Postgraduate Programmes	36-37	Clarity added on programme differentiation for different awards with shared modules.
Programme Durations, Mode and Pace of Study	41	Update to state that any student registered for less than 100 credits on a UG programme will be classed as part time.
Programme Durations, Mode and Pace of Study	44-49	Wording refined for clarity.
Programme Durations, Mode and Pace of Study	45	Regulation added to state part-time students studying by online distance learning on undergraduate programmes must release a minimum of three taught modules before releasing their dissertation/major project module.
Programme Durations, Mode and Pace of Study	46	Regulation added to state part-time students studying by online distance learning on postgraduate programmes must release a minimum of four taught modules before releasing their dissertation/major project module.
Periods of Registration	51	Additional year added to each maximum period of registration for full time programmes
Honorary Awards	55	Updated to state that Honorary Award nominations should be approved by the Vice Chancellor and Provost before proceeding to the Honorary Awards Committee
Honorary Awards	62	Reference to Board of Governors changed to Board of Directors.
Readmission to a Programme of Study	75-79	Updated to state that modules passed on one programme may not be reattempted as part of a further programme of study.

		Clarification provided around students who are in debt to the university, readmission will only be considered once the debt is cleared.
Programme Delivery	83	Regulation added to state that for all programmes, module enrolments must be confirmed on Monday of teaching week two.
Assessment Principles	95	Regulation updated to refer students to the MDF guidance notes for descriptions of assessment types.
Assessment Principles	98	Statement added to detail the different categories of module types.
Assessment Principles	96	Removed expectation for each module to be assessment by a single component of assessment.
Assessment Principles	102	Regulation updated to clarify that caps for reassessment will be applied at a module level, rather than an individual component level.
Conduct of Assessment	111-114	Clarification added on the conduct of Time Constrained Assessments and MCQs. Information updated to refer students to QA99 Examination Procedures, Rules and Regulations regarding conduct of examinations.
Submission, Deferral and Extension	1120	Regulation added to clarify maximum timeframe for submission of a dissertation.
Progression Decisions	152	Regulation updated to state that resits must normally be completed at the next study block, or within two blocks for major projects and dissertations.
Progression, Level Completion and Withdrawal	162	Table of Progression and Award Board outcomes updated, and definitions added.
Progression, Level Completion and Withdrawal	163	Requirement added for distance learning students to access retake modules before attempting modules at the next level
Compensation	173	Removed requirement for qualifying mark to be achieved in all components of multipart assessment for compensation to be applied.
Conferment of Awards	177-188	Clarified wording and updated regulation to clarify that all credit will be used in the PG award classification calculation where RPL has been granted.
Validation and Programme Approval	186	Regulation updated to clarify that proposals for new programmes must receive permission from the Portfolio Management Group.

Summary of further revisions and amendments to Regulatory Framework in edition 9.1 (since edition 9), published in July2025:

Academic awards	16	Reference to typical module credit values of 20 credits has been removed
Conferment of Awards	139	Section added on classification of Foundation Degrees

INTRODUCTION

1. This Regulatory Framework is to be used for the development and delivery of programmes of study leading to an Arden University award and is a guide for the delivery of all the University's programmes and for the production of validation documents, programme handbooks and programme specifications. It also provides the framework for periodic review and annual monitoring to ensure that programmes are being delivered in accordance with the Regulatory Framework. Once approved, programme handbooks and specifications are the definitive documents to be used for delivery and assessment of the programmes of study. Any programmes that deviate from the Regulatory Framework, e.g. due to the requirements of a professional accrediting body, must have the prior approval of Academic Board and must be clearly outlined in the programme handbook.

2. In the case of programmes delivered on behalf of an external awarding body partner, these regulations should either be approved by the partner for the delivery of specific programmes or superseded by the partner's own regulations pertaining to the named award. Programme handbooks produced for partner programmes must clearly identify where the individual programme regulations deviate from these generic regulations.

3. This framework takes full account of the expectations set out in the within the relevant legislation which all UK higher education providers are required to meet.

4. The custodian of this document is the Academic Board, which is responsible for its approval and any amendments. The Academic Board has established a sub-committee, the Academic Framework, Regulation and Policy Committee, which has responsibility for the day-to-day operation of the regulations within the framework and for proposing any amendments to the framework to Academic Board. The Academic Framework, Regulation and Policy Committee is also responsible for ruling on any issues of interpretation or ambiguity that may arise from time to time between meetings of the Academic Board.

Quality Assurance Documents

5. The Regulatory Framework additionally comprises a series of supplementary Quality Assurance Documents, which are quality assurance policies and procedural documents. The Academic Framework, Regulation and Policy Committee have delegated authority from Academic Board for the approval and ongoing maintenance of these documents. Reference is made to these documents, where appropriate, throughout this Regulatory Framework.

QUALITY STATEMENT

6. As a private Higher Education Provider with its own UK Taught Degree-Awarding Powers delivering higher education throughout the world, the University aims to provide the best possible learning opportunities to its students, which meet the expectations of the UK higher education sector and are consistent with its vision and its commercial targets and aspirations. To achieve this, we aim to operate efficiently without unnecessary bureaucracy and complexity. Our approach to quality is, therefore, based on monitoring and providing information, which is easily understood, available to all stakeholders, and presented with timeliness such that decisions can be made rapidly to alleviate problems and improve learner experience. Much of our data are collected and communicated online with maximum stakeholder input at all stages within the monitoring and feedback process.

7. The Regulatory Framework and associated Quality Assurance documents are available to Arden University staff on "**iquality"**, the University's SharePoint site dedicated to hosting quality and governance related documentation. It also facilitates the management of the academic committee

structures which includes online discussions relating to quality issues and prompts staff to respond to actions and attend meetings scheduled within the quality cycle. The Regulatory Framework and key student policies are also available for students to access on Arden University's website.

8. Our aim is to:

    - Provide students with the best possible learning opportunities, consistent with the aims and objectives of their programme of study.

    - Maintain the highest academic standards consistent with the expectations of the Office for Students.

    - To operate an efficient business model which will provide value for money and high-quality learning opportunities to students and return appropriate profit margins for onward development and the maintenance of shareholder investment.

9. We do this by:

    - Providing clear and accurate information to students both pre and post enrolment.

    - Designing courses that are fit for purpose and can meet the requirements of students and external stakeholders.

    - Having systems and processes in place which fully enable us to meet the expectations of the UK higher education sector, including the Office for Students.

    - Continually monitoring quality through:

        - Student performance, retention and progression data.

        - Feedback from students and other stakeholders.

        - Feedback from academic teams and support staff.

        - Feedback from external organisations, partners and, where appropriate, employer groups and corporate customers.

        - Feedback from External Examiners.

        - Employment and other destination data.

    - Continually improving our provision in response to the feedback and information received through monitoring.

    - Making sure that the balance of our resources goes towards delivery and the quality of the student learning opportunities.

    - Undertaking annual monitoring of programme provision, learning and teaching strategies and continually developing and enhancing learning provision.

    - Managing risk in order to ensure a consistent and robust study experience.

- Strategically managing our provision to maintain growth and consistently meet expected academic standards.

- Developing our staff to ensure maintenance of the highest possible academic standards.

AWARDS OF THE UNIVERSITY

Principles

10. The University offers the academic awards detailed in section 14 below.

11. Award titles should be used consistently across the University's awards and should accurately reflect the subject content of the programme.

12. The University may offer dual or joint or awards in partnership with other awarding bodies as part of and approved collaborative partner arrangement. [QA 95 Dual Award Approval Monitoring and Management Procedure]

13. The University is responsible for the academic standard of all awards made in its name, at all locations of delivery.

ACADEMIC AWARDS

14. The University confers the following awards:

    - Undergraduate Bachelor's Degree with Honours, using the following designations:
        - Bachelor of Arts with Honours (BA (Hons))
        - Bachelor of Science with Honours (BSc (Hons))
        - Bachelor of Law (LLB (Hons))
        - Bachelor of Engineering (BEng)
        - Bachelor of Business Administration (BBA (Hons))
    - Bachelor's Degree without Honours (Ordinary Degree), using the following designations:
        - Bachelor of Arts (BA)
        - Bachelor of Science (BSc)
        - Bachelor of Law (LLB)
        - Bachelor of Design (BDes)
    - Foundation Degree, using the following designations:
        - Foundation in the Arts (FdA)

- Foundation in the Sciences (FdSc)

- Diploma of Higher Education (Dip HE)
- Certificate of Higher Education (Cert HE)
- Foundation Certificate
- Graduate Diploma
- Professional Certificate

Taught Postgraduate

- Master's Degree, using the following designations: MA, MSc, MBA, LLM, MEng
- Postgraduate Diploma (PG Dip)
- Postgraduate Certificate (PG Cert)

15. An award is the qualification conferred on a student who had successfully achieved and accumulated the required amount of credit through a programme of study.

16. A programme of study (programme) consists of modules, which are a discrete body of learning leading to specified learning outcomes. Assessment of learning outcomes normally takes place during week 6 (mid-point assessment) or during week 10 (end point assessment) of the study block in which a module is delivered.

17. Credit is used in the context of the Higher Education Credit Framework for England[1] and awarded to a student in recognition of the verified achievement of the learning outcomes that are specified in the relevant programme handbook and verified through an assessment process.

18. The Professional Certificate is an award between 20-120 credits designed for a specific market need or with a specific vocational, professional or employer focus. It may be awarded at any level and may include modules at different levels provided that the programme specification demonstrates an appropriate fit with the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ).

Programme Structure

19. A programme must contain a prescribed set of credits in order to meet the requirements of a specified award, as set out in the following table. Credit counted towards awards must be achieved at the specified or a higher level. Exceptions detailed within the footnotes may be considered during the programme design and validation.

Award	Minimum credit	Level 3	Level 4	Level 5	Level 6	Level 7
Bachelor's Degree with Honours with integrated foundation year	480	120	120	120	120	

[1] http://www.qaa.ac.uk/assuring-standards-and-quality/academic-credit

Bachelor's Degree with Honours	360		120	120	120	
Bachelor's Degree without Honours (Ordinary Degree)	300		120	120	60	
Foundation Degree	240		120	120		
Diploma of Higher Education (Dip HE)	240		120	120		
Certificate of Higher Education (Cert HE)	120		120			
Foundation Certificate	120	120				
Graduate Diploma	120				120	
Professional Certificate	20-120		20-120			
Master's Degree	180					180[2]
Postgraduate Diploma (PG Dip)	120					120[2]
Postgraduate Certificate (PG Cert)	60					60
Integrated Master's	480		120	120	120	120

Types of Awards

20. A **target award** is a named award (e.g. BSc Computing) for which a student has registered to study.

21. An **exit award** is conferred on a student who, having originally registered for a programme leading to a target award, has not completed that course for whatever reason, including:

    - Voluntary withdrawal, e.g. for personal reasons.
    - Academic failure.
    - Preclusion from the award for disciplinary or other reasons.

22. An exit award is conferred only if a student has satisfied all the specific credit requirements specified in the programme handbook relevant for that award.

23. Students who are granted module exemptions through Recognition of Prior Learning will only be eligible for an exit award if at least 50% of the credits required for that exit award are achieved through Arden University.

[2] May include a maximum of 20 credits at level 6 within this total.

AWARD TITLES

24. Programmes titles should accurately reflect the unique content or focus of the curriculum.

25. No two programmes that include the same combination of modules should have the same award title.

Joint Honours Degrees

26. Joint honours degrees (e.g. BSc Criminology and Psychology) should contain an equal disciplinary weighting at levels 4, 5 and 6. Students will normally complete a project or dissertation at Level 6, which may be in either subject area or integrated between the two subjects. Award titles should state both subject areas, in the format Subject A “and” Subject B.

27. In order for a Certificate of Higher Education to be awarded with a joint subject title, a student must have completed at least 40 credits worth of modules in each subject area at Level 4 (credits not necessarily divisible in whole modules where subjects are integrated).

28. In order for a Diploma of Higher Education to be awarded with a joint subject title, a student must have completed at least 40 credits worth of modules in each subject area at levels 4 and 5 (credits not necessarily divisible in whole modules where subjects are integrated). Award titles should state both subject areas, in the format Subject A “and” Subject B.

Specialist Routeways

29. Specialist routeways through undergraduate degree programmes (e.g. BSc Business (Marketing)) should contain at least 20 credits worth of modules in the specialist subject area at level 5 and at least 60 credits worth of modules in the specialist subject area at level 6, normally including a project or dissertation, in order for the specialist routeway title to be awarded. Award titles should state the broad degree subject first, followed by the specialist routeway title in parentheses.

30. In order for a Diploma in Higher Education to be awarded with a specialist routeway title, a student must have completed at least 40 credits worth of modules in the specialist subject area at Level 5. Award titles should state the broad subject studied first, followed by the specialist routeway title in parentheses.

31. Certificates of Higher Education will not be awarded with specialist routeway titles.

Major and Minor Subjects

32. Honours degrees with a named minor subject (e.g. BSc Economics with Statistics) should contain at least 80 credits and no more than 120 credits worth of modules studied in the minor subject across levels 4, 5 and 6. Award titles should state both subject areas, in the format Major Subject “with” Minor Subject.

33. Top-up degrees may be awarded with a named minor subject where the student has attained the relevant subject credits across level 4 and 5 on their previous programme and/or their level 6 credits achieved.

Postgraduate Specialist Routeways

34. Specialist routeways through postgraduate programmes (e.g. MBA (Finance)) should contain at least 40 credits worth of modules in the specialist subject area in total across the Postgraduate Certificate and Postgraduate Diploma stages of the programme, plus at least 40 credits in the specialist subject area in the Masters stage, in order for the specialist routeway title to be awarded. Award titles should state the broad subject first, followed by the specialist routeway title in parentheses.

35. In order for a Postgraduate Certificate to be awarded with a specialist routeway title, a student must have completed at least 20 credits worth of modules in the specialist subject area. In order for a Postgraduate Diploma to be awarded with a specialist routeway title, a student must have completed at least 40 credits worth of modules in the specialist subject area. Award titles should state the broad subject first, followed by the specialist routeway title in parentheses.

Standard Undergraduate Programmes

36. For an undergraduate honours degree that shares modules with another programme, there should be at least 40 credit differentiation in taught modules at Levels 5 and 6 to justify the award title.

Standard Postgraduate Programmes

37. For a postgraduate degree that shares modules with another programme, there should be at least 40 credit differentiation in taught modules across the programme to justify the award title.

PROGRAMME DURATIONS, MODE AND PACE OF STUDY

38. Programmes are designed to be delivered full-time or part-time across a range of approved delivery models such as online distance learning, blended learning, or as apprenticeships.

39. An undergraduate full-time student shall normally register for a maximum of 120 credits per year in an academic year. Where a student has been permitted retakes (see paragraph 164), a student may enrol for a maximum of 160 credits per year where up to 40 credits are retake modules.

40. A postgraduate full-time student shall normally register for a maximum of 180 credits per year.

41. Any student registered for less than 100 credits on undergraduate programmes or 120 credits or less on postgraduate programmes will be classed as part-time. This excludes modules where a student has a resit or extenuating circumstances outstanding on an assessment.

42. Students who enrol on full-time programmes and are unable to progress until they redeem failed modules by retakes, will be registered for the next academic year as part-time if studying fewer than 120 credits per year.

43. All students enrolled on a distance learning programme will be registered as part-time. Online distance learning programmes are designed to enable students to progress through the programme with the flexibility to set their own pace of study. However, students are expected to achieve a minimum of 40 credits per year to ensure they can successfully complete the programme in the maximum registration period (see above). Failure to maintain this pace will result in withdrawal from the programme at annual review by the Progression and Award Board.

44. Part-time students studying by online distance learning are permitted to release a maximum of 40 credits per block. Where one of the active modules is a dissertation or final project a student is permitted to study a maximum of 60 credits in the relevant block (excluding resits).

45. Part-time students studying by online distance learning on undergraduate programmes must release a minimum of three taught modules before releasing their dissertation/major project module.

46. Part-time students studying by online distance learning on postgraduate programmes must release a minimum of four taught modules before releasing their dissertation/major project module.

47. Part-time students studying by online distance learning cannot normally complete more than 120 credits per year (the equivalent to a full-time pace of study).

48. Part-time distance learning students studying on a postgraduate programme are permitted to release a maximum of 40 credits per block. Where one of the active modules is a dissertation or final project, in which case a student is permitted to study a maximum of 60 credits in the relevant block (excluding resits).

49. In cases where a prescribed framework and pace of study is determined for specific programmes, this will be considered by the Academic Framework, Regulation and Academic Policy Committee and confirmed as part of the programme validation. Details should be set out in the programme specification and reflected in the relevant programme handbook and student handbook. Where a student has been admitted with Recognition of Prior Learning, the maximum registration periods will be calculated *pro rata* to the number of credits required to study, in accordance with the University's RPL policy.

50. The maximum registration period may be extended up to one year in exceptional circumstances where serious, medium to longer term circumstances mean that a student is unable to study for significant periods of time. Requests will be subject to approval by the Academic Registrar.

Periods of Registration

1. The standard programme duration and maximum periods of registration (including periods of suspension, breaks in learning and withdrawal) for programmes leading to an Arden University award are detailed in the table below.

2. Students must complete the re-enrolment process annually:

   - For online distance learning programmes, students are required to re-enrol by the first Monday of their next study block. Failure to do so will result in suspension of their student account and an enforced break in learning will be applied. Students that fail to re-enrol within 12-months of this date will be withdrawn from the University.

   - For blended learning programmes, students must re-enrol by the first Monday of their next study block. Failure to do so will result in suspension of their student account and withdrawal from the University.

Award	**Credits**	**Full-time**		**Part-time**	
		Standard Duration2F[3 & 5]	**Maximum Period of Registration**3F[4]	**Standard Duration**[3 &] 4F[5]	**Maximum Period of Registration**[4]
Honours Degree with integrated foundation year	480	4 years	6 years	8 years	12 years
Honours Degree	360	3 years	5 years	6 years	9 years
Honours Degree Top Up	120	1 year	3 years	2 years	3 years
Higher National Certificate	120	1 year	3 years	2 years	3 years
Foundation Degree, Diploma of Higher Education, Higher National Diploma	240	2 years	4 years	4 years	6 years
Graduate Diploma, Certificate of Higher Education, Foundation Certificate	120	1 year	3 years	2 years	3 years
Professional Certificate	20-120	Up to 1 year	3 years	Up to 2 years	3 years
Master's Degree	180	1 year	3 years	2 years	5 years
Master's Top Up	60	-	-	1 year	2 years
Postgraduate Diploma (PG Dip)	120	1 year	3 years	2 years	3 years
Postgraduate Certificate (PG Cert)	60	6 months	2 years	1 year	2 years

[3] Registration periods for students admitted with Recognition for Prior Learning will be calculated *pro rata* in accordance with the University's RPL policy.

[4] The maximum period of registration may be extended in exceptional circumstances by up to one year at the discretion of the Academic Registrar.

[5] Individual programmes may be designed to be completed at a pace of study outside of the standard duration set out above. Such periods will be stated in the programme handbook.

HONORARY AWARDS

3. The University may confer the following honorary awards to persons who have achieved distinction in their field or made major contributions to the University:

    - Honorary Doctorate, using the following designations: Hon DBA, Hon DLaws, Hon DSc, Hon DUniv

    - Honorary Fellow (Hon)

4. The award of Honorary Fellow shall normally be conferred upon persons who have made an outstanding contribution to the University or to society.

5. All nominations for honorary awards will be approved by the Vice Chancellor and Provost before they proceed to the Honorary Awards Committee of the Academic Board for consideration.

6. Nominations for Honorary Degrees and Fellowships will be considered by an Honorary Awards Committee, membership of which will comprise the Chair of Academic Board and two further members of the Academic Board. Recommended recipients will be presented to the Academic Board for final approval.

7. Where the Academic Board resolves to approve the conferment of an honorary degree or honorary fellowship, the Vice Chancellor and Chief Executive Officer will write to the person who is to be awarded the honorary degree or fellowship inviting them to accept the award.

8. The names of nominees who accept the offer of an honorary award will be reported to the Academic Board.

9. Honorary awards will normally be conferred at scheduled University award ceremonies. However, with the agreement of the Academic Board, honorary awards may be conferred at other appropriate events. Honorary awards will not normally be awarded in absentia. An honorary award may be awarded posthumously, subject to the normal criteria for the award being satisfied.

10. The Academic Board reserves the right to withdraw an honorary award if, in its opinion, the recipient would bring the reputation of the University into disrepute by continuing to hold that award.

11. There is no right of appeal against such a decision to withdraw such an award and in the event of an emergency an award may be withdrawn on the authority of the Vice Chancellor and confirmed at the next available meeting of the Academic Board.

12. The Board of Directors has the responsibility and authority to make the following appointments: University Chancellor; and Member(s) of the Board of Directors. The Nominations Committee of the Board of Directors will consider nominations and make recommendations to the Board of Directors. These appointments will be reported to Academic Board.

    [Quality Assurance Document QA 90 – Criteria for Award of Honorary Doctorate]

INFORMATION GIVEN TO STUDENTS

Principles

13. Students will be provided with clear and accurate information to support them in their application to, and subsequently their study with, Arden University.

Programme Information

14. All publicity and marketing material must be approved prior to publication in accordance with the requirements specified in the following document:

    [**Quality Assurance Document QA 1** – **Publicity and Marketing Material Production Procedures]**

15. For each programme of study, students will be provided, as a minimum, with:

16. **Student Handbook** - A definitive guide to studying with Arden University, including the provision of general information for students, staff contact details, details of learning support, staff/student obligations, course information, study and assessment details and links to policies and regulations. Handbooks are produced in accordance with the Procedure for the Production, Publication and Amendment of Student Handbooks.

    [**Quality Assurance Document QA 2** – **Procedure for the Production, Publication and Amendment of Student Handbooks**]

17. **Programme Handbook –** Comprising a concise overview of the programme structure with links to the relevant **Programme Specification** and **Module Descriptors** for each of the modules available as part of the student's chosen programme of study. The Programme Specification sets out the intended learning outcomes from a higher education programme, and how these outcomes can be achieved and demonstrated. Programme Specifications and Module Descriptors are developed in accordance with the templates set out in the following Quality Assurance Documents and will be approved as part of the validation or periodic review process.

    [**Quality Assurance Document QA 3** – **Programme Specification Form**]
    [**Quality Assurance Document QA 40** – **Module Descriptor Form**]

18. **Module Learning Material** – for each module studied, the student receives access to learning material which allows the student to achieve the learning outcomes for the module. The learning material forms a key element of the University's Learning, Teaching and Assessment Strategy and will be produced in line with the Procedure for the Production, Approval and Revision of Module Learning Material.

    [Quality Assurance Document LTC 04 – Procedure for the Production, Approval and Revision of Module Learning Material/Guidelines for the Production of Online Interactive Learning Materials]

RECRUITMENT AND ENROLMENT OF STUDENTS

Admissions

19. The University is committed to providing a fair and equitable admissions process to all applicants. We recognise and welcome the fact that our students come from a variety of backgrounds. The overriding principles in determining a candidate's suitability for admission to a programme are that there is a reasonable expectation that the candidate:

    - Will be able to fulfil the learning outcomes of the programme and achieve the standard required for an award.

    - Has the motivation to succeed.

- Will benefit from the programme.

20. The decision to admit a student is undertaken in accordance with the University's Admissions Policy:

    [**Quality Assurance Document QA 05** – **Admission of Students**]

21. Specific programme entry criteria are set out in the programme specification and agreed during the validation process for the (re-)approval of a programme. They are also published and openly available on the University's website (www.arden.ac.uk).

22. Entry criteria will normally be consistent with the following minimum standards and with guidance issued from time to time by the Admissions Committee:

    - Undergraduate:
        - 2 UK A levels or equivalent, and
        - English language competence equivalent to IELTS 6.0 (no less than 5.5 in any element).
        - Overseas qualifications may be accepted subject to evidence of equivalency, which will normally be verified through ECCTIS (UK ENIC).
        - Suitable work experience may be accepted as an alternative on a case-by-case basis.
    - Postgraduate:
        - UK degree or equivalent, and
        - English language competence equivalent to IELTS 6.5 (no less than 6.0 in any element).
        - Overseas qualifications may be accepted subject to evidence of equivalency, which will normally be verified through ECCTIS (UK ENIC).
        - Suitable work experience may be accepted as an alternative on a case-by-case basis.

Recognition of Prior Learning

23. Recognition of Prior Learning (RPL) is the process through which a student may receive credit for learning achieved outside of the programme of the programme of study for which they are applying.

24. Applications for RPL will be processed in accordance with the University's RPL policy:

    [**Quality Assurance Document QA 6** – **Procedures for the Accreditation of Prior Learning**]

Readmission to a Programme of Study

25. A student who has exited a programme with an interim award because they have not fulfilled the requirements of a higher award, or who has been withdrawn on the grounds of academic failure of a

programme, may not be readmitted to the same programme, or a programme that includes a previously failed core module within a period of three years.

26. Applications for readmission to a different programme may be considered but will take full account of a student's previous performance at the University and financial standing. Where readmission with credit is sought, cases will be considered in accordance with the University's normal regulations with regard to the Recognition of Prior Learning.

27. Modules passed on one programme may not be reattempted as part of a further programme of study. Modules failed on one programme may not be taken as first attempts again if this would exceed the maximum number of attempts permitted for that module. The University reserves the right to cap marks in line with these regulations for modules that are not first attempts.

28. Students excluded because of assessment misconduct or disciplinary proceedings will not be considered for readmission to an Arden University programme.

29. Students that are in debt to the University will not be considered for readmission unless debt is cleared in full.

[**Quality Assurance Document QA 6** – **Procedures for the Recognition of Prior Learning**]
PROGRAMME DELIVERY

30. Programmes are delivered in line with the University's Learning, Teaching and Assessment Strategy, which is developed and reviewed annually by the Learning, Teaching and Assessment Committee.

31. The Student Handbook and the University's Student Charter between them set out the support mechanisms available to students and the responsibilities of the student which form part of a learning contract with students and are required in order for them to complete their programme of study.

32. Learning materials will be developed in accordance with the processes and protocols set out in *Quality Assurance Document QA 04 Procedure for the Production, Approval and Revision of Module Learning Material/Guidelines for the Production of Online Interactive Learning Materials*.

33. For all programmes, module enrolments must be confirmed on Monday of teaching week two.

[**Quality Assurance Document QA 04** – **Procedure for the Production, Approval and Revision of Module Learning Material/Guidelines for the Production of Online Interactive Learning Materials]**

REGULATIONS FOR PROGRAMME TAUGHT IN LANGUAGES OTHER THAN ENGLISH

For all programmes taught and assessed in languages other than English, the following requirements will apply:

34. Marketing, Admissions, Teaching, Assessment and Student Support will all be delivered in the Language other than English; University staff supporting such activities will be bilingual in English and the relevant language of delivery. All publicity material will be submitted for approval in both English and the language of publication.

35. Annual monitoring reports will be submitted in English.

36. The language of instruction will be recorded on the Academic Transcript and Certificate.

37. All validated programmes will have in place a native-speaking External Examiner approved by the University.

38. External Examiners will be fluent in the language of delivery and wherever possible, native speaking.

39. Unless agreed otherwise by the Academic Registrar (and only for those programmes where all External Examiners and moderators have a working knowledge of the language concerned) then the following requirements for translation will apply:

    i. All draft examination questions (and model/example answers/assessment guidelines) together with assignment questions etc. (draft assessments in the language of assessment will be approved by the native speaking External examiner for approval)
    ii. An agreed proportion of at least 10% of assessed work contributing to the final award or degree classification. Such work will be drawn from across the students' range of performance and ability (according to the requirements and specifications of the External Examiners and Moderators).
    iii. The above must include all assessed elements including Examination work, assignments, coursework, projects etc.

40. All translations must be undertaken by a suitably qualified person provided such translations are submitted for verification to a qualified translator as specified above.

41. Where special arrangements are made for any particular programme, (e.g. where content is highly specialised or technical) such arrangements must be approved in writing by the Academic Registrar and where necessary approved by the Quality and Standards Committee (QSC).

42. With the prior approval of the External Examiner(s) and moderator, 'real time' oral translations may be acceptable, provided one translator is provided for each External Examiner.

43. The QSC may take appropriate, immediate action where it is not satisfied that the regulations are not being correctly or appropriately applied; this may include suspension or cancellation of a programme in the event that academic standards are not maintained.

ASSESSMENT REGULATIONS

44. The following Assessment Regulations apply to all programmes of study leading to an award of Arden University, including those offered in collaboration with an approved partner organisation. Exceptionally, apprenticeship programmes funded by the Education and Skills Funding Agency (ESFA) and programmes that are subject to accreditation or recognition by a Professional, Statutory or Regulatory Body (PSRB) may be subject to variations to these assessment regulations in line with PSRB or ESFA requirements. Any such variations will be set out within the programme handbook and subject to agreement during the validation approval process. In all cases these Assessment Regulations will apply as minimum standards.

Assessment Principles

45. Programmes will provide a varied range of assessments, which take account of the learning outcomes of the modules, the development of skills, and the practicalities of managing the programme. Students will be provided with a detailed specification of what is required.

46. The purpose of summative assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the programme of study and achieved the standard required for the award they seek. Individual programmes will relate their learning outcomes to specific assessment requirements.

47. The method of assessment for each module will be specified within the relevant Module Descriptor Form and agreed during the validation approval process (see MDF guidance notes for descriptions of assessment types).

48. Modules will be categorised as standard, dissertation/major project or placement (for a description of each type, see MDF guidance notes).

49. Programmes delivered through different delivery models may operate different methods of assessment, provided that both methods ensure student attainment of the same learning outcomes. Such variants are considered at validation and/or through major/minor modifications and periodic review.

50. Assessment will be undertaken by competent and impartial examiners able to ensure that achievement is consistent with national standards. The University requires External Examiners to be associated with final assessments which may count towards an Arden University award.

51. For Arden University awards, all items of assessment are marked on a fine graded or pass/fail basis, as defined on the Module Descriptor Form. The pass mark for undergraduate modules which are fine graded is 40%. The pass mark for postgraduate modules which are fine graded is 50%. For modules graded on a pass/fail basis, students must satisfy the criteria for a pass, as specified in the assessment criteria for that module.

52. In the case that a module is assessed via more than one assessment output (multi-part assessment with separate components), the following will apply:

    - For undergraduate modules, a pass on the module requires a weighted average of 40% across all components and a minimum qualifying mark of 30% on each component. Students who have not achieved the qualifying mark in each assessment component are deemed to have failed the module and are referred for re-assessment in all component(s) where less than 40% has been achieved, even if the aggregate mark for the module is 40% or higher.

    - For postgraduate modules, a pass on the module requires a weighted average of 50% across all components and a minimum qualifying mark of 40% on each component. Students who have not achieved the qualifying mark in each assessment component are deemed to have failed the module and are referred for re-assessment in all component(s) where less than 50% has been achieved, even if the aggregate mark for the module is 50% or higher.

    - Where the overall weighted average is below the pass mark, students will only be required to resit the failed component(s) (irrespective of whether the qualifying mark is achieved).

    - Where a component on a multipart assessment is failed, the overall module mark will be capped on resit.

53. Arden University reserve the right to conduct a *viva voce* examination on any assessment.

Assessment Design

54. Assessment will be designed to ensure that the learning outcomes of each module are assessed at the appropriate level consistent with the named award and the framework for higher education qualifications (FHEQ) and the relevant QAA benchmark statements.

55. For each academic level, generic grading criteria exist which provide students with clear guidance on what they need to do to achieve a particular grade. Generic grading criteria may be contextualised to a programme as part of the validation approval process.

[Quality Assurance Document QA 62- Generic Grading Criteria]

56. Assessments will be designed and set by a designated member of academic staff with expertise in the module subject area. The member of staff will normally be the Academic Module Leader responsible for the module in question.

57. The assessment will be moderated by another member of academic staff with expertise in the module subject area. This moderation process is documented through an Internal Assessment Approval Form completed by the moderator.

58. Additionally, all assessments relating to modules that count towards an Arden University award will be sent to the appropriate External Examiner for final moderation and approval.

59. Assessment briefs will be prepared well in advance of the assessment deadline and published to students in line with timeframes set out in the student handbook.

60. The following principles will be adhered to when designing assessments:

- Each component of the assessment will be linked to the learning outcomes of the associated module of the programme.
- The assessment will be designed to test learning outcomes at the appropriate level in accordance with the module descriptor.
- Assessment criteria will clearly show what the students need to do to achieve the appropriate grade.
- Students will be provided with a detailed specification of what is required.
- Students will be given guidance on where to find information, the time to devote to the assessment, the maximum word count length, and any other assessment requirement(s).

Conduct of Assessment

61. Students are responsible for checking assessment and examination dates and times which are published on iLearn.

62. Time Constrained Assessments (TCA) are digital assessments which must be completed within a set timeframe, normally 24 hours. Students will have no more than one TCA scheduled per 24-hour period.

63. Multiple Choice Questionnaires (MCQ) are digital assessments which students can access during a specified timeframe and will have a set time limit to start and finish the questionnaire. Students will have no more than one MCQ scheduled in a 24-hour period.

64. Examination procedures, rules and regulations are set out in **QA99 Examination Procedures, Rules and Regulations.**

Assessment Submission

65. All students of Arden University who, by the given dates, have satisfied the requirements of the regulations with regard to registration and all formal programme requirements shall be eligible for assessment.

66. The University has established processes for the submission and handling of assessments, and these are communicated to students in the relevant student handbook and/or assessment brief(s).

67. At the commencement of study students will be provided with access to iLearn where they can access:

- An assessment timetable giving the times at which assessments for a particular module can be submitted.

- Links to assessment regulations and polices pertaining to the relevant programme of study.

Late Submission

68. If there is no good reason or exceptional mitigating circumstance for late submission of assessed work, then the work submitted will be allocated a mark of zero.

Submission, Deferral and Extension

69. Students will be automatically registered for assessment at the first sitting for taught modules and will be expected to submit assessment on the given deadline, unless a claim for extenuating circumstances is submitted and upheld. Students who fail to submit will be deemed to have failed the assessment, unless a claim for extenuating circumstances is submitted and upheld.

70. For dissertations and major projects, students will be expected to submit on the given deadline. For online distance learning programmes, submission of dissertations or major projects must normally be within 12 months of the release of the module, unless a claim for extenuating circumstances is submitted and upheld.

71. Assessment deadlines may be extended for individual students, up to a maximum of one week in the event that a student is affected by genuine exceptional circumstances which come to light on or around the deadline and impacts their ability to submit their work. In the case of a Time Constrained Assessment (TCA), Exam, Digital Exam, Multiple Choice Quiz (MCQ), no extension of deadline will be permitted.

Extenuating Circumstances in Assessment

72. The extenuating circumstances process is where allowance is made for any matter or circumstance which may have seriously affected a student's performance in an assessment.

73. The extenuating circumstances process applies where circumstances have arisen that were both unanticipated and beyond the student's control and either have impacted a student's ability to attend an examination or to submit an assessment by the specific deadline; or have had a seriously adverse effect on the student's performance.

74. The criteria for eligibility for extenuating circumstances, and the process for making and considering claims for extenuation is governed by QA 41 – Extenuating Circumstances Affecting Student Assessment.

[QA 41 – Extenuating Circumstances Affecting Student Assessment]

Deviating from Word Limits

75. Assessment briefs will specify which elements of the assessment text will be included within the maximum word limit.

76. A written assessment must not exceed the word limit set in the assessment brief. Students are required to enter an accurate word count on their assessment cover sheet.

77. For University awards, when a written assessment is marked, the excessive use of words beyond the stated word limit will result in a lower mark being awarded for the piece of work, in line with the university's Penalties for Exceeding Assessment Size Limits Policy. The module descriptor for a module which is graded on a pass/fail basis must specify whether submission of a written assignment exceeding the word limit results in failure in the module.

[QA 87 – Penalties for Exceeding Assessment Size Limits]

Re-submission of Assessments

78. Students on programmes of study leading to an Arden University award who fail an assessment and have to resit will normally be required to rework the same assessment task, unless:

- The outcome of an assessment misconduct investigation is that a new assessment task should be taken.
- They have had extenuating circumstances upheld but have not submitted at the first resubmission opportunity given. Any subsequent extenuating circumstances claims approved for the same assessment will normally require a new assessment task to be taken.
- The original assessment was an exam or time constrained assessment.

Students are permitted to re-work the same submission on one occasion only. Students who refer a standard assessment twice and are granted a retake at the discretion of the Progression and Awards Board, will be required to re-engage with the module and submit a new piece of work with substantially different content.

Assessment Integrity and Misconduct

79. All assessments submitted by students must be the student's own original work. Assessment Misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.

80. An assessment misconduct offence may be committed in relation to work undertaken for any module and any assessment method.

81. Details relating to academic integrity and the process for handling suspected cases of assessment misconduct are set out in the Academic Integrity and Misconduct protocol. Students will be advised fully on the rules governing assessment conduct and also given training in referencing and how to avoid plagiarism.

[Quality Assurance Document QA 23 – Academic Integrity and Misconduct].

Assessment of Students with Special Educational Needs (SEN)

82. Students with special educational needs may request special arrangements in examinations or assessments, in writing, including documentary evidence where appropriate. The Student Affairs Committee will consider all such requests and may approve requests on behalf of the Academic Board. The Student Experience team's specialist advisors on SEN will consider all applications in advance of the committee meeting and make detailed recommendations to the Student Affairs Committee.

83. Requests for special arrangements without precedent may be referred to the Student Affairs Committee for review or escalated to the Academic Board if they require a policy decision to be made.

Marking

84. All submitted assignments will be marked in accordance with the relevant assessment criteria, and feedback and marks/grades will be returned to students normally within 20 working days of submission. Where marks have not been confirmed by the Subject Assessment Board, the feedback will clearly indicate that marks are provisional or unconfirmed.

85. Where possible, assessments will normally be marked anonymously so that markers will not be aware of a student's identity at the time of marking. Full anonymity may not be possible in all assessment types, for example presentations, practical projects or dissertations. Anonymity may be lifted where there are suspicions about the authenticity of an assessment and further investigation is required.

86. Feedback to students will be provided in prescribed ways in accordance with the principles set out in the Learning, Teaching and Assessment Strategy. Feedback will give details as to why marks have been awarded and/or why the student has failed to meet the requirements for a particular grade. Feedback should be detailed and formative.

Internal Moderation and Second Marking

87. Internal moderation will be undertaken in accordance with Quality Assurance Document QA 21 Policy on Internal and External Moderation

[Quality Assurance Document QA 21 Policy on Internal and External Moderation

External Examination

88. The duties and responsibilities of External Examiners are set out in Quality Assurance Document QA 37 – External Examiner Handbook and are designed to meet the expectations and associated indicators set out in the QAA Quality Code for Higher Education.

[Quality Assurance Document QA 37 – External Examiner Handbook]

89. Responsibility for the appointment of External Examiners rests with the Quality and Standards Committee.

90. External Examiners will be appointed for any part of a programme of study which contributes directly to the classification of an award.

91. Suitably qualified External Examiners will be nominated by the Programme Leader and appointment will be subject to scrutiny and approval by the Quality and Standards Committee. External Examiner appointments are reported to Academic Board, which will also receive an annual review of External Examiner appointments, engagement and effectiveness. The criteria for appointment and appointment procedures are set out in:

[Quality Assurance Document QA 43 – Nomination and Appointment of External Examiners]

92. External Examiners will be independent of the University and, where applicable, any validating university or partner.

93. The normal period of tenure for an External Examiner will be four years, with the possibility of reappointment for a further year to ensure continuity.

94. All External Examiners will be appropriately briefed, trained and inducted in line with:

[Quality Assurance Document QA 37 – External Examiner Handbook]

95. All External Examiners will be required to submit reports after each assessment period, plus an overarching annual report, in accordance with the approved template.

[Quality Assurance Document QA 44 – External Examiner Report Pro Forma]

96. The University adheres to the QAA UK Quality Code.

Subject Assessment Board

97. Decisions on all module level assessment outcomes are made by a formally constituted Subject Assessment Board established by the Academic Board, attended by one or more External Examiners and reporting to the relevant Progression and Award Board.

98. The constitution and terms of reference of Subject Assessment Boards are approved by the Academic Board.

Progression and Award Boards

99. Decisions on student progression between levels of a programme are made by a formally constituted Progression and Award Board, which will receive ratified module assessment results from one or more Subject Assessment Boards of Examiners. Decisions on the conferment of awards are made by Academic Board on the recommendation of a formally constituted Progression and Award Board established by the Academic Board.

100. The constitution and terms of reference of Progression and Award Boards are set out in the Academic Committee Structure document.

[Quality Assurance Document QA 42 – Academic Committee Structure]

Appeals

101. Students may appeal in cases where they believe that there has been a material fault in the assessment process. Appeals against academic judgment cannot be accepted. The academic appeals process is given in Quality Assurance Document QA 24 – Academic Appeals Process.

[Quality Assurance Document QA 24 – Academic Appeals Process]

PROGRESSION DECISIONS

Assessment Failure and Referral

102. Students who do not achieve a pass mark in one or more module assessments at their first attempt will be referred in the(se) module(s) and will have one opportunity to resit the required element, or component of the assessment. Such resits must normally be completed at the next study block, or within two study blocks for major projects and dissertations.

103. The University may require that the form of assessment for retake is different from the original form of assessment e.g. where minor modifications are made to the assessment. In such cases this will be formally communicated to students.

104. The pass mark for the referral attempt is the same as the pass mark for the initial attempt. The maximum module mark achievable from referrals at levels 3-6 is 40% , 50% for level 7 modules or the bare minimum pass mark for the module, whichever is the higher; the maximum module grade achievable is a pass.

105. If the mark/grade achieved at referral is below that achieved previously then the earlier mark/grade will be considered by the Subject Assessment Board.

106. Wherever possible, the University will provide referral opportunities in modules which are no longer current but cannot guarantee this as a right. The Subject Assessment Board must make such special arrangements as it deems appropriate in cases where it is not practicable for students to be referred in the same module or module component.

107. Where a student fails to present him/herself for any piece of formal assessment or to submit a piece of coursework by the required date, then the Subject Assessment Board will apply a 0% (fail) grade to that piece of assessment, subject to the processes described in the Submission Deferral and Extension, and Extenuating Circumstances in Assessment sections above.

108. Students who fail a resit in a taught module may, at the discretion of the Progression and Award Board, retake the module on one occasion only. A retake allows the student two further attempts, both of which will be capped. Module retakes will require re-enrolment and re-engagement with the module and, for full-time students, may be either via classroom sessions or online as determined by the programme team. (Note that retakes may require payment of the normal module fee, see terms and conditions for full details).

109. A student who is referred in the dissertation/final project element of a programme may resit **on one occasion only** and will not be permitted to retake the module.

110. In exceptional circumstances, at the discretion of the Progression and Awards Board, a student may be granted an exceptional second resit on a retake module (overall fifth attempt) or a dissertation module (overall third attempt) to redeem failure.

Progression, Level Completion and Withdrawal

111. The progress of each student will be considered by the Progression and Award Board at the end of each academic year or at the point the student reaches the end of a level. Decisions on awards and withdrawal will be considered at the point the student becomes eligible.

112. The formal decisions available to the Progression and Awards Board are shown in the table below.

Progression Decision	**Description**
Recommend conferment of target award	Student has satisfied all requirements for the award that they registered to study.
Recommend conferment of exit award	Student has not completed intended programme for whatever reason, including: • Voluntary withdrawal, e.g., for personal reasons. • Academic failure. • Preclusion from the award for disciplinary or other reasons.
Progress	Student has passed all modules (includes any compensated modules) in current year of study and may proceed to next year of study.
Progress Trailing credit	Student has passed minimum number of modules to progress and may continue into next level of study trailing credit.
Cannot progress - repeat full level of study	Student has not satisfied progression criteria for the year of study. All modules on the level to be retaken.
Cannot progress - repeat partial level of study at part-time rate	Student has not satisfied progression criteria for the year of study but has achieved credit of between 40-60 credits.
Withdraw	Student has exceeded number of attempts in modules and has no further opportunity available for retake. Student has reached maximum period of registration and can no longer continue on programme. Student has not met minimum expectations for engagement as set out within the Attendance and Engagement Policy. Student has requested to withdraw from programme voluntarily.

	Recommendation from withdrawal panel due to financial issues.
Reinstatement	Following successful appeal against decision of PAB.
Exclude	Student withdrawn from programme due to disciplinary or academic misconduct.
Decision deferred	Decision cannot be made (due to missing data or pending outcome of assessment misconduct or disciplinary proceedings).

113. Students may not progress to the next level of study carrying credit in more than 40 credits, including any modules deferred due to extenuating circumstances. Retakes for trailed modules must be retaken in the next level of study and may not be trailed into subsequent levels. Distance Learning students will be required to open and access retake modules before attempting modules at the next level.

114. Where a student progresses to the next level of study before having received the confirmed results from the previous module, this progression is deemed to be provisional until confirmed by the Progression and Award Board. If the Progression and Award Board determines that a student's course has been terminated, the student will be required to cease studying with immediate effect. If the Progression and Award Board determines that a student may not progress to the next stage of the course, the stage on which a student is enrolled, and any associated fees must be amended with immediate effect.

115. Students on full-time programmes of more than one year's duration, who fail more than 40 credits at first resit may, at the discretion of the Progression and Award Board, be permitted to re-enrol part-time and retake the failed modules with attendance.

116. Students on full-time programmes of more than one year's duration, may in exceptional circumstances, at the discretion of the Progression and Awards Board, be permitted to repeat a full year of study. In such cases, students will retake all modules within the level and will be capped at the pass mark only for the previously failed modules.

117. Students on undergraduate programmes may not formally submit their dissertation or final project until they have attempted all taught modules at Level 6.

118. Students on postgraduate programmes may not formally submit their final research project until they have attempted all taught modules at Level 7.

119. Where a student has not achieved a pass mark following the maximum number of referrals or re-takes available and is not eligible for compensation then the student cannot proceed on the programme unless it is possible for an alternative module to be studied. Such students will be withdrawn and awarded any exit awards for which they are eligible, for example a pass degree or postgraduate certificate or diploma.

120. The Progression and Award Board may withdraw a student where it agrees in its academic judgement that a student has not demonstrated sufficient achievement or engagement to be offered a retake opportunity.

121. The Progression and Award Board may withdraw a student who has failed to re-enrol or whose progress through the programme will not allow completion within the maximum study period for the programme.

Compensation: Undergraduate Programmes

122. Credits are awarded for those modules in which a mark of at least 40%, or a pass grade, has been achieved. Additionally, credits may be awarded by compensation.

123. Failure within a level may be compensated as follows:

- Compensation applies to all undergraduate programmes except those programmes containing fewer than 120 credits.
- No more than 20 credits may be compensated per level.
- Compensation may not be applied on dissertations and major projects.
- Compensation cannot be awarded on a level where module exemptions have been applied.
- Compensation for a failed module is considered only if **all** the following criteria have been satisfied:
    - The mean grade (including any failed modules) must normally not be less than 45%;
    - The module mark where compensation is requested must normally not be less than 30%;
    - The student has attempted all modules in the level or all elements except the dissertation/major project.
- Where compensation is awarded, the mark is not changed.
- A student may opt to take reassessment instead of compensation. If a student fails the reassessment, compensation is applied using the original mark or the reassessment mark, whichever is the higher.
- Modules graded on a pass/fail basis will be excluded when calculating the mean grade for the purpose of compensation.
- Students will normally be compensated at the point they become eligible.

Compensation: Postgraduate Programmes

124. Credits are awarded for those modules in which a mark of at least 50%, or a pass grade, has been achieved. Additionally, credits may be awarded by compensation at level 7.

125. Failure may be compensated as follows:

- Compensation applies to all postgraduate programmes, except those programmes containing fewer than 120 credits.
- No more than 20 credits may be compensated.

- Compensation may not be applied on postgraduate dissertations and major projects.
- Compensation cannot be awarded on a level where module exemptions have been applied.
- Compensation for a failed module is considered only if **all** the following criteria have been satisfied:
    - The mean grade (including any failed modules) must normally not be less than 55%;
    - The module mark where compensation is requested must normally not be less than 40%;
    - The qualifying mark (a pre-determined minimum grade which will be specified in the module descriptor and is normally 40%) has been achieved in all components of assessment for the module(s) for which compensation is being considered.
    - The student has attempted all modules except any dissertation or major project.
- Where compensation is awarded, the mark is not changed.
- A student may opt to take reassessment instead of compensation by notifying Registry within 7 days of being notified of their results. If a student fails the reassessment, compensation is applied using the original mark or the reassessment mark, whichever is the higher.
- Modules graded on a pass/fail basis will be excluded when calculating the mean grade for the purpose of compensation.
- Students will normally be compensated at the point they become eligible.

CONFERMENT OF AWARDS

126. The final award is achieved when a student has gained the number of credits required. An award classification will be calculated as described below. Where a student exceeds the credits required for a level, the highest marks of any option modules will be taken. Where RPL is awarded, the award mark will be based only on modules actually completed.

A. Pass Awards

127. All undergraduate awards comprising 120 credits or less, and all exit (i.e. not target) awards are pass awards.

B. Classification for Degree with Honours

128. The minimum credit requirements for each programme are specified in the Programme Specification.

129. The base class of degree will be determined in accordance with the Full Honours classification scheme, according to the established percentage band equivalents:

<35%	=	fail
35-39	=	pass
40 - 49%	=	third class
50 - 59%	=	lower second class
60 - 69%	=	upper second class

>70% = first class

130. In calculating base class, account will be taken of the credit value of each module mark. The classification will be based on a weighted arithmetic mean of the highest graded 180 credits of which minimum 100 are at Level 6 and the remainder at Level 5. All major projects must be included in the calculation.

131. Where a student's classification falls within two percentage points of a classification boundary (before rounding is applied), the classification banding will be uplifted if more than 50% of the marks included in the classification calculation fall within the higher classification band.

132. The classification of final year top-up degrees will be calculated based on a weighted arithmetic mean of the highest graded 100 credits achieved at Level 6. All major projects (where applicable) must be included in the calculation.

133. The weighted arithmetic mean used to calculate the classification will be rounded to the nearest integer.

134. Students who have failed to reach the standard for the final award may be awarded an exit award where this is specified in the Programme Specification.

135. Students who are granted module exemptions through Recognition of Prior Learning will only be eligible for an exit award if at least 50% of the credits required for that exit award are achieved through Arden University.

C. Pass, Merit and Distinction awards

136. All target awards not covered by A. Unclassified Awards or B. Award and Classification for Degree with Honours above will be awarded a classification of pass, merit or distinction as follows.

For Postgraduate Awards, the base class for an award will be determined on the following grade boundaries:

- 50-59 = Pass
- 60-69 = Merit
- 70 and above = Distinction

For Undergraduate Awards (excluding Foundation Degrees) the base class for an award will be determined on the following grade boundaries:

- 40-59 = Pass
- 60-69 = Merit
- 70 and above = Distinction

The classification will be calculated based on the weighted arithmetic mean of all credits excluding the lowest graded 20 credits unless students have been granted module exemptions though RPL.

Where a student's classification falls within two percentage points of a classification boundary (before rounding is applied), the classification banding will be uplifted if more than 50% of the marks included in the classification calculation fall within the higher classification band.

137. In cases where students are granted exemptions through RPL, all Arden University credit will be used in the classification calculation, including the lowest graded 20 credits.

138. Students that have RPL exemptions in more than 1/3 of credits, then they will not be entitled to a merit or distinction.

139. For Foundation Degrees, the base class for an award will be determined on the following grade boundaries:

- 40-59 = Pass
- 60-69 = Merit
- 70 and above = Distinction

The classification will be calculated based on the weighted arithmetic mean of the highest graded 180 credits of which a minimum of 90 are at Level 5.

Where a student's classification falls within two percentage points of a classification boundary (before rounding is applied), the classification banding will be uplifted if more than 50% of the marks included in the classification calculation fall within the higher classification band.

140. Students that have RPL exemptions in more than 1/3 of credits, then they will not be entitled to a merit or distinction.

D. Aegrotat and Posthumous awards

141. Where there is insufficient evidence to determine the recommendation of an award, but the Progression and Award Board is nevertheless satisfied that the student would have qualified for the award for which they were a candidate had it not been for illness or other valid cause, an Aegrotat award may be recommended. Aegrotat awards are not classified.

142. Any award may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied, and such posthumous awards may be classified.

E. Rescinding Awards

143. Awards may be rescinded under the following circumstances:

- Administrative errors resulting in incorrect awards being conferred.
- Errors in the assessment process which come to light after awards have been conferred.
- Proven cases of academic misconduct which come to light after awards have been conferred.

In the rare event that the need to rescind an award arises, the Academic Registrar on behalf of the Academic Board will provide details the case to the Chief Executive Officer and Vice-Chancellor, and where appropriate, make the necessary arrangements for a revised or alternative award to be conferred.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

144. The university is fully committed to providing equal opportunities to all its staff and students. Where it is made aware of any special needs of students or intending students, then the university will endeavour to ensure that such reasonable needs are met in ways which do not compromise the standards of awards. The university's Equity, Diversity and Inclusion Policy is set out in the following document:

[Quality Assurance Document QA 25 – Equity, Diversity and Inclusion Policy]

VALIDATION AND PROGRAMME APPROVAL

145. All proposed new programmes of study and proposed major modifications to existing programmes, whether they lead to an award of the University or of an external awarding body, or to the award of credit in recognition of successful study, are required to undergo an academic approval process termed validation. The validation process is set out in the Validation Handbook. Before they come to academic validation, proposed new programmes and certain types of major modifications to existing programmes must have received permission to proceed from the University's Portfolio Management Group. Only when a programme has been through a successful validation and satisfied all conditions for academic approval will it be allowed to accept applications and subsequently enrol students.

[Validation Handbook]

146. The broad criteria against which academic proposals will be judged comprise the following: they will be applied to all proposed new programmes and as appropriate to proposed modifications to existing programmes, in the context of relevant institutional strategies, plans, policies and procedures:

- Validity of the proposal, in terms of its academic rationale and intended learning outcomes, for the purposes which it is intended to serve.
- Curriculum content embodying coherence, balance and progression and taking account of relevant subject and qualification benchmark statements, professional and/or accrediting body requirements, the QAA Framework for Higher Education Qualifications and the University's current strategic aims and policies.
- Effective learning and teaching strategies and methods which match the curriculum content, intended learning outcomes and students' intake profile.
- Sound assessment strategies and methods which effectively test student achievement of the intended learning outcomes to the appropriate standards, whilst affording opportunities for formative feedback to guide students' learning.
- Appropriate criteria for entry, set in the context of an admissions policy reflecting the University's policy on widening access and participation.
- Academic and pastoral support strategies and mechanisms which are matched to the likely needs of the intended student profile and to the nature of the programme.

- Programme management and organisation arrangements which meet the university's requirements and facilitate student participation.

- Human and physical resources of appropriate quality and quantity and which are subject to considered development and renewal over time.

- Conformance of the curriculum with relevant statutory requirements and university policies in relation to, for example, accessibility to students with special educational needs and disabilities, health and safety imperatives, equal opportunities issues.

- Quality assurance procedures conforming to the university's framework, and which are tailored to the programme and its students so as to provide effective means of monitoring, review and enhancement of academic standards and the quality of learning opportunities.

147. For apprenticeship programmes, the programme validation process must ensure that there are appropriate arrangements in place for supporting the apprentice in the workplace, including arrangements for appointing, training and supporting workplace mentors.

148. Where the proposed programme involves collaboration with a partner organisation, approval will be undertaken in accordance with the relevant partner approval procedures.

[QA 86 Franchise Approval Monitoring and Management Procedures]

[QA 95 Dual Award Approval Monitoring and Management Procedure]

[QA79 Partner Validation: Approval, Monitoring and Management Procedure]

ACADEMIC GOVERNANCE, MONITORING AND REVIEW

149. Under the terms of the Articles of Association, Academic Board is the university's academic authority responsible for safeguarding the standards of awards. A Memorandum of Understanding between the Board of Directors and the Academic Board sets out the relative roles and remits of each body and makes Academic Board sovereign in relation to the award of degrees and other academic decisions.

150. The Academic Board has established a number of sub-committees responsible for specific issues related to academic development and standards, quality assurance and enhancement. The terms of reference and reporting structure of such committees is set out in:

[Quality Assurance Document QA 42 – Academic Committee Structure]

Module Evaluation

151. There are five ways in which module evaluation occurs.

a. On the completion of each module, students will be asked to complete a Module Feedback Questionnaire. This will measure views on the material provided; academic and other support; management; assessment; and feedback. Where issues are raised these will be discussed with the lecturers concerned. The questionnaire is anonymous, so individual responses are not possible.

[**Quality Assurance Document QA 33**– **Module Feedback Questionnaire**]

b. At the Programme Committee, students will have the opportunity to submit comments for discussion.

c. Module Leaders are also required to complete an evaluation of their module. The aim of this is to identify any problems which they might have had and any suggestions for change and action points.

d. The Programme Committee will, as part of its deliberations, consider student progression on the module. In the event of any significant variations the Chair will ask for a report to be prepared.

e. The external examiner will make a report on each module which is considered at the Subject Assessment Board with actions feeding into Programme Committees and Annual Rolling Action Plans and Annual Monitoring.

Programme Evaluation/Annual Monitoring

152. The main purpose of annual monitoring is to ensure that programmes have been delivered in accordance with aspirations and guidelines as specified within the course documentation and information and guidance given to students. It is the opportunity to reflect upon the previous year's operation, devise and implement the necessary action to address any identified weaknesses and to further embed and spread more widely any identified good practice.

153. The procedures are designed to facilitate the accumulation of evidence to help demonstrate that the relevant parties have engaged with the process in an appropriate way. The various reports generated through annual monitoring will be made available online to all students and lecturers and will be discussed at the relevant Programme Committee and Academic Board. A report is produced annually for each course encompassing information as follows:

- Student progression, failure, withdrawal and award statistics.
- Module Evaluation based on student, Module Leader and External Examiner feedback.
- Actions from:
    - Programme Committees.
    - Subject Assessment/Progression and Awards Boards.
    - External Examiner Reports.
    - Student group feedback.
    - Module Leader Feedback.
- Comments from industrial advisors and accreditation bodies as appropriate.
- Proposed course modifications and academic approval process.
- Resource planning for next academic year.
- Summary report from Programme Lead.

[Quality Assurance Document QA 34– Module Leader Report]
[Quality Assurance Document QA 36 – Annual Monitoring and Review Proforma]

154. All programmes will be reviewed every 5 years against the original validation requirements as specified in the validation handbook.