The University's Academic Regulations: 2023-24

Section A: General Regulations

A1 Introduction

A1.1 Section A: General Regulations provide overarching regulations which apply to all modules and programmes of study approved by Edinburgh Napier University (the University) at *Scottish Credit and Qualifications Framework* (SCQF) levels 7, 8, 9, 10, 11 and 12.

A1.2 Section A: General Regulations is supplemented by specific additional regulations relevant to different levels of awards of the University and by further regulations related to specific aspects of the student learning experience or the standard and quality of the University's provision. These are contained in separate sections as follows:

a) Section B: Undergraduate Regulations

b) Section C: Taught Master's Regulations

c) Section D: Research Degree Regulations

d) Section E: Regulations for Pre-registration Programmes within the School of Health & Social Care

e) Regulations for Occupational Therapy (Pre-Registration), Physiotherapy (Pre-Registration) and Social Work Programmes of Study (commencing in, or prior to, January 2022)

f) Extenuating Circumstances, Extensions and Deferrals Regulations

g) Regulations for Academic Appeals

h) Student Conduct Regulations

i) Fitness to Practise Regulations

A1.3 The University's Quality Framework provides advice and guidance which must be followed on the application of the University's academic regulations. The *Quality Framework* has been developed to ensure that account has been taken of the *UK Quality Code for Higher Education*. The key features of the *Quality Framework* are approved by the University's Learning Teaching and Assessment Committee. The *Quality Framework* draws together a series of inter-linked activities, which support the design, development, and delivery of the University's provision. The *Quality Framework* also serves to ensure that there is a consistent approach to the assurance and enhancement of students' learning experiences by defining key activities and responsibilities. The *Quality Framework* is applied under devolved arrangements University-wide.

A2 The University's general regulatory principles

A2.1 The University is focused on students and helping them to realise their full potential. In selecting students, the University will ensure equitable consideration of all candidates.

A2.2 The University admits an individual to a programme of study who is considered to have a reasonable expectation of achieving the intended learning outcomes and of achieving the standard required, providing that the specified entry criteria for their chosen programme of study have been met.

A2.3 The principles, procedures and processes of all assessment designed and operated by the University are: transparent (students know what to expect and understand what is required of them); equitable (the assessments safeguard against illegitimate practices and are fair to all students); and, reliable (staff know how to make appropriate academic judgments on performance). All assessment is designed to enable students to demonstrate achievement of module and programme learning outcomes. Information on assessment is clear, accurate, consistent and accessible to all staff, students and external examiners. The University operates effective mechanisms to deal with breaches of assessment regulations and the resolution of appeals against assessment decisions.

A2.4   The University allows students to continue their studies for as long as they are considered to be able to benefit and succeed. This is achieved by basing continuation of study regulations and awards of the University on outcomes and attainment related to the accumulation of credit linked to levels, not on years of study.

A2.5   Approved named programmes of study and flexibly-managed programmes are the means by which the University provides students with learning opportunities. Students who are unable to continue to study towards a named award in any given programme of study may be given the opportunity to continue their studies through either another approved programme of study, or through a flexibly-managed programme.

A2.6   The University will provide all students with advice and guidance to assist them in managing their learning throughout their programme of study. To support the management of student learning, a maximum number of failed credits that a student can carry from one stage of study to the next has been defined in continuation of study regulations for each level of award.

A2.7   The University reserves the right to decline, defer or withdraw enrolment where a candidate has not met the conditions of offer or where they cannot provide evidence that they have the appropriate immigration status to enable them to enrol as a student. Students may be unable to suspend study or may be withdrawn by the University where they are determined to be ineligible under the Home Office rules to remain in the UK.

A3   Definitions

A3.1   As a means of helping to ensure that the University's academic regulations are consistently interpreted and applied, the following definitions are applicable to all approved modules and programmes of study.

a) **Articulation** refers to a student admission process where the learning experiences of two programmes are paired together and the curricula are aligned. This enables a guarantee of credit transfer for successful students on one programme to be admitted with recognised prior learning to a subsequent part or year of another programme with no loss of study time between the two programmes. Programme specific articulation arrangements are underpinned by a formal articulation agreement.

b) **Assessment** The University's Assessment Policy defines the minimum requirements at key stages of the assessment process using the following definitions:

   i) An **assessment brief** describes the minimum amount of information which must be provided for students for each assessment task which they undertake.

   ii) **Assessment criteria** are used to mark or grade each assessment task or element and clearly define the knowledge, understanding and skills markers that a student is expected to display based on the intended learning outcomes for the work being assessed.

   iii) **Formative assessment** is explicit and planned activities that feature throughout a programme, usually within a module, and are designed for all students studying it. Formative assessment is not credit-bearing. Its purpose is to provide high quality feedback to students on their current knowledge and skills so that these can be developed and demonstrated in subsequent summative assessments.

   iv) **Summative assessment** is used within a module to evaluate student learning, skill acquisition and academic achievement against the

stated learning outcomes. A module may have one or two components of summative assessment.

       v)   **Instrument of Assessment** is the method through which assessment is conducted.

c)   **Assessment submission**: for an assessment to be considered submitted, attendance at the examination, as indicated through a name on a script; and evidence of preparation for coursework and the submission of a piece of work that can be marked (regardless of what the mark is) is required.

d)   **Associate students** are students who are studying for an HNC or HND at one of our partner colleges prior to progressing directly into year two or three of a named degree programmes at the University, and as part of their studies receive access to specific University facilities and support whilst at college. Associate students are required to comply with the policies, procedures and academic rules and regulations of their college during their HN Studies and will only be subject to Edinburgh Napier academic regulations on progression to their degree course at the University. Associate students are expected to follow all standard University conditions and regulations relating to the use of University facilities, including adhering to the Edinburgh Napier University Information Security Policy. (also see International Associate Student definition)

e)   **Programme Assessment Boards** consider the performance of students on all approved programmes of study leading to an award of the University listed in Regulation A4.1a), b), c) or f). The role and responsibilities of Programme Assessment Boards are defined in Regulation A11. For awards listed in Regulation A4.1d) and e), the Research Degrees Assessment Board is responsible for maintaining oversight of research student progress and for recommending awards.

f)   A **compensatory pass** describes the process in which a fail mark or grade for a module is upgraded to a pass and appears as such on the student

transcript. Programme Assessment Boards are responsible for considering the award of a compensatory pass as described in Regulation A11.8e.

g) **Conferment** is the formal granting of awards by the University Court based on the recommendations made by Programme Assessment Boards.

h) **Credit** is awarded for the achievement of specified learning outcomes. Credit provides a means of quantifying learning outcomes achievable in a given number of notional learning hours and at a given level.

i) The European Credit Transfer Scheme (ECTS) Module information will be made available in a format compliant with ECTS. A standard 20-credit module is 10 ECTS credits. A standard grade translation table will be used to present results as ECTS grades.

j) **An Emergency Situation** is defined in Regulation A9.1

k) **Collaborative provision** is the collective term used to describe all taught award or credit-bearing provision delivered in partnership with another organisation. The design, development, approval, monitoring and review of all collaborative provision is overseen by the Collaborative Provision Committee. All collaborative provision is underpinned by a collaboration agreement signed by the Principal and the head of each partner organisation before any students are offered a place on the programme. Depending on the arrangements set out in the collaboration agreement successful students may be awarded:

a) an award of the University

b) a **joint award** from a single programme of study, which is developed, approved and delivered jointly by the University and one or more other institution and results in a single certificate recognised by the University and all other awarding partners

c) a **double degree** which is identical to a joint award with the exception that successful students are awarded separate certificates by the

University and all other awarding partners. This may be awarded where there are legal or regulatory impediments to the award of a single certificate or difficulties with the recognition or acceptance of a single certificate and therefore it is not in the students' best interests. In such circumstances, students completing a programme that is wholly joint (as described in A3.k)b)) can be awarded two certificates, one from each partner involved in the joint award. The Edinburgh Napier degree certificate and/or transcript must make reference to the existence of the partner and that it is a jointly conceived award.

    d)   a **dual degree** from a jointly conceived programme where a student does not need to satisfy the requirements of all awarding partners to achieve an award and successful students will receive an award certificate for each programme completed independently.

l)   **Curriculum Management Environment** describes the way in which the University manages its curriculum and provision lifecycle, including the processes to manage the approval, change and withdrawal of all credit bearing and non-credit bearing taught provision as outlined in the Quality Framework.

m)   **International Associate Students** are students on dual degrees delivered in partnership. International Associate Students are required to comply with the policies, procedures and academic rules and regulations of their local college and will only be subject to Edinburgh Napier academic regulations on progression to their degree course at the University. International Associate students are expected to follow all standard University conditions and regulations relating to the use of University facilities, including adhering to the Edinburgh Napier University Information Security Policy.

n)   **Learning outcomes** are statements of what successful students will know, understand and be able to do on completion of a module or programme of study. Learning and teaching methods and assessment criteria relate directly to the learning outcomes.

o) **Level** is an indicator of challenge, complexity, depth of study, and learner autonomy. Approving a module at a given level provides students, staff and external stakeholders with a reference point at which the learning outcomes of the module can be located. The University recognises and takes full account of the level descriptors within the SCQF.

p) **Notional learning hours** is the average estimated learning time that will be taken by students to achieve the specified learning outcomes.

q) **Modules** are discrete units of assessed learning at a given level, with coherent aims and learning outcomes defined in the module record. Credit gained from a module will be recorded in the trimester in which the learning is completed.

   i) **Standard modules** The University's standard size module is 20 credits and equates to 200 notional learning hours, which includes formal contact, assessment, guided study and independent learning. A 20-credit module may be delivered and assessed within one, or two trimesters.

   ii) **Non-standard modules** Multiples of 20 credits are permitted for dissertations, project modules, work-based learning, overseas study and similar work. Regulations relating to the use of non-standard modules within the structure of programmes of study leading to an award of the University at SCQF levels 7, 8, 9, 10 and 11 are defined in Sections B and C of the University's academic regulations.

   iii) There is no restriction on the design and the assignment of credit for credit-bearing CPD modules which are approved following the process outlined in the University's Quality Framework.

r) **A module record within the University's Curriculum Management Environment** is the approved University method for providing module information. It includes the content, level, credit, intended learning outcomes, the assessment instruments, prerequisite admission requirements, the number of components of assessment and their weighting.

s) **Prerequisite admission requirements** are defined as the level of knowledge and understanding deemed acceptable to the module leader for an individual to be admitted to a module. To demonstrate a minimum level of knowledge and understanding a student may either pass a named University module or participate in an approved process to recognise prior learning. A module may only be listed as a prerequisite admission requirement to another module if:

    i) the module listed is at a lower SCQF level than the module to which a student is seeking admission

    ii) a programme team requires students to demonstrate a minimum level of knowledge and understanding before being permitted to progress to the next level of study

    iii) a programme team wishes to enforce a sequence of study on students.

t) **A Programme of study** consists of a clearly identifiable curriculum, a distinct student body and a programme team responsible for its management and delivery recorded within the University Curriculum Management Environment. It provides the identity, guidance and structure through which a student develops the knowledge, behaviours and attributes that characterise an Edinburgh Napier University graduate.

    i) A programme of study will be designed using the University's standard-size module. Regulations relating to the use of non-standard modules within the structure of programmes of study leading to an award of the University at SCQF levels 7, 8, 9, 10 and 11 are defined in Sections B and C of the University's academic regulations.

    ii) Programmes of study leading to a named award of the University will be formally approved by the University before any students are offered a place on the programme.

iii) Programmes of study will have an approved set of coherent programme learning outcomes.

u) A **Programme Board of Study** will be formally constituted for all programmes of study leading to an award of the University. The Board of Study is responsible to its parent School Committee for the development, planning, management, operation and enhancement of the programme. Changes to the criteria for membership will be subject to the approval of the appropriate School Committee The remit of the Board of Study is to ensure that:

i) the operation of the programme of study complies with the University's academic regulations and any professional or statutory body requirements, where appropriate

ii) the coherence, academic standard and the quality of the learning opportunities provided by the programme of study are maintained and enhanced

iii) any matter affecting the delivery of the programme is addressed in an effective and appropriate manner, taking into account current management or resource implications or constraints, as appropriate

iv) the programme of study is subjected to peer review to ensure that the assessment arrangements remain appropriate to the nature of the intended learning outcomes and that the programme of study meets the standard expected by the academic community

v) there are effective formal and informal methodologies for communicating with students, including adequate means for providing students with an appropriate response to all matters raised.

Further information is available from the Quality Framework (Section one)

v) **A provision report** includes a statement of the key features of a programme of study. It is designed to inform current and future students about the core aspects of the programme, the learning outcomes associated with the programme, and to indicate what type of careers the programme opens up to typical graduates.

w) **Programme specific requirements** relate to the programme learning outcomes and any specific achievements particular to the programme such as placement abroad. These requirements must be specified at the time of programme approval and do not nullify the requirement to gain exemption to academic regulation.

x) **Recognition of Prior Learning (RPL)** is a process which enables certificated and un-certificated prior learning to be recognised and taken into account when awarding credit towards an award of the University. The process is defined in the University's *RPL Framework* which forms part of the University's [Quality Framework](#).

   i) RPL for certificated learning recognises and allows the award of credit for prior certificated learning.

   ii) RPL for un-certificated learning recognises and allows the award of credit for assessed learning from work and experience.

y) **Reassessment** refers to the assessment undertaken which provides a student with the opportunity to make good an initial assessment failure.

z) **Stage** is a grouping of modules studied by a student at any given time and is not constrained by the calendar year or mode of study. A stage of study can contain modules from more than one SCQF level. The grouping of modules and the number of credits that a student will be expected to study during each stage of a programme of study is formally approved by the University at the point of programme approval. Regulations relating to the volumes of credit within the structure of programmes of study leading to an

award of the University at SCQF Levels 7, 8, 9, 10 and 11 are defined in Sections B and C of the University's Academic Regulations.

aa) **Suspended study** is an approved time-limited interruption to an individual student's programme of study and is subject to a number of regulations as set out within Regulation A8.4.

bb) **The University year** (or session) is divided into three periods designated as trimesters. Trimesters 1 and 2 are of 15 weeks and Trimester 3 is of 13 weeks' duration. All three trimesters have 12 modular teaching weeks. The Academic Board approves a six-year academic calendar on an annual basis.

cc) **Work-based learning** or **placement learning** is a planned period of credit-bearing learning which takes place in a work environment. The learning outcomes are part of a programme of study and must be assessed for academic credit.

dd) **Work experience** or **supervised work experience** is a period of time spent in a work environment, which can be directed in full or in part by the University. It is non-credit bearing.

A4   Awards of the University

A4.1   Under powers conferred by the Privy Council and rested in Court which are devolved to Academic Board who in turn devolve its authority to the relevant Programme Assessment Board or to the Research Degrees Assessment Board, Edinburgh Napier University may confer the awards listed in regulations A4.1 a) – g). The SCQF level of the award quoted corresponds to the final award level and not to the levels that constitute the programme.

a) any of the following as a bachelor's degree (SCQF level 9), a bachelor's degree with distinction (SCQF level 9) or a bachelor's degree with honours (SCQF level 10):

i)   Bachelor of Arts (BA)

ii)   Bachelor of Design (BDes)

iii)   Bachelor of Engineering (BEng)

iv)   Bachelor of Midwifery (BM)

v)   Bachelor of Music (BMus)

vi)   Bachelor of Nursing (BN)

vii)   Bachelor of Science (BSc)

viii)   Bachelor of Laws (LLB).

b)   any of the following as an Integrated Master Degree (SCQF level 11):

i)   Integrated Master of Engineering (MEng)

ii)   Integrated Master in Science (MSci).

c)   any of the following as a taught masters award (SCQF level 11):

i)   a Postgraduate Certificate (PG Cert)

ii)   a Postgraduate Diploma (PG Dip)

iii)   a Professional Graduate Diploma in Education (PGDE)

iv)   Master of Arts (MA)

v)   Master of Business Administration (MBA)

vi)   Master of Design (MDes)

vii)   Master of Fine Arts (MFA)

viii)   Master of Laws (LLM)

ix)   Master of Midwifery (MM)

x)   Master of Music (MMus)

xi)   Master of Nursing (MN)

xii)   Master of Public Health (MPH)

xiii)   Master of Science (MSc)

xiv)   Master of Social Work (MSW)

d)   any of the following as a research degree (SCQF level 11):

i)   Master by Research (MRes)

ii)   Master of Philosophy (MPhil)

e)   any of the following as a research degree (SCQF level 12):

      i)   Doctor of Philosophy (PhD)
      ii)   Doctor of Philosophy By Published Works (PhD)
      iii) Professional Doctorate (Doctor of Business Administration (DBA))
      iv)   Professional Doctorate (Prof Doc)

f)   any of the following as an award of the University or as an award of the University with distinction as appropriate:

      i)   Certificate of Higher Education (SCQF level 7)
      ii)   Diploma of Higher Education (SCQF level 8)
      iii) Diploma of Higher Education (Nursing) (SCQF level 8)
      iv)   Diploma of Higher Education (Midwifery) (SCQF level 8)
      v)   Graduate Certificate (SCQF level 9)
      vi)   Graduate Diploma (SCQF level 9).

g)   an Honorary Doctor of the University (HonDUniv).

A4.2   The Academic Board may from time to time amend the list of awards specified in Regulation A4.1. The University may also offer programmes of study leading to an award conferred by an external body.

A4.3   A student who satisfies the Court that they have attained the necessary standard, who has paid all fees and charges required, and who has satisfied the conditions, requirements and regulations attached to a given award, shall be entitled to receive one of the awards listed in Regulation A4.1a), b), c), d), e) or f).

A4.4   Awards from the University will be made for approved programmes of study that include credit achieved at the University. Approved programmes may include credit achieved prior to enrolling at the University and, or, credit achieved at other institutions during the period of enrolment at the University.

A4.5   Credit for a complete award cannot be used towards another award at the same level, as this would constitute double counting of credit, except for approved dual awards approved through the University Collaborative Provision Committee.

A4.6   The conditions, requirements and regulations attached to a given award will be clearly defined and set out in a handbook (myProgramme) which will be distributed to all students registered on the programme of study leading to the given award.

A4.7   Approved programmes of study leading to an award of the University may be offered in collaboration with other institutions.

a)   A programme of study leading to a joint award offered in collaboration with other institutions will lead to a single award made jointly by all of the institutions involved in the collaboration.

b)   A programme of study leading to a double award offered in conjunction with other institutions will lead to a number of different awards made independently by each institution in accordance with their own academic regulations.

A4.8   The awards listed in Regulation A4.1a), b), c) or f) may be conferred as an Aegrotat award (unclassified) by a Programme Assessment Board providing that:

a)   the student has confirmed in writing that they are willing to accept the award, and

b)   the student has waived the right to be re-assessed, and

c)   the Programme Assessment Board is satisfied that, but for approved extenuating circumstances, a student would have achieved the award, and

d)   the Programme Assessment Board does not have enough evidence of a student's performance to be able to recommend the award for which a student was a candidate, and

e) the Programme Assessment Board does not have enough evidence of a student's performance to be able to recommend the award for a lower award specified in the programme regulations, and

f) professional or statutory body requirements do not prohibit an Aegrotat award.

A4.9   The awards listed in Regulation A4.1d) may be recommended as an Aegrotat award by the Research Degrees Assessment Board providing that:

a) the student has confirmed in writing that they are willing to accept the award, and

b) the student has waived the right to be reassessed, and

c) the Research Degrees Assessment Board is satisfied that, but for approved extenuating circumstances, the student would have achieved the award had the thesis been submitted for examination and/or had the student presented themselves for viva voce examination.

A4.10   The awards listed in Regulation A4.1 may be conferred posthumously providing that the conditions, requirements and regulations attached to the award have been satisfied. Where the Programme Assessment Board or Research Degrees Assessment Board does not have enough evidence of the deceased student's performance to be able to recommend the award for which they were a candidate, a University award may be conferred posthumously if the Programme Assessment Board or Research Degrees Assessment Board agrees that the deceased student had shown the potential to achieve the award appropriate to the stage of study the student had reached.

A4.11   The certificate of an award conferred by the University shall bear two signatures of either the Chancellor, Vice-Chancellor or a Vice-Principal, and record:

a) the name of the University together with, if appropriate, the name of any other institution sharing responsibility for the student's programme of study or research

b)	the student's name

c)	the award

d)	the title of the programme as approved for the purpose of the certificate

e)	the date of conferment (graduation)

f)	in addition, and where appropriate, the certificate of award will record an approved endorsement:

    i)	that the programme of study was in the sandwich mode
    ii)	that the award is made with distinction
    iii)	that the award is made with an honours classification
    iv)	indicating the date when the award was achieved (publication date).

A4.12	The Vice-Chancellor, acting as Convenor and on behalf of Academic Board, may rescind an award where it is found that a) the Programme Assessment Board made a decision based on misleading or incorrect evidence or b) that academic misconduct has been found to have taken place following an investigation under the University's Graduate Academic Integrity Procedure.

## A5	The approval of modules and programmes of study leading to an award of the University

A5.1	In addition to meeting the requirements of Regulation A5, the approval of modules and programmes of study leading to an award of the University must ensure that the proposal can satisfy the requirements of Regulation A2.5 and Regulation A4.4.

A5.2	The Academic Board has devolved its authority to approve modules and programmes of study leading to an award of the University to a School Committee or an equivalent formally constituted committee for modules and a Programme Approvals Board for programmes.

A5.3   All modules and programmes of study leading to an award of the University are planned and designed in accordance with the University's [Quality Framework](#).

A5.4   All programmes of study offered by the University are approved by the University in accordance with the University's [Quality Framework](#). The approval process involves external and internal peer review.

A5.5   Exceptionally, approval may be granted by the University for a programme of study to operate a variation of the University's academic regulations, for example, to meet professional or statutory body requirements. A proposal and supporting rationale, which includes the proposed variant to specific regulations, must be approved by the University's Academic Board or an appropriate formally constituted body acting on its behalf before the programme of study can be submitted for approval.

A5.6   Where the objectives of a module or programme of study are such that attendance is compulsory for certain areas of work, a rationale to support this will be approved by the University. Provision reports will detail programme-specific regulations to include details of the attendance requirements to be met by students. The regulations will describe the formal arrangements designed to monitor students' progress and warn students of any consequences of failure to meet the attendance requirements set. This information will be included in student handbooks in accordance with Regulation [A14.4](#).

A5.7   Titles for all final awards and for exit awards are approved by the University.

A5.8   If a programme of study is advertised prior to formal approval being granted by the University, the advertisement must clearly state that the programme is being advertised subject to approval. Any conditions set by the University during the approval process must be met before students can be offered a place on the programme of study.

A6   Admission regulations

A6.1   In addition to meeting the requirements of Regulation A6, all modules and programmes of study offered by the University will satisfy the requirements of Regulation A2.2.

A6.2   Students who meet the entry criteria approved by the University may study any module or programme of study. Regulations relating to admission requirements to programmes of study leading to awards of the University at SCQF levels 7, 8, 9, 10, 11 and 12 are defined in Sections B, C and D of the University's academic regulations. In designing admission regulations account will be taken of the requirements of Regulation A6.

A6.3   To be admitted to a module, students must have obtained any pre-requisite admission requirements specified in the approved module record or be granted entry based upon prior learning or study as described in the University's *RPL Framework* (Quality Framework: Section 7)

A6.4   Students may be admitted to any stage of a programme of study through RPL procedures as described in the University's *RPL Framework* (Quality Framework: Section 7). In designing admission requirements for entry to any stage of study other than the start of Stage 1, account will be taken of the requirements for the minimum number and level of credit to be gained prior to gaining an award of the University at SCQF levels 7, 8, 9, 10 and 11 as defined in Sections B and C of the University's academic regulations.

A6.5   A student may be withdrawn from study at the University for non-academic reasons as governed by Sections SC4 to SC6 of the Student Conduct Regulations and the Fitness to Practise Regulations.

A7   Assessment regulations

A7.1   In addition to meeting the requirements of Regulation A7, all modules and programmes of study offered by the University will satisfy the requirements of Regulation A2.3.

A7.2 Regulations relating to the assessment of programmes of study leading to awards of the University at SCQF levels 7, 8, 9, 10, 11 and 12 are defined in Sections B, C and D of the University's academic regulations. Assessment regulations are designed to take account of the requirements of Regulation A7.

A7.3 Module assessment criteria will be appropriate to the intended learning outcomes of the module.

A7.4 A module has one or two components of assessment, each component may contain a number of assessment tasks or elements.

A7.5 The minimum result that a student must achieve to successfully pass and receive credit from an SCQF level 7, 8, 9, 10 or 11 module is defined in Sections B and C of the University's academic regulations.

A7.6 An assessment brief will be provided for students for each assessment task which they undertake. The minimum range of information to be included in each assessment brief is set out in the *Assessment Policy.*

a) Assessment briefs will be designed to support student achievement of the learning outcomes defined in the approved module record and evaluated by the assessment instrument.

b) Assessment briefs will include penalties for the late submission of coursework. Regulations relating to the late submission of coursework associated with SCQF levels 7, 8, 9, 10 and 11 modules are defined in Sections B and C of the University's academic regulations.

A7.7 The University ensures that the assessment of students' work is as free from any potential bias (both positive and negative) as possible. Assessment processes are designed to separate the assessment of the students' work from any other experience of, or knowledge about, the student thus reducing students' cause for concern that assessment could be influenced by such factors.

a)   After the assessment method has been determined, procedures to anonymise the assessment process are standard University practice wherever it is possible to introduce them.

b)   In cases where anonymous assessment cannot reasonably be adopted, every effort is made to separate the assessment of a student's performance from any other knowledge or experience of the student, or otherwise to introduce such measures which will increase students' confidence that their work is being assessed without inappropriate influence.

A7.8   In the case of the assessment of students with disabilities, reasonable adjustments will be made at the earliest point in the process, and the assessment of outputs will be undertaken on an equal basis with all other students leading to work being marked on an equitable and transparent basis.

A7.9   As a means of developing student abilities and intellectual skills the University promotes formative assessment by returning marked coursework to students within three weeks of the formal date for handing assessments in. Students will be informed in advance if for some appropriate reason the three-week return period is likely to be exceeded. Individual feedback from unseen examinations is not routinely provided but students have the right to see their scripts on request.

A7.10   Students are given the opportunity to make good any initial assessment failure. The Module Leader will confirm the reassessment instrument or elements to be used, or exceptionally, recommend to the Convenor of the Programme Assessment Board that the entire module be repeated. In so doing account will be taken of Regulation A11.8.e) and the regulations relating to the reassessment of SCQF level 7, 8, 9, 10 and 11 modules defined in Sections B and C of the University's academic regulations.

A7.11   In providing students with the opportunity to make good any initial assessment failure, the University will ensure that:

a)   those students who pass assessments at the first attempt are not disadvantaged

b)   a more difficult regime for reassessment in comparison to that used for original assessment is not introduced

c)   appropriate academic support is provided for students who are preparing for reassessment

d)   any student achievement in an original assessment component is not downgraded during the process of reassessment

e)   any student undertaking reassessment must submit all components of reassessment set by the Module Leader.

A7.12   A candidate cannot demand reassessment in tasks or elements which are no longer current in the module or programme of study.

A7.13   Once passed and ratified by the Programme Assessment Board a candidate cannot demand to retake an assessment or repeat a module in order to improve their result, irrespective of extenuating circumstances.

A8   Continuation of study regulations

A8.1   In addition to meeting the requirements of Regulation A8, all modules and programmes of study offered by the University satisfy the requirements of Regulation A2.4.

A8.2   Continuation of study regulations relating to programmes of study leading to awards of the University at SCQF levels 7, 8, 9, 10, 11 and 12 are defined in Sections B, C and D of the University's academic regulations. Continuation of study regulations are designed to take account of the requirements of Regulation A8.

A8.3   The Academic Board has devolved its authority to consider the eligibility of a student to continue with their programme of study to Programme Assessment Boards. The roles and responsibilities of the Programme Assessment Board are defined in Regulation A11.

A8.4   **Suspended study**

a) A period of suspended study may be requested by a student and agreed in consultation with their programme leader, or with a trusted member of staff acting on behalf of the student, who may then consult with the programme leader on the student's behalf.

b) Students registered on pre-registration programmes within the School of Health & Social Care should seek School guidance with respect to restrictions on suspended study.

c) For all other students, suspension will be granted for a maximum of one academic session in the first instance and will be noted at the first Programme Assessment Board meeting, after the suspension has commenced.

d) It is the student's responsibility to seek out information and guidance to ensure that they are fully aware of the implications of suspending study.

e) Suspension will commence from the date of the consultation between the student and their programme leader. A period of suspension may be back-dated only in exceptional circumstances, where the student has been prevented from consulting with their programme leader.

f) Should circumstances prevent the student from requesting suspension, and when the Programme Leader deems it to be in the best interest of the student to suspend study, the application to suspend must be approved by the Dean of School.

g) The minimum period of suspension will be until the start of the next trimester, as students must return to study at the beginning of a trimester. Whether a

student is allowed to re-engage with a programme of study part way through an academic session will depend on the structure of the programme and any module pre-requisites in terms of academic learning.

h) Once the period of suspension has expired, the student is expected to return to study. In exceptional cases, the period of suspension may be extended by one further academic session, on the approval of the programme leader.

i) The maximum period of suspension available to a student over the duration of their programme, regardless of their programme of study, is two years. Should further time be required, then an application would need to be made to the Extenuating Circumstances panel for approval.

j) Any student returning from suspension must recommence their studies at the start of the trimester. Prior to recommencing study, the modules and assessments to be undertaken must be agreed in consultation with the programme leader.

k) Any components of assessment passed by the student on the modules, prior to suspension, will remain on their student record.

l) During a period of suspended study a student remains as a registered student of the University, governed by the University's academic regulations and continues to benefit from all University services, with the exception of academic tuition. Students are not allowed to engage with assessments or re-assessment when on suspended studies.

m) While on suspended study a student's academic record will continue to be monitored by the appropriate Programme Assessment Board.

A9 Emergency Situations

A9.1 An emergency situation is defined as acts, events, omissions or accidents beyond the control of the University including without limitation: strikes, lockouts or other

industrial action and disputes; failure of a utility service or transport network; Act of God; terrorist attack, biological, chemical or nuclear contamination; disease, war, riot, civil commotion, malicious damage; compliance with any law of government order, rule, regulation or direction; accident, breakdown of plant or machinery; fire, flood, storm; or any default of suppliers or sub-contractors.

A9.2   In circumstances where the University's academic business has been significantly disrupted by an emergency situation, and where module results are unable to be presented for endorsement at a Programme Assessment Board, then the Principal and Vice-Chancellor or in his/her absence, the appropriate Vice Principal, will take appropriate action, on behalf of Academic Board, to minimise the detrimental impact upon students, whilst ensuring the maintenance of academic standards.

A9.3   When emergency regulations are invoked, Programme Assessment Boards shall have the authority for the following:

a)   to make recommendations to Academic Board for the award of degrees and other awards as set out in Regulation A4

b)   to make decisions about the progression of students

c)   to award credit for individual modules

The Principal and Vice Chancellor or in his/her absence, the appropriate Vice-Principal, will issue University-wide policy on how A9.3 a)-c) should be implemented to ensure consistency and fairness in academic decision-making.

A9.4   Any action taken as a result of invoking Regulation A9.2 and the subsequent arrangements will be reported to Academic Board.

A9.5   The University shall not be liable for non-performance of any obligation where performance is prevented by emergency situations as defined in Regulation A9.1.

A10 Roles and responsibilities of external examiners for taught programmes and modules

A10.1 An external examiner will be appointed to report and comment on all assessments which count towards the awards of the University listed in Regulation A4.1a), b), c) and f). To achieve this all approved SCQF level 9, 10 and 11 modules and all approved programmes of study which lead to an award of the University listed in Regulation A4.1a), b), c) or f) will be allocated to an external examiner. Programme external examiners are required to consider and support exit awards.

A10.2 The criteria for the appointment of external examiners are set out in the Quality Framework.

A10.3 The role of external examiners is to advise the Programme Assessment Board, but decisions on student performance, progression and awards are those of the Board as a whole. As a minimum, external examiners are asked to review a square root sample of completed assessment assignments and comment on:

    a)   whether the academic standard of each module or programme of study being considered is set and maintained at the appropriate level

    b)   whether the standards of student performance are properly judged against the level set

    c)   whether the assessment process is appropriate, rigorous, equitable and conducted in accordance with University guidance

    d)   the comparability of the standard and level of student achievement with those in other higher education institutions.

A10.4 If an external examiner is unable to attend a meeting of a Programme Assessment Board, their views must be communicated to the Convenor of the Board prior to the meeting and such views will inform the meeting appropriately.

The formal written minute of a Programme Assessment Board must record the views submitted by the approved external examiner and the means by which appropriate account has been given to such views. In the event that an external examiner declines or is unable to submit their views prior to the meeting, this must be recorded in the formal written minute.

A10.5   External examiners will be asked, in their expert judgment, to report annually to the University on good practice they have identified, and on the matters set out in Regulation A10.3.

A10.6   External examiners have authority to report direct to the Convenor of the Academic Board if they are concerned about standards of assessment and performance, particularly where they consider that assessments are being conducted in a way that jeopardises either the fair treatment of individual students or the standard of awards.

A11   Roles and responsibilities of Programme Assessment Boards

A11.1   A Programme Assessment Board will be appointed for every approved programme of study leading to an award of the University listed in Regulation A4.1a), b), c) or f).

A11.2   The minimum membership of each Programme Assessment Board will be confirmed annually by its parent School based on the following:

a)   Compulsory members:

i)   a Convenor (the Dean of School or a designated senior member of academic staff from the same school, nominated by the Dean of School, who has undertaken the mandatory training and updating)

ii)   a Clerk (who has undertaken the mandatory training and updating)

iii)   the programme leader of all programmes of study associated with the students being considered;

iv)   the external examiner responsible for the oversight of programmes of study associated with the students being considered.

b)   Additional teaching staff associated with the students being considered.

A11.3   A member of staff may not serve as the Convenor of a Programme Assessment Board while it is considering a programme in whose assessment they have been substantially involved.

A11.4   Proposals for any changes to the membership or operation of a Programme Assessment Board must be approved by the parent School committee.

A11.5   Authority to act as Convenor or Clerk to a Programme Assessment Board will be granted by the parent School committee after consideration of proposals from schools at appropriate points in the year.

A11.6   No member of staff will be eligible to be the Convenor or Clerk of a Programme Assessment Board unless they have undertaken mandatory training and updating sessions provided through Quality & Standards.

A11.7   Programme Assessment Boards are held at the end of each stage of study, or around the anniversary of admittance onto the programme.

A11.8   Programme Assessment Boards are responsible for:

a)   Reporting by exception to consider the profile of each student studying on the programme taking account of the confirmed results and recommendations made during module assessment. Programme Assessment Boards have responsibility for formally ratifying marks agreed through module assessment by confirming due process regarding marking and internal and external moderation has been satisfactorily completed.

b)   where a student is unable to take an assessment and has deferred in accordance with University procedure, permitting the student to take the affected assessment at the next appropriate opportunity as a first attempt.

If the assessment affected was itself a second attempt, the student will be permitted to be reassessed as if for the second time or be considered for an award of a compensatory pass

c)   deciding if a student will:

i)   progress to the next stage of study on their current programme or transfer to the next stage of study on another programme providing that the student has met the admission requirements for that programme

ii)   continue at the same stage of study on their current programme or transfer to the same stage of study on another programme providing that the student has met the admission requirements for that programme

iii) leave the programme at an exit point with a relevant award.

d)   deciding on the award and any classification, taking into account Regulation A4.5. Award and classification regulations relating to undergraduate and taught masters programmes of study which are defined in Sections B and C of the University's academic regulations respectively;

e)   considering whether poor performance in a module can be compensated taking account of the following regulations:

i)   a compensatory pass can be awarded in a failed SCQF level 7, 8, 9, 10 or 11 module to a maximum of 20 credit

ii)   in considering the award of a compensatory pass the Programme Assessment Board will take account of the continuation of study regulations relating to programmes of study leading to an award of the University at SCQF levels 7, 8, 9, 10 and 11 as defined in Sections B and C of the University's academic regulations

iii) in considering the award of a compensatory pass the Programme Assessment Board will give due regard for the achievement of programme learning outcomes and take into account the student's overall performance profile across the programme of study

iv) a student will not be considered for an award of a compensatory pass in a module if a formal penalty for a breach of Academic Integrity Regulations has been recorded in the module as defined in Regulation AI4.3.2 of the Academic Integrity Regulations

v) where the award of a compensatory pass is not possible the Programme Assessment Board will determine the reassessment that must be taken. Exceptionally, the Programme Assessment Board may make special arrangements in cases where it is not practicable for students to be reassessed in the same assessment instruments and by the same methods as at the previous attempt

vi) a student who is awarded a compensatory pass in a module will not be permitted to retake the assessment to improve their mark.

f) in all cases, a decision can be deferred until further sufficient information is available

A11.9   Exceptionally, Programme Assessment Boards may examine any student *viva voce* as a means of helping to determine difficult or borderline cases. Such additional assessment shall be used only to improve a student's result.

A11.10   Penalties imposed as a result of any matter subject to the processes and procedures detailed in University's Student Conduct Regulations will only be overridden by Programme Assessment Boards on the basis of valid extenuating circumstances in exceptional cases.

A11.11   Programme Assessment Boards may recommend the award of a Certificate of Credit to a student who has achieved a recognised volume of credit through successfully completing an approved module or modules but who has not satisfied the requirements for any of the awards of the University listed in Regulation A4.1a), b), c) or f).

A11.12   Programme Assessment Boards may recommend the conferment of an Aegrotat award of any of the awards of the University listed in Regulation A4.1a), b), c), d) and f). In so doing account will be taken of Regulation A4.8 and A4.9.

A11.13   Programme Assessment Boards may recommend the conferment of any of the awards of the University listed in Regulation A4.1a), b), c) and f) posthumously. In so doing account will be taken of Regulation A4.10.

A11.14   The authority of the Academic Board to review a decision of a Programme Assessment Board may be devolved to a review group appointed by the Academic Board to act on its behalf. The Academic Board retains the right to annul or amend any outcome flowing from a Programme Assessment Board if, in its opinion, due and proper account has not been taken of the relevant factors set out in Regulation A10 and Regulation A11; or if any other material matters come to light which affect an award from the University.

A12   Extenuating circumstances

A12.1   Extenuating circumstances procedures applicable to all registered undergraduate and taught masters students of the University are set out in Extenuating Circumstances, Extensions and Deferrals Regulations and the Academic Appeal Regulations.

A13   The University's module and programme review process

A13.1   All modules and programmes of study offered by the University will be subjected to regular monitoring, evaluation and review in accordance with the University's Quality Framework.

A13.2   All programmes of study offered by the University will be subject to formal review in accordance with the University's Quality Framework.

A13.3   Changes may be made to an approved programme of study if approved by an appropriate formally constituted committee. Changes to an approved programme of study will be in accordance with the limits and criteria set out in the Quality Framework.

A14 **Information for students**

A14.1 In addition to meeting the requirements of Regulation A13, all modules and programmes of study offered by the University must satisfy the requirements of Regulation A2.6.

A14.2 At the start of each academic year, the University will provide all students with a handbook (myProgramme/myUniversity) which contains clear and concise information on student responsibilities, programme specific regulations and procedures and University regulations, procedures, information, services and organisations.

A14.3 All students will be allocated a Personal Development Tutor. The Personal Development Tutor will meet with each student on a regular basis to provide academic advice and guidance which will help to ensure that each student has the correct information to assist them to manage their learning in the most effective way to suit their learning needs.

A14.4 Where the University has approved that attendance is compulsory for certain areas of work in order to meet the objectives of a module or programme of study, the student handbook (myProgramme) will provide details of the attendance requirements to be met by students, the formal arrangements designed to monitor students' progress and warn students of any consequences of failure to meet the attendance requirements set.

A14.5 All students will have access to the University's academic regulations and the University's *Student Charter*.

A14.6 At the same time as the examination timetable is produced, the University will provide all students with information on submission dates for extenuating circumstances and student academic appeals.

A14.7 Schools will provide all students with information on the dates of Programme Assessment Boards.

A14.8   A student may be withdrawn from the University if authorities external to the University place restrictions upon the student which prohibits their attendance at the University or otherwise impinges upon the student's ability to fulfil the academic requirements expected of them (regulation SC3.4 in the Student Conduct regulations).

A15   Student responsibilities

A15.1   All students have a responsibility to ensure that they have received a copy of the programme handbook (myProgramme) applicable to their programme of study. Programme handbooks are provided by the University at either the start of each University academic year or the start of each year of study applicable to their programme.

A15.2   All students have a responsibility to ensure that they are fully acquainted with the information on student responsibilities, programme specific regulations and procedures, and University academic regulations, procedures, information, services and organisations contained in the programme handbook provided by the University (myProgramme/myUniversity)

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