



Academic Regulations 2: Undergraduate Regulations

2026-2027

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Introduction to the Undergraduate Regulations (AR2)

The Undergraduate Regulations (AR2) are part of the University's Academic Regulations. The University's Academic Regulations provide a framework within which the University's awards are based. They also provide assurance about the academic standards of our awards and ensure fairness and equity to our students.

Courses which apply

The Undergraduate Regulations (AR2) apply to all students on the following courses and qualifications:

Foundation Diploma (awarded by Pearson)

Level 4 Qualifications

Certificate of Higher Education (CertHE)
Higher National Certificate

Level 5 Qualifications

Diploma of Higher Education (DipHE)
Higher National Diploma
Foundation Degree

Level 6 Qualifications

Bachelors Degree (Ordinary)
Bachelors Degree with Honours
Graduate Certificate
Graduate Diploma

Level 7 Qualifications

Integrated Masters

Note: Undergraduate qualifications achieved as a higher level apprenticeship are covered by the Academic Regulation for Degree Apprenticeships (AR10). Postgraduate level 7 qualifications are covered by the [Postgraduate Regulations \(AR3\)](#).

An explanation of these qualifications, including the amount of credit required for the award of these qualifications, is available in the [Academic Regulations 1](#): Awards of the University: Annex 1.

Variants to regulations

Where courses lead to awards or accreditation by other Professional, Statutory or Regulatory Bodies (PSRBs) these may be subject to other rules and regulations. These are called variants. All approved variants are recorded in the relevant Programme Specification. Further information about variants is available in the [Academic Quality and Standards Handbook](#).

Where circumstances arise that are not covered by the existing regulations these will be considered on a case by case basis by the Academic Registrar in agreement with the relevant Faculty.

The Pro Vice-Chancellor (PVC) for Education has the discretion to ensure that student outcomes are not adversely affected by pilot activities, including but not limited to prototype modules, teaching or assessment methods, and/or co-curricular initiatives.

Principles underpinning the Academic Regulations

The University's academic regulations operate on the basis of an agreed set of University wide principles as follows:

- The University will ensure that the academic standards for its awards are safeguarded.
- The University will ensure its regulations meet external requirements including the OfS Conditions of Registration and are aligned to sector practice.
- The University will operate University-wide regulations with minimal local variation.
- The University will promote consistency and transparency in the applications of its regulations to ensure fairness and equity to students.
- The University's assessment boards will make decisions which support student retention, progression and achievement by enabling students to complete/achieve the highest potential award in the shortest timeframe.
- The University's regulations will seek to encourage student engagement. Consequently, lack of engagement with assessment may impact on progression and reassessment decisions.
- The University's regulations will be designed to support students in their transition to higher education.
- The University's regulations will be as clear and simple as possible.
- The University's regulations are reviewed, evaluated and approved periodically in response to internal and external feedback, external requirements and sector norms.

Terminology

Term	Description
Aggregate	A module can be passed overall without needing to pass each assessment separately. An aggregate mark is the total module mark a student achieves by combining weighted marks from multiple assessments within the module, applying the appropriate weighting.
Advanced Standing	Advanced standing refers to the recognition of prior learning that allows a student to enter a course at a more advanced level than the start of the course. Information on Recognition of Prior Learning and Re-Use of Prior Credit is available in the 'Admission of Students' section of this document.
Compensation	The decision of the Programme Assessment Board to allow a student's overall performance to compensate for failure in a module so that no reassessment of the failed module is required.
Course	The qualification and the title of study eg. BSc (Hons) in Engineering.
Grace Period	The grace period is a 24-hour window after the published submission deadline during which coursework can be submitted without penalty. This applies to first attempt deadlines, extended deadlines, and reassessment deadlines. Information on submission is available in the 'Assessment Regulations' section of this document.
Grade	The letter code used to indicate the standard reached by a student in the module assessment.
Level	The credit level, i.e. level 3, 4, 5, 6 or 7. Level and classification descriptors apply to student work, and the extent to which it demonstrates a student has acquired/developed the expected skills/competencies/attributes. The University's level Descriptors (AG1) can be accessed on the University's Regulations and Policies website.
Module	A unit of study with defined learning outcomes at a specified credit level.
Module Descriptor	A definitive record of the key features of the module including aims, learning outcomes, teaching and learning and assessment strategies. Module descriptors can be accessed via the relevant Faculty page on MyKingston .
Programme Assessment Board (PAB)	The assessment board responsible for the overall assessment of students and for the standards of awards. It has the power to: • agree recommendations for awards and progression • agree reassessment requirements and eligibility • agree compensation of failure • agree, where necessary, the termination of student registration in cases of poor performance.

Term	Description
Programme Specification	A definitive record of the key features of the course including aims, learning outcomes, teaching and learning and assessment strategies. Programme specifications can be accessed via the University website .
PSRB	Professional, Statutory or Regulatory Body. These are bodies that accredit degrees, set professional standards and regulate entry into specific professions.
Quoracy	Quoracy refers to the minimum number of members required to be present at an assessment board meeting to make decisions on student academic profiles. Quoracy ensures that there is appropriate representation and expertise to make decisions fairly and accurately. Information on quoracy for assessment boards can be found in the 'Assessment Boards' section of this document.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning (RPL) allows students to receive credit for previous learning that matches specific modules of a course in terms of content, level and currency. Students are not required to take the modules for which they have been granted credit.
Reassessment	The generic term for when a student has not passed a module either due to failure or mitigation and is permitted to undertake another assessment attempt. There are three types of reassessment – retake, repeat, replace: Retake (including trails) Where a student is permitted or required a further 'attempt' at any elements of assessment within a module that have not been passed. Trails are undertaken alongside the next level of study*. Repeat Where a student is required to attempt all elements of assessment for that module with attendance, usually in the following course year. This is regardless of whether specific elements of assessment were passed at an earlier attempt. Replace where a student is required to replace a module with an alternative and attempt all elements of assessment for that module with attendance, usually in the following course year. *There is a maximum amount of credit that can be trailed. Other restrictions may apply. Information is available in the Assessment Regulation section of this document.
Stage	A term used in some courses to designate a period of study at the end of which students are assessed and eligibility for progression is decided. A stage may be a single credit level, part of a single credit level or include modules at different credit levels.

Term	Description
Student	A person who is studying for an award of the University, including persons studying on courses validated by the University at collaborative partner institutions, and persons studying on Higher Apprenticeship and Degree Apprenticeship courses.
Summative assessment	An assessment that counts towards a student's overall module mark and grade.
Synoptic	A method of assessment that integrates and applies knowledge, understanding, and skills from multiple parts of a module. This allows a student to complete a single assessment that covers the learning outcomes of two or more individual assessments.
University Working Days	Unless otherwise stated a 'day' is normally a University working day, which is any day except weekends, bank holidays and the period between Christmas and New Year when the University's administrative offices are closed. This applies even when some areas of the University, such as libraries and learning spaces, are open during these times.

Section 1

The Admission of Students

Applying for a Course

1. The University's Admission Policy (AP1) outlines the admissions processes, including application procedures and where to find information on course entry criteria and requirements. The admissions policy is available via the University's [Regulations and Policies website](#).

Applying for Admission with Recognition of Prior Learning (RPL)

What is Recognition of Prior Learning?

2. Recognition of Prior Learning (RPL) allows students to receive credit for previous learning that matches specific modules of a course in terms of content, level and currency. Students are not required to take the modules for which they have been granted credit.
3. RPL can be either certificated (eg. credit achieved at a university) or experiential (eg. substantial work-related experience relevant to the course). If it is not certificated, students must demonstrate their learning through an agreed assessment.

How much RPL credit is permitted?

4. A student must normally register for at least one-third of the total credits required for the award. The maximum credit for recognition of prior learning is outlined in the table below:

Course*	Credits for award	Maximum RPL credit
Integrated Masters	480	320
Bachelors of Honours	360	240
Bachelors of Honours with a Professional Placement or a four year degree	480	360 (students must register for at least 120 level 6 credits)
Diploma of Higher Education	240	160
Certificate of Higher Education	120	80

*Some courses may have approved variants for the maximum RPL credit permitted. This is outlined in relevant programme specifications.

5. The minimum for recognition of prior learning is one standard module (either 15 or 30 credits). RPL can be applied to all modules at any level of study, including Professional Placement modules.

6. In exceptional cases, such as when implementing the university's student protection plan, the Pro Vice-Chancellor (PVC) for Education has the discretion to allow a student to enter a course with more credit than normally permitted.

How is Recognition of Prior Learning credit recorded?

7. RPL credit will be recorded and appear on a student's transcript as general credit. For example, '120 credits at level 4'. Where RPL is granted against a specific module, this is recorded separately. RPL credit is not normally graded, unless this is prior credit awarded by Kingston University, where the module grade(s) will normally be recorded. Information on how awards are calculated for students with RPL credit is outlined in the 'Award Regulations' section of this document.

Re-Use of Prior Credit

Can credit which has already been used for a qualification be re-used for another qualification?

8. A student can apply for entry to another course with Recognition of Prior Learning in line with the maximum RPL credit permitted for that award. Information on RPL is outlined in the 'Applying for Admission with Recognition of Prior Learning (RPL)' section of this document.
9. A student can also apply for re-entry to the same course for a higher award. For example, a student who achieves a Diploma of Higher Education in Performing Arts can use this credit as RPL to enter the BA Performing Arts at level 6 for a Bachelors of Honours degree. Rules on RPL and readmission apply.

How is credit managed for 'Top Up' Honours Degrees?

10. The University provides entry routes at level 6 which lead to the award of a Bachelor's degree with Honours. This may be a stand-alone "top-up" award (consisting of 120 credits) or it may be in awarding advanced standing (at 240 credits) on a Bachelor's degree course at level 6.
11. The application for registration must be made either within three years of the Foundation degree being awarded, or later if the learning achieved is judged to remain current by the admissions tutor.
12. A student who fails an Integrated Masters course and is awarded a Bachelors Degree (Ordinary) as an exit award is not eligible to subsequently register and be assessed for a Bachelors Degree with Honours Top Up in the same or similar course.

Fraudulent Applications

13. The University reserves the right to cancel registration to any student whose application details are found to be false.

Section 2

Student Registration

Course Registration

How long does a student have to complete their course?

14. The standard and maximum length of each Undergraduate course are outlined in the table below. The standard length is how long it will typically take a student to complete their course. The maximum length is the maximum amount of time a student has to complete their course. This is also known as a maximum registration period.
15. Where a student is admitted with Recognition of Prior Learning (RPL), their standard and maximum registration periods will be adjusted to reflect the reduced credit load required to complete the course. The adjusted periods will be calculated on a pro-rata basis, ensuring that the maximum registration period remains equivalent to twice the standard duration of the remaining study for the course.
16. If an award includes a study abroad or professional placement year, the standard and maximum lengths are extended by one year. If an award includes an integrated foundation year, the standard length is extended by one year, and the maximum length is extended by two years.
17. Courses may specify a longer or more restrictive period of registration, especially where they lead to professional accreditation. This is outlined in programme specifications.

Award	Mode of study	Standard length	Maximum length*
Certificate of Higher Education	Full time Part time	1 year 2 years	2 years 4 years
Diploma of Higher Education	Full time Part time	2 years 4 years	4 years 8 years
Higher National Certificate (HNC)	Part time	2 years	4 years
Higher National Diploma (HND)	Full time Part time	2 years 4 years	4 years 8 years
Foundation Degree	Full time Part time	2 years 4 years	4 years 8 years
Undergraduate Diploma of Professional Practice	Work placement	1 year	2 years
Honours Degree (top up)	Full time Part time	1 year 2 years	2 years 4 years
Ordinary or Honours degree	Full time Part time	3 years 6 years	6 years 12 years
Graduate Certificate	Full time Part time	1 year 2 years	2 years 4 years
Graduate Diploma	Full time Part time	1 year 2 years	2 years 4 years
Integrated Master's degree	Full time Part time	4 years 8 years	8 years 12 years

*Repeat years and interruption of studies count towards the maximum length (also known as the maximum registration period).

Are repeat years counted in the maximum registration period?

18. Repeat years count towards the maximum registration period of the intended award. Full-time students who are required to repeat credit "in part-time mode" remain within the standard and maximum registration periods for full time students. Students in this position will be designated as part time repeating on a full time course, which is a specific mode of attendance related to student funding.

Are periods spent as an elected Kingston Students' Union officer counted in the maximum registration period?

19. Periods spent as an elected Kingston Students' Union officer will not be counted towards the maximum registration period of the intended award.

Can the maximum registration period be extended?

20. Maximum periods of registration may be exceeded by one additional year if there is mitigation or an interruption of studies on the student's record, there are no reported issues with currency of learning (as advised by the course team) and the course structure permits this. Students should be aware that the structure and content of the course, the regulations and tuition fees that apply, may be different to those that existed when they first enrolled. Such changes will be clearly communicated to the student prior to their re-enrolment.

Can a student change from a full time to a part time mode of attendance?

21. The approved mode of delivery for a course is stated in the programme specification. A student may study a full-time course on a part-time basis, subject to approval. Students can switch between approved modes of study without academic penalty.

Can a student study more than one course at the same time?

22. Students may not normally be permitted to register for more than one course leading to an award with the University at the same time, unless with the permission of the Academic Registrar.

Summary of Support Needs (SoSN)

23. Students who have a disability, mental health condition, learning difference e.g. dyslexia or an ongoing medical condition (referred to going forward by the overarching term "disability") are encouraged to declare this to the University, either on application, enrolment or during studies. If a disability has been declared and assessed by the Disability and Mental Health Service, a Summary of Support Needs (SoSN) will be agreed and implemented by the University. Information on SoSNs, including how to apply, and the support available to students, can be accessed via [My Kingston](#).

24. The SoSN will set out the reasonable adjustments, additional support or facilities that will be put in place by the University to support a student's learning and assessment. It is the responsibility of both students and university staff to ensure that information is provided to the Disability and Mental Health Service in a timely manner so that a SoSN can be agreed.
25. Students who have a SoSN which recommends that arrangements should be implemented to avoid 'bunching' of assignments should discuss this with their Course Leader or Personal Tutor in the first instance.
26. If a student is unable through disability to be assessed by the normal assessments for a course, Course Leaders will attempt to make reasonable adjustments where possible. Reasonable adjustments will be informed by the SoSN, the learning outcomes of the course and any professional, statutory or regulatory body requirements.
27. Students must have a SoSN in place with their exam adjustments listed before the modified exam arrangement deadline. Information on modified exam arrangements, including deadlines, can be accessed via [My Kingston](#). Alternative assessments and exam adjustments which are requested and approved after the modified exam arrangement deadline will be provided in the next assessment period. Once approved, alternative assessment arrangements will last for the duration of the student's course.
28. Students must have a SoSN in place with their in-class test adjustments listed at least 4 weeks before the assessment takes place. Any adjustments requested and approved after this deadline will be provided for any subsequent in-class tests for the duration of the student's course.
29. Where students have a short-term condition or undiagnosed condition (including verbally declared condition to a member of university staff), they should be encouraged to contact the Disability and Mental Health Service so that their situation can be considered on a case-by-case basis and appropriate support offered. Where appropriate, all university staff should consider the adjustments that they can make prior to recommendations from the Disability and Mental Health Service.

Module Registration

How many credits are studied in an academic year?

30. Full-time attendance students will study at least 120 credits which contribute to their registered course in an academic year. Part time attendance students will study less than 120 credits in an academic year. The specific number of credits for part time students is stated in the programme specification. Students must enrol for at least one module in a course year to remain registered for an award, unless they have an approved interruption of studies.

Can a student take additional modules?

31. Students may study additional modules for credit (i.e. modules which do not contribute to their course), but these will incur additional fees.

Can a student choose which modules they would like to take?

32. If a course has optional modules, students may choose between the available options in accordance with the course. Students should confirm their choice through the Online Module Selection process. Some modules may have:
- pre-requisites: for example, other passed modules, or other entry requirements
 - co-requisites: for example, when two or more modules must be studied in parallel
 - a requirement that pre- or co-requisite modules or other entry requirements have been satisfied within a specified period of time. This will be important for courses based on rapidly changing knowledge.
33. Optional modules and any requisites or other module requirements are detailed in programme specifications and relevant module descriptors.

Can a student change their registered modules?

34. If a student wishes to change an optional module choice, the deadline for any changes is available from the Course Leader. If it is agreed that a student can change their module after teaching has started, the student must contact the module leader to catch up on the teaching that they have missed. If a course does not have optional modules, a student will be unable to change their registered modules but it might be possible to transfer to a different course. Information on course transfers can be found in the [Student Transfer Policy](#) (AP13).

Can a student register for a module without being registered for an award?

35. Students can register for modules and be assessed for credit without being registered for an award if a module is offered on a 'standalone' basis. If students subsequently use this credit to gain entry to a course with recognition of prior learning credit, the rules on RPL will apply. Further information on RPL is outlined in the 'Applying for Admission with Recognition of Prior Learning (RPL)' section of this document.

Courses with Professional Placement

What is the difference between a Professional Placement and a Placement?

36. A Professional Placement leads to a qualification awarded with 'Professional Placement' and includes compulsory supervised work experience, which lasts for a minimum of 36 weeks (one academic year). Details on when this is undertaken during the course is outlined in the [programme specification](#). The professional placement module is core to the subject, pass/ fail (i.e not graded) and is credit rated (normally 120 credits for the 36 week period). Adjustments should be made for an alternative full-time course for students who are unable, for valid reasons to undertake or complete the professional placement module.

37. A placement is a period of work experience which is usually shorter in duration (i.e less than 36 weeks) and will not lead to a degree awarded with 'Professional Placement'. This could include integrated placement activity taken as part of a professional degree such as those in the Faculty of Health, Science, Social Care and Education.

How many credits must be passed for a student to progress to the Professional Placement stage of a course?

38. To progress to the professional placement stage of a course, a student must have successfully completed 90 credits in the preceding academic year. The remaining 30 credits must be completed by retake at an appropriate point in the course. Some courses have an approved variant which means that a student must have successfully completed all 120 credits in the preceding year. This will be outlined in the programme specification.

Can a student retake a Professional Placement module?

39. Following failure at the first attempt, students may be permitted a reassessment by retake in the professional placement module. Reassessment by repeat or replace is not permitted.
40. Failure of the professional placement module at second attempt will normally result in students being assessed for a non-placement award.
41. Exceptionally, when a student has been unable to complete the required time on their work experience for reasons beyond their control, for example, redundancy or any enforced reduction of working hours, Assessment Boards may award full credit for the module. The Assessment Board will need to be assured that there is evidence that the learning outcomes have been met. The student must have passed the required module assessment and completed at least 50% of the prescribed time on their work experience. Please note that these exceptional arrangements do not apply for integrated placement activity taken as part of a professional degree such as those in the Faculty of Health, Science, Social Care & Education.

How is an award with Professional Placement calculated?

42. Students must pass the professional placement module to be awarded 'with Professional Placement'. The professional placement module does not count towards an award classification. Calculations for specific awards are outlined in the Award Regulations section of this document.

Study Abroad

Can a student study abroad as part of their course?

43. Students can apply to study abroad for part of an academic or a full academic year. Study Abroad is either taken as replacement credit integrated within the student's course, or as additional credit.
44. Replacement credit is typically taken in the second year of the course and must align with the equivalent Kingston module content and learning outcomes at the appropriate level. Replacement credit will count towards the degree

classification.

45. Additional credit is typically taken in the third year of the course. Additional credit will not count towards the award classification but will be recorded on a student's academic transcript.
46. Information on Study Abroad and how to apply is available on [MyKingston](#).

Section 3

Assessment Boards

Programme Assessment Boards (PAB)

47. Programme Assessment Boards are established by Academic Council and are accountable to that body for the fulfilment of their terms of reference. Only approved Assessment Boards are authorised to assess students in accordance with the assessment regulations for the course. Decisions of Assessment Boards are recorded.
48. Students will be considered at a Programme Assessment Board (PAB). PABs will be held at appropriate points of the assessment cycle to ensure that student progression and/or awards are confirmed as quickly as possible.
49. The main functions of the PAB are:
 - to confirm module marks which will have been agreed by module leaders in advance of the Programme Assessment Board.
 - to agree recommendations for awards and/or progression
 - to agree reassessment requirements and eligibility
 - to agree compensation of failure (where permitted)
 - to agree, where necessary, the termination of student registration in cases of poor performance.
 - to be responsible for the overall assessment of students and for the standards of awards.
50. The University views breaches of academic integrity, otherwise known as academic misconduct, very seriously. Academic Council has delegated authority to its assessment boards to impose penalties for cheating, which may include the termination of students' registration. Regulations governing academic misconduct are detailed in Academic Regulations 6: [Academic Integrity \(Taught Courses\)](#).

Membership of Assessment Boards

51. A PAB will normally be chaired by a senior member of staff responsible for the course(s). It will include two academic representatives nominated by the Faculty, a Programme Assessment Board External Examiner (optional) and any other members as required by PSRB for relevant courses. An independent monitor will provide impartial advice and ensure consistency of approach.
52. Assessment Boards for collaborative partner institutions will be organised in line with these regulations. Any variants will be detailed in the relevant Liaison Document which is approved by the Head of Quality Assurance & Enhancement.
53. No student may be a member of an assessment board. However, if a member of the board is registered as a student on another course, this will not disqualify that person from carrying out normal commitments.

Quoracy and Declarations of Interest

54. Normally, all internal members must be present for an assessment board to be quorate. Attendance may be waived for illness or other good cause with the Chair's agreement providing an alternate is agreed. If no alternate is available and the member's views cannot be obtained, the Chair must consult the Academic Registrar to consider whether the meeting should be postponed or be allowed to continue with a revised remit.
55. If a member of an assessment board is related to or personally connected with a student, they must declare this and withdraw while the student's results are considered. This absence does not affect quoracy if it has already been established.

External Examiners

56. The University requires external examiners to audit its academic standards, assessment processes and the application of assessment regulations. The University appoints subject External Examiners, Programme Assessment Board External Examiners and Degree Apprenticeship External Examiners.
57. The purpose of the University's external examiner system is to:
 - ensure that all Kingston University awards meet the standards expected by the University, align with standards of similar awards across the UK higher education sector and, where relevant, the standards maintained by professional bodies and accrediting agencies.
 - provide an external evaluation of the effectiveness of academic regulations and the consistent and fair application of those regulations and associated processes and procedures.
58. Further information on External Examiners is available in Section I of the [Academic Quality and Standards Handbook \(AQSH\)](#).

Appeals against the Decision of an Assessment Board

Can a student appeal an assessment board decision?

59. A student can use the procedures set out in Academic Regulations 8: Academic Appeals (Taught Courses) to request a review of the decision of the Programme Assessment Board if they believe they have grounds for appeal. The grounds for appeal are outlined in the [Academic Appeal \(Taught Courses\)](#) Regulations.
60. A student cannot appeal against a penalty imposed by the Assessment Board or about the academic judgement of the Assessment Board, including complaints about grades and classifications of awards.

Section 4

Assessment Regulations

Key Information

61. The assessment regulations apply to all courses within the Undergraduate Regulations. A list of applicable courses can be found in the Introduction of this document. However, where courses lead to awards or accreditation by other Professional, Statutory, or Regulatory Bodies (PSRBs), these may be subject to other rules and regulations. These are called variants and are recorded in the relevant Programme Specification.
62. Variants take precedence over standard assessment regulations and may impact key assessment regulations, such as the number of assessment attempts permitted, rules on compensation, progression or how an award will be calculated. It is recommended that students are mindful of any variants for their course when reading this section.
63. The University has a Fairness in Assessment Policy (AP14) which presents the key principles that underpin the University's approach to fair and equitable assessment, including assessment design, accessibility and marking and moderation procedures. This policy can be accessed via the University's [Regulations and Policies website](#).

Submitting Work

Where is information on assessment briefs and submission deadlines found?

64. Students will be informed of the submission deadline for formally assessed work via assessment briefs published on Canvas (the virtual learning environment) at the start of the module.

What is the policy for late submissions?

65. Coursework submitted within 24 hours of the published submission deadline will be accepted without penalty. This is known as the 'grace period' and applies to first attempt deadlines, extended deadlines and reassessment deadlines.
66. The University operates a submission period where work can be submitted late for a capped mark. Coursework for first attempt deadlines submitted more than 24 hours after the deadline but within 5 university working days of the initial submission deadline will be considered a late submission.
67. Late submissions will still be marked. If the work meets the required pass standard it will be capped at the minimum pass mark:
 - Level 7: 50% minimum pass mark
 - Levels 3, 4, 5 and 6: 40% minimum pass mark

68. Reassessment coursework that is submitted more than 24 hours after the submission deadline will not be marked. A mark of 0 will be recorded and will count as an attempt.
69. Work submitted more than five university working days after a submission deadline will not be marked. A mark of 0 will be recorded and will count as an attempt.

Can a student apply for an extension?

70. If a student needs to submit coursework more than 24 hours late due to unforeseen and serious circumstances, they should follow the University's regulations on [Mitigating Circumstances and Student Assessment](#) (AR5). Extension requests can be submitted via OSIS.

What happens if a student does not submit or attend an assessment?

71. It is the responsibility of students to attend/ submit assessment as required. If there are unforeseen and serious circumstances which mean that a student is unable to attend or submit an assessment by the deadline, they should apply for mitigating circumstances. Information on this process is available in the [Mitigating Circumstances and Student Assessment \(AR5\)](#) regulations. If a student does not attend or submit an assessment without approved mitigating circumstances, the assessment will be recorded as a non-submission, marked as 0 and will count as an attempt.

What happens if a student submits the wrong file or the work cannot be opened?

72. Students are responsible for submitting the correct file and version of their assignment. Students must ensure that work submitted electronically is in an accepted file format and the file is accessible to the assessor. Information on accepted file formats is available in the assignment brief on Canvas.
73. If a student identifies an issue with their assignment during the submission period, where work can be submitted late for a capped mark, a student can resubmit the assignment. Rules on late submission of work will apply. If this is not possible, or an issue with the assignment is identified outside of this period, the assessment will be deemed a non-submission, a mark of 0 will be recorded, and it will count as an assessment attempt.

What happens if a student produces written work that is not legible?

74. Students must ensure that written work is legible unless alternative assessment arrangements have been agreed in advance. Illegible work will be marked as failed unless the work is transcribed into a legible form under supervision and at the student's expense. This may delay determination of the grade.

Passing a Module

What is the pass mark for a module?

75. The minimum pass marks for Undergraduate level are:
 - Level 7: 50% minimum pass mark
 - Levels 3, 4, 5 and 6: 40% minimum pass mark
76. Some modules may be assessed as Pass/Fail. This will be outlined in relevant module descriptors. Module descriptors can be accessed via the relevant Faculty page on [MyKingston](#).
77. A full breakdown of module grades is provided in Annex 1. Individual elements of assessment and the overall module results presented to assessment boards should be marked in percentages or grades. Module marks and grades will be recorded on the Higher Education Achievement Report (HEAR).

Does a student need to pass all elements of assessment to pass the module?

78. The overall module mark and grade are based on the summative assessment marks achieved for each element in the module. Normally, modules can be passed on aggregate, without needing to pass each assessment separately.
79. Some courses may have approved variants to the standard module pass requirements, including a requirement to pass specific assessments in addition to achieving an aggregate pass mark, or a requirement to pass all assessments.
80. Some courses may have approved variants with additional pass requirements, such as attendance thresholds, which must be met to pass specified or all modules.
81. Approved variants to standard module pass requirements and any additional module pass requirements are outlined in relevant programme specifications and module descriptors.

How many attempts does a student have to pass a module?

82. A student has a maximum of four attempts to pass a module at Undergraduate level. Some courses may have approved variants for the maximum number of assessment attempts permitted, especially where they lead to professional accreditation. This is outlined in relevant programme specifications.

Can a passed module be reassessed in order to improve the mark?

83. A student who has passed a module or had a module compensated for failure will not be offered the opportunity to be re-assessed to improve the mark.

Progressing to the Next Level of the Course

How many credits must be passed for a student to progress to the next level of the course?

84. A student should normally have achieved 120 credits at the current level of study to progress to the next level of the course.
85. Assessment Boards may permit a student to progress to the next level of the course with 90 credits passed at the current level of study and undertake retake in a maximum of 30 credits while studying at the higher level. This is known as 'trailing credit'. Trailing credit is permitted from:
- level 4 to level 5
 - level 5 to level 6
 - level 6 to level 7 (for Integrated Masters courses)
86. Trailing is not permitted from level 3 to level 4
87. Some courses have an approved variant which means that trailing credit is not permitted. This will be outlined in the programme specification.

Reassessment

88. The University operates the following forms of reassessment:

Form of reassessment	Description
Retake (including trails)	Where a student is permitted or required a further 'attempt' at any elements of assessment within a module that have not been passed. Trails are undertaken alongside the next level of study.
Repeat	Where a student is required to attempt all elements of assessment for that module, usually in the following academic year. This is regardless of whether specific elements of assessment were passed at an earlier attempt.
Replace	Where a student is required to replace a module with an alternative and attempt all elements of assessment for that module, usually in the following course year.

Reassessment principles

89. Students are normally permitted four assessment attempts at a module. Assessment attempts generally include an initial attempt, a retake, a repeat/replace or a trail (if eligible), and a final retake. Scenarios where a student would not be offered reassessment are outlined in the 'Termination of Student Registration' section of these regulations.
90. Students at the final stage of their course will normally be permitted to retake up to 30 credits in the next academic year.
91. Approved mitigating circumstances will not count as an assessment attempt.

Reassessment arrangements

92. Where a module is not passed at first attempt, the standard form of reassessment is typically a retake. However, some modules cannot be reassessed by retake due to the learning outcomes associated with particular elements of assessment. In this scenario, a repeat/replace will normally be agreed by the assessment board.
93. Reassessment arrangements are published in module descriptors. Retakes will typically take place in the formal University summer retake period or the next assessment period. Repeat or replace modules will typically take place in the following academic year.

Alternative Reassessment Arrangements

94. Where on practical grounds it is not feasible to offer the retake arrangements outlined in the module descriptor, an alternative form of reassessment by retake may be agreed. This will be designed to ensure that students can demonstrate the learning outcomes broadly associated with the elements of assessment failed at the first attempt.
95. Where a module can be passed on aggregate, without needing to pass each assessment separately, a 'synoptic' retake may be used to assess multiple failed elements. However, where modules require each assessment to be passed separately to pass the module overall, a synoptic reassessment will not be used.

Calculating a retake module mark

How is a retake module mark calculated?

96. After a retake, the overall module mark will be aggregated using the highest marks achieved in each element, whether from the first attempt or the retake. If a student passes the module after retake, the final module mark will be capped at the minimum pass mark.

Calculating a repeat or replace module mark

How is a repeat or replace module mark calculated?

97. The overall module mark for a repeat or replace module will be aggregated on all elements of assessment undertaken during the repeat or replace attempt. Element marks from previous module attempts cannot be used, even if a higher mark was achieved. A repeat or replace attempt will not be capped unless the repeat is due to a penalty for confirmed Academic Misconduct.
98. Where a module contains an element of assessment which would involve the student incurring significant additional cost in order to complete it, a Programme Assessment Board may exceptionally agree that a student carry forward a mark from the attempt undertaken in the previous academic year.

Is there a tuition fee for repeating or replacing a module?

99. There is normally a tuition fee for a repeat or replace module. However, if a student has approved mitigating circumstances for a module attempt and is required to repeat or replace the module in the following academic year, there will be no tuition fee charged.

Termination of Student Registration

What can result in the termination of student registration?

100. A PAB may decide to terminate student registration if:
- A module is failed at the final assessment attempt. Information on assessment attempts can be found in the 'Passing a Module' section of this document.
 - A student has not submitted any summative assessments in credit-bearing modules due to be taken during the academic year
 - At levels 5, 6 and 7, a student has retaken all modules required at that level of study, and has not achieved at least a marginal fail grade for a module.
 - Due to the application of a penalty under the Academic Integrity Regulations (AR6), which can be accessed via the University's [Regulations and Policies website](#).
 - The maximum registration period for the course will be exceeded. Information on maximum registration periods can be found in the 'Course Registration' section of this document.
101. Where a student's registration is terminated, the assessment board will consider the student for an exit award or a certificate of credit if the relevant learning outcomes have been met.

Compensation for Failure

Can a student be compensated for failure?

102. Once a student has completed the required modules at a credit level, a PAB may allow a student's overall performance to compensate for failure. No reassessment is then required. The mark for the compensated module will remain as the true mark achieved for the module and a grade of PC will be recorded. Credit will be awarded for the compensated module.
103. A PAB may apply compensation if a student has passed at least 90 credits at the same credit level and if the failed module is marginally failed. Marginal failure is recorded with a grade of FM. Marginal failure marks are:
 - Levels 3 to 6: marks of 35-39
 - Level 7: marks of 45-49
104. A PAB will apply compensation at the earliest opportunity, specifically after failure at the first attempt, or following reassessment.
105. Failure due to academic misconduct cannot be compensated.
106. Some courses have additional limits on the compensation of failure, or do not permit compensation at all, often for PSRB requirements. Where this is the case, this will be specified in [Programme Specifications](#).
107. If a course has additional limits on compensation, and applying compensation at the current academic level would prevent its application at the next level, the PAB will set retakes, including trailing credit, instead of applying compensation. Compensation will be applied only when not doing so would prevent progression to the next level of study.

How much credit can be compensated?

108. A maximum of 30 credits at each level of study (levels 3-7) may be compensated by a PAB.

Section 5

Award Regulations

Consideration for an Award

When will a student be considered for an award?

109. Students will be considered for an award on the first occasion that they have completed the required modules for their course. Completion is defined as having registered for and undertaken the study and assessment of a module where registration has not been terminated.

General Award Regulations

110. The specific award rules for each qualification are outlined in the section below in order of level (level 7, level 6, level 5, level 4). However, the following general award rules apply to all Undergraduate awards.

Rounding

111. There is no rounding at the final classification calculation mark. For example, a final classification calculation mark of 59.65 will not be rounded up to 60.00.

Borderline Zones

112. The University operates a borderline zone at all the classification boundaries. This means that an uplift into the higher classification band will be applied at Programme Assessment Boards if:
- the final classification mark is within or equal to 1.5% of a higher classification boundary and
 - 50% or more of the final level credit is in the higher classification band

Integrated Masters

What are the credit requirements for an Integrated Masters?

113. A student will be considered for the Integrated Masters award on completion of:
- at least 480 credits at level 4 or above
 - of which at least 360 credits must be at level 5 or above
 - and of which at least 240 credits must be at level 6 or above
 - and of which at least 120 credits must be at level 7

What is the classification framework?

114. The following framework is applied to all Integrated Masters degrees with the exception of Masters of Engineering (MEng).
- an overall result of 70 – 100% First Class Honours
 - an overall result of 60 – 69% Upper Second Class Honours
 - an overall result of 50 – 59% Lower Second Class Honours
 - an overall result of 40 – 49% Third Class Honours

115. The Master of Chemistry (MChem), Master of Pharmaceutical Science (MPharmSci), Master of Science (MSci) and Master of Pharmacy (MPharm) will be awarded "with Honours". The Master of Osteopathy (MSt) will not be awarded 'with Honours'.

How is the Integrated Masters award classification calculated?

116. With the exception of the Masters of Engineering (MEng), the classification for Integrated Masters will be calculated by:
- the average percentage of the best 105 credits from 120 credits at level 5 which is given a weighting of 10% (multiplied by 0.1)
 - plus the average percentage of the best 105 credits from 120 credits at level 6 which is given a weighting of 30% (multiplied by 0.3)
 - plus the average percentage of the best 105 credits from 120 credits at level 7 which is given a weighting of 60% (weighting of 0.6)
117. Credit achieved at Level 4 does not count towards degree classification.

Masters of Engineering (MEng)

What is the classification framework for the Masters of Engineering (MEng)?

118. The Masters of Engineering (MEng) will be classified using the following overall framework:
- An overall result of 70-100% Distinction
 - An overall result of 60-69% Commendation
 - An overall result of 50-59% Pass

How is the Masters of Engineering (MEng) award classification calculated?

119. The Master of Engineering (MEng) classification will be calculated by:
- the average percentage of the best 105 credits from 120 credits at level 5 which is given a weighting of 10% (multiplied by 0.1)
 - plus the average percentage of the best 105 credits from 120 credits at level 6 which is given a weighting of 40% (multiplied by 0.4)
 - plus the average percentage of the best 105 credits from 120 credits at level 7 which is given a weighting of 50% (multiplied by 0.5)
120. Credit achieved at Level 4 does not count towards degree classification.

Bachelors Degree with Honours (including Top Up)

121. The following framework is applied to all Honours degrees with the exception of:
- Bachelor of Osteopathy

What are the credit requirements for a Bachelors Degree with Honours?

122. A student who is registered for the award of a Bachelors Degree with Honours will be considered for the award on completion of:

- at least 360 credits at level 4 or above
- of which at least 240 credits must be at level 5 or above
- and of which at least 120 credits must be at level 6 or above

123. Students registered on a Bachelors Degree with Honours comprising of only level 5 and/or level 6 credit, including Top Up Degrees, need to pass the number of level 5 and level 6 credits as outlined above.

What is the classification framework?

124. The Bachelors Degree with Honours will be classified using the following overall framework:

- an overall result of 70 – 100% First Class Honours
- an overall result of 60 – 69% Upper Second Class Honours
- an overall result of 50 – 59% Lower Second Class Honours
- an overall result of 40 – 49% Third Class Honours

How is the award classification calculated?

125. The Bachelors Degree with Honours classification will be calculated by:

- the average percentage of the best 105 credits from 120 credits at level 5 which is given a weighting of 20% (multiplied by 0.2) and
- the average percentage of the best 105 credits from 120 credits at level 6 which is given a weighting of 80% (multiplied by 0.8)
- For Top-Up degrees the average percentage of the best 105 credits from 120 credits at level 6 is given a weighting of 100%

126. Credit achieved at Level 4 does not count towards the degree classification.

Bachelor of Osteopathy

What are the credit requirements for a Bachelor of Osteopathy?

127. A student who is registered for the Bachelor of Osteopathy with Honours will be considered for the award on completion of:

- at least 480 credits at Level 4 or above
- of which 360 credits are at level 5 or above and
- of which at least 240 credits are at level 6 or above

What is the classification framework?

128. The Bachelors of Osteopathy with Honours will be classified using the following overall framework:

- an overall result of 70 – 100% First Class Honours
- an overall result of 60 – 69% Upper Second Class Honours
- an overall result of 50 – 59% Lower Second Class Honours
- an overall result of 40 – 49% Third Class Honours

How is the Bachelor of Osteopathy award classification calculated?

129. The Bachelor of Osteopathy with Honours classification will be calculated by:

- the average percentage of the best 105 credits from 120 credits at level 5 which is given a weighting of 20% (multiplied by 0.2) and
- plus the average percentage of the best 210 credits from 240 credits at level 6 which is given a weighting of 80% (multiplied by 0.8)

Bachelors Degree (Ordinary)

What are the credit requirements for a Bachelors Degree (Ordinary)?

130. To be awarded a Bachelors Degree (Ordinary), a student must have achieved:

- at least 300 credits at level 4 or above
- of which at least 180 credits must be at level 5 or above
- and of which at least 60 credits must be at level 6 or above

131. To be awarded a Bachelors Degree (Ordinary) when enrolled on a Bachelor Degree with Honours Top Up, or when enrolled directly onto Level 6 of a Bachelor Degree with Honours via RPL, a student must have achieved:

- at least 60 credits at level 6 or above

What is the classification framework?

132. The Bachelors Degree (Ordinary) will be awarded with a pass.

Graduate Awards

What are the credit requirements for a Graduate Award?

133. To be awarded a Graduate Certificate, a student must normally have achieved at least 60 credits at levels 6 or 7.

134. To be awarded a Graduate Diploma, a student must normally have achieved at least 120 credits at levels 6 or 7.

How is a Graduate Award classification calculated?

135. The Graduate Diploma will be classified using the following framework:
- Distinction: An average of not less than 70% in all required credit
 - Commendation: An average of 60-69% in all required credit
136. Graduate Certificates are not normally awarded with distinction or commendation.

Foundation Degree

What are the credit requirements for a Foundation Degree?

137. A student will be considered for the Foundation degree award on completion of:
- at least 240 credits at level 4 or above,
 - of which at least 120 credits must be at level 5 or above.

How is a Foundation Degree award classification calculated?

138. The Foundation Degree will be classified using the following framework:
- Distinction: An average of at least 70% in the best 105 credits at level 5 or above.
 - Merit: An average of at least 60% in the best 105 credits at level 5 or above.

Higher National Diploma

What are the credit requirements for a Higher National Diploma?

139. A student will be considered for the Higher National Diploma award on completion of:
- at least 120 credits at level 4 and
 - 120 credits at level 5

How is a Higher National Diploma award classification calculated?

140. The Higher National Diploma will be classified using the following framework:
- Distinction: An average of at least 70% in the best 105 credits at level 5
 - Merit: An average of at least 60% in the best 105 credits at level 5

Diploma of Higher Education

What are the credit requirements for a Diploma of Higher Education?

141. A student will be considered for the Diploma of Higher Education award on completion of:
- at least 240 credits at level 4 or above,
 - of which at least 120 credits must be at level 5 or above.

How is a Diploma of Higher Education award classification calculated?

142. To be awarded a Diploma of Higher Education with distinction, a student must have achieved an average of at least 70% in the best 105 credits at level 5 or above.

Certificate of Higher Education

What are the credit requirements for a Certificate of Higher Education?

143. A student will be considered for the Certificate of Higher Education award on completion of at least 120 credits at level 4 or above.

How is a Certificate of Higher Education award classification calculated?

144. To be awarded a Certificate of Higher Education with distinction, a student must have achieved an average of not less than 70% in the best 105 credits at level 4 or above.

Higher National Certificate

What are the credit requirements for a Higher National Certificate?

145. A student will be considered for the Higher National Certificate award on completion of:
- at least 120 credits at level 4 or above

How is a Higher National Certificate award classification calculated?

146. The framework for a Higher National Certificate classification will be calculated as follows:
- Distinction: An average of at least 70% in the best 105 credits at level 4
 - Merit: An average of at least 60% in the best 105 credits at level 4

Calculating Awards with Pass/Fail Modules

How are award classifications calculated where a course has pass/fail modules?

147. Pass/ fail modules will not be used in the degree classification. The classification will be calculated using the graded credit modules at the levels which count towards the award classification, multiplied by the weighting appropriate to the level of study.
148. For example, if a course has a 30 credit pass/fail module and 90 credits of graded modules at level 6, level 6 will be calculated by the average percentage of the remaining 90 graded credits.

Calculating Awards with Recognition of Prior Learning (RPL)

How are award classifications calculated where a student has RPL?

149. Ungraded RPL will not be used in the degree classification. The classification will be calculated using the remaining graded credit at the levels which count towards the degree classification, multiplied by the weighting appropriate to the level of study.
150. For example, if a student has 120 credits of level 4 RPL and 120 credits of level 5 RPL, the degree will be calculated using the best graded 105 credits from 120 credits at level 6 with a weighting of 100%.

Calculating Awards with Study Abroad Credit

How are award classifications calculated where a student has undertaken study abroad credit?

151. Where a student undertakes study abroad activities which act as a replacement to Kingston University study, only credits studied at Kingston University will be used for classification purposes.

Exit awards

What are exit awards?

152. An exit award is a qualification awarded when a student has not achieved the intended award but has achieved sufficient credit for a PAB to confer a validated

lower award. Exit awards are outlined in the programme specification.

How are exit awards calculated?

153. The validated exit awards for a course are outlined in the programme specification and follow the standard award and classification rules set out in the award regulations above.

Can higher level credit be used to replace lower level credit for an exit award?

154. Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level. For example, if a student has passed 120 credits at level 5 and passed 90 credits at level 4, 30 level 5 credits can be used to replace the 30 credits outstanding at level 4 for the Certificate of Higher Education exit award.

Annex 1 - Module Grade Codes

Levels 3, 4, 5 and 6

Letter grade	Marks Bands	Description
A+	85+	Pass
A	75 – 84	Pass
A-	70 – 74	Pass
B+	67 – 69	Pass
B	63 – 66	Pass
B-	60 – 62	Pass
C+	57 – 59	Pass
C	53 – 56	Pass
C-	50 – 52	Pass
D+	47 – 49	Pass
D	43 – 46	Pass
D-	40 – 42	Pass
FM	35 – 39	Marginal Fail
F	0 – 34	Fail
F0**		Non-submission or non-attendance
FF		Final Fail
FT		Fail- allowed to progress with trailing module
FZ		Fail - Academic Misconduct
FT		Fail- allowed to progress with trailing module
E		Deferred attempt- external delay
KU		Pass under standard regulations – PSRB requirements not met
P		Pass for a Pass / Fail module
PC		Compensated Pass
Q0		Qualified Fail – Non-submission
QF		Qualified Fail
QM		Qualified Marginal Fail
QR		Qualified Fail – Repeat or replace
RD		Deferred retakes
RR		Repeat or replace module
RS		Repeat or replace module with mitigating circumstances
RZ		Repeat or replace module – Academic Misconduct
S		Approved Mitigating Circumstances
TR		Replaced Module
W		Withdrawn from Module
X		Final Fail (no further attempts)
X0		Final Fail – Non-submission (including qualified final fail with non-submission)
XM		Final Fail – Marginal Fail
XQ		Final Fail – Qualified Fail
XZ		Final Fail – Academic Misconduct
Z		Academic Misconduct at element level
ZU		Unconfirmed Academic Misconduct at element and module level

Level 7

Letter grade	Marks Bands	Description
A+	85+	Pass
A	75 - 84	Pass
A-	70 - 74	Pass
B+	67 - 69	Pass
B	63-66	Pass
B-	60 - 62	Pass
C+	57 - 59	Pass
C	53 - 56	Pass
C-	50 - 52	Pass
FM	45 - 49	Marginal Fail
F	0 - 44	Fail
F0**		Non-submission or non-attendance
FF		Final Fail – overwrite grade
FZ		Fail - Academic Misconduct
E		Deferred attempt- external delay
KU		Pass under standard regulations – PSRB requirements not met
P		Pass for a Pass / Fail module
PC		Compensated Pass
Q0		Qualified Fail – Non-submission
QF		Qualified Fail
QM		Qualified Marginal Fail
QR		Qualified Fail – Repeat or replace
RD		Deferred retakes
RR		Repeat or replace module
RS		Repeat or replace module with mitigating circumstances
RZ		Repeat or replace module – Academic Misconduct
S		Approved Mitigating Circumstances
TR		Replaced Module
W		Withdrawn from Module
X		Final Fail (no further attempts)
X0		Final Fail – Non-submission (including qualified final fail with non-submission)
XM		Final Fail – Marginal Fail
XQ		Final Fail – Qualified Fail
XZ		Final Fail – Academic Misconduct
Z		Academic Misconduct at element level
ZU		Unconfirmed Academic Misconduct at element and module level

Annex 2- Changes to the Regulations

The University identifies necessary changes and improvements to the Academic Regulations and General Regulations in the course of a year which are then included in the regulations for the next academic year. These changes are usually in response to:

- Student feedback
- Staff feedback
- External Examiner feedback
- Professional, Statutory and Regulatory Body requirements
- The Office for Students (OfS) or other national or governmental external requirements

The University also undertakes a systematic and detailed evaluation of Academic Regulations and the General Regulations on a periodic cycle at least every six years. Such reviews are informed by sector research and targeted feedback from staff and students on specific regulations.

Kingston Students' Union representatives work with the University to develop and agree the regulations through their participation in the committees that approve such changes, or through their membership of working groups tasked with developing and reviewing the regulations. Normally, approved changes to the regulations are only brought into force for the next academic year. The Academic Regulations and General Regulations are published annually, normally by the 1st September, from the University's [Regulations and Policies website](#).

In exceptional cases, regulatory changes may be adopted within the academic year. Such changes will only be approved where there is strong evidence that the changes are necessary to ensure fairness to all students, to bring greater clarity to the regulations or where the proposed change would be to the advantage of all students. Where this is necessary students will be notified either by email or via an announcement on My Kingston which will explain the nature of the change and any impact this change may have to their course. The updated Regulations will be published from the University's [Regulations and Policies website](#).

APPENDIX 1**Policy/Regulation Detail Information**

Policy/Regulation owner	Academic Registrar (RASC)
Policy/Regulation Department owner	Academic Registry
Committee(s) responsible for review and approval	RFC to Academic Council
Version number	2026-2027.1
Periodic review frequency	Every six years
Last review date	2024-2025
Next review date	2030-2031