

**Kingston
University**
London

Academic Regulations 10: Degree Apprenticeships

2024-2025

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Introduction to the Degree Apprenticeship Regulations

The Degree Apprenticeship Regulations 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.

Degree Apprenticeships (DAs) include requirements that do not relate directly to the minimum requirements of the academic qualification awarded.

- A Degree Apprenticeship includes an End Point Assessment (EPA). In some instances, the EPA is an integrated part of the Degree and is undertaken as part of the credit structure of the academic award. For non-integrated Degree Apprenticeship courses, students will engage with the EPA once the minimum requirements of the associate academic degree have been met.
- A Degree Apprenticeship develops specific knowledge, skills and behaviours (KSBs), which are identified in the apprenticeship standards. Some are expressed in the learning outcomes of the academic degree, while others are wholly developed in the workplace and are not equivalent to learning outcomes specified in the related degree documentation. A student must demonstrate all specified KSBs before undertaking an EPA.

Where Degree Apprenticeship courses lead to awards or accreditation by other Professional, Statutory or Regulatory Bodies (PSRBs) these may be subject to other rules and regulations which will be approved by the University's Regulatory Framework Committee (RFC). These are called variants.).

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
- Quality Assurance Agency (QAA) 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](#).

Variations to these regulations may be considered against set criteria (see Academic Quality and Standards Handbook, Section G, Guidance GG(i)). These are most commonly requested in order to meet Professional, Statutory and Regulatory Body (PSRB) requirements. Proposed variants to the regulations must be submitted for approval to the Regulatory Framework Committee using the Form G3 – Application for a variation to UG or PG Regulations which can be accessed via the Academic Quality and Standards Handbook

All approved variants will be recorded in the relevant [Programme Specification](#).

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 UK Quality Code for Higher Education and Higher Education Credit Framework for England 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
Compensation	The decision of the Programme Assessment Board to allow a candidate's overall performance to compensate for failure in a module so that no reassessment of the failed module is required. Minimum credit is awarded.
Course	The name of the terminal qualification (e.g. BSc) plus the title of a student's programme of study eg. BSc (Hons) in Engineering and French.
<u>EPA – End point assessment</u>	The End Point Assessment is the final stage of an apprenticeship. It is an impartial assessment of whether your apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard.
Field	The term given to the validated set of modules whose title forms part of the course to which the student is admitted. A field may be full, half, major or minor. A field may contain modules which are mainly from one subject or from a range of subjects.
Grade	The letter code used to indicate the standard reached by a student in the module assessment.
Initial Needs Assessment (INA)	The Initial Needs Assessment assesses the apprentices prior learning and establishes a 'starting point' or 'baseline' for the apprenticeship and determines how much of the apprenticeship training content is required to reach occupational competency.
KSBs – Knowledge, Skills and Behaviours	KSBs are the core attributes that a student must have as an apprentice in order to be competent in the occupation that they are working in
Level	<p>The credit level, i.e. level 3, 4, 5, 6 or 7.</p> <p>Credit level descriptors are used to help work out the level of learning in individual modules. Credit level descriptors are guides that help identify the relative demand, complexity and depth of learning, and learner autonomy expected at each level, and also indicate the differences between the levels.</p> <p>The University's level Descriptors (AG2) can be accessed from here</p>
Module	<p>The free-standing curriculum with defined learning outcomes at a specified credit level. The standard module is 30 credits. Modules of 15 and of 60 credits are also permitted.</p> <p>Other module credit sizes are permissible where there are grounds for an approved variant to the University's Academic Framework and this has been approved by the Education Committee. See paragraphs on module credit size in these Regulations.</p>
Programme	The set of modules studied by a student.

Term	Description
Programme Assessment Board (PAB)	The assessment board responsible for the overall assessment of students following similar programmes and for the standards of awards. It has the power to: <ul style="list-style-type: none"> • compensate failure • agree reassessment requirements • recommend awards • terminate registration in the case of poor performance
PSRB	Professional, Statutory or Regulatory Body
RPCL	Recognition of Prior Certificated Learning (formerly known as Accredited Prior Learning)
RPEL	Recognition of Prior Experiential Learning (formerly known as Accredited Prior Learning)
Reassessment	The generic term for the occasions when a student, who has failed, or not yet passed, a module, is permitted by the PAB to recover this. There is only one type of reassessment on Degree Apprenticeships: <p>Retake Where a student is permitted or required a further 'attempt' at only those elements of assessment within a module that have not been passed.</p>
Reassessment Board (RAB)	The assessment board responsible for the overall assessment of students following reassessment and for standards of awards. It has the power to: <ul style="list-style-type: none"> • compensate failure • agree reassessment requirements • recommend awards • terminate registration in the case of poor performance
Student	A person who is studying for an award of the University, including persons studying on programmes validated by the University at collaborative partner institutions and persons studying on Higher Apprenticeship and Degree Apprenticeship programmes.
Subject	A cognate set of modules managed, resourced and quality assured by a single School.
Teaching Block	The period in which a module may be taught and assessed.
Terminal Award	A terminal award or qualification is the highest award that the programme of study will lead to.
UCAS	Universities and Colleges Admissions Service
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.

Qualifications available within the Degree Apprenticeship Regulations

Certificate (C) Level Qualifications

Certificate of Higher Education (CertHE)

Intermediate (I) Level Qualifications

Diploma of Higher Education (DipHE)
Foundation Degree
Bachelors Degree (Ordinary)

Honours (H) Level Qualifications

Bachelors Degree with Honours

Masters (M) Level Qualifications

Integrated Masters (or enhanced first degrees)
Postgraduate Certificate
Postgraduate Diploma
Masters

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](#).

Section 1

The Admission of Students

General Requirements

1. The admission of an individual applicant to a programme within the Degree Apprenticeship Regulations is at the discretion of the authorised admissions tutor(s), or nominee, subject to:
 - the University's policy on admissions
 - The University's policy on Degree Apprenticeship admission (including completion of mandatory on-boarding documentation)
 - there being a reasonable expectation that the applicant will be able to fulfil the objectives of the programme and achieve the standard required for the award
 - the applicant meeting the entry requirements for the award to which the particular programme leads
 - the applicant fulfilling the specified entry requirements for the programme of study
 - The applicant being employed in a relevant job for a minimum of 30 hours per week and having approval from their employer to enrol onto a course
 - The applicant being ordinarily resident in the UK

Undergraduate Degrees

2. All applicants to a programme in the Degree Apprenticeship Regulations should normally be aged 17 years or over at the start of their programme.
3. All applicants to a programme in the Degree Apprenticeship Regulations should have achieved at the point of entry a GCSE grade C or grade 4 in Mathematics and in English Language, or equivalents acceptable to the University.
4. To be eligible for admission onto a programme leading to the award one of the qualifications governed by these regulations, an applicant should normally have achieved the academic admissions criteria published in the Programme Specification and in programme marketing materials. These criteria are determined by the relevant Faculty.

Postgraduate Degrees

5. All applicants to a programme in the Postgraduate Regulations should normally have achieved at the point of entry a UK Bachelors degree with first or second class honours.
6. All applicants to a programme in the Degree Apprenticeship Regulations should have achieved at the point of entry a GCSE grade C or grade 4 in Mathematics and in English Language, or equivalents acceptable to the University.

7. For some programmes within the Postgraduate Regulations, an applicant may be admitted without a qualification as in paragraph 5, if evidence of an adequate academic background combined with substantial experience in a relevant field can be shown. In certain instances, such applicants may be required to pass a qualifying assessment before being admitted to the programme.

Admission with Credit from Prior Learning (which includes RPEL and RPCL)

8. Applicants will be given credit for relevant prior learning identified in the Initial Needs Assessment against specific elements of a programme if it is judged to be appropriate in terms of content, level and currency. In such cases, the student would not be required to take the elements of the programme for which credit has been given (exemption). This credit will not normally be graded.
9. Credit can be claimed against modules at all levels of study. A student must register for at least one-third of the total credits required for the award sought and a degree apprenticeship student must be registered for at least one year's study, equivalent to 120 credits. Therefore, the maximum credit from Prior Learning that can be awarded on an undergraduate honours degree is 240 credits and on a postgraduate masters degree is 60 credits.
10. The minimum claim for prior credit will be one standard module (either 15 or 30 credits).

Re-Use of Prior Credit

General regulation

12. Once a student has been assessed for a qualification, the accumulated credit achieved cannot be re-used for another qualification at the same, or a lower, level. For example:
 - a student assessed for a BSc (Hons) in Geology who is awarded an Ordinary Degree in Geology cannot re-use this credit to subsequently obtain an Honours Degree in Geology
20. Where the qualification is deemed to be incorporated in the higher level qualification within the same programme of study, and the student's learning is judged to be current, this restriction may be waived.

For example:

- credit for a Postgraduate Diploma in Oncology Practice may be re-used to obtain an MSc in Oncology Practice within the same programme. The student's record will be treated as if the student were gaining entry with prior credit.

Recording Prior Credit

21. In the case of prior credit, the student record will record general credit only, for example '120 credits at level 4'.

23. For example: credit from a CertHE in English may be used to gain entry to the BA (Hons) in English. In this case, the record would show:

- 120 credits at level 4'
- specific credit with a grade for all level 5 modules
- specific credit with a grade for up to 60 credits at level 6

the level 5 and level 6 credits being used for the honours classification.

Recording module exemption

24. Where exemption is granted against a specific module, this is recorded separately.

Specifically designed "Top Up" Honours Degrees

25. The University provides entry routes from foundation degree into level 6 qualifications leading to the award of Bachelor's degree. This may take the form of a stand-alone "top-up" award (120 credits) or it may be in awarding advanced standing at 240 credits onto an existing Bachelor's degree programme at level 6, which must be specified at validation.

26. An Ordinary Bachelors Degree will not be awarded as an exit award if Honours is not achieved, unless the prior programme which is being "topped up" is a Kingston University award.

Re-Admission

In cases where a student can no longer continue their studies on a degree apprenticeship due to loss of employment, it is possible for them to be readmitted with RPL, if they successfully find new employment and associated sponsorship.

27. A student whose registration for a degree apprenticeship programme has been terminated on academic grounds may apply for readmission to a new course. Readmission to a related course will only be permitted where the academic record shows that the student did not undertake all assessment attempts permitted under AR2 or AR3. In such cases readmissions would require the record of failure in the degree apprenticeship transferring onto the related programme.

28. A student whose registration for a programme has been terminated on the grounds of academic misconduct may not be re-admitted to the University.

29. A student who is re-admitted to the University will be required to pay the tuition fees agreed by the University for their year of re-admission for their programme of study.

Fraudulent Applications

30. The University reserves the right to refuse admission (or cancel registration) to any applicant (or student) whose application details are found to be false.

Section 2

Student Registration

General Requirements

31. The registration period for a course will be defined at validation. The normal maximum registration periods for each of the qualifications available in Undergraduate Regulations is as follows:

Award	Mode of study*	Maximum length
Higher National Diploma (HND)	Full time	4 years
Foundation Degree	Full time	4 years
Honours degree	Full time	6 years
Honours degree (top up)	Full time	2 years
Integrated Master's degree	Full time	8 years
Masters Degree	Full time	2 years

*DA regulations require full time engagement with employment and study, with one day a week dedicated to attendance at the University

32. The minimum registration period is one year.
33. Courses may specify a more restrictive maximum period of registration, especially where they lead to professional accreditation. This will be detailed in the programme specifications for the course.
34. Maximum periods of registration may be exceeded by one additional year if there is mitigation or an interruption on the student's record and only when Apprenticeship Funding Rules can still pertain. Where there is a case for an extension of up to one year, the Faculty should submit an application to the Academic Registrar for consideration. Students should be aware that the structure and content of the courses, 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.
35. Students may not normally be permitted to register for more than one taught programme of study leading to an award with the University at the same time, unless with the permission of the Academic Registrar.

Student Attendance

36. The University expects students to attend all programme-related activities unless they have good reason for absence and the absence is approved by the Course Leader (or equivalent). If a student fails to attend without acceptable cause, this may result in the termination of their registration. This will be reported to the employer and any credit they have obtained will be recommended to the relevant Assessment Board for approval.

Compulsory attendance

37. Where the learning outcomes of a course or programme are such that attendance is compulsory for certain elements, this must be clearly specified in the course or programme handbook.

The Apprenticeship Monitoring Committee will monitor attendance and recommend appropriate intervention if judged necessary.

A student who does not engage with learning for more than a month will be subject to a break in studies under Degree Apprenticeship ESFA requirements, to ensure that the University does not breach funding rules. This is recorded on the APTEM system and is different to an interruption of studies detailed in the Kingston University Student General Regulations (GR1).

Any lost time as a result of such a break in studies will be added to the student's registration to ensure that they have engaged with the expected hours of learning for their course.

Where a short-term break impacts a student's engagement on the degree, it may be advisable to encourage the student to take an interruption of study as detailed in GR1. Where an interruption of study has been approved under GR1, the student will normally re-join the course when the next cohort begins, usually the following academic year. Any approved interruptions of study will count towards the student's maximum period of registration.

Long term non-engagement may result in a student being withdrawn from the course under the universities existing attendance policy (AP15).

Module Registration

40. Students are responsible for ensuring that they are registered for the correct modules. The deadline for any changes to be agreed is published in the course handbook or available from the course leader. Module registration is linked to the assessment record and therefore failure to register correctly may result in assessments being void and the loss of an assessment attempt due to non-submission.
41. An approved claim for mitigating circumstances, where the student will normally be given the opportunity to undertake a new uncapped assessment in the next available assessment period, will not count towards the total attempts allowed. However, repeat as a result of mitigating circumstances is not permitted under regulations. Students with mitigating circumstances are permitted to take an interruption of study.

Level of Study

42. Students may register for modules at a higher credit level provided that the module pre-requisites are met. The credit obtained may be counted against assessment requirements for a lower level but may not then be counted again.

43. Normally, students may not study modules within a programme at different credit levels concurrently unless the modules are at adjacent credit levels.

Section 3

Programme Structures

Modes of Delivery

44. The programme will be delivered in a day-release mode of study. The level of knowledge and skills required at the entry point, the curriculum, teaching arrangements, time available for students' private study, and the length and nature of any supervised work experience must be designed to be consistent with the duration requirements for the award.
45. The planned length of the programme must be related to the normal registration period for the terminal award. The maximum periods within which students should normally complete (including reassessment) must be specified in the Programme Specification.

Student Mode of Study

46. The Degree Apprenticeship is a full time programme including either a full time or part time programme of academic study on a day release basis, with the student attending University and/or participating in formal study one day per week.
47. A programme of study shall reflect the requirements of the relevant apprenticeship standards for that occupational area.

Module types

48. There are two types of module:

Type	Description
Core	Those which must be studied
Optional	Those from which a student has a restricted choice in order to complete a programme

49. The module type is determined by the field(s) within which it is validated.

Module credit level

51. Each module must have defined learning outcomes at level 3, 4, 5, 6 or 7. Where a module is offered at more than one credit level it must be separately presented and must have clearly differentiated assessment and learning outcomes. University level descriptors for modules are provided as an adjunct to the regulations (see Academic Guidance).

Module credit size

52. The standard module credit size is 30 credits. The University also permits modules of 15 or 60 credits. Evidenced professional, statutory and regulatory body (PSRB) requirements, apprenticeship standards

requirements or contractual constraints may provide grounds for variance from the standard module credit size. Requests for a variation to the University's Academic Framework must be made on a C3 Form (see [Academic Quality and Standards Handbook](#)) and submitted to the Education Committee for approval.

53. In determining the credit size of modules, module leaders should give particular consideration to the amount of credit permitted in re-assessment entitlements associated with awards.

Section 4

Assessment Boards

The Apprenticeship Monitoring Committee (AMC)

The academic, off-the-job training that constitutes 20% of the University's degree apprenticeship programmes is subject to the assessment board process detailed within these regulations.

However, the University has additional responsibilities under the QAA Framework for Degree Apprenticeships. These additional responsibilities are referred to the Apprenticeship Monitoring Committee (AMC).

The Apprenticeship Monitoring Committee monitors the student's compliance with the external requirements of the Degree Apprenticeship framework (including the Education and Skills Funding Agency (ESFA) funding and monitoring rules) and the student's performance on those KSBs that are not assessed as part of the programme learning outcomes.

Compliance issues

- submission of required progress reports and/or learning logs
- Attendance requirements
- Employer liaison

Performance requirements

- successful demonstration of KSBs (which are not assessed in the academic degree)
- other Gateway requirements
- Completion of EPA, if on a non-integrated degree

The AMC will identify students who require intervention on compliance issues and recommend appropriate intervention. If a student continues to fail to meet compliance requirements, the AMC may recommend the student is withdrawn from the programme.

The AMC will confirm to the Programme Assessment Board when a student is eligible to progress to the End Point Assessment, once all the compliance requirements are met and non-programme related KSBs are met.

The AMC will monitor individual students' progress during the End Point Assessment on a non-integrated Degree. Once the EPA is achieved the AMC will report to the PAB that an award can be made. On none integrated programmes, if an EPA has not been completed within the allowable funding period, the AMC will recommend to the PAB that any suspended award can be now be conferred.

General

54. The University operates a single tier Programme Assessment Board system for all provision including collaborative partnerships leading to university awards. Programme Assessment Boards are established by Academic Council and are accountable to that body for the fulfilment of their terms of reference. Only the approved Assessment Boards are authorised to assess students in accordance with the course assessment regulation.
55. Assessment boards will typically be conducted virtually with Assessment Board documentation being made available to members electronically. .
56. Minutes shall be taken at Assessment Boards which detail the decisions and actions taken. Templates and guidance for staff on the production of agendas and minutes of assessment boards can be accessed via the Academic Registry SharePoint page.

Programme Assessment Boards (PAB)

57. Each student who is registered on a course is the responsibility of a PAB. Each PAB is responsible for groups of related programmes of study which are part of a course or a number of related courses.
58. The main functions of the PAB are:
 - to ratify module marks which will have been confirmed by module leaders in advance of the Programme Assessment Board.
 - to agree recommendations for awards and/or progression
 - to be responsible for the academic standards of courses and awards
 - in the case of failure, to agree reassessment requirements including compensation and, where necessary, the termination of registration
 - To monitor success in the End Point Assessment which can on some programmes follow the ratification of the final academic award
59. A PAB will normally be chaired by a senior member of staff responsible for the course(s) nominated by the Dean. It will include two academic representatives nominated by the Faculty, two Programme Assessment Board External Examiners and any other members as required by PSRB for relevant courses. An independent monitor will provide impartial advice and ensure consistency of approach.
60. In some programmes, the PAB may consider a student's overall performance before a programme is complete. In these cases, the PAB will ensure that the maximum permitted assessment and/or compensation for an award is not exceeded.
61. In addition to Faculty PAB's, which will be help at key parts of the assessment cycle, there may also be a University wide PAB, that will meet at other points of the assessment cycle, to ensure that student progression and/or awards are confirmed as quickly as possible.
62. The University wide PAB will normally be chaired by the PVC (Education) or their nominee. Membership will comprise of one senior academic nominated

by each Faculty with student profiles under consideration plus one Programme Assessment Board External Examiner.

Reassessment Boards (RAB)

63. Reassessment boards are subsidiary boards of assessment boards.
64. Programme Assessment Board External examiners have the right to attend reassessment boards; however, it is not a requirement that an external examiner must attend a reassessment board.

Student Membership of Assessment Boards

65. No student may be a member of an assessment board. However, if a person who is otherwise qualified to be a member of a Board (for example as a member of academic staff or as an approved external examiner) is coincidentally registered as a student on another course either at the same institution or elsewhere, this will not, in itself, disqualify that person from carrying out normal commitments.

Quoracy

66. Normally all internal members of an assessment board and at least one external examiner must be present for a board to be quorate. However, an assessment board may resolve itself quorate and competent to act if:
 - In the case of an internal member, the requirement to attend may be waived in the case of sudden illness, or other good cause, by agreement with the Chair of the board. The absence may be covered by either the attendance of an agreed alternate, or by the submission to the Chair of any comments on candidates, or other items on the agenda. If no alternate is available, and there are no means of ascertaining the views of the member, the Chair must refer the matter to the Academic Registrar to consider whether the meeting should be postponed or be allowed to continue with a revised remit.
 - If no external examiner is able to attend an assessment board, the Chair of the board must refer the matter to the Academic Registrar. The Academic Registrar may agree a waiver to the requirement for external examiner attendance at a board provided that formal arrangements are made to ensure that at least one external examiner is able to make an appropriate contribution to the decision-making process prior to the outcomes being confirmed.

Declarations of Interest

67. If a member of an assessment board is related to or personally connected with any candidate, this must be declared. S/he must withdraw while the individual student's results are considered. This absence does not affect quoracy where it has been established previously.

External Examiners

68. The University requires external examiners to audit the assessment system of the University, its academic standards, assessment regulations, processes and procedures.

The University has agreed that the role of the external examiner should be:

- to advise the University on whether the academic standards of all of its awards are consistent with the standards defined by Kingston University, the standards of similar awards elsewhere and the standards maintained by professional bodies and accrediting agencies
- to provide an external evaluation of the effectiveness of academic regulations and an external monitoring of the consistent and fair application of those regulations and associated processes and procedures
- The University has defined the purpose of the external examiner system to be:
 - to help to ensure that all of the awards of Kingston University meet the standards expected by the University and the standards of similar awards elsewhere
 - to help to ensure the effectiveness of its academic regulations, processes and procedures, and their fair application

In exceptional arrangements where an External Examiner is not available to complete their audit and all other avenues have been exhausted by a reasonable deadline, the Academic Registrar will consider whether the module can proceed to the Assessment Board without External Examiner audit. As part of this consideration, the Academic Registrar will take into account the internal moderation processes undertaken, any issues raised as part of the last external examiner audit of that module or, if this is the first time a module has run, any issues raised within audits of cognate modules within the same domain. Any agreed exceptional arrangements will be explicitly recorded in the minutes of the Board.

Section 5

Assessment Regulations

69. The assessment regulations are common to all degree apprenticeship programmes within one of the two categories: undergraduate study; postgraduate study. Exceptionally, the Regulatory Framework Committee may permit additional or amended assessment regulations for specific programmes, known as variants. These are clearly communicated on the Programme Specification. University requirements in respect of assessment design, marking and moderation and the information which will be provided to students are set out within the [Fairness in Assessment Policy](#).
70. If a student is unable through disability to be assessed by the normal assessments for a programme, Course Leaders are required to vary the methods, informed by the student's Summary of Support Needs (SoSN) and bearing in mind the learning outcomes of the programme and any professional, statutory or regulatory body requirements. Alternative assessments requested and approved after the modified exam arrangement deadline will be provided in the next assessment period. Once approved, alternative assessment arrangements should be provided for the duration of the student's course.
71. Students must ensure that work produced for assessment is legible to the examiners 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.

Attendance for assessment

72. It is the responsibility of students to attend examinations and submit work for assessment as required. If a student fails to attend examinations or submit work for assessment without good cause, the examiners have authority to deem the student to have failed the assessments concerned.

Module Grades

73. The module grade is confirmed by module leaders and ratified by the Programme Assessment Board. It is based on the marks achieved in the defined summative assessments and it may include approved requirements about satisfactory attendance and other factors which are in addition to the normal assessment requirements.
74. A full breakdown of module grades is provided in Annex 2.
75. The pass mark for the module depends on the level of the module and not on the level of the award, for example a level 6 module will always have a pass mark of 40% and a level 7 module will always have a pass mark of 50%.

76. Unless there is a clear justification otherwise, such as a PSRB requirement, it is expected that the requirement will be for modules to be passed on aggregate. For example, where a module has more than one element of assessment, it should not be a requirement that any element of assessment is passed separately in order to achieve an overall pass for the module.
77. Additional requirements such as the need to pass specified elements separately within modules, fieldwork completion or the requirement to attend practicals or placements must be specifically approved at either validation or via faculty delegated powers and specified within relevant Programme Specification. See also Guidance Note CG(ii) in Section C of the [Academic Quality and Standards Handbook](#).
78. Individual elements of assessment and the overall module results presented to assessment boards should be marked in percentages. Module grades will be recorded on the Higher Education Achievement Report (HEAR).

Deadlines for the Submission of Assessed Work

79. Faculties should inform students of the deadlines for the submission of formally assessed work, in writing, via assessment briefs published on the virtual learning environment at the start of the module.
80. Students who are in receipt of a Statement of Support Needs (SoSN) which recommends that arrangements should be implemented to avoid 'bunching' of assignments or detail a chronic long term condition should discuss this further with their Course Leader or Personal Tutor.

Late submissions of coursework

81. Coursework submitted within 24 hours of the published submission deadline will be accepted without penalty. This applies to first attempt, extended deadlines and reassessment deadlines.
82. The University operates a period of five university working days from the date of the initial submission deadline within which a student may submit coursework late and continue to be awarded a mark. Coursework submitted within five university days of the deadline will be marked. Work that is judged to be of the required pass standard will be capped at the minimum pass mark. Work that fails to make the minimum standard will be recorded with the actual mark.
83. Coursework submitted after the five university working day period will not be considered. A mark of 0 will be recorded.
84. Reassessment coursework that is submitted after 24 hours of the submission deadline will not be considered. A mark of 0 will be recorded. Work that is being handed in for the first time due to an earlier approved mitigation claim is considered a first attempt that academic year and the 5 day late period applies in this case.
85. A student seeking permission to submit coursework beyond the 24 hour period due to mitigating circumstances should follow the University's

regulations on mitigating circumstances and student assessment (see Academic Regulations 5: [Mitigating Circumstances](#) and Student Assessment).

Penalty for non-submission

86. When an element of assessment is not submitted, it will be counted as an attempt and marked as 0.
87. Persistent late submission or non-submission of coursework may result in a student's suspension or exclusion and the possible termination of registration.

Forms of Reassessment

88. The University operates the following form of reassessment:

Form	Description
Retake	Where a student is permitted or required a further 'attempt' at only those elements of assessment within a module that have not been passed.

Reassessment – General Principles

89. A student who has passed a module at the first attempt will not be offered the opportunity to be re-assessed to improve the grade.
90. There is no opportunity to repeat modules on degree apprenticeship schemes. Students have one reassessment opportunity in the academic year.

Reassessment Following Failure at the First Attempt

92. Following failure at the first attempt, reassessment by retake will normally be agreed by the PAB. This will take place in the formal University summer retake period or the next assessment period.
93. Reassessment by retake will only be agreed for those elements of the module that have been failed. This is regardless of whether or not a module requires elements of assessment to be passed separately or in aggregate.
94. In the case of a module where the overall pass does not require each separate element of assessment to be passed, a 'synoptic' retake may be used. However, in the case of modules where there is a requirement to pass individual elements of assessment, only the failed element(s) will be retaken. Synoptic reassessment will not be used.
95. Retake marks will only be recorded for those elements failed at the first attempt. Marks for elements passed at the first attempt will stand. The overall module result will be aggregated on the basis of the best marks achieved at element level at either the first sit or retake assessment. A

student who passes a module at retake will be awarded the minimum pass mark for the module.

Undergraduate degrees

If a student at level 4 or level 5 fails reassessment they are unable to progress to the next level unless they have passed 90 credits of that present year, in which case they are able to trail the outstanding 30 credits into the next level of study.

If a student at level 6 fails reassessment they are unable to graduate unless they have passed 90 credits of the present year, in which case they are permitted two further retake opportunities in the failed credit.

91. Any trailed module can be reassessed a further two times in the following academic year, a total of 4 attempts for that module. Reassessment in trailed modules will be by retake.

If a student has not met the threshold for trail on the basis of incomplete assessments due to mitigating circumstances, the assessment board can exceptionally agree trail in these mitigated elements as long as there is no failure in any element of the module.

Students who are unable to progress onto the next level of an undergraduate degree apprenticeship having failed more credit than can be permissibly trailed following retake, have the option of transferring onto a related standard degree route subject to section 1 above and the Academic Policy 13: Student Transfer Policy.

Postgraduate degrees

A student who fails a module at the first attempt may be offered one opportunity to be reassessed in that failed module by retake.

Maximum credit load for reassessment by retake following failure at the first attempt,

At levels 3, 4, 5, 6 and 7

96. Following failure at the first attempt, a student may be permitted reassessment by retake in all failed modules. If there is no evidence of engagement with any summative assessment for credit-bearing modules due to be taken during the academic year, the Programme Assessment Board will normally terminate the student's registration.
97. A student will be considered for an intermediate award provided they have fulfilled the learning outcomes for the award.

Marginal Failure

98. The University defines marginal failure as follows:

Level	Definition
At levels 3 to 6	Grade FM (marks of 35 – 39)
At level 7	Grade FM (marks of 45 - 49)

Compensation for Failure

99. Once a student has studied 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 and the credits awarded.

100. A PAB may apply compensation if a student has passed at least 90 credits at the same credit level for undergraduate degrees or 150 credits for postgraduate degrees. The compensation may be applied after failure at the first attempt or following failure at reassessment. Compensation may only apply to modules that are marginally failed (grade FM).

101. A PAB may apply compensation as follows:

Level	Application of compensation
Levels 4 and 5	A PAB may apply compensation up to a total maximum of 30 credits across Levels 4 and 5. Compensation will normally be applied at level 4 following reassessment. At Level 5, compensation may be applied after failure at the first attempt, or following failure at reassessment.
Level 6	A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment.
Level 7	A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment.

Additional limits on compensation

102. Some programmes 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.

Assessment for an Award

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

Intermediate awards

109. No award should be conferred as an automatic default. A PAB must decide that a student has achieved the necessary programme and award outcomes. Exceptionally, where a PAB believes that an award standard has been achieved without the achievement of the specific credit requirements for the programme, a request may be made to the Academic Registrar for an untitled award to be conferred through the PAB.

Appeal against the Decision of an Assessment Board

110. 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 there is evidence that the University's Regulations were not followed.
111. 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.

Academic Integrity

112. The University views academic misconduct very seriously. Academic Council has delegated to its assessment boards the authority to impose penalties for cheating that may include the termination of students' registration and expulsion from the University. Regulations governing academic misconduct are set out in Academic Regulations 6: [Academic Integrity - Taught Courses](#).

Section 6

Award Regulations

Normally the awarding of a degree under the Degree Apprenticeship regulations will only be made once all the requirements of the Degree Apprenticeship are met including those requirements that fall outside of the assessment of the award, that is completion of an EPA on none integrated programmes and achievement in all KSBs including those not assessed in the academic programme.

Overall framework for classification

113. Unless otherwise stated, undergraduate awards 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 |

Unless otherwise stated, the overall framework for the award of postgraduate awards with merit or distinction is as follows:

With merit:

- An average score of 60-69% across all of the credit required for the qualification

With distinction:

- An average score of 70% or above across all of the credit required for the qualification

Rounding

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

Borderline Zone

115. The University operates a borderline zone at all the classification boundaries. If a student's overall mark is within or equal to 1.5% of a higher classification boundary and 50% or more of their final level credit is in the higher classification band, an uplift into the higher classification band will be applied at Assessment Boards.

Use of Higher Level Credit

116. Higher level credit may be used to replace lower level credit but cannot subsequently be re-used at the higher level.

Further details on classification algorithms can be found in Section 6 of the Academic Regulations 2: Undergraduate Regulations for undergraduate awards, and in Section 6 of the Academic Regulations 3: Postgraduate Regulations for the postgraduate awards.

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
PC		Compensated Pass
FF		Final Fail – overwrite grade
FT		Fail- allowed to progress with trailing module
FZ		Fail - Academic Misconduct
P		Pass for a Pass / Fail module
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
PC		Compensated Pass
FF		Final Fail – overwrite grade
FZ		Fail - Academic Misconduct
P		Pass for a Pass / Fail module
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