Academic Regulations 3:

Postgraduate Regulations

Taught Postgraduate Courses

2024-2025

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Introduction to the Undergraduate Regulations (AR2) and the Postgraduate Regulations (AR3)

The Undergraduate Regulations (AR2) and Postgraduate Regulations (AR3) 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.

The Undergraduate Regulations (AR2) and Postgraduate Regulations (AR3) apply to all taught courses leading to awards of the University and to all students registered with the University. Where 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 (see paragraph 7 below).

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.

Variations to these regulations may be considered against set criteria (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 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 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
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.
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.
Franchised provision	Franchised provision is collaborative provision which is designed and assessed by Kingston University but is delivered by a partner institution (see also validated provision below). Further information can be found in Section B of the [Academic Quality and Standards Handbook](#).
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. 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. The University's level Descriptors (AG1) can be accessed from [here](#)
Module	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. 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.
Non RAF Course	A course which has been granted exemption from the University's Academic Framework
Programme	The set of modules studied by a student.
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: • compensate failure • agree reassessment requirements • recommend awards • terminate registration in the case of poor performance
PSRB	Professional, Statutory or Regulatory Body

Term	Description
RAF Course	A course which has been validated into the University's Academic Framework
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 are three types of reassessment - repeat, replace or retake: **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 **Repeat** Where a student is permitted or required to attempt all elements of assessment for that module, usually in the following course year. **Replace** where a student is permitted or required to replace a module with an alternative and attempt all elements of assessment for a module, usually in the following course year.
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: • compensate failure • agree reassessment requirements • recommend awards • terminate registration in the case of poor performance
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.
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
UKVI	UK Visas and Immigration
UTT	UCAS Teacher Training application process

Term	Description
Validated Provision	Validated provision is collaborative provision which is designed and delivered by the partner institution but awarded and quality assured by Kingston University (see also franchised provision above). Further information can be found in Section B of the Academic Quality and Standards Handbook
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 covered by the Postgraduate Regulations

Postgraduate Certificate (PgCert)

Postgraduate Certificate in Higher Education (PgCertHE)

Postgraduate Certificate in Education (PGCE)

Postgraduate Diploma (PgDip)

Masters Degrees

> Master of Architecture (MArch)
> Master of Arts (MA)
> Master of Business Administration (MBA)
> Master of Fine Art (MFA)
> Master of Landscape Architecture (MLA)
> Master of Laws (LLM)
> Masters of Midwifery (MMid)
> Master of Music (MMus)
> Master of Science (MSc)
> Master of Social Work (MSW)
> Master of Research (MRes)
> Master of Philosophical Studies (MPhilStud)

Note: Masters qualifications achieved as a higher level apprenticeship are covered by the Academic Regulation for Degree Apprenticeships (AR10).

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 Postgraduate Regulations is at the discretion of the authorised admissions tutor(s), or nominee, subject to:

- the University's policy on admissions
- 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

2   All applicants seeking admission to a programme in the Postgraduate Regulations must apply to the University using the appropriate application form.

3   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, or an overseas or other qualification deemed equivalent by the University. Applicants from majority English-speaking countries should have completed their degree in English. Applicants from majority English-speaking countries who have not completed a UK degree equivalent in English and applicants who are not nationals of a majority English-speaking country listed below will also need to demonstrate proficiency in English language at a level which is accepted by the University (see paragraphs 5-9).

Table of majority English speaking countries

Country	Country
Antigua and Barbuda	Ireland
Australia	Jamaica
The Bahamas	New Zealand
Barbados	St Kitts and Nevis
Belize	St Lucia
Canada	St Vincent and the Grenadines
Dominica	Trinidad and Tobago
Grenada	United Kingdom
Guyana	United States of America

4   For some programmes within the Postgraduate Regulations, an applicant may be admitted without a qualification as in paragraph 3, 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 pursue the programme over an extended period of time and/or pass a qualifying assessment before being admitted to the programme.

English Language Requirements
(also refer to paragraph 3)

Postgraduate Certificate, Postgraduate Diploma, Masters Degrees

5   Where applicants are required to demonstrate by formal assessment a minimum level of proficiency in English language prior to admission to the University, the minimum level of attainment required for admission onto a programme in the Postgraduate Regulations is a score of 6.5 overall and a minimum of 5.5 in each component of the British Council IELTS Academic English Test, or equivalent. This meets the criteria for level B2 of the Common European Framework of Reference for Languages (CEFR).

6   The University has approved and will accept a number of alternative qualifications and assessments to the IELTS qualification and has established equivalencies. Information on these qualifications and their equivalency to IELTS is maintained by Applicant Services.

7   Faculties may require a student to demonstrate a higher level of English language proficiency than the University minimum requirement for programmes in the Postgraduate Regulations. Where this is the case, the applicant should be advised of the required minimum standard in programme marketing material, and in the formal offer letter.

8   A qualification demonstrating English language proficiency should normally be obtained no earlier than two years before commencement of the programme of study.

9   An applicant who does not meet the University's English language requirements may be admitted to the University with the requirement that they undertake an agreed programme of English language instruction before admission. Progression from such pre-sessional programmes onto the Postgraduate Regulations will be subject to the University's assessment that the required standard of English has been achieved.

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

10   Applicants may be given credit for prior learning 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.

11   Prior learning may be certificated or it may be experiential. If it is not certified, students will be required to demonstrate learning through some form of agreed assessment. Students are normally charged for this process.

12   A student must normally register for at least one-third of the total credits required for the award sought. 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.

13   The minimum claim for prior credit will be one standard module (either 15 or 30 credits).

14   Procedures to be followed for awarding credit from prior learning are listed in the Academic Quality and Standards Handbook (Section H).

Re-Use of Prior Credit

General regulation

15   Once a student has been assessed for a qualification, the accumulated credit achieved cannot be re-used for another qualification.

16   Exceptionally, if the qualification is part of higher-level qualification within the same programme of study, and the student's learning is judged to be current, it can be considered as prior credit. 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

17   In the case of prior credit, the student record will record general credit only, for example '30 credits at level 7'.

Recording module exemption

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

Re-Admission

19   A student whose registration for a programme has been terminated on academic grounds may apply for readmission to a new course but will not normally be re-admitted to the same course or a related course. Readmission to the same course or a related course will only be permitted in exceptional circumstances and typically only after a period of 2 academic years. The course leader would need to recommend readmission to the Dean of the relevant faculty and this would need to be agreed.

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

21   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 readmission for their programme of study.

Fraudulent Applications

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

Modules as Short Courses (Associate Students)

23   Students may be allowed to register for modules to be assessed for credit without being registered for an award. However, if they subsequently wish to transfer the credit for admission with prior credit to an award, the normal restrictions will apply.

Section 2

Student Registration

General Requirements

24   The registration period for a course will be defined at validation. The standard and maximum registration periods for each of the qualifications available in the Postgraduate Regulations are:

Award	Mode of study	Standard length	Maximum length
Postgraduate Certificate	Full time Part time	1 Teaching Block 2 Teaching Blocks	1 year 2 years
Postgraduate Diploma	Full time Part time	2 Teaching Blocks 4 Teaching Blocks	2 years 4 years
Masters	Full time Part time	1 year 2 years	2 years 4 years
Masters (top up)	Full time and Part time	1 year	2 years

25   The standard and maximum registration periods may be extended by one year where the award includes a study abroad or professional placement year.

26   The standard registration period may include any exemption granted as a result of prior credit. The maximum registration period will normally be two times the defined standard, including any exemption granted as a result of admission with prior credit.

27   Courses may specify a more restrictive period of registration, especially where they lead to professional accreditation.

28   Maximum periods of registration may be exceeded by one additional year if there is mitigation or an interruption on the student's record and there are no reported issues with currency of learning (as advised by the course team) and the course structure permits this. 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.

29   Full-time students who are required to repeat credit "in part-time mode" remain within the full-time standard and maximum registration periods for their programme of study.

30   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.

31   Periods spent by a student as a KSU elected officer will not count towards the maximum period of registration for their intended award.

Student Attendance

32   The University expects students to attend all programme-related activities unless they have good reason for absence and the absence approved by the Course Director (or equivalent). Failure to attend without acceptable cause may result in the termination of a student's registration for a University award.

Compulsory attendance

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

Students at Partner Institutions

34   Students registered for a programme delivered wholly at a Partner Institution will be subject to the attendance requirements of the Partner Institution.

35   Students registered for a programme delivered in part at a Partner Institution will be subject to the attendance requirements of the Partner Institution for those periods when they are taught by the Partner Institution.

Module Registration

36   Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning or any other approved mode of delivery as stated in the relevant course specification. Students shall be able to switch between approved modes of study without loss of standing.

37   A full-time programme of study shall normally comprise 60 credits (normally 2 modules) denoting 600 learning hours in each semester and a dissertation module worth 60 credits denoting 600 learning hours (and is completed in two semesters and the summer studies period). A part-time programme of study shall normally be completed over a period of more than two semesters and the summer studies period.

38   For a Postgraduate Diploma then full time study would involve undertaking the programme of 120 credits over 2 teaching blocks.

39   A Postgraduate Certificate can only be full time if all of the study is taken within 1 teaching block.

40   A student's mode of study will be formally designated by the University at the outset of a student's academic year and will be amended only if their authorised programme of study changes or where their programme is such that their mode changes from one term to another.

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

42   In order to remain registered for an award, a student must normally enrol for at least 30 credits (or the equivalent of one standard module for those courses with variants or exemptions to the Academic Framework) in a course year unless they have been granted specific permission by their Course Director (or equivalent) to interrupt their studies.

43   Students are responsible for ensuring that they are registered for the correct modules. The deadline for any changes to be agreed is published in your course handbook or available from your course leader. If it is agreed that you can change your module after teaching has started then you must ensure that you contact the module leader to catch up on the teaching that you have missed. 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.

44   A student may not study the same module at more than one credit level.

Section 3

Programme Structures

Modes of Delivery

45   For any mode of delivery, 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.

46   The planned length of the programme must be related to the normal registration period for the terminal award. The minimum and maximum periods within which students should normally complete (including reassessment) must be specified in the Programme Specification.

47   All changes to the planned duration of a programme or the mode of delivery require approval by the Education Committee.

Full or part-time course

48   A student may study a full-time course on a part-time basis, subject to approval.

Part-time courses

49   If a course may only be studied on a part-time basis, this must be stipulated at the time of initial approval and validation. The length of a programme designed for part-time study will be greater than that of an equivalent full-time course.

Placements

50   Where a course is designed with an integrated professional placement, the placement period forms a compulsory element of the course which must be completed over a minimum period of 10 months and within a maximum of 12 months. The objectives of the placement must be defined and related to the overall objectives of the course. The placement module must:

- be assessed as pass/fail - i.e. not graded
- be credit rated (normally as 120 credits for the minimum 10 month period)
- be core to the field
- be completed in accordance with the programme structure outlined in the programme specification

51   To progress to the professional placement stage of a course, a student must have passed 120 credits.

52   When taken and passed the placement shall be recognised on the degree certificate in the format: Degree title "with Professional Placement". Students who have taken and passed the placement and have achieved a Postgraduate Diploma will receive the certificate in the format: Postgraduate Diploma title "with Professional Placement".

53   Exceptionally, when a student has been unable to complete the required time on their placement 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 placement. Please note that these exceptional arrangements would not apply for integrated placement activity taken as part of a professional degree such as those in the Faculty of Health, Social Care & Education and in Pharmacy.

54   Provision should be made for an alternative full-time programme for students who are unable, for valid reasons to undertake or complete the placement element.

Fields

55   The Postgraduate Regulations permit half, major and minor fields in programmes designed to lead to either a Postgraduate Diploma or a Masters degree. Only full fields are allowed at Postgraduate Certificate level. In the design of programmes, the proportion of credit from each field must be:

RAF Course

Major field   90 credits
Half field   60 credits
Minor field   30 credits

Non RAF course

Postgraduate Diploma
Major field   normally 75 credits and a maximum of 90 credits
Half field   60 credits
Minor field   normally 45 credits and a minimum of 30 credits

Masters Degree
Major field   normally 75 credits and a maximum of 90 credits
Half field   60 credits
Minor field   normally 45 credits and a minimum of 30 credits

56   The dissertation is separate from the above. Management of the dissertation should be agreed between the contributing fields.

Restrictions in regard to level 6 credit

57   In the case of the Postgraduate Diploma and the Masters degree, the total level 6 credit must not exceed 30 credits. Level 6 credit can be incorporated into minor, half or major fields.

Modules

Module types

58   There are three 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
Free Choice	Free choice: those from which a student has an unrestricted choice

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

Module requisites

60   Modules may have:

- **pre-requisites**: i.e. other modules passed, or other entry requirements;
- **co-requisites**: i.e. 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 fields based on rapidly changing knowledge.

Module credit level

61   Each module must have defined learning outcomes at level 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

62   The standard module credit size is 30 credits. The University also permits modules of 15 and 60 credits. Modules of up to 120 credits may be used in programmes of more than 180 credits in total. 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.

63   In determining the credit size of modules, module leaders should give particular consideration to the amount of credit permitted in reassessment entitlements associated with awards.

Section 4

Assessment Boards

General

64   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.

65   Assessment boards will typically be conducted virtually with Assessment Board documentation being made available to members electronically either by direct online access or by uploading the relevant grids to Box or another central university storage system.

66   Minutes shall be taken at Assessment Boards which detail the decisions and actions taken.

Programme Assessment Boards (PAB)

67   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.

68   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

69   All courses with half, major and minor fields will be allocated to a PAB.

70   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, one Programme Assessment Board External Examiner and any other members as required by PSRB for relevant courses. An independent monitor will provide impartial advice and ensure consistency of approach.

71   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.

72   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.

73   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)

74   Reassessment boards are subsidiary boards of assessment boards.

75   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

76   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

77   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

78   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.

Assessment Boards at Collaborative Partner Institutions

Franchised collaborative provision

79   In the case of franchised provision, the University will ensure comparability of standards across both its own delivery of a module/programme and the delivery of its partner institutions. To this end, common PABs will be established to consider student assessment across all partners involved in the delivery of a module/programme, including delivery at the University. These common assessment boards will normally be chaired by a senior member of staff from the University (normally Head of School, or equivalent) and be attended by programme leaders from the partner institutions involved. Exceptions to these arrangements must be agreed by the Academic Registrar.

Validated provision

80   In the case of validated provision, assessment boards will normally be chaired by a senior member of staff from the University (normally Head of School, or equivalent) and be attended by programme leaders from the partner institutions involved

External Examiners

81   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

Assessment

82   The assessment regulations are common to all programmes within the Postgraduate Regulations. Exceptionally, the Regulatory Framework Committee may permit additional or amended assessment regulations for specific programmes, known as variants. These must be clearly communicated to students. 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.

83   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.

84   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

85   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

86   The module grade is confirmed by the module leader and is 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.

87   A full breakdown of module grades is provided in Annex 2.

88   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%.

89   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.

90   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.

91   Individual units of assessment and the overall module results presented to assessment boards may be marked in either percentages or grades. Module grades will be recorded on the Higher Education Achievement Report (HEAR).

Deadline for Submission of Assessed Work

92   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.

93   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 should discuss this further with their Course Leader or Personal Tutor.

Late submissions of assessment

94   Work submitted within 24 hours of the published submission deadline will be accepted without penalty.   This applies to first attempt deadlines, extended deadlines and reassessment deadlines.

95   The University operates a period of five university working days from the date of the initial submission deadline within which a student may submit work late and continue to be awarded a mark.

96   Work 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.

97   Work submitted after the five university working day period will not be considered. A mark of 0 will be recorded.

98   Reassessment work that is submitted after 24 hours of the submission deadline will not be considered. A mark of 0 will be recorded.

99   A student seeking permission to submit work beyond the 24 hour or five university working day 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

100   When an element of assessment is not submitted, it will be counted as an attempt and marked as 0.

101   Persistent late submission or non-submission of coursework may result in a student's suspension or exclusion and the possible termination of registration.

Reassessment – General Principles

102   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.

103   An explanation of how module attempts are calculated and capped for different types of reassessment is provided in the sections below.

Forms of Reassessment

104   The University operates the following forms of reassessment:

Type	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
Repeat	Where a student is permitted or required to attempt all elements of assessment for that module in the following course year
Replace	Where a student is permitted or required to replace a module with an alternative and attempt all elements of assessment for that module, usually in the following course year

Reassessment Following Failure at the First Attempt

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

106   Following failure at the first attempt, reassessment by retake will normally be agreed by the PAB.

107   Where on practical grounds it is not feasible to offer the original form of assessment by retake 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.

108   Where it is not possible to design a reassessment by retake which will allow students to demonstrate achievement of the learning outcomes associated with particular failed elements, a repeat/replace will be agreed.

109   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.

110   In the case of a module where the overall pass does not require each separate element of assessment to be passed, '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.

111   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.

112   Where students are required to undertake reassessment by repeat or replace, it will be a requirement to undertake all elements of assessment for the module, regardless of whether or not specific elements of assessment were passed at an earlier attempt. The overall module result will be aggregated on the basis of all elements undertaken during the repeated or replaced attempt at the module. Marks achieved at previous attempts at element level cannot be used, even if a higher mark was achieved at a previous attempt at element level. A repeat module will not be capped unless the repeat is the result of a penalty applied following a finding of Academic Misconduct.

Reassessment Following Failure at the Second Attempt

113   A PAB may not allow any further reassessment opportunity after failure at the second attempt (see also paragraph 123).

114   A PAB may allow credit achieved to be considered for an award requiring less total credit if a student has achieved the required outcomes for the alternative award. However, this award may not normally be used for subsequent re-admission for an award on the same programme.

Marginal Failure

115   The University defines marginal failure as follows:

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

Compensation for Failure

116   Once a student has attempted all of the credit for their intended programme of study, a PAB may allow a student's overall performance to compensate for marginal failure. No reassessment is then required. The mark for the compensated module will remain recorded as the true mark achieved for the module and the grade of PC applied and the credits awarded.

117   Failure due to academic misconduct cannot be compensated.

118   The minimum achievement required for compensation is for a student to have passed all of those modules that are not being compensated. It is not possible to compensate credit to allow a student to achieve an exit award, i.e. to compensate 30 credits when a student has failed 90 credits on a Masters programme to allow the student to achieve a Postgraduate Diploma.

119   The total amount of marginal failure that can be compensated is:

Level	Rule
Postgraduate Certificate	Compensation not permitted
Postgraduate Diploma or Masters degree	30 credits

Additional limits on compensation

120   Some programmes have either additional limits on the compensation of failure, or do not permit compensation, often for PSRB requirements. Where this is the case, this will be specified in programme specifications.

Assessment for an Award

121   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

122   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 a 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

123   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.

124   A student cannot appeal against the 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

125   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

Overall framework for classification

126 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

127 There is no rounding 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

128 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.

Qualification	Details
129 **Postgraduate Certificate**	A student who is registered for a Postgraduate Certificate will be considered for the award on completion of a minimum of 60 credits at level 6 or 7 of which at least 45 credits must be at level 7. The Postgraduate Certificate may not be awarded with merit or distinction **For students awarded a Postgraduate Certificate 'with Professional Placement'** To be awarded a Postgraduate Certificate 'with Professional Placement' a student must have passed the ungraded placement module. **Calculation of the award classification for a Postgraduate Certificate 'with Professional Placement'.** The Postgraduate Certificate with Professional Placement will be calculated on the same basis as that for a standard Postgraduate Certificate. The professional placement module does not count towards the award classification.
130 **Postgraduate Certificate in Education (PGCE)**	A student who is registered for a Postgraduate Certificate in Education will be considered for the award on completion of a minimum of 60 credits at level 7 plus a pass in the non-credit bearing Professional Practice module (for QTS). A recommendation for the award of a Post Graduate Certificate in Education with Distinction, with a further recommendation for QTS, will be made to Programme Assessment Board, providing a student fulfils all of the conditions for the award and obtains 'A' grades at level 7 in the credit bearing modules as well as a Grade 1 for the School Experience component of the non-credit bearing module.
131 **Postgraduate Diploma (not including Postgraduate Diploma in Midwifery (3 year or 85 week)**	A student who is registered for a Postgraduate Diploma will be considered for the award on completion of a minimum of 120 credits at levels 6 or 7 of which at least 90 credits must be at level 7. **For students awarded a Postgraduate Diploma 'with Professional Placement'** To be awarded a Postgraduate Diplioma 'with Professional Placement' a student must have passed the ungraded placement module. **Calculation of the award classification for a Postgraduate Diploma 'with Professional Placement'.** The Postgraduate Diploma with Professional Placement will be calculated on the same basis as that for a standard Postgraduate Diploma. The professional placement module does not count towards the award classification.

Qualification	Details
132 **Postgraduate Diploma in Midwifery (3 year and 85 week)**	The Postgraduate Diploma in Midwifery (3 year) and the Postgraduate Diploma in Midwifery (78 week) programmes are available to specified cohorts of students.
133 **Postgraduate Diploma in Midwifery (3 year)**	A student who is registered for a Postgraduate Diploma in Midwifery (3 year) will be considered for the award on completion of a minimum of 360 credits of which at least 120 credits must be at levels 6 or 7 and of which at least 90 credits must be at level 7. **With merit** To be eligible for the Postgraduate Diploma in Midwifery (3 year) with merit, a student must have achieved the award and achieved an average score of 60-69% across all of the credit at level 7 and the best 30 credits at level 6. **With distinction** To be eligible for the Postgraduate Diploma in Midwifery (3 year) with distinction, a student must have achieved the award and achieved an average score of 70% or above across all of the credit at level 7 and the best 30 credits at level 6.
134 **Postgraduate Diploma in Midwifery (85 week)**	A student who is registered for a Postgraduate Diploma in Midwifery (85 week) will be considered for the award on completion of a minimum of 150 credits of which at least 90 credits must be at level 7. **With merit** To be eligible for the Postgraduate Diploma in Midwifery (85 week) with merit, a student must have achieved the award and achieved an average score of 60-69% across all of the credit at level 7 and the best 30 credits at level 6. **With distinction** To be eligible for the Postgraduate Diploma in Midwifery (85 week) with distinction, a student must have achieved the award and achieved an average score of 70% across all of the credit at level 7 and the best 30 credits at level 6.
135 **Masters Degree**	A student who is registered for a Masters Degree will be considered for the award on completion of at least 180 credits at level 6 or above of which at least 150 credits must be at level 7. **For students awarded a Masters Degree 'with Professional Placement'** To be awarded a Masters Degree 'with Professional Placement' a student must have passed the ungraded placement module.

Qualification	Details
135 **Masters Degree**	**Calculation of the award classification for a Masters Degree 'with Professional Placement'.** The Masters Degree with Professional Placement will be calculated on the same basis as that for a standard Masters Degree. The professional placement module does not count towards the award classification.
MMid in Midwifery (3 year)	A student who is registered for a MMid in Midwifery (3 year) will be considered for the award on completion of a minimum of 360 credits of which at least 270 credits must be at levels 6 and 7 and of which at least 150 credits must be at level 7.
MMid in Midwifery (3 year)	**With merit** To be eligible for the MMid in Midwifery (3 year) with merit, a student must have achieved the award and achieved an average score of 60-69% across all of the credit at level 7 and the best 30 credits at level 6. **With distinction** To be eligible for the MMid in Midwifery (3 year) with distinction, a student must have achieved the award and achieved an average score of 70% or above across all of the credit at level 7 and the best 30 credits at level 6.
MMid in Midwifery (2 year)	A student who is registered for a MMid in Midwifery (2 year) will be considered for the award on completion of a minimum of 240 credits at levels 6 and 7 of which at least 150 credits must be at level 7. **With merit** To be eligible for the MMid in Midwifery (2 year) with merit, a student must have achieved the award and achieved an average score of 60-69% across all of the credit at level 7 and the best 30 credits at level 6. **With distinction** To be eligible for the MMid in Midwifery (85 week) with distinction, a student must have achieved the award and achieved an average score of 70% across all of the credit at level 7 and the best 30 credits at level 6.

Qualification	Details
136 **Classification with** **Ungraded Recognised Prior** **Learning (RPL)**	Where ungraded RPL is used to exempt students from part of the credit required for an award, the classification is normally based on the proportion of the graded credit contributing to that award. For students entering a Masters with: 60 ungraded RPL classification is based on the average score across all 120 graded credits 90 ungraded RPL classification is based on the average score across all 90 graded credits 120 ungraded RPL classification is based on the average score across all 60 graded credits

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

Annex 2

Postgraduate awards: technical award information

TB = Teaching Block

Qualification	level	Standard reg period FT	Max reg period FT*	Min reg period PT	Max reg period PT*	Min total credits	Minimum credits by level			Standard distribution of credits by level			Minimum number of credits which must be acquired under the control of Kingston University		
							6+	7+	8+	6	7	8	6+	7+	8+
Postgraduate Certificate (PgCert)	7	1 TB	1 yr	2 TBs	2 yrs	60	60	45			60			20	
Postgraduate Certificate in Education (PGCE)	7	1 yr	2 yrs	N/a	N/a	60		60			60			20	
Postgraduate Diploma (PgDip)	7	2 TBs	2 yrs	4 TBs	4 yrs	120	120	90			120			40	
Postgraduate Diploma in Midwifery (3 year)	7	3 yrs	6 yrs	N/a	N/a	360	120	90			360			360	

Postgraduate Diploma in Midwifery (85 week)	7	85 weeks	4 yrs	N/a	N/a	150	60	90			150			150	
Postgraduate Diploma in Nursing [running out]	7	2 yrs	4 yrs	N/a	N/a	270	120	150			270			270	
Master of Arts (MA), Master of Science (MSc), Master of Music (MMus), Master of Social Work, Master of Business Administration (MBA), Master of Laws (LLM)	7	1 yr	2 yrs	2 yrs	4 yrs	180	180	150			180			60	
Master of Architecture (MArch)	7	2 yrs	4 yrs	N/a	N/a	240	240	120		120	120			80	
Master of Landscape Architecture (MLA)	7	2 yrs	4 yrs	4 yrs	8 yrs	240		240			240			80	

Master of Science in Nursing	7	2 yrs	4 yrs	N/a	N/a	270	120	150			270			270
Master of Research (MRes)	7	1 yr	2 yrs	2 yrs	4 yrs	180		180			180			60
Master of Fine Arts (MFA)	7	2 yrs	4 yrs	4 yrs	8 yrs	240		240			240			80
Master of Philosophical Studies (MPhilStud)	7	2 yrs	4 yrs	4 yrs	8 yrs	360		360			360			120

*This will be increased by one year where the degree includes a study abroad or professional placement year. The standard registration period may include any exemption granted as a result of prior credit.