



Academic Regulations 10: Degree Apprenticeships

2025-2026

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Introduction to the Degree Apprenticeship Regulations (AR10)

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.

Courses which apply

The Degree Apprenticeship Regulations (AR10) apply to Degree Apprenticeship students on the following courses and qualifications:

Level 4 Qualifications

Certificate of Higher Education (CertHE)

Level 5 Qualifications

Diploma of Higher Education (DipHE)
Foundation Degree

Level 6 Qualifications

Bachelors Degree (Ordinary)
Bachelors Degree with Honours

Level 7 Qualifications

Postgraduate Certificate
Postgraduate Diploma
Masters
Integrated 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.](#)

Degree Apprenticeship requirements

Degree Apprenticeships 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 academic degree have been met.

- A Degree Apprenticeship develops specific knowledge, skills and behaviours (KSBs), which are identified in the apprenticeship standards for the relevant discipline. 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 module descriptors and programme specification. A student must demonstrate all specified KSBs before undertaking an EPA.

Variants to regulations

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

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

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

Principles underpinning the Academic Regulations

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

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

Terminology

Term	Description
Advanced Standing	Advanced standing refers to the recognition of prior learning that allows a student to enter a course at a more advanced level than the start of the course. Information on Recognition of Prior Learning and Re-Use of Prior Credit is available in the 'Admission of Students' section of this document.
Aggregate	A module can be passed overall without needing to pass each assessment separately. An aggregate mark is the total module mark a student achieves by combining weighted marks from multiple assessments within the module, applying the appropriate weighting.
Compensation	The decision of the Programme Assessment Board to allow a student's overall performance to compensate for failure in a module so that no reassessment of the failed module is required.
Course	The qualification and the title of study eg. BSc (Hons) in Engineering.
End Point Assessment (EPA)	The final stage of an apprenticeship. It is an impartial assessment of whether an apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard for the relevant discipline.
Grace Period	The grace period is a 24-hour window after the published submission deadline during which coursework can be submitted without penalty. This applies to first attempt deadlines, extended deadlines, and reassessment deadlines. Information on submission is available in the 'Assessment Regulations' section of this document.
Grade	The letter code used to indicate the standard reached by a student in the module assessment.
Initial Needs Assessment (INA)	The assessment of an apprentices prior learning which establishes a 'starting point' or 'baseline' for the apprenticeship. This determines how much of the apprenticeship training content is required to reach occupational competency.
Knowledge, Skills and Behaviours (KSBs)	These are 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>Level and classification descriptors apply to student work, and the extent to which it demonstrates a student has acquired/developed the expected skills/competencies/attributes. The University's level Descriptors (AG1) can be accessed on the University's Regulations and Policies website.</p>
Module	A unit of study with defined learning outcomes at a specified credit level.

Term	Description
Module Descriptor	A definitive record of the key features of the module including aims, learning outcomes and assessment. Module descriptors can be accessed via the relevant Faculty page on MyKingston .
Programme Assessment Board (PAB)	The assessment board responsible for the overall assessment of students and for the standards of awards. It has the power to: <ul style="list-style-type: none"> • agree recommendations for awards and progression • agree reassessment requirements and eligibility • agree compensation of failure • agree, where necessary, the termination of student registration in cases of poor performance.
Programme Specification	A definitive record of the key features of the course including aims, learning outcomes, teaching and learning and assessment strategies. Programme specifications can be accessed via the University website .
PSRB	Professional, Statutory or Regulatory Body. These are bodies that accredit degrees, set professional standards and regulate entry into specific professions.
Quoracy	Quoracy refers to the minimum number of members required to be present at an assessment board meeting to make decisions on student academic profiles. Quoracy ensures that there is appropriate representation and expertise to make decisions fairly and accurately. Information on quoracy for assessment boards can be found in the 'Assessment Boards' section of this document.
Reassessment	<p>The generic term for when a student has not passed a module either due to failure or mitigation and is permitted to undertake another assessment attempt. There is only one type of reassessment on Degree Apprenticeships:</p> <p>Retake (including trails) Where a student is permitted or required a further 'attempt' at any elements of assessment within a module that have not been passed. Trails are undertaken alongside the next level of study*.</p> <p>*There is a maximum amount of credit that can be trailed. Other restrictions may apply. Information is available in the Assessment Regulation section of this document.</p>
Recognition of Prior Learning (RPL)	Recognition of Prior Learning (RPL) allows students to receive credit for previous learning that matches specific modules of a course in terms of content, level and currency. Students are not required to take the modules for which they have been granted credit.
Student	A person who is studying for an award of the University, including persons studying on courses validated by the University at collaborative partner institutions and persons studying on Higher Apprenticeship and Degree Apprenticeship courses.

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

Section 1

The Admission of Students

Applying for a Course

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

Degree Apprenticeship Requirements

2. The admission of an individual applicant to a course 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 course and achieve the standard required for the award
 - the applicant meeting the entry requirements for the award to which the particular course leads
 - the applicant fulfilling the specified entry requirements for the course 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

3. All applicants to a course in the Degree Apprenticeship Regulations should normally be aged 17 years or over at the start of their course.
4. To be eligible for admission onto a course 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 course marketing materials. These criteria are determined by the relevant Faculty.

Postgraduate Degrees

5. All applicants to a course in the Postgraduate Regulations should normally have achieved at the point of entry a UK Bachelors degree with first or second class honours.
6. For some courses within the Postgraduate Regulations, an applicant may be admitted without a qualification 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 course.

Applying for Admission with Recognition of Prior Learning (RPL)

What is Recognition of Prior Learning?

7. Recognition of Prior Learning (RPL) allows students to receive credit for previous learning that matches specific modules of a course in terms of content, level and currency. Relevant prior learning is identified in the Initial Needs Assessment (INA). Students are not required to take the modules for which they have been granted credit. This credit will not normally be graded.
8. RPL can be either certificated (eg. credit achieved at a university) or experiential (eg. substantial work-related experience relevant to the course).

How much RPL credit is permitted?

9. A student must normally register for at least one-third of the total credits required for the award. A degree apprenticeship student must normally be registered for at least one year's study. RPL is subject to the apprenticeship standards for the relevant discipline. Where RPL is applied, the remaining duration of the degree apprenticeship must not be less than 8 months (excluding the End-Point Assessment period) and must include a minimum of 187 off-the-job training hours.
10. Some courses may have approved variants for the maximum RPL credit permitted. This is outlined in relevant programme specifications.
11. The minimum for recognition of prior learning is one standard module (either 15 or 30 credits). RPL can be applied to all modules at any level of study.
12. In exceptional cases, such as when implementing the university's student protection plan, the Pro Vice-Chancellor (PVC) for Education has the discretion to allow a student to enter a course with more credit than normally permitted.

How is Recognition of Prior Learning credit recorded?

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

Re-Use of Prior Credit

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

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

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

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

Re-Admission

Can a student be readmitted to a degree apprenticeship course?

19. 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.
20. A student whose registration for a degree apprenticeship course has been terminated on academic grounds may apply for readmission to a new course.
21. Readmission to a related course will only be permitted where the student did not undertake all assessment attempts permitted under the Undergraduate or Postgraduate Regulations. Where a student is readmitted to a related course, assessment attempts will carry over and any previous failure will be recorded.
22. Further information on general readmission is available in [General Regulation 1](#).

Fraudulent Applications

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

Section 2

Student Registration

Course Registration

How long does a student have to complete their course?

24. The standard length of each Degree Apprenticeship course is outlined in the table below. The standard length represents the typical duration for a student to complete their course. Where a course has a different standard length, this will be specified in the relevant programme specification.

Award	Mode of study*	Standard length
Higher National Diploma (HND)	Full time	2 years
Foundation Degree	Full time	2 years
Honours degree	Full time	3 years
Honours degree (top up)	Full time	1 year
Integrated Master's degree	Full time	4 years
Masters Degree	Full time	1 year

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

25. The minimum registration period is one year.

What is the maximum registration period for a Degree Apprenticeship course?

26. The maximum registration period for a Degree Apprenticeship course is double the standard length of the course. Standard lengths are outlined in the table above. Courses may specify a longer or more restrictive period of registration, especially where they lead to professional accreditation. This is outlined in programme specifications. The attendance and engagement requirements for a Degree Apprenticeship course supersede the permitted maximum registration period.
27. Where a student is admitted with Recognition of Prior Learning (RPL), their registration period will be adjusted to reflect the reduced credit load required to complete the course. The adjusted periods will be calculated on a pro-rata basis.

Does an interruption of study or break in learning count towards the maximum registration period?

28. A student who does not engage with learning for more than a month will be subject to a break in learning under Degree Apprenticeship DfE requirements, to ensure that the University does not breach funding rules. This is different to an interruption of studies detailed in the Kingston University Student [General](#)

Regulations (GR1).

29. Any lost time as a result of a break in learning will be added to the student's registration to ensure that they have engaged with the expected hours of learning for their course.
30. Where a short-term break impacts a student's engagement on the degree, students may be encouraged 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.

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

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

Can the maximum registration period be extended?

32. The maximum period of registration may be exceeded by one additional year if there is mitigation or an interruption of studies on the student's record, there are no reported issues with currency of learning (as advised by the course team), the course structure permits this and a student can still be funded. Apprenticeship funding rules apply. Students should be aware that the structure and content of the course and the regulations that apply may be different from those in place at the time of their initial enrolment. Such changes will be clearly communicated to the student prior to their re-enrolment.

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

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

Attendance

34. The University expects students to attend all course-related activities unless they have good reason for absence and the absence is approved by the Course Leader (or equivalent). Long term non-engagement may result in a student being withdrawn from the course under the [University's attendance policy \(AP15\)](#).
35. The Apprenticeship Monitoring Committee will monitor attendance and recommend appropriate intervention if judged necessary.
36. If a student repeatedly fails to attend without acceptable cause, the AMC may recommend that a student is withdrawn from the course. This will be reported to the employer and any credit the student has obtained will be recommended to the relevant Assessment Board for approval.

Summary of Support Needs (SoSN)

37. Students who have a disability, mental health condition, learning difference e.g. dyslexia or an ongoing medical condition (referred to going forward by the overarching term "disability") are encouraged to declare this to the University, either on application, enrolment or during studies. If a disability has been declared and assessed by the Disability and Mental Health Service, a Summary of Support Needs (SoSN) will be agreed and implemented by the University. Information on SoSNs, including how to apply, and the support available to students, can be accessed via [My Kingston](#).
38. The SoSN will set out the reasonable adjustments, additional support or facilities that will be put in place by the University to support a student's learning and assessment. It is the responsibility of both students and university staff to ensure that information is provided to the Disability and Mental Health Service in a timely manner so that a SoSN can be agreed.
39. Students who have a SoSN which recommends that arrangements should be implemented to avoid 'bunching' of assignments should discuss this with their Course Leader or Personal Tutor in the first instance.
40. If a student is unable through disability to be assessed by the normal assessments for a course, Course Leaders will attempt to make reasonable adjustments where possible. Reasonable adjustments will be informed by the SoSN, the learning outcomes of the course and any professional, statutory or regulatory body requirements.
41. Students must have a SoSN in place with their exam adjustments listed before the modified exam arrangement deadline. Information on modified exam arrangements, including deadlines, can be accessed via [My Kingston](#). Alternative assessments and exam adjustments which are requested and approved after the modified exam arrangement deadline will be provided in the next assessment period. Once approved, alternative assessment arrangements will last for the duration of the student's course.
42. Students must have a SoSN in place with their in-class test adjustments listed at least 4 weeks before the assessment takes place. Any adjustments requested and approved after this deadline will be provided for any subsequent in-class tests for the duration of the student's course.
43. Where students have a short-term condition or undiagnosed condition (including verbally declared condition to a member of university staff), they should be encouraged to contact the Disability and Mental Health Service so that their situation can be considered on a case-by-case basis and appropriate support offered. Where appropriate, all university staff should consider the adjustments that they can make prior to recommendations from the Disability and Mental Health Service.

Module Registration

How many credits are studied in an academic year?

44. Degree Apprenticeship courses require full time engagement with employment and study, with the student engaging in learning and teaching activity and/or attending University one day per week on a day release basis. The specific number of credits studied in an academic year is stated in the programme specification and is based on the apprenticeship standards for the relevant discipline.

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

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

Can a student change their registered modules?

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

Section 3

Assessment Boards

The Apprenticeship Monitoring Committee (AMC)

48. The Apprenticeship Monitoring Committee (AMC) monitors student's compliance with the external requirements of the Degree Apprenticeship framework, including the Education and Skills Funding Agency (ESFA) funding and monitoring rules. The AMC also monitors student's performance on KSBs that are not assessed as part of course learning outcomes.
49. The main functions of the AMC are:
- To monitor compliance issues, including submission of required progress reports and/or learning logs, attendance requirements and employer liaison
 - To identify students who require intervention on compliance issues and recommend appropriate intervention.
 - To monitor performance requirements, including successful demonstration of KSBs that are not assessed as part of course learning outcomes, other Gateway requirements and completion of the EPA, where the EPA is not integrated within the course.
 - To confirm to the Programme Assessment Board (PAB) when a student is eligible to progress to the EPA. This will be confirmed once all compliance and performance requirements are met.
 - To monitor student's progress during the EPA, where the EPA is not integrated within the course.
 - To report to the PAB that an award can be conferred once the EPA has been achieved.
50. If a student continues to fail to meet compliance requirements, the AMC may recommend the student is withdrawn from the course.
51. If an EPA has not been completed on a non-integrated degree apprenticeship within the allowable funding period, the AMC will recommend to the PAB that any suspended award can then be conferred.

Programme Assessment Boards (PAB)

52. Programme Assessment Boards are established by Academic Council and are accountable to that body for the fulfilment of their terms of reference. Only approved Assessment Boards are authorised to assess students in accordance with the assessment regulations for the course. Decisions of Assessment Boards are recorded.
53. Students will be considered at a Programme Assessment Board (PAB). PABs will be held at appropriate points of the assessment cycle to ensure that student progression and/or awards are confirmed as quickly as possible.

54. The main functions of the PAB are:

- to confirm module marks which will have been agreed by module leaders in advance of the Programme Assessment Board.
- to agree recommendations for awards and/or progression
- to agree reassessment requirements and eligibility
- to agree compensation of failure (where permitted)
- to agree, where necessary, the termination of student registration in cases of poor performance.
- to be responsible for the overall assessment of students and for the standards of awards.

55. The University views breaches of academic integrity, otherwise known as academic misconduct, very seriously. Academic Council has delegated authority to its assessment boards to impose penalties for cheating, which may include the termination of students' registration. Regulations governing academic misconduct are detailed in Academic Regulations 6: [Academic Integrity \(Taught Courses\)](#).

Membership of Assessment Boards

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

Quoracy and Declarations of Interest

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

External Examiners

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

Appeals against the Decision of an Assessment Board

Can a student appeal an assessment board decision?

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

Section 4

Assessment Regulations

Key Information

66. The assessment regulations apply to all degree apprenticeship courses. Regulations governing reassessment and progression are specific to UG and PG courses and are outlined in the relevant sections below.
67. Where courses lead to awards or accreditation by other Professional, Statutory, or Regulatory Bodies (PSRBs), these may be subject to other rules and regulations. These are called variants and are recorded in the relevant Programme Specification.
68. Variants take precedence over standard assessment regulations and may impact key assessment regulations, such as the number of assessment attempts permitted, rules on compensation, progression or how an award will be calculated. It is recommended that students are mindful of any variants for their course when reading this section.
69. The University has a Fairness in Assessment Policy (AP14) which presents the key principles that underpin the University's approach to fair and equitable assessment, including assessment design, accessibility and marking and moderation procedures. This policy can be accessed via the University's [Regulations and Policies website](#).

Submitting Work

Where is information on assessment briefs and submission deadlines found?

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

What is the policy for late submissions?

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

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

Can a student apply for an extension?

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

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

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

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

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

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

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

Passing a Module

What is the pass mark for a module?

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

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

84. The overall module mark and grade are based on the summative assessment marks achieved for each element in the module. Normally, modules can be passed on aggregate, without needing to pass each assessment separately.
85. Some modules require each assessment to be passed separately to pass the module overall.
86. Module pass requirements are outlined in the module descriptors.
87. Some modules may have additional requirements, such as attendance thresholds, which must be met to pass the module. These are in addition to the normal assessment requirements. Any additional requirements will be outlined in the module descriptors.

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

Undergraduate only

88. Undergraduate students have one reassessment opportunity in the academic year where a module has not been passed. Assessment attempts generally include an initial attempt and a retake. Students may be eligible for further assessment if they meet the threshold for trailing and finalist reassessment. Students who are eligible for further reassessment are permitted two further retake opportunities in credit which is not passed.
89. Some courses may have approved variants for the maximum number of assessment attempts permitted, especially where they lead to professional accreditation. This is outlined in relevant programme specifications.

Postgraduate only

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

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

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

Progressing to the Next Level of the Course (Undergraduate Courses)

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

93. A student should normally have achieved 120 credits at the current level of study to progress to the next level of the course.
94. Assessment Boards may permit a student to progress to the next level of the course with 90 credits passed at the current level of study and undertake retake in a maximum of 30 credits while studying at the higher level. This is known as 'trailing credit'. Trailing credit is permitted from:
- level 4 to level 5
 - level 5 to level 6
 - level 6 to level 7 (for Integrated Masters courses)
95. Trailing is not permitted from level 3 to level 4.
96. If a student has not had two attempts in a module due to approved mitigating circumstances, an Assessment Board may exceptionally agree a trail of up to 60 credits as long as there is no failure in any element of the additional module to be trailed.
97. Some courses have an approved variant which means that trailing credit is not permitted. This will be outlined in the programme specification.

A student is unable to progress to the next level of a degree apprenticeship course. Can a student transfer to an alternative route?

98. Students who are unable to progress to the next level of an undergraduate degree apprenticeship may be able to transfer onto a related standard degree route (non-apprenticeship). Information on course transfers can be found in the [Student Transfer Policy](#) (AP13).

Reassessment

99. The University operates the following form of reassessment:

Form	Description
Retake (including trails)	Where a student is permitted or required a further 'attempt' at any elements of assessment within a module that have not been passed. Trails are undertaken alongside the next level of study.

Reassessment principles

100. Students cannot repeat modules on a degree apprenticeship course.
101. Approved mitigating circumstances will not count as an assessment attempt.

Undergraduate only

102. Undergraduate students have one reassessment opportunity in the academic year where a module has not been passed. Assessment attempts generally include an initial attempt and a retake.
103. Students may be eligible for further assessment if they meet the threshold for trailing and finalist reassessment. Students who are eligible for further reassessment are permitted two further retake opportunities in credit which is not passed. Further information is available in the 'Progressing to the Next Level of the Course' section of this document. Scenarios where a student would not be offered reassessment are outlined in the 'Termination of Student Registration' section of these regulations.
104. Undergraduate students at the final stage of their course will normally be permitted to retake up to 30 credits in the next academic year. If a student has failed more than 30 credits in the final stage of their course following reassessment, no further reassessment can be offered.
105. If an undergraduate student in the final stage of their course has not had two attempts in a module due to approved mitigating circumstances, an Assessment Board may exceptionally permit a retake of up to 60 credits as long as there is no failure in any element of the additional module to be retaken.

Postgraduate only

106. Postgraduate students are normally permitted two assessment attempts at a module. Assessment attempts generally include an initial attempt and a retake. Scenarios where a student would not be offered reassessment are outlined in the 'Termination of Student Registration' section of these regulations.

107. If a Postgraduate student has not passed a module at the second attempt, further reassessment in that module is not permitted. As a result of this, a student may not be able to achieve their intended award.

Reassessment Arrangements

108. Reassessment arrangements are published in module descriptors. Retakes will typically take place in the formal University summer retake period or the next assessment period. Trail assessments will typically take place in the following academic year.

Alternative Reassessment Arrangements

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

Calculating a Retake Module Mark

How is a retake module mark calculated?

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

Termination of Student Registration

What can result in the termination of student registration?

112. A PAB may decide to terminate student registration if:
- A module is failed at the final assessment attempt. Information on assessment attempts can be found in the 'Passing a Module' section of this document.
 - Due to the application of a penalty under the Academic Integrity Regulations (AR6), which can be accessed via the University's [Regulations and Policies website](#).
 - The maximum registration period for the course will be exceeded. Information on maximum registration periods can be found in the 'Course Registration' section of this document.

Undergraduate only:

- A student has not submitted any summative assessments in credit-bearing modules due to be taken during the academic year.
- At levels 5, 6 and 7, a student has retaken all modules required at that level of study, and has not achieved at least a marginal fail grade for a module.
- A student has not passed sufficient credit to progress to the next level of study, or has not passed sufficient credit to be offered further reassessment in the final stage of their course. Information on progression can be found in the 'Progressing to the next level of the course' section of this document.

113. Where a student's registration is terminated, the assessment board will consider the student for an exit award or a certificate of credit if the relevant learning outcomes have been met.

Compensation for Failure**Can a student be compensated for failure?**

114. Once a student has completed the required modules at a credit level, a PAB may allow a student's overall performance to compensate for failure. No reassessment is then required. The mark for the compensated module will remain as the true mark achieved for the module and a grade of PC will be recorded. Credit will be awarded for the compensated module.

115. A PAB may apply compensation if a student has passed at least 90 credits at the same credit level and if the failed module is marginally failed. Marginal failure is recorded with a grade of FM. Marginal failure marks are:

- Levels 3 to 6: marks of 35-39
- Level 7: marks of 45-49

116. A PAB will apply compensation at the earliest opportunity, specifically after failure at the first attempt, or failure following reassessment.

117. Failure due to academic misconduct cannot be compensated.

118. Some courses have additional limits on the compensation of failure, or do not permit compensation at all, often for PSRB requirements. Where this is the case, this will be specified in [Programme Specifications](#).

119. If a course has additional limits on compensation, and applying compensation at the current academic level would prevent its application at the next level, the PAB will set retakes, including trailing credit, instead of applying compensation. Compensation will be applied only when not doing so would prevent progression to the next level of study.

How much credit can be compensated?

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

Section 5

Award Regulations

Degree Apprenticeship Award Requirements

121. Normally, a degree under the Degree Apprenticeship regulations will only be awarded once all requirements are met, including those outside the assessment of the award. This includes the completion of an EPA for non-integrated courses and achievement in all KSBs, even those not assessed in the academic course.

Consideration for an Award

When will a student be considered for an award?

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

General Award Regulations

Rounding

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

Borderline Zones

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

Award Calculations

125. Award calculations for specific awards can be found in the 'Award Regulations' section of the [Undergraduate Regulations](#) (AR2) for undergraduate awards, and [Postgraduate Regulations](#) (AR3) 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
FF		Final Fail – overwrite grade
FT		Fail- allowed to progress with trailing module
FZ		Fail - Academic Misconduct
E		Deferred attempt- external delay
KU		Pass under standard regulations – PSRB requirements not met
P		Pass for a Pass / Fail module
PC		Compensated Pass
Q0		Qualified Fail – Non-submission
QF		Qualified Fail
QM		Qualified Marginal Fail
QR		Qualified Fail – Repeat or replace
RD		Deferred retakes
RR		Repeat or replace module
RS		Repeat or replace module with mitigating circumstances
RZ		Repeat or replace module – Academic Misconduct
S		Approved Mitigating Circumstances
TR		Replaced Module
W		Withdrawn from Module
X		Final Fail (no further attempts)
X0		Final Fail – Non-submission (including qualified final fail with non-submission)
XM		Final Fail – Marginal Fail
XQ		Final Fail – Qualified Fail
XZ		Final Fail – Academic Misconduct
Z		Academic Misconduct at element level
ZU		Unconfirmed Academic Misconduct at element and module level

Level 7

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

Annex 2- Changes to the Regulations

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

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

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

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

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