



**Kingston
University**
London

Academic Regulations 2: Undergraduate Regulations

Undergraduate Courses

2024-2025

This document is available in hard copy and on the University intranet and internet sites. Please contact the Information Centres (in each campus library) or the Union of Kingston Students' Advice Centre if you have any difficulty in obtaining a copy that you can read, or find any aspect of these regulations difficult to understand.

Contents

Introduction

Terminology

Qualifications available within the scheme

Section	Title	paragraph number
Section 1	The Admission of Students	
	General Requirements	1-8
	English Language Requirements	9-13
	Admission with Credit from Prior Learning (which includes RPEL and RPCL)	14-18
	Re-Use of Prior Credit	19-24
	Awards with Professional Placement	25-27
	Re-Admission	28-30
	Fraudulent Applications	31
	Modules as Short Courses (Associate Students)	32
Section 2	Student Registration	
	General Requirements	33-41
	Student Attendance	42-45
	Module Registration	46-52
Section 3	Programme Structures	
	Modes of Delivery	53-69
	Bachelors Degrees including more than one field	70-71
	Modules	72-77
Section 4	Assessment Boards	
	General	78-80
	Programme Assessment Board (PAB)	81-87
	Reassessment Board (RAB)	88-89
	Student Membership of Assessment Boards	90
	Quoracy	91-92
	Assessment Boards at Collaborative Partner Institutions	93-94
	External Examiners	95- 96
Section 5	Assessment Regulations	
	Assessment	97-100
	Module Grades	101-106
	Deadlines for submission of assessed work	107-116
	Forms of Reassessment	117
	Reassessment – General Principles	118-119
	Reassessment following failure at the first attempt	120-131
	Reassessment following failure at the second attempt	132-135
	Marginal Failure	136
	Compensation for Failure	137-141
	Progression	142-143
	Assessment for an Award	144-145
	Appeal Against the Decision of an Assessment Board	146-147
	Academic Integrity	148
Section 6	Award Regulations	
	Overall Framework for Classification	149

Section	Title	paragraph number
	Rounding	150
	Borderline Zone	151
	Use of Higher Credit	152
	Certificate of Higher Education	153
	Diploma of Higher Education	154
	Foundation Degree	155
	Bachelors Degree with Honours	156
	Bachelor of Science in Midwifery (2 year programme) with Honours	157
	Bachelor of Arts in Social Work with Honours	158
	Bachelor of Science in Nursing with Honours	159
	Bachelor of Osteopathy with Honours	160
	Direct Entrant Honours Bachelors	161
	Integrated (or Enhanced) Masters Degrees	162
	Integrated Masters Degrees – Intermediate Awards	163
	Bachelors Degree with Honours (titled)	164
	Ordinary Bachelors Degree (titled)	165
	Pearson/BTEC Awards	166
	Graduate Awards	167
Annex 1	Module Grade Codes	
Annex 2	Undergraduate awards: technical information	

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.

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

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

Variations to these regulations may be considered against set criteria (see Academic Quality and Standards [Handbook, Section G, Guidance GG\(i\)](#)). These are most commonly requested in order to meet Professional, Statutory and Regulatory Body (PSRB) requirements. Proposed variants to the regulations must be submitted for

approval to the Regulatory Framework Committee using the Form G3 – Application for a variation to UG or PG Regulations which can be accessed via the Academic Quality and Standards Handbook

All approved variants will be recorded in the relevant Programme Specification.

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

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

Principles underpinning the Academic Regulations

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

- The University will ensure that the academic standards for its awards are safeguarded.
- The University will ensure its regulations meet external requirements including the 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	<p>The credit level, i.e. level 3, 4, 5, 6 or 7.</p> <p>Credit level descriptors are used to help work out the level of learning in individual modules. Credit level descriptors are guides that help identify the relative demand, complexity and depth of learning, and learner autonomy expected at each level, and also indicate the differences between the levels.</p> <p>The University's level Descriptors (AG2) can be accessed from here</p>
Module	<p>The free-standing curriculum with defined learning outcomes at a specified credit level. The standard module is 30 credits. Modules of 15 and of 60 credits are also permitted.</p> <p>Other module credit sizes are permissible where there are grounds for an approved variant to the University's Academic Framework and this has been approved by the Education Committee. See paragraphs on module credit size in these Regulations.</p>
Programme	The set of modules studied by a student.
Programme Assessment Board (PAB)	<p>The assessment board responsible for the overall assessment of students following similar programmes and for the standards of awards. It has the power to:</p> <ul style="list-style-type: none"> • compensate failure • agree reassessment requirements • recommend awards • terminate registration in the case of poor performance

Term	Description
PSRB	Professional, Statutory or Regulatory Body
RPCL	Recognition of Prior Certificated Learning (formerly known as Accredited Prior Learning)
RPEL	Recognition of Prior Experiential Learning (formerly known as Accredited Prior Learning)
Reassessment	<p>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:</p> <p>Retake Where a student is permitted or required a further 'attempt' at only those elements of assessment within a module that have not been passed</p> <p>Repeat Where a student is permitted or required to attempt all elements of assessment for that module, usually in the following course year.</p> <p>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.</p>
Reassessment Board (RAB)	<p>The assessment board responsible for the overall assessment of students following reassessment and for standards of awards. It has the power to:</p> <ul style="list-style-type: none"> • 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 available within the Undergraduate Regulations

Certificate (C) Level Qualifications

Certificate of Higher Education (CertHE)
Foundation Diploma in Art (awarded by Pearson)

Intermediate (I) Level Qualifications

Diploma of Higher Education (DipHE)
Centre-devised BTEC Higher Nationals
Higher National Certificate
Higher National Diploma
Foundation Degree

Bachelors Degree (Ordinary)

Honours (H) Level Qualifications

Bachelors Degree with Honours
Graduate Certificate
Graduate Diploma

Masters (M) Level Qualifications

Integrated Masters (or enhanced first degrees)

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 Undergraduate 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 where admissions are administered by UCAS or UTT must apply through these national admission systems. This applies both to those seeking entry at the start of a programme and those wishing to enter subsequent stages. It does not apply to existing enrolled students of the University seeking to transfer to another programme covered by the same national admissions system. All other applicants must apply to the University using the appropriate application form.

3. All applicants to a programme in the Undergraduate Regulations should normally be aged 17 years or over at the start of their programme.

4. All applicants to a programme in the Undergraduate Regulations should normally have achieved at the point of entry a GCSE grade C or grade 4 in Mathematics and in English Language, or equivalents acceptable to the University. Applicants who are neither nationals of, nor have completed a UK-degree equivalent qualification in, 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 9 – 13).

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

Foundation Degree, Certificate of Higher Education, Diploma of Higher Education, Higher National Certificate, Higher National Diploma and level 3 of a Bachelors degree programme

5. To be eligible for admission onto a programme leading to the award of a Foundation Degree, Diploma of Education, Higher National Certificate, Higher National Diploma, or onto level 3 of a Bachelors degree programme, an applicant should normally have achieved the academic admissions criteria published in the Programme Specification and in programme marketing materials. These criteria are determined by the relevant Faculty.

Level 4 of a Bachelors degree programme

6. To be eligible for admission to level 4 of a Bachelors degree programme, an applicant should normally have achieved the academic admissions criteria published in the Programme Specification and in programme marketing materials. These criteria are determined by the relevant Faculty.
7. For qualifications outside of the UCAS tariff, including those taken outside of the UK, equivalence to the tariff totals will be determined at the discretion of the Student Recruitment and Admissions Director, or nominee.
8. Applicants are normally expected to meet the above minimum entry requirements. However, the University may also admit individuals who can demonstrate the same academic potential as applicants with conventional qualifications, whilst noting that there are a number of programmes where the entry criteria are not flexible. In order to gain admission, the University will require evidence of substantial experience in a field related to the programme to which admission is sought.

English Language Requirements (also refer above, see paragraph 4)

9. Students needing a visa for study in the UK must meet the requirements of the UKVI. 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 Undergraduate Regulations is as follows:

Minimum level of proficiency in English language	Details
Foundation Year	A score of 4.5 overall with a minimum 4.0 in each element of the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B1 of the Common European Framework of Reference for Languages (CEFR).

Minimum level of proficiency in English language	Details
Foundation Degree Certificate of Higher Education Diploma of Higher Education Higher National Certificate Higher National Diploma programmes	A score of 6.0 overall with a minimum of 4.0 in each element of the British Council IELTS Academic English Test, or equivalent. This meets the criteria for Level B1 of the Common European Framework of Reference for Languages (CEFR).
Bachelors Degree with Honours Graduate Certificate Graduate Diploma Masters Degrees within the Undergraduate Regulations (Integrated Masters) programmes	A score of 6.0 overall and with minimum 5.5 in each element in 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).

10. 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 the University's Admissions department.
11. Faculties may require a student to demonstrate a higher level of English language proficiency than the University minimum requirement for programmes in the Undergraduate 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.
12. A qualification demonstrating English language proficiency should normally be obtained no earlier than two years before commencement of the programme of study.
13. 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 pre-sessional programmes and Level 3 of a Bachelors Degree programme onto level 4 of a Bachelors Degree programme 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)

14. 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.
15. 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.

16. Credit can be claimed against modules at all levels of study. A student must register for at least one-third of the total credits required for the award sought. 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.
17. The minimum claim for prior credit will be one standard module (either 15 or 30 credits).
18. 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

19. Once a student has been assessed for a qualification, the accumulated credit achieved cannot be re-used for another qualification at the same, or a lower, level. For example:
 - credit used to obtain an HND cannot be re-used for a Foundation Degree although it can be used to gain entry with prior credit
 - credit used to obtain a BSc in Chemistry cannot be re-used to gain a BSc in Applied Chemistry
20. Exceptionally, if the qualification is part of a 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. this restriction may be waived.

Recording Prior Credit

21. In the case of prior credit, the student record will record general credit only, for example '120 credits at level 4'. Where exemption is granted against a specific module, this is recorded separately.
22. In the case of prior credit awarded by Kingston University, the module grade(s) will normally be recorded.

Specifically designed "Top Up" Honours Degrees

23. The University provides entry routes from foundation degree into level 6 qualifications leading to the award of Bachelor's degree. This may take the form of a stand-alone "top-up" award (120 credits) or it may be in awarding advanced standing at 240 credits onto an existing Bachelor's degree programme at level 6. The form must be specified at validation.
24. An Ordinary Bachelor's Degree will not be awarded as an exit award if Honours is not achieved, unless the prior programme which is being "topped up" is a Kingston University award.

Professional Placement Awards

25. An applicant may be judged to have satisfied, wholly or in part, the aims and objectives of a Professional Placement degree because of prior experience. In considering such applications authorised admissions tutor(s) should consider:
- the quality of training or supervised professional experience previously undertaken
 - the relevance of that training or supervised professional experience to the programme to which the student is to be admitted
 - the quality of the supervision and assessment of the training or supervised professional experience
 - whether the granting of such specific credit would still enable the student to meet professional or other requirements which the supervised work experience within the programme is intended to satisfy
26. In some cases, it may be more appropriate for an applicant to be advised to follow a programme which does not normally contain an element of supervised professional experience.

Admission to an award with Professional Placement or four year degree

27. A student must register for at least 120 level 6 credits.

Re-Admission

28. 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.
29. A student whose registration for a programme has been terminated on the grounds of academic misconduct may not be re-admitted to the University.
30. A student who is re-admitted to the University will be required to pay the tuition fees agreed by the University for their year of re-admission for their programme of study.

Fraudulent Applications

31. 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)

32. 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

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

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

34. The standard and maximum registration periods may be extended by one year where the award includes a study abroad or professional placement year.
35. The standard period of registration may be extended by one course year, and the maximum registration period may be extended by two course years where the award includes an integrated foundation year.
36. The standard registration period may include any exemption granted as a result of prior credit.
37. Courses may specify a more restrictive period of registration, especially where they lead to professional accreditation.
38. 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.

39. 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.
40. 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.
41. Periods spent as an elected UKS officer will not be counted towards the maximum registration period of their intended award.

Student Attendance

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

Compulsory attendance

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

Students at Partner Institutions

44. Students registered for a programme delivered wholly at a Partner Institution will be subject to the attendance requirements of the Partner Institution.
45. 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

46. Full-time attendance within any course year requires students to study modules to the value of at least 120 credits which contribute to the course for which they are registered. Students may study additional modules for credit (i.e. ones which do not contribute to their programme), but these will incur additional fees.

47. To remain registered for an award, a student must enrol for at least one module in a course year unless they have been granted specific permission by their Course Leader (or equivalent) to interrupt their studies.
48. Students are responsible for ensuring that they are registered for the correct modules. The deadline for any changes to be agreed is published in the course handbook or available from the course leader. If it is agreed that a student can change their module after teaching has started then they must ensure that they contact the module leader to catch up on the teaching that they 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.
49. Students will normally have a maximum of 4 attempts to complete a module (take, retake, repeat, retake). An approved claim for mitigating circumstances, where the student will normally be given the opportunity to undertake a new uncapped assessment in the next available assessment period, will not count towards the total attempts allowed.

Level of Study

50. Students may register for modules at a higher credit level provided that the module pre-requisites are met. The credit obtained may be counted against assessment requirements for a lower level, but may not then be counted again.
51. Normally, students may not study modules within a programme at different credit levels concurrently unless the modules are at adjacent credit levels.
52. A student may not study the same module at more than one credit level.

Section 3

Programme Structures

Modes of Delivery

53. 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.
54. 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.
55. 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

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

Part-time courses

57. 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.

Student Mode of Study

58. 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 programme specification. Students shall be able to switch between approved modes of study without loss of standing.
59. A full-time programme of study shall normally comprise 120 credits in an academic year. Exceptionally, a Programme Assessment Board or representative from the Academic Registry may approve a full-time programme that comprises 90 credits in an academic year or, a maximum of 150 credits; this will be established at the outset of the academic year and not retrospectively. Such arrangements exclude transferred credit. A part-time programme of study shall be one comprising no more than 90 credits in an academic year.

60. Where a student is taking no more than 90 credits and is repeating one or more modules from a previous year or does not need to take more than 90 credits in an academic year to complete their level, they may be designated as part time repeating on a full time course, (this is a specific mode related to student funding).
61. 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 of study changes from one term to another.

Courses with Professional Placement

62. Where a course is designed to lead to a degree awarded with Professional Placement', the period of supervised work experience must form a compulsory element of the course and last for a minimum of 36 weeks. The objectives of the professional placement must be defined and related to the overall objectives of the course. The professional placement module must:
 - be assessed as pass/fail - i.e. not graded
 - be credit rated (normally as 120 credits for the 36-week period)
 - be core to the field
 - be completed in accordance with the programme structure outlined in the [programme specification](#).
63. To progress to the professional placement stage of a course, a student must have successfully completed 90 credits in the preceding academic year. This is known as "trailing credit". Where progression with 90 credits is not permitted, for example due to an approved variant to the Regulations, this will be stated in the programme specification.
64. When taken and passed the period of work experience shall be recognised on the degree certificate in the format- Degree title 'with Professional Placement'.
65. Following failure at the first attempt, students may be permitted a reassessment by retake in the professional placement module, reassessment by repeat or replace is not permitted.
66. Failure of the professional placement module at second attempt will normally result in students being assessed for a non-placement award.
67. Exceptionally, when a student has been unable to complete the required time on their work experience for reasons beyond their control, for example, redundancy or any enforced reduction of working hours, Assessment Boards may award full credit for the module. The Assessment Board will need to be assured that there is evidence that the learning outcomes have been met. The student must have passed the required module assessment and completed at least 50% of the prescribed time on their work experience. Please note that these exceptional arrangements do not apply for integrated placement activity taken as part of a professional degree such as those in the Faculty of Health, Social Care & Education and in Pharmacy.

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

Placements

69. Ungraded credit gained as a result of a placement will not count towards the credit requirements of awards of the University, other than for students registered on an award with professional placement.

Bachelors Degrees Including More Than One Field

70. The Undergraduate Regulations permit half, major and minor fields in courses designed to lead to a Bachelors degree. In the design of courses including more than one field, the proportion of credit from each field must be:
71. Where a course is designed to include two fields, the proportion of credit from each field at levels 5 and 6 must be:
- 30 credits for a minor field
 - 60 credits for a half field
 - 90 credits for a major field

Module types

72. 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	Those from which a student has an unrestricted choice

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

Modules requisites

74. Modules may have:
- pre-requisites: for example, other passed modules, or other entry requirements, e.g. a specific GCSE
 - 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 fields based on rapidly changing knowledge

Module credit level

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

Module credit size

76. The standard module credit size is 30 credits. The University also permits modules of 15 or 60 credits. Evidenced professional, statutory and regulatory body (PSRB) or contractual constraints may provide grounds for variance from the standard module credit size. Requests for a variation to the University's Academic Framework must be made on a C3 Form (see [Academic Quality and Standards Handbook](#)) and submitted to the Education Committee for approval.
77. In determining the credit size of modules, module leaders should give particular consideration to the amount of credit permitted in re-assessment entitlements associated with awards.

Section 4

Assessment Boards

General

78. 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.
79. 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.
80. Minutes shall be taken at Assessment Boards which detail the decisions and actions taken. Templates and guidance for staff on the production of agendas and minutes of assessment boards can be accessed here.

Programme Assessment Boards (PAB)

81. 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.
82. 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
83. All courses with half, major and minor fields will be allocated to a PAB.
84. A PAB will normally be chaired by a senior member of staff responsible for the course(s) nominated by the Dean. It will normally 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.
85. 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.

86. 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.
87. 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)

88. Reassessment boards are subsidiary boards of assessment boards.
89. 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

90. 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

91. Normally all internal members of an assessment board must be present for a board to be quorate. The presence of an external examiner is not required for quoracy. 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.

Declarations of Interest

92. 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

93. 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

94. 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

95. The University requires external examiners to audit the assessment system of the University, its academic standards, assessment regulations, processes and procedures. The University appoints External Examiners and subject-level and at programme-level. 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
96. External Examiners are not normally required to audit a module before an Assessment Board. However, where a module has a PSRB requirement for an external audit before the board, this must take place in accordance with that requirement.

In exceptional cases where a module has a PSRB requirement for an External Examiner to audit the module before the Assessment Board, but no

External Examiner is available to complete the 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

97. The assessment regulations are common to all programmes within the Undergraduate 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 (AP14).
98. 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.
99. 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

100. 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

101. The module grade is confirmed by module leaders and ratified by the Programme Assessment Board. It is based on the marks achieved in the defined summative assessments and it may include approved requirements about satisfactory attendance and other factors which are in addition to the normal assessment requirements.
102. A full breakdown of module grades is provided in Annex 2.
103. 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%.
104. 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.
105. 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](#).
106. Individual units of assessment and the overall module results presented to assessment boards should be marked in percentages or grades. Module grades will be recorded on the Higher Education Achievement Report (HEAR).

Deadlines for the Submission of Assessed Work

107. 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.
108. 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 coursework

109. Coursework 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.

110. The University operates a period of five university working days from the date of the initial submission deadline within which a student may submit coursework late and continue to be awarded a mark.
111. Coursework submitted within five university days of the deadline will be marked. Work that is judged to be of the required pass standard will be capped at the minimum pass mark. Work that fails to make the minimum standard will be recorded with the actual mark.
112. Coursework submitted after the five university working day period will not be considered. A mark of 0 will be recorded.
113. Reassessment coursework that is submitted after 24 hours of the submission deadline will not be considered. A mark of 0 will be recorded.
114. A student seeking permission to submit coursework beyond the 24 hour period due to mitigating circumstances should follow the University's regulations on mitigating circumstances and student assessment (see [Academic Regulations 5: Mitigating Circumstances and Student Assessment](#)).

Penalty for non-submission

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

Forms of Reassessment

117. The University operates the following forms of reassessment:

Form	Description
Retake	Where a student is permitted or required a further 'attempt' at only those elements of assessment within a module that have not been passed
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 that module, usually in the following course year

Reassessment – General Principles

118. 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.
119. An explanation of how module attempts are calculated and capped for different types of reassessment is provided in the sections below.

Reassessment Following Failure at the First Attempt

120. Following failure at the first attempt, reassessment by retake will normally be agreed by the PAB. This will take place in the formal University summer retake period or the next assessment period.
121. 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.
122. 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.
123. 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.
124. In the case of a module where the overall pass does not require each separate element of assessment to be passed, a 'synoptic' retake may be used. However, in the case of modules where there is a requirement to pass individual elements of assessment, only the failed element(s) will be retaken. Synoptic reassessment will not be used.
125. 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.
126. 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.

127. Where a student has, through a combination of failure and agreed mitigating circumstances, failed to complete a module then they will be required to repeat the module in the next academic year. This will involve attendance and undertaking all elements of assessment for the module, regardless of whether or not specific elements of assessment were passed at an earlier attempt. However, there will be no tuition fee charged for this.
128. Where a module contains an element of assessment which would involve the student incurring significant additional cost in order to complete it, then exceptionally a Programme Assessment Board may agree that a student carry forward a mark from the attempt undertaken in the previous academic year. The element(s) being undertaken as a reassessment will be capped at the minimum pass mark.

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

At levels 3, 4, 5, 6 and 7

130. Following failure at the first attempt, a student may be permitted reassessment by retake in all failed modules unless there is no evidence of engagement with any of the summative assessment for credit-bearing modules due to be taken during the academic year (this will normally be indicated by a grade of F0(0) across all modules). If there is no evidence of engagement with any summative assessment for credit-bearing modules due to be taken during the academic year, the Programme Assessment Board will normally terminate the student's registration.
131. A student will be considered for an intermediate award provided they have fulfilled the learning outcomes for the award.

Reassessment Following Failure at the Second Attempt

At levels 3, 4, 5, 6 and 7

132. A student who fails a module at the second attempt may be offered up to two further reassessment opportunities. This includes any reassessment requirements afforded to a student as a result of being found to have committed academic misconduct.
133. A PAB may require a student to change their mode of study from full-time to part-time
134. A PAB will normally permit a student at the final stage of their course to retake up to 30 credits in the next academic year.
135. Alternatively, a PAB may judge that no further reassessment can be permitted and terminate a student's registration based on the following principles:

- At levels 3 and 4, a student will normally be permitted repeats/replaces in all failed modules
- At levels 5, 6 and 7, a student will normally be permitted repeats/replaces in all failed modules unless the student has failed all of the credit required at that level and has no marginal failure. The board will normally terminate the student's registration where
 - i) the student has had retake opportunities for all the credit required at that level and
 - ii) has failed all the credit required at that level with no marginal failure.

Marginal Failure

136. The University defines marginal failure as follows:

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

Compensation for Failure

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

138. Failure due to academic misconduct cannot be compensated.

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

140. A PAB may apply compensation as follows:

Level	Rule
Level 3	A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment.
Levels 4 and 5	A PAB may apply compensation up to a total maximum of 30 credits across Levels 4 and 5. Compensation will normally be applied at level 4 following reassessment. At Level 5, compensation may be applied after failure at the first attempt, or following failure at reassessment.
Level 6	A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment
Level 7	A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment.

Additional limits on compensation

141. Some programmes have additional limits on the compensation of failure, or do not permit compensation at all, often for PSRB requirements. Where this is the case, this will be specified in Programme Specifications.

Progression

Level 4 to level 5

142. To progress from level 4 to level 5, a student on an honours route should normally have achieved 120 credits at level 4 or above. Assessment Boards may permit a student to progress to level 5 with 90 credits at level 4 or above. This is known as "trailing credit". Where progression with 90 credits is not permitted, for example due to an approved variant to the Regulations, this will be stated in the programme specification.

Level 5 to level 6

To progress from level 5 to level 6, a student on an honours route must have previously achieved at least 120 credits at level 4 (or above) plus at least 120 credits at level 5 or above. Assessment Boards may permit a student to progress to level 6 with 90 credits at level 5 or above. This is known as "trailing credit". Where progression with 90 credits is not permitted, for example due to an approved variant to the Regulations, this will be stated in the programme specification.

Level 6 to level 7

143. To progress from level 6 to level 7, a student on an honours route must have achieved not less than 120 credits at level 6, or above.

Assessment for an Award

144. 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

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

Appeal against the Decision of an Assessment Board

146. 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.
147. 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.

Breaches of Academic Integrity

148. The University views breaches of academic integrity, otherwise known as 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

149. Unless otherwise stated, undergraduate awards will be classified using the following overall framework:
- an overall result of 70 – 100% First Class honours
 - an overall result of 60 – 69% Upper Second Class honours
 - an overall result of 50 – 59% Lower Second Class honours
 - an overall result of 40 – 49% Third Class honours

Rounding

150. 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 Zone

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

Use of Higher Level Credit

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

Award	Details
153 Certificate of Higher Education	<p>As a terminal award A student who is registered for the award of a Certificate of Higher Education will be considered for the award on completion of at least 120 credits at level 4 or above.</p> <p>As an intermediate award for a student registered for a higher award To be awarded a Certificate of Higher Education as an intermediate award, a student must have achieved at least 120 credits at level 4 or above.</p> <p>With distinction To be awarded a Certificate of Higher Education with distinction, a student must have achieved:</p> <ul style="list-style-type: none"> • at least 120 credits at level 4 or above, and • an average of not less than 70% in the best 105 credits at level 4 or above <p>For students awarded a Certificate of Higher Education 'with Professional Placement' To be awarded a Certificate of Higher Education 'with Professional Placement' a student must have passed the ungraded placement module.</p> <p>Calculation of the award classification for a Certificate of Higher Education 'with Professional Placement'. The Certificate of Higher Education with Professional Placement will be calculated on the same basis as that for a standard Certificate of Higher Education. The professional placement module does not count towards the award classification.</p>
154 Diploma of Higher Education	<p>As a terminal award A student who is registered for the award of a Diploma of Higher Education will be considered for the award on completion of at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.</p> <p>As an intermediate award for a student registered for a higher award To be awarded a Diploma of Higher Education as an intermediate award, a student must have achieved at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.</p> <p>With distinction To be awarded a Diploma of Higher Education with distinction, a student must have achieved:</p> <ul style="list-style-type: none"> • at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above, and • an average of at least 70% in the best 105 credits at level 5 or above <p>For students awarded a Diploma of Higher Education 'with Professional Placement' To be awarded a Diploma of Higher Education 'with Professional Placement' a student must have passed the ungraded placement module.</p> <p>Calculation of the award classification for a Diploma of Higher Education 'with Professional Placement'. The Diploma of Higher Education with Professional Placement will be calculated on the same basis as that for a standard Diploma of Higher Education. The professional placement module does not count towards the award classification.</p>

<p>155 Foundation Degree</p>	<p>A student who is registered for the award of a Foundation degree will be considered for the award on completion of at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above.</p> <p>With distinction To be awarded a Foundation degree with distinction, a student must have achieved:</p> <ul style="list-style-type: none"> at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above and an average of at least 70% in the best 105 credits at level 5 or above <p>With merit To be awarded a Foundation degree with merit, a student must have achieved:</p> <ul style="list-style-type: none"> at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above, and an average of at least 60% in the best 105 credits at level 5 or above
<p>156 Bachelors Degree with Honours</p>	<p>Top-up A student who has completed the requisite credit for the Foundation degree may subsequently apply for the specific top-up honours award that articulates with their Foundation degree. The application for registration must be made either within three years of the conferment of the Foundation degree, or later if the learning achieved is judged to remain current by the admissions tutor.</p>
<p>Bachelors Degree with Honours excluding the Bachelor of Science in Midwifery (2 year programme), the Bachelor of Arts in Social Work (not excluding Bachelor of Arts in Social Work Integrated Degree Apprenticeship with Honours), the Bachelor of Science in Nursing and the Bachelor of Osteopathy</p>	<p>As a terminal award A student who is registered for the award of a Bachelors Degree with Honours as the terminal qualification will be considered for the award on completion of:</p> <ul style="list-style-type: none"> at least 360 credits at level 4 or above of which at least 240 credits must be at level 5 or above and of which at least 120 credits must be at level 6 or above <p>Calculation of the honours classification The calculation of the honours classification will be determined using the following algorithm:</p> <ul style="list-style-type: none"> the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.2 plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.8 <p>Credit achieved at Level 4 does not count towards degree classification.</p> <p>Calculation of the honours classification in the case of credit given for prior learning at levels 5 or 6 The calculation of the honours classification will be determined using all graded credit at levels 5 and 6 multiplied by the weighting appropriate to the level of study. See also 'Direct Entrant Honours Bachelors Including Top-ups' below.</p> <p>Ordinary Bachelors degree for students who have been registered for honours To be awarded an ordinary Bachelors degree, a student must have achieved:</p> <ul style="list-style-type: none"> at least 300 credits at level 4 or above of which at least 180 credits must be at level 5 or above and of which at least 60 credits must be at level 6 or above <p>A student who is awarded an Ordinary Degree is not eligible for the award of the degree with distinction.</p>

<p>Bachelors Degree with Honours excluding the Bachelor of Science in Midwifery (2 year programme), the Bachelor of Arts in Social Work (not excluding Bachelor of Arts in Social Work Integrated Degree Apprenticeship with Honours), the Bachelor of Science in Nursing and the Bachelor of Osteopathy</p>	<p>For students awarded a Bachelors degree 'with Professional Placement' To be awarded a Bachelors degree 'with Professional Placement' a student must have passed the ungraded professional placement module.</p> <p>Calculation of the honours classification for a degree with Professional Placement The classification of a degree with Professional Placement will be calculated on the same basis as that for a standard honours degree course. The Professional Placement module does not count towards degree classification.</p> <p>Calculation of the honours classification for students who have undertaken study abroad When a student undertakes study abroad activities which act as a replacement to Kingston University study then only credits studied at Kingston University will be used for classification purposes.</p>
<p>157 Bachelor of Science in Midwifery (2 year programme) with Honours</p>	<p>A student who is registered for the Bachelor of Science in Midwifery (2 year programme) with honours as the terminal award will be considered for the award on completion of:</p> <ul style="list-style-type: none"> • not less than 120 credits at Level 5 or above • and not less than 120 credits at Level 6 or above <p>Calculation of the honours classification The calculation of the honours classification will be determined using the following algorithm:</p> <ul style="list-style-type: none"> • the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.2 • plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.8
<p>158 Bachelor of Arts in Social Work with Honours (excluding Bachelor of Arts in Social Work Integrated Degree Apprenticeship with Honours)</p>	<p>A student who is registered for the Bachelor of Arts in Social Work with Honours as the terminal award will be considered for the award on completion of:</p> <ul style="list-style-type: none"> • not less than 120 credits at Level 4 or above • and not less than 120 credits at Level 5 or above • and not less than 120 credits at Level 6 or above <p>Calculation of the honours classification The calculation of the honours classification will be determined using the following algorithm:</p> <ul style="list-style-type: none"> • a pass in the Pass/Fail 30 credit module at level 5 • plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 5 x 0.2 • a pass in the Pass/Fail 30 credit module at level 6 • plus the average percentage mark in the best 75 credits from the remaining 90 credits at level 6 x 0.8

<p>159 Bachelor of Science in Nursing with Honours</p>	<p>A student who is registered for the Bachelor of Science in Nursing with Honours as the terminal award will be considered for the award on completion of:</p> <ul style="list-style-type: none"> • not less than 120 credits at Level 4 or above • and not less than 120 credits at Level 5 or above • and not less than 120 credits at Level 6 or above <p>Calculation of the honours classification The calculation of the honours classification will be determined using the following algorithm:</p> <ul style="list-style-type: none"> • a pass in the Pass/Fail 30 credit module at level 5 • plus the average percentage mark in 120 credits at level 5 x 0.2 • plus the average percentage mark in 120 credits at level 6 x 0.8
<p>160 Bachelor of Osteopathy with Honours</p>	<p>A student who is registered for the Bachelor of Osteopathy with Honours as the terminal award will be considered for the award on completion of:</p> <ul style="list-style-type: none"> • not less than 120 credits at Level 4 or above • and not less than 120 credits at Level 5 or above • and not less than 240 credits at Level 6 or above (over a minimum of two years). <p>Calculation of the honours classification The calculation of the honours classification will be determined using the following algorithm:</p> <ul style="list-style-type: none"> • the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.2; • plus the average percentage mark based on the best 210 credits from 240 credits at level 6 multiplied by a weighting of 0.8.
<p>161 Direct Entrant Honours Bachelors Including Top-ups</p>	<p>A student will be considered for an award on completion of at least 120 credits at level 6 or above. The calculation of the honours classification will be determined using the average percentage mark in the best 105 credits at Level 6 or above.</p> <p>Students who fail to achieve the honours threshold may be awarded an Ordinary Bachelors Degree if they achieve at least 60 credits at level 6 or above and are either "topping up" from a Kingston University award or at least one third of the credit counted towards the ordinary Bachelors Degree was achieved as part of their studies towards the present award.</p>
<p>162 Integrated (or Enhanced) Masters Degrees</p>	<p>Integrated (or enhanced) Masters degrees are part of the Undergraduate Regulations.</p> <p>A student who is registered for an Integrated Masters degree will be considered for the award on completion of:</p> <ul style="list-style-type: none"> • at least 480 credits at level 4 or above • of which at least 360 credits must be at level 5 or above • and of which at least 240 credits must be at level 6 or above • and of which at least 120 credits must be at level 7

<p>162</p> <p>Integrated (or Enhanced) Masters Degrees</p> <ul style="list-style-type: none"> • Master of Chemistry (MChem) • Master of Pharmaceutical Science (MPharmSci) • Master of Pharmacy (MPharm) • Master of Osteopathy (MOst) • Master in Science (MSci) 	<p>The Master of Chemistry (MChem), Master of Pharmaceutical Science (MPharmSci), Master of Science (MSci) and Master of Pharmacy (MPharm). These Integrated Masters degrees will be awarded "with honours". The Master of Osteopathy (MOst) will not be awarded "with honours".</p> <p>Calculation of the classification</p> <p>The calculation of the classification will be based on the following algorithms:</p> <ul style="list-style-type: none"> • the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1 • plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.3 • plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.6 <p>Credit achieved at Level 4 does not count towards degree classification.</p> <p>Calculation of the classification in the case of credit given for prior learning at levels 5, 6 or 7</p> <p>The calculation of the honours classification will be determined using all graded credit at levels 5, 6 and 7 multiplied by the weighting appropriate to the level of study.</p>
<ul style="list-style-type: none"> • Master of Engineering (MEng) 	<p>The degree of Master of Engineering may be awarded with distinction, with commendation, or as a pass degree.</p> <p>Award with distinction or commendation</p> <p>The calculation for the award with either distinction or commendation will be based on the following algorithm:</p> <ul style="list-style-type: none"> • the average percentage mark based on the best 105 credits from 120 credits at level 5 multiplied by a weighting of 0.1 • plus the average percentage mark based on the best 105 credits from 120 credits at level 6 multiplied by a weighting of 0.4 • plus the average percentage mark based on the best 105 credits from 120 credits at level 7 multiplied by a weighting of 0.5 <p>Credit achieved at Level 4 does not count towards degree classification.</p> <p>With distinction</p> <p>To be awarded the degree of Master of Engineering with distinction, a student must have achieved an overall result of a minimum of 70%.</p> <p>With commendation</p> <p>To be awarded the degree of Master of Engineering with commendation, a student must have achieved an overall result of 60 – 69%.</p> <p>An award with Commendation, or with Distinction, in the case of credit given for prior learning at levels 5 or 6</p> <p>The calculation for an award with commendation or distinction will be determined using all graded credit at levels 5 and 6 multiplied by the weighting appropriate to the level of study.</p>

<p>163 Integrated Masters Degrees – Intermediate Awards</p>	<p>A student who is assessed for, but fails to achieve the standard required for, the Integrated Masters degree may be eligible for a titled or untitled intermediate award</p>
<p>164 Bachelors Degree with Honours (titled)</p>	<p>A student will be considered for a titled Bachelors degree as an intermediate award on completion of:</p> <ul style="list-style-type: none"> • at least 360 credits at level 4 or above • of which at least 240 credits must be at level 5 or above • and of which at least 120 credits must be at level 6 or above <p>The level 6 credits studied must be from specific modules selected for comparability of curriculum content to that of the corresponding Bachelors programme and identified in the programme specification of the Integrated Masters course concerned. The title may not be the same as the full integrated masters degree. Specific details will be provided within the relevant Programme Specification.</p>
<p>165 Ordinary Bachelors Degree (titled)</p>	<p>To be awarded a titled Ordinary Bachelors degree award as an intermediate award from an Integrated Masters programme, a student must have achieved:</p> <ul style="list-style-type: none"> • at least 300 credits at level 4 or above • of which at least 180 credits must be at level 5 or above • and of which at least 60 credits must be at level 6 or above <p>The level 6 credits studied must be from specific modules selected for comparability of curriculum content to that of the corresponding Bachelors programme and identified in the programme specification of the Integrated Masters course concerned. The title may not be the same as the full integrated masters degree. Specific details will be provided within the relevant Programme Specification.</p> <p>A student who is awarded an ordinary Bachelors degree having been assessed for and failed an Integrated Masters programme may be eligible for an ordinary Bachelors degree with distinction. Where this is permitted it will be specified in the relevant Programme Specification.</p> <p>A student who is awarded an ordinary Bachelors degree having been assessed for and failed an Integrated Masters programme is not eligible to register subsequently and be assessed for a Bachelors degree with honours under the top up honours award regulations</p>
<p>166 Pearson/BTEC Awards</p>	<p>Higher National Certificate A student who is registered for a Higher National Certificate will be considered for the award on completion of:</p> <ul style="list-style-type: none"> • at least 120 credits at level 4 or above <p>With distinction To be awarded a Higher National Certificate with distinction, a student must have achieved an average of at least 70% in the best 105 credits at level 4</p> <p>With merit To be awarded a Higher National Certificate with merit, a student must have achieved an average of at least 60% in the best 105 credits at level 4</p>

<p>Pearson/BTEC Awards</p>	<p>Higher National Diploma A student who is registered for a Higher National Diploma will be considered for the award on completion of:</p> <ul style="list-style-type: none"> • at least 120 credits at level 4 and 120 credits at level 5 <p>With distinction To be awarded a Higher National Diploma with distinction, a student must have achieved an average of at least 70% in the best 105 credits at level 5</p> <p>With merit To be awarded a Higher National Diploma with merit, a student must have achieve an average of at least 60% in the best 105 credits at level 5</p> <p>As an intermediate award for a student registered for a higher award To be awarded a Higher National Certificate as an intermediate award, a student must have achieved at least 120 credits at level 4 or above.</p> <p>With merit To be awarded a Higher National Certificate with merit, a student must have achieved:</p> <ul style="list-style-type: none"> • at least 120 credits at level 4 or above • and an average of not less than 60% in the best 105 credits at level 4 or above <p>With distinction To be awarded a Higher National Certificate with distinction, a student must have achieved:</p> <ul style="list-style-type: none"> • at least 120 credits at level 4 or above • and an average of not less than 70% in the best 105 credits at level 4 or above
<p>167 Graduate Awards</p>	<p>Graduate Certificate To be awarded a Graduate Certificate, a student must normally have achieved at least 60 credits at levels 6 or 7. Graduate Certificates are not normally awarded with distinction or commendation</p> <p>Graduate Diploma To be awarded a Graduate Diploma, a student must normally have achieved at least 120 credits at levels 6 or 7.</p> <p>With distinction To be awarded a Graduate Diploma with distinction, a student must have achieved an average of not less than 70% in all of the required credit.</p> <p>With commendation To be awarded a Graduate Diploma with commendation, a student must have achieved an average of 60-69% in all of the required credit.</p>

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 - Undergraduate awards: technical award information

Award	FHEQ level	Std reg period FT	Max reg period FT*	Std reg period PT	Max reg period PT*	Min total credits	Minimum credits by level					Standard distribution of credits by level for each award					Minimum number of credits which must be acquired under the control of Kingston University					
							3+	4+	5+	6+	7+	3	4	5	6	7	3+	4+	5+	6+	7+	
Certificate of Higher Education (Cert HE)	4	1 yr	2 yrs	2 yrs	4 yrs	120		120					120						40			
Higher National Certificate (HNC)	4	N/a	N/a	2 yrs	4 yrs	120		120					120						40			
Higher National Diploma (HND)	5	2 yrs	4 yrs	4 yrs	8 yrs	240		120	120				120	120						80		
Diploma of Higher Education (DipHE)	5	2 yrs	4 yrs	4 yrs	8 yrs	240		240	120				120	120						80		
Foundation Degree (FdA, FdEng, FdSc)	5	2 yrs	4 yrs	4 yrs	8 yrs	240		240	120				120	120						80		

Award	FHEQ level	Std reg period FT	Max reg period FT*	Std reg period PT	Max reg period PT*	Min total credits	Minimum credits by level					Standard distribution of credits by level for each award					Minimum number of credits which must be acquired under the control of Kingston University						
							3+	4+	5+	6+	7+	3	4	5	6	7	3+	4+	5+	6+	7+		
Undergraduate Diploma in Professional Practice	5	1yr	1yr	1yr	1yr	120			120					120						40			
Honours degree (BA Hons, BBA Hons, BEng Hons, LLB Hons, BMus Hons, BSc Hons)	6	3 yrs or 4 yrs PP	6 yrs or 8 yrs PP	6 yrs	12 yrs	360		360	240	120			120	120	120							120	
Honours degree (BOst)	6	4 yrs	5 yrs	N/a	N/a	360		120	120	240			120	120	240							360	
BSc (Hons) midwifery 3 year programme	6	3 yrs	6 yrs	N/a	N/a	360		360	240	120			120	120	120							360	
BSc (Hons) midwifery 2 year programme	6	2 yrs	4 yrs	N/a	N/a	240			120	120				120	120							240	

Award	FHEQ level	Std reg period FT	Max reg period FT*	Std reg period PT	Max reg period PT*	Min total credits	Minimum credits by level					Standard distribution of credits by level for each award					Minimum number of credits which must be acquired under the control of Kingston University				
							3+	4+	5+	6+	7+	3	4	5	6	7	3+	4+	5+	6+	7+
Graduate Certificate	6	1 yr	2 yrs	2 yrs	4 yrs	60				60				60	15 (max)				20		
Graduate Diploma	6	1 yr	2 yrs	2 yrs	4 yrs	120				120				120	30 (max)				40		
Integrated Masters (MChem, MPharmSci, MOst)	7	4 yrs	8 yrs	6 yrs	12 yrs	480		480	360	240	120		120	120	120	120				40	120
MPharm	7	4 yrs	8 yrs	6 yrs	12 yrs	480		480	360	240	120		120	120	120	120				240	120
MEng	7	4 yrs	8 yrs	6 yrs	12 yrs	480		480	360	240	120		120	120	120	120				240	120

*The maximum registration period will be increased by one course year where the degree includes a study abroad year or professional placement year and two course years where the degree includes an integrated foundation year. The standard registration period may include any exemption granted as a result of prior credit.