



Academic Regulations 13:

Professional Doctorate Regulations

2024-2025

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Contents

Section	Title	paragraph numbers
Section 1	Qualifications covered by the Professional Doctorate Regulations	
	Introduction	1-9
Section 2	Terminology	
Section 3	The Admission of Students	
	General Requirements	10-12
	English Language Requirements	13-17
	Admission with Credit from prior learning (which includes RPEL and RPCL)	18-22
	Re-use of Prior Credit	23-26
	Re-Admission	27-29
	Fraudulent Applications	30
	Modules as Short Courses (Associate Students)	31
Section 4	Student Registration	
	General Requirements	32-36
	Student Attendance	37-41
	Module Registration	42-46
Section 5	Programme Structures	
	Modes of Delivery	47-51
	Modules	52-54
Section 6	Assessment Boards	
	General	55-57
	Programme Assessment Board (PAB) Phase 1	58-60
	Reassessment Board (RAB) Phase 1	61-62
	Quoracy (Phase 1)	63-65
	University Research Degrees Committee (URDC) Phase 2	66-67
Section 7	Assessment Regulations for Taught Modules (Phase 1)	
	Assessment	68-70
	Attendance for assessment	71
	Module grades	72
	Deadline for submission of assessed work	73-74
	Late submission of assessment within five university working days of the deadline	75-77
	Late submission of work	78-80
	Penalty for non-submission	81-82
	Reassessment- general principles	83-89
	Forms of reassessment	83
	Reassessment following failure at the first attempt	84-87
	Reassessment following failure at the second attempt	88-89
	Assessment Regulations for the Research Project (Phase 2)	
	Assessment for an award	90
	Intermediate awards	91
	Registration	92-97
	Researcher Development and Training	98-102
	Subsequent Annual Monitoring	103-105
	Assessment of the research project	106-111
	Assessment panel	112-116

Section	Title	paragraph numbers
	Exceptional arrangements	117-118
	Submission of the thesis	119-122
	Preliminary assessment of the thesis	123-126
	Oral examination	127-129
	Assessment of minor corrections	130
	Reassessment	131-132
	Disagreement between examiners	133
	Academic Misconduct	134
	Academic appeals against the decision of the assessment board (Phase 1)	135-136
	Academic appeals against the decision of the assessment board (Phase 2)	137-138
Section 8	Award Regulations	
	Awards	139-142

Section 1

Qualifications covered by the Professional Doctorate Regulations:

Doctor of Education (EdD) for Students Registering after January 2020

(**Note:** AR13 Professional Doctorate Regulations 2018/19 apply for students who were registered for the Doctor of Education (EdD) prior to January 2020, and are available on the University intranet and internet sites).

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.

Introduction

1. The Professional Doctorate Regulations (AR13) 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.
2. The Professional Doctorate Regulations (AR13) apply to the Doctor of Education (EdD) award and to all students registered on this course.
3. The University identifies necessary changes and improvements to the Academic Regulations and General Regulations in the course of a year which are then included in the regulations for the next academic year. These changes are usually in response to:
 - Student feedback
 - Staff feedback
 - External Examiner feedback
 - Professional, Statutory and Regulatory Body requirements
 - Quality Assurance Agency (QAA) or other national or governmental external requirements
4. 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.
5. 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](#).

6. 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](#).
7. 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 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](#).
8. 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.

Principles underpinning the Academic Regulations

9. 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 Office for Students (OfS) Conditions 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

Section 2

Terminology

Term	Definition
Course	The name of the terminal qualification (e.g. EdD) plus the title of a student's programme of study eg. Doctor of Education.
Course Director	A Course Director is responsible for the day-to-day management, administration, organisation, assessment, development and teaching effectiveness of the programme and for the quality assurance procedure.
Faculty Research Degree Committee (FRDC)	The committee which is responsible for managing and assessing post graduate research degrees
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 7 or 8.</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>
Phase	A term used to distinguish the period of taught modules (Phase 1) from the period of research (Phase 2)
Programme	The set of modules and the research component which leads to the award.
Programme Assessment Board (PAB) Phase 1	<p>The assessment board responsible for the overall assessment of students and for the standards of award. It has the power to:</p> <ul style="list-style-type: none"> • agree reassessment requirements • recommend intermediate awards • recommend progression to phase 2 • terminate registration in the case of poor performance
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 (applicable to taught modules in Phase 1)	The generic term for the occasions when a student, who has failed a module, is permitted by the PAB to recover the failure. There are three types of reassessment - repeat, replace or retake.
Retake	where a student is permitted or required to retake an examination at the next sitting or re-submit coursework for a module within the same course year.
Repeat	where a student is permitted or required to repeat all elements of assessment for that module in the following course year.

Term	Definition
Replace	where a student is permitted or required to replace a failed module with an alternative and complete all elements of assessment for a module in the following course year.
Reassessment Board (RAB) Phase 1	The assessment board responsible for the overall assessment of students following reassessment and for standards of awards. It has the power to: <ul style="list-style-type: none"> • agree reassessment requirements • recommend progression to phase 2 • recommend intermediate awards • terminate registration in the case of poor performance
Research Project (Phase 2)	The piece of work that makes up the project, and may consist of a written project, a portfolio or multi-media presentation or other format as approved by the Faculty Research Degrees Committee (FRDC).
Stage	A term used 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 registered 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.
University Research Degrees Committee	The assessment board responsible for the overall assessment of students and for the standards of award. It has the power to: <ul style="list-style-type: none"> • recommend intermediate and terminal awards • agree reassessment requirements • terminate registration in the case of poor performance
Working Days	PLEASE NOTE: When periods of days are referred to in this document, 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 3

The Admission of Students

10. The admission of an individual applicant to a programme within the Professional Doctorate 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
11. All applicants seeking admission to a programme within the Professional Doctorate Regulations must apply to the University using the appropriate application form.
12. All applicants to a programme within the Professional Doctorate Regulations should normally have achieved at the point of entry a UK Masters degree in a subject appropriate to the proposed programme of study, or an overseas or other qualification deemed equivalent by the University. Applicants from majority English-speaking countries should have completed their degree in English. Applicants from majority English-speaking countries who have not completed a UK degree equivalent in English and applicants who are not nationals of a majority English-speaking country listed below will also need to demonstrate proficiency in English language at a level which is accepted by the University (see paragraphs 13-17).

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

English Language Requirements

(also refer to paragraph 12)

13. 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 Professional Doctorate Regulations is a score of 7.0 overall and a minimum of 6.0 in each component of the British Council IELTS

Academic English Test, or equivalent. This meets the criteria for level C1 of the Common European Framework of Reference for Languages (CEFR).

14. The University has approved and will accept a number of alternative qualifications and assessments to the IELTS qualification and has established equivalencies. Information on these qualifications and their equivalency to IELTS is maintained by Applicant Services.
15. Faculties may require a student to demonstrate a higher level of English language proficiency than the University minimum requirement for programmes in the Professional Doctorate 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.
16. A qualification demonstrating English language proficiency should normally be obtained no earlier than two years before commencement of the programme of study.
17. An applicant who does not meet the University's English language requirements may be admitted to the University with the requirement that they undertake an agreed programme of English language instruction before admission. Progression from such pre-sessional programmes onto the Professional Doctorate Regulations will be subject to the University's assessment that the required standard of English has been achieved.

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

18. 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.
19. 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.
20. A student must normally register for at least one-third of the total credits required for the award sought.
21. The minimum claim for prior credit will normally be 30 credits (one standard module).
22. 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

23. Once a student has been assessed for a qualification, the accumulated credit achieved cannot be re-used for another qualification.
24. Exceptionally, where the qualification is deemed to be incorporated in the higher qualification within the same programme of study, and the student's learning is judged to be current, this restriction may be waived.

Recording prior credit

25. In the case of prior credit, the student record will record general credit only, for example '30 credits at level 8'.

Recording module exemption

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

Re-Admission

27. 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 or cognate course. Readmission to the same or cognate course will only be permitted in exceptional circumstances and only after a period of 2 academic years. The Course Director would need to recommend readmission to the Dean of the relevant faculty and this would need to be agreed.
28. A student whose registration for a programme has been terminated on the grounds of academic misconduct may not be re-admitted to the University.
29. A student who is re-admitted to the University will be required to pay the tuition fees agreed by the University for their year of readmission for their programme of study.

Fraudulent Applications

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

Modules as Short Courses (Associate Students)

31. 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 4

Student Registration

General Requirements

32. The registration period for a course will be defined at validation. The minimum and maximum registration periods for each of the qualifications available in the Professional Doctorate Regulations are:

Award	Mode of study	Minimum length	Maximum length
Doctor of Education (EdD)	Part time	6 years	8 years

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

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

34. Maximum periods of registration may be exceeded in exceptional circumstances. Where a student's period of registration will be exceeded then an application should be made to the Academic Registrar by the Faculty concerned. Students should be aware that the structure and content of the courses, the regulations and tuition fees that apply, may be different to those that existed when they first enrolled. Such changes will be clearly communicated to the student prior to their re-enrolment.
35. Full-time students who are required to repeat credit "in part-time mode" remain within the full-time minimum and maximum registration periods for their programme of study.
36. Students may not normally be permitted to register for more than one taught programme of study leading to an award with the University at the same time, unless with the permission of the Academic Registrar.

Student Attendance

37. 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 Director (or equivalent). Failure to attend without acceptable cause may result in the termination of a student's registration for a University award.

Compulsory attendance

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

Students at Partner Institutions

39. Students registered for a programme delivered wholly at a Partner Institution will be subject to the attendance requirements of the Partner Institution.
40. 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

41. Students shall be able to study full-time, part-time, during the day and/or the evening or by distance learning or any other approved mode of delivery as stated in the relevant course specification. Students shall be able to switch between approved modes of study without loss of standing.
42. A student's mode of study will be formally designated by the University at the outset of a student's academic year and will be amended only if their authorised programme of study changes or where their programme is such that their mode changes from one term to another.
43. Students may study additional modules for credit (i.e. ones which do not contribute to their course), but these will incur additional fees.
44. In order to remain registered for an award, a student must normally enrol for at least 30 credits (or the equivalent of one standard module for those courses with variants or exemptions to the Academic Framework) in a course year unless they have been granted specific permission by their Course Director (or equivalent) to interrupt their studies.
45. Students are responsible for ensuring that they are registered for the correct modules. The deadline for any changes to be agreed is published in your course handbook or available from your Course Director. If it is agreed that you can change your module after teaching has started then you must ensure that you contact the module leader to catch up on the teaching that you have missed. Module registration is linked to the assessment record and therefore failure to register correctly may result in assessments being void and the loss of an assessment attempt due to non-submission.
46. A student may not study the same module at more than one credit level.

Section 5

Programme Structures

Modes of Delivery

47. 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.
48. 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.
49. 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

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

Part-time courses

51. 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.

Modules

Module types

52. There are three types of module:

Type	Definition
Core	Those which must be studied
Optional	Those from which a student has a restricted choice in order to complete a programme
Free Choice	Free choice: those from which a student has an unrestricted choice

Module requisites

53. Modules may have:

- **pre-requisites:** i.e. other modules (passed or taken) or other entry requirements;
- **co-requisites:** i.e. when two or more modules must be studied in parallel;
- a requirement that pre- or co-requisite modules or other entry requirements have been satisfied within a specified period of time. This will be important for fields based on rapidly changing knowledge.

Module credit level

54. Each module must have defined learning outcomes at level 7 or 8. 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).

Section 6

Assessment Boards

General

55. For every professional doctorate programme approved as leading to an award of the University, there must be a Programme Assessment Board for taught modules (Phase 1). The University Research Degrees Committee in its capacity as a Programme Assessment Board considers the assessment of the research phase of a course (Phase 2) and agrees recommendations for terminal awards. These 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.
56. 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 a central university storage system.
57. Minutes shall be taken at Assessment Boards which detail the decisions and actions taken.

Programme Assessment Board (PAB) Phase 1

58. Each student who is registered on the course is the responsibility of one PAB. Each PAB is responsible for groups of related programmes of study which are part of a course or a number of related courses.
59. 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 intermediate awards and/or progression to the research phase of a course (Phase 2) under delegated powers from URDC.
 - to be responsible for the academic standards of courses and awards
 - in the case of failure, to agree reassessment requirements and, where necessary, the termination of registration

A PAB will normally be chaired by a senior member of staff responsible for the course(s) nominated by the Dean. It will include two academic representatives nominated by the Faculty, one Programme Assessment Board External Examiner and any other members as required by PSRB for relevant courses. An independent monitor will provide impartial advice and ensure consistency of approach.

60. In some programmes, the PAB may consider a student's overall performance before a programme is complete. In these cases, the PAB will ensure that the maximum permitted assessment for an award is not exceeded.

Reassessment Board (RAB) Phase 1

61. Reassessment boards are subsidiary boards of assessment boards. Minutes shall be taken at all reassessment boards detailing the decisions and actions taken. 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

62. No student may be a member of an assessment board. However, if a person who is otherwise qualified to be an examiner for a course (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 examining commitments.

Quoracy (Phase 1)

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

Declarations of Interest

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

External Examiners

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

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

- to advise the University on whether the academic standards of all of its awards are consistent with the standards defined by Kingston University, the standards of similar awards elsewhere and the standards maintained by professional bodies and accrediting agencies
- to provide an external evaluation of the effectiveness of academic regulations and an external monitoring of the consistent and fair application of those regulations and associated processes and procedures

The University has defined the purpose of the external examiner system to be:

- to help to ensure that all of the awards of Kingston University meet the standards expected by the University and the standards of similar awards elsewhere
- to help to ensure the effectiveness of its academic regulations, processes and procedures, and their fair application

University Research Degrees Committee (URDC) Phase 2

66. Each student who is registered on Phase 2 of a professional doctorate is the responsibility of URDC.
67. The main functions of URDC in its capacity as a Programme Assessment Board are:
- to confirm entry to the research phase (phase 2) of the degree via FRDC representation at the Phase 1 PAB
 - to assess, via the Faculty Research Degrees Committee, the progress of each student at least yearly and, where necessary, to terminate registration
 - to ratify examiner recommendations for awards
 - to agree recommendations for terminal awards
 - to be responsible for the academic standards of research courses and awards
 - in the case of failure, to agree reassessment requirements and, where necessary, the termination of registration

Section 7

Assessment Regulations for Taught Modules (Phase 1)

Assessment

68. The assessment regulations are common to all programmes within the Professional Doctorate 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.
69. If a student is unable through disability to be assessed by the normal assessments for a programme, examiners may vary the methods, informed by the student's Statement of Support Needs (SoSN), and bearing in mind the learning outcomes of the programme.
70. 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

71. 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

72. The module grade is confirmed by module leaders and ratified by the Programme Assessment Board. Modules are graded 'Pass' or 'Fail'. Pass criteria may include approved requirements about satisfactory attendance and other factors which are in addition to the normal assessment requirements.

Deadline for Submission of Assessed Work

73. Faculties should inform students of the deadlines for the submission of formally assessed work.
74. Students who are in receipt of a Statement of Support Needs (SOSN) which recommends that arrangements should be implemented to avoid 'bunching' of assignments or detail a chronic long term condition should discuss this further with their Course Director.

Late submission of assessment within five university working days of the deadline

75. Coursework submitted within 24 hours of the published submission deadline will be accepted without penalty. This applies to first attempt and reassessment deadlines.
76. 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.
77. 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.

Late submission of work

78. Coursework submitted after the five university working day period will not be considered. A mark of 0 will be recorded..
79. Reassessment coursework that is submitted after 24 hours of the submission deadline will not be considered. A mark of 0 will be recorded.
80. 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

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

Reassessment – General Principles

Forms of Reassessment

83. The University operates the following forms of reassessment:

Form	Description
Retake	Where a student is permitted or required to retake a failed examination at the next sitting or re-submit a failed coursework for a module within the same course year
Repeat	Where a student is permitted or required to repeat all elements of assessment for that module in the following course year
Replace	Where a student is permitted or required to replace a failed module with an alternative and complete all elements of assessment for a module in the following course year

Reassessment Following Failure at the First Attempt

84. A student who fails a module at the first attempt may be offered one opportunity to be reassessed in that failed module.
82. Following failure at the first attempt, reassessment by retake will normally be agreed by the PAB.
85. 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.
86. 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.

Reassessment Following Failure at the Second Attempt

87. A PAB may not allow any further reassessment opportunity after failure at the second attempt (see also paragraph 102).
88. A PAB may allow credit achieved to be considered for an award requiring less total credit if a student has achieved the required outcomes for the intermediate award. However, this award may not normally be used for subsequent re-admission for an award on the same programme.

Assessment Regulations for the Research Project (Phase 2)

Assessment for an Award

89. Students will be assessed for an award on the first occasion that they have submitted their thesis. Completion here is defined as having registered for the appropriate degree and submitted the required work for assessment.

Intermediate awards

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

Registration

91. Registration is reconfirmed annually and is dependent on the student:
 - maintaining satisfactory progress on the programme of research
 - being in good financial standing with the University

92. A student's registration may be terminated under the University's General Student Regulations. More information can be found at paragraph 52 of the General Student Regulations.
93. The procedure set out in paragraphs 28 to 33 of the General Student Regulations relating to academic engagement and progress will be followed. However, for phase 2 of the programme the authority to give notice and withdraw your registration due to a lack of academic engagement or progress lies with the University Research Degree Committee (URDC), who may delegate this authority, rather than with the Academic Registrar or an Assessment Board.
94. Students wishing to change their mode of study or supervisory arrangements must apply either at the time of the annual monitoring process or by a separate recommendation being made to the Faculty Research Degrees Committee. Their required completion date will be amended pro rata.

Interruptions and breaks from study

95. If students are prevented from continuing their study by illness or other mitigating circumstances a formal request for the registration to be interrupted must be submitted for approval by the Faculty Research Degrees Committee. The period of interruption may be for up to one year. If mitigation applies a formal request for up to one further year may be submitted for approval by the Faculty Research Degrees Committee. Where an interruption of study is approved, the interrupted year(s) will not count towards the maximum period of registration for the course. Students requiring an interruption of more than two years will be withdrawn and may re-apply with Advanced Standing when they are ready to return to their studies.

Extensions

96. In exceptional circumstances, the student's period of registration may be extended once, by up to a maximum period of one year for full-time students OR two years for part-time students, if the application for an extension is made to the Faculty Research Degrees Committee before the maximum registration period has expired.

Researcher Development and Training

97. The University expects all research students to undertake an agreed programme of development and research training. The initial programme will be discussed by the First Supervisor and the student and submitted to the FRDC for approval as part of the application for registration. Possible exemptions from particular training elements will also be agreed at this time.
98. The First Supervisor will review the development needs of each research student during the annual monitoring process
99. Students are required by Faculties to compile a record of all development and research training undertaken.

100. Failure to complete the agreed development and training programme will result in registration being reviewed by the Faculty Research Degrees Committee. The review may result in a recommendation to the University Research Degrees Committee for the registration to be terminated.
101. As part of a student's training, prior to the submission of the assessment arrangements for approval, students must be given the opportunity to undergo a practice oral examination with an independent assessor and provided with informal feedback on their performance.

Subsequent Annual Monitoring

102. Once the upgrade process has been completed satisfactorily, students must be informed of the planned date and nature of the subsequent annual monitoring processes. It is a condition of continued registration that a satisfactory progress report is received annually.
103. The main purposes of the monitoring will be to ensure that:
 - the research is progressing at a satisfactory pace
 - the planned personal development and training programme is being, or has been, completed
 - any required changes to the supervisory arrangements, the student's mode of attendance or the nature of the proposed research programme, including the title, are identified and submitted for approval
 - students are provided with formal feedback to students on their progress
 - students have an opportunity to highlight any difficulties experienced
104. The Faculty Research Degrees Committee will consider the annual reports and provide a summary progress report on its students, including any areas of concern and its action plan to address them, to the University Research Degrees Committee.

Assessment of the Research Project

105. The assessment of a student for the Professional Doctorate award has two elements: the thesis or its equivalent, including other approved examinable material and its defence in an oral examination.
106. The arrangements for the assessment of a student will be submitted to the Faculty Research Degrees Committee for approval, including: the final title of the thesis; the names of the internal and external examiners (the assessment panel); the form of the submission; any application for a thesis to remain confidential.
107. The Faculty Research Degrees Committee will submit the examination arrangements including CVs of the proposed internal and external examiners to the University Research Degrees Committee for ratification. Exceptionally this can be done by Chair's action.
108. The oral examination will normally be held within three months of the submission of the material to be assessed.

109. The thesis and the oral examination will be in English unless otherwise approved by the University Research Degrees Committee.
110. Once the examination arrangements have been approved, students must have no contact with any of their external examiners.

Assessment panel

111. Each student must be examined by an assessment panel of at least two, and, normally not more than three examiners.
112. There must be at least one external examiner and one internal examiner. Where the student is a member of Kingston University staff two externals must be appointed in addition to an internal.
113. At least one of the examiners must have experience of examining research degree students at a comparable level.
114. Students' supervisors cannot be appointed as examiners.
115. The Faculty Research Degrees Committee will appoint an Independent Chair.

Exceptional arrangements

116. All exceptional assessment arrangements must be approved by the University Research Degrees Committee. For example: the submission of the thesis in a language other than English; an assessment method other than an oral examination.
117. All changes to the approved assessment arrangements must be agreed by the Faculty Research Degrees Committee and ratified by the University Research Degrees Committee.

Submission of the thesis

118. The thesis must be submitted: in the required format, including word limits; normally, before the student's period of registration has expired.
119. Any thesis submitted as part of a successful award of a Professional Doctorate will normally be lodged with the University Library. An application for a thesis to remain confidential must be made to the Faculty Research Degrees Committee and University Research Degrees Committee when the examination arrangements are submitted. The period a thesis may remain confidential is normally two years.

Note: Certain types of submission, eg. of artefacts or creative work, may be retained by the University in another environment if appropriate.

120. Normally, a thesis submitted for a research award should not contain any material that has been previously submitted for an award at an institute of Higher Education either in the UK or overseas. When submitting the thesis, the student must confirm, by completing a Declaration form, that no part of

the thesis has been submitted for a comparable academic award except in cases detailed below.

121. In cases where a thesis contains a proportion of material that has been submitted for a previous award, the nature and proportion of work must be clearly stated in the Declaration form and appropriate reference made in the thesis. In these cases, the University Research Degrees Committee shall have the authority to decide whether or not to approve the submission of the thesis for examination. The Committee must be satisfied that there is sufficient new material in the thesis to warrant consideration for the award.

Preliminary Assessment of the thesis

122. Each examiner shall consider the thesis independently and indicate one of the following:
 - the oral examination should be held. In this instance, each examiner should produce a preliminary report setting out the general views of the examiner on the thesis and areas to be explored in the viva. Preliminary reports will not normally be made available to the student until after the assessment process is complete and an award has been made.
 - the oral examination should be postponed until the candidate has resubmitted the thesis for reassessment after corrections.
123. If there is no initial agreement that the oral examination should proceed, the examiners will be informed and asked to reach a consensus. If this cannot be achieved, the oral examination will be held.
124. Note that a candidate cannot be failed without having had an oral examination.
125. If the consensus view is that the oral examination should be postponed, the examiners will be asked to recommend one of the following:
 - the student has not yet submitted a thesis warranting examination and should be allowed to resubmit, normally within one year. The student and the First Supervisor will be informed. The examiners must provide a full report explaining their decision and containing detailed advice about the requirements for resubmission
 - Where the examiners deem the thesis to be incomplete or unfinished, such that it will not be examined, the examiners will not write a report but will instead write a brief statement giving the reason for his/her decision. This statement will be submitted to the Graduate Research School and will be made available to the student. This first, unexamined submission of the thesis for examination will be counted as a first submission and the student will be allowed to resubmit normally in a period of up to three months.

Oral examination

126. The oral examination may be held in person at the University or online. Approval to hold the examination in person but not at the University must be obtained from the University Research Degrees Committee.

127. All examiners must participate in the oral examination.
128. Following the oral examination, the examiners will be asked to provide a joint recommendation to the University Research Degrees Committee (in its capacity as Programme Assessment Board) indicating one of the following:

Award of Professional Doctorate

- the student has reached the required standard and should be awarded the Professional Doctorate
- the student must complete minor amendments, normally within three months, to the satisfaction of the examiners in order to allow the award of the Professional Doctorate. In this instance the examiners must supply a jointly agreed list of amendments.

Recommend reassessment

- [note that this option is only available if the candidate has not already resubmitted] the student has not yet reached the required standard, but should be permitted one further assessment opportunity. In this instance, the examiners must supply a full and jointly agreed report outlining the defects of the thesis and the nature of the corrections to be made. Reassessment may take one of the following forms:
 - o resubmission of the revised thesis and its defence in a second oral examination (normally within one year)
 - o resubmission of the revised thesis without a further oral examination (normally within one year)
 - o a second oral examination without significant change to the thesis (normally within one year)

Award of a lower degree

- the student has failed to reach the standard required for the Professional Doctorate but has reached the standard required for Master of Philosophy (MPhil) and should be awarded the degree of MPhil. In this instance the examiners shall supply a jointly agreed report which demonstrates how the criteria for the MPhil degree are satisfied.
- the student must complete minor amendments, normally within three months, to the satisfaction of both examiners in order to allow the award of the MPhil. In this instance the examiners must supply a jointly agreed list of amendments.
- [note that this option is only available if the candidate has not already resubmitted] The student has not yet reached the standard required for the Professional Doctorate but should be allowed the possibility of resubmitting the thesis for the award of the MPhil (normally within one year). In this instance, the examiners must supply a full and jointly agreed report outlining the defects of the thesis and the nature of the corrections to be made.

Fail

- the student has failed to reach the standard for Professional Doctorate or Master of Philosophy and should not be offered an opportunity for reassessment. The examiners must provide a full report explaining their decision.

Assessment of minor corrections

129. Once the student has submitted their corrected thesis, those examiners designated as being responsible for reviewing corrections will be required to make a judgment as to whether the corrections have been completed to their satisfaction. They will be asked to choose between one of the following outcomes:
- The student has undertaken the corrections to the satisfaction of the examiner
 - The student has failed to undertake the corrections to the satisfaction of the examiner and should be allowed to resubmit the corrected thesis without further oral examination in a period of up to three months. In this instance a detailed report on the shortcomings of the corrections must be supplied by the examiner.

Reassessment

130. Students may be reassessed on one occasion only. The form of the re-assessment will be stipulated by the University Research Degrees Committee, in its capacity as Programme Assessment Board, in the light of the examiners' recommendations.
131. Following the completion of the reassessment, the examiners' recommendations must be one of the following:

Award of Professional Doctorate

- the student has reached the required standard and should be awarded the Professional Doctorate
- the student has reached the required standard and should be awarded the Professional Doctorate subject to minor amendments to the thesis by a specified date (normally three months). In this instance the examiners must supply a jointly agreed list of amendments

Award of a lower degree

- the student has failed to reach the standard required for the Professional Doctorate but has reached the standard required for MPhil and should be awarded the degree of MPhil
- the student has failed to reach the standard required for the Professional Doctorate but has reached the standard required for MPhil and should be awarded the degree of MPhil subject to minor amendments to the thesis by a specified date (normally three months)

Fail

- the student has failed to reach the standard for the degree and there will be no opportunity for further reassessment

Disagreement Between Examiners

132. If, at any stage, the examiners are unable to reach a consensus view, the University Research Degrees Committee may:
- where there are two examiners, accept the recommendation of the external examiner

- where there are more than two examiners, accept the recommendation of the majority of the examiners, provided it includes at least one external examiner
- require the appointment of a second external examiner to conduct the relevant stages of the assessment process and make an independent recommendation to the University Research Degrees Committee

Academic Misconduct

133. The University views academic misconduct very seriously. The 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 7](#): Academic Integrity Research Degrees.

Appeal Against the Decision of an Assessment Board (Phase 1)

134. 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.
135. A student cannot appeal against an [academic misconduct](#) penalty imposed by the Assessment Board or about the academic judgement of the Assessment Board, including complaints about grades and awards.

Appeal Against the Decision of an Assessment Board (Phase 2)

136. A student can use the procedures set out in Academic Regulations 9: [Academic Appeals \(Research\)](#) to request a review of the decision of URDC in its capacity as the Programme Assessment Board if there is evidence that the University's Regulations were not followed.
137. A student cannot appeal against an [academic misconduct](#) penalty imposed by the Assessment Board or about the academic judgement of the Assessment Board, including complaints about grades and awards.

Section 8

Award Regulations

Awards

Master of Philosophy (MPhil)

138. A student who is registered for a MPhil will be considered for the award on completion of at least 360 credits at level 7.

139. The MPhil award is unclassified

Professional Doctorate

140. A student who is registered for a Professional Doctorate will be considered for the award on completion of at least 360 credits at level 8.

141. The Professional Doctorate award is unclassified.