

Academic Regulations for Taught Provision 2019 - 2020

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Appendix 1: List of Approved Variations

1. Scope

- 1.1 The **Academic Regulations for Taught Provision**, referred to here as the regulations, shall apply in their entirety to all taught provision including taught elements of research degrees of the University of Gloucestershire, referred to here as the University, and to all students undertaking those programmes, whether delivered within the University or via a collaborative partnership unless otherwise approved as a variation.
- 1.2 Variations to these regulations are only considered in order to meet Professional or Statutory Regulatory Body (PSRB) requirements. Applications for variations are only considered in relation to regulations 2.1.7, 6.12, 7.19, 7.26, 7.27. Variations to these regulations must be approved by, or on behalf of, Academic Board, and recorded as programme-specific regulations within the programme specification and within the 'notes' section of the course map.
- 1.3 The regulations are determined by the Academic Board of the University. The Academic Board authorises committees, boards and panels to act on its behalf in applying the regulations.
- 1.4 The application of the regulations is underpinned by a set of University policies and procedures that form appendices to the regulations. Reference is made to these at appropriate points within the regulations. Key University policies and procedures include the following:
 - Assessment Handbook of Principles and Procedures
 - Quality Handbook
 - Admissions Policy
 - Guide to Accreditation to Prior Learning
 - Enrolment and Registration Policy
 - Supported Study Procedures
 - Fitness to Practise Procedures
 - University Instigated Withdrawal Procedures
 - Research Ethics: Principles and Procedures

1.5 It is the student's responsibility to ensure that they are familiar with, understand and abide by the University Academic Regulations for Taught Provision, and any other relevant published policies and procedures.

1.5.1 In the case of students who entered their current programme at the University prior to academic year 2019-2020, where it is found that these regulations are less favourable than those that applied at the point of entry, Boards of Examiners will apply the previous regulations.

2. Structure and Definitions

2.1 The following definitions are assumed within the regulations:

2.1.1 *Award*: the University provides for the achievement of, and confirms in its name, a range of taught awards in accordance with the UK National Qualifications Framework (NQF) that includes the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). Awards are conferred on the basis of achievement of specified credit, and that credit is achieved through the successful completion of specified modules. Awards of the University are approved by Academic Board. The range of possible awards of the University, and their level within the FHEQ, are:

Award title	NQF/FHE Q Level	Minimum credit for award	Minimum credits by level
Certificate in Foundation Studies	3	120	120 credits at Level 3
Certificate in Professional Studies (CPS)	Defined individually	Defined individually	Defined individually
University Certificate	4	60	60 at Level 4
Higher National Certificate (HNC)	4	150	90 at Level 4 and 60 at Level 5
Certificate of Higher Education (CertHE)	4	120	120 at Level 4
Foundation Degree (FdA; FdSc; FdEng)	5	240	120 at Level 4 and 120 at Level 5
University Diploma	5 or 6	60	60 at Level 5 or 6
Higher National Diploma (HND)	5	240	120 at Level 4 and 120 at Level 5
Diploma of Higher Education (DipHE)	5	240	120 at Level 4 and 120 at Level 5
Graduate Diploma (named course)	6	120	90 at Level 6

BA; BSc; BEd; LLB; BEng	6	300	120 at Level 4, 120 at Level 5 and 60 at Level 6
	6	420	120 at Level 4, 240 at Level 5 and 60 at Level 6
BA with Foundation, BSc with Foundation; LLB with Foundation; BEng with Foundation	6	420 (for awards with Level 3)	120 at Level 3; 120 at Level 4, 120 at Level 5 and 60 at Level 6
	6	540 (for awards with Level 3 and year-long placement)	120 at Level 3; 120 at Level 4, 240 at Level 5 and 60 at Level 6
BA; BSc; BEd; LLB; BEng; (with honours)	6	360	120 at Level 4, 120 at Level 5 and 120 at Level 6
	6	480 (for awards with year-long placement)	120 at Level 4, 240 at Level 5 and 120 at Level 6
BA (with honours) with Foundation; LLB (with honours) with Foundation; BSc (with honours) with Foundation; BEng (with honours) with Foundation	6	480 (for awards with Level 3)	120 at Level 3; 120 at Level 4, 120 at Level 5 and 120 at Level 6
	6	600 (for awards with Level 3 and year-long placement)	120 at Level 3; 120 at Level 4, 240 at Level 5 and 120 at Level 6
MEng (with honours), MSci* (with honours) with Foundation *(Master in Science)	7	600	120 at Level 3; 120 at Level 4, 120 at Level 5 120 at Level 6 and 120 at Level 7
	7	720 (for awards with Level 3 and year-long placement)	120 at Level 3; 120 at Level 4, 240 at Level 5 120 at Level 6 and 120 at Level 7

MEng (with honours), MSci (with honours) (with placement)	7	480 600	120 at Level 4, 120 at Level 5, 120 at Level 6 and 120 at Level 7 120 at Level 4, 240 at Level 5, 120 at Level 6 and 120 at Level 7
Professional Graduate Certificate in Education	6	60	60 at Level 6 (or 30 at Level 6 and 30 at Level 7)
Certificate in Management Studies (CMS)	6	60	60 at Level 6
Diploma in Management Studies (DMS)	7	60	60 at Level 7
Postgraduate Certificate in Education	7	60	60 at Level 7
Postgraduate Certificate (PGCert)	7	60	60 at Level 7
Postgraduate Diploma (PGDip)	7	120	120 at Level 7
MA; MSc*; MEd; MBA; LLM; MDes (*Master of Science)	7	180	180 at Level 7
MRes	7	Not credit rated	Not credit rated
MA/MSc (by research)	7	Not credit rated	Not credit rated
MPhil	7	Not credit rated	Not credit rated
PhD	8	Not credit rated	Not credit rated
Advanced Postgraduate Certificate	8	80	80 at Level 8
Advanced Postgraduate Diploma	8	160	160 at Level 8
Professional Doctorates with taught components (EdD, DBA, DMC, DSE; Deng; DDes)	8	Not credit rated	Not credit rated

2.1.2 *Programme*: a student follows a programme of studies by taking permitted modules and achieving credit, normally progressing towards the completion of a named award. All programmes are articulated through a programme specification.

2.1.3 *Course*: a course is a coherent package of specified modules, approved via validation, constituting a named award or named awards. The course map specifies the modules which may count towards, and those that are required for, a specific named award.

2.1.4 *Module*: a module is a self-contained unit of study with its own learning outcomes, assessment and, where appropriate, prerequisites as approved at validation. A module shall be designated by level of study, and by credit rating. All modules are articulated through a module descriptor.

2.1.5 *Level*: each module is assigned to a level, which indicates the relative challenge, complexity, depth of study and learner autonomy required to meet the specified learning outcomes. The six levels for education awards offered by the University as specified in the National Qualifications Framework (NQF) are:

- 3
- 4
- 5
- 6
- 7
- 8

The distinguishing features of each level of study are outlined in Chapter A1 of the UK Quality Code for Higher Education and detailed in the Framework for Higher Education Qualifications.

2.1.6 *Credit*: credit is awarded to a learner in recognition of achievement of designated learning outcomes at a specified level. As long as course requirements are met, it is permitted to count credit at a higher level towards award requirements at a lower level within the same award. The volume of credit awarded is based on the estimated notional learning hours, where one credit represents ten notional hours of learning. Learning time includes both contact time and private study. Credit is expressed in Credit Accumulation and Transfer Scheme (CATS) points, and a full-time undergraduate student would normally complete 120 CATS points (1200 hours of learning time) per academic year. For the purpose of comparison with the European Credit Accumulation and Transfer System, 120 CATS is equivalent to 60 ECTS.

2.1.7 *Accredited Prior Learning*: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior or concurrent learning (APL) up to the specified maximum against the requirements for an award of the University as follows:

University Award	Total Credit for the Award (CATS)	Maximum APL Credit for Award (CATS)^b	Maximum APL for Level of Award^b
Certificate in Foundation Studies	120	0	0
Certificate in Professional Studies (CPS)	Defined individually	0	0

University Certificate	60	0	0
Higher National Certificate (HNC)	150	75	0
Certificate of Higher Education (CertHE)	120	30	30
Foundation Degree (FdA; FdSc; FdEng)	240	150	30
University Diploma	60	0	0
Higher National Diploma (HND)	240	150	0
Diploma of Higher Education (DipHE)	240	150	30
Graduate Diploma (named course)	at least 120	0	0
BA; BSc; BEd; LLB; BEng	300	240	0
	420	360	0
BA with Foundation; BSc with Foundation; LLB with Foundation BEng with Foundation	420	360 ^d	0
	540	480 ^d	0
BA; BSc; BEd; LLB; BEng (with honours)	360	240	30 ^a
	480	360	30 ^a
BA (with honours) with Foundation; BSc (with honours) with Foundation; LLB (with honours) with Foundation BEng (with honours) with Foundation	480	360 ^d	
	600	480 ^d	0
BA; BSc (with honours) Level 6 (validated programme with entry at Level 6)	120	0	0
Landscape Architecture Conversion course (Level 4 and Level 5)	120	120	N/A, this is an access course only for PGT courses in Landscape Architecture
	600	480	0

MEng (with honours); MSci (with honours) with Foundation (with placement)	720	600	0
MEng (with honours); MSci (with honours) (with placement)	480	360	30 ^a
	600	480	30 ^a
Professional Graduate Certificate in Education	60	0	0
Certificate in Management Studies (CMS)	60	0	0
Diploma in Management Studies (DMS)	60	0	0
Postgraduate Certificate in Education	60	0	0
Postgraduate Certificate (PGCert)	60	30	30
Postgraduate Diploma (PGDip)	120	60	60
MA; MSc; MEd; MBA; LLM; MDes	180	120	120
MRes	Not credit rated	0	0
MA/MSc (by research)	Not credit rated	0	0
MPhil	Not credit rated	0	0
PhD	Not credit rated	0	0
Advanced Postgraduate Certificate	80	0	0
Advanced Postgraduate Diploma	160	0	0
Professional Doctorate with taught component (EdD; DBA; DMC; DSE; Deng; DDEs)	Adv PG Dip plus thesis	160	160

a) except for students on formal University exchange programmes where this can be up to 45 CATS at level 6

- b) professional or statutory regulatory body requirements may reduce the maximum. Such additional criteria are considered as a variation to the regulations, and must be approved at the point of validation and documented in the programme specification.
- c) a student registered for a Masters stage only award must pass 60CATS from those modules identified as at the Masters stage.
- d) no APL shall be awarded against L3 of an Honours degree with Foundation.

2.1.7.1 Only credit awarded through the University of Gloucestershire Accredited Prior Learning procedure may count towards a University award.

2.1.7.2 The minimum credit awarded must amount to one module of credit.

2.1.7.3 Certain specified modules may not be eligible for credit for prior learning. These modules are confirmed at validation and details are included on the relevant module descriptor.

2.1.7.4 Credit awarded through the University of Gloucestershire Accredited Prior Learning procedure will be awarded on a pass basis, and therefore may not be included in a calculation of an award classification.

2.1.7.5 The University of Gloucestershire Accredited Prior Learning procedure does not award credit for credit achieved through 'condonement' by another institution – ie only modules recorded as a 'pass' may be considered for APL.

2.1.7.6 Where a student exits with an intermediate award rather than the intended award, the maximum Accredited Prior Learning for the intermediate award and each level of the intermediate award will apply.

2.1.7.7 The maximum study period (see 3.3) will be applied on a pro rata basis to students admitted with transferred credit.

2.1.7.8 Students may not re-use credit to collect several similar awards at the same or a lower level, and credit from a postgraduate programme cannot be counted towards an undergraduate award.

2.1.8 *Mode of Study:* Study for an award may be on a fast-track, full-time, part-time or associate student basis, and permitted modes of study are specified for each programme within the programme specification.

2.1.9 *Definitive Documentation:* All named awards are supported by a set of definitive documentation, comprising a programme specification, a course map, and module descriptors. The course maps and module descriptors are published on the University web site. The programme specification is published to students in the course handbook.

2.1.10 *Transcripts:* All students will be eligible to receive a transcript indicating credit earned as a result of their studies, unless as otherwise noted in Regulation 4.10.

3. Study Requirements

3.1 All provision shall be taught and assessed in English, except where a foreign language is the subject of study.

- 3.2 The maximum study load to be considered part time is 90 CATS per academic year for an undergraduate student and 90 CATS per academic year for a postgraduate student.
- 3.2.1 The minimum study load to be considered full time is 90 CATS per academic year for an undergraduate student and a postgraduate student.
- 3.2.2 The minimum study load for a student on a Graduate Diploma programme to be considered full time is 91 CATS per academic year.
- 3.3 The maximum period of registration on a programme is specified in the table below. Where a PSRB specifies a shorter period, such an additional requirement will be outlined in the programme specification of the course in question.

Award title	Minimum credit for award	Maximum period of registration (‘Year’ is academic year unless otherwise stated)
Certificate in Foundation Studies	120	2
Certificate in Professional Studies (CPS)	Defined individually	2 years
University Certificate	60	2 years
Higher National Certificate (HNC)	150	4 years
Certificate of Higher Education (CertHE)	120	3 years
Foundation Degree (FdA; FdSc; FdEng)	240	5 years
University Diploma*	60	2 years
Higher National Diploma (HND)	240	5 years
Diploma of Higher Education (DipHE)	240	5 years
Graduate Diploma (named course)	120	Full time: 2 years Part Time: 4 years
BA; BSc; BEd; LLB; BEng	300	7 years
	420	8 years
BA with Foundation; BSc with Foundation; LLB with Foundation BEng with Foundation	420	8 years
	540	9 years
BA; BSc; BEd; LLB; BEng (with honours)	360	8 years
	480	9 years

BA (with honours) with Foundation; BSc (with honours) with Foundation; LLB (with honours) with Foundation BEng (with honours) with Foundation	480	9 years
	600	10 years
BA, BSc, BEd, LLB; BEng (with honours), taken in Fast-track mode	360	not applicable
BA, BSc (with honours) Top up (validated programme with entry at Level 6)	120	3 years
MEng (with honours); MSci (with honours) with Foundation (with placement)	600	10 years
	720	11 years
MEng (with honours); MSci (with honours) (with placement)	480	9 years
	600	10 years
Professional Graduate Certificate in Education	60	2 years
Certificate in Management Studies (CMS)	60	2 years
Diploma in Management Studies (DMS)	60	2 years
Postgraduate Certificate in Education	60	2 years
Postgraduate Certificate (PGCert)	60	2 years
Postgraduate Diploma (PGDip)	120	3 years
MA; MSc; MEd; MBA; LLM; MDes (with placement)	180	4 years
	240	5 years
MA, MSc, MBA, LLM' MEng Masters stage (validated programme with entry at Master's stage)	60	12 months
MSc Masters stage (validated programme with entry for Master's stage)	75	18 months
MSc Master stage (validated programme with entry for Master's stage)	90	2 years

MRes	Not credit rated	Full Time: 4 years Part Time: 4 years
MA/MSc (by research)	Not credit rated	Full Time: 4 years Part Time: 4 years
MPhil	Not credit rated	Full Time: 4 years Part Time: 5 years
PhD	Not credit rated	Full Time: 6 years Part Time: 8 years
Advanced Postgraduate Certificate	80	3 years
Advanced Postgraduate Diploma	160	4 years
Professional Doctorate with taught component (EdD; DBA; DMC; DSE; Deng; DDes)	Not credit rated	Full Time: 6 years Part Time: 8 years

Notes:

- a. The maximum period of registration will be applied on a *pro rata* basis to students admitted with Accreditation of Prior Learning or who change mode of study.
 - b. Where a student has not completed their intended award at the expiry of their maximum completion time, they will be required to withdraw. They will be made the highest award to which they are entitled.
 - c. Where a student, on reaching the maximum time for completion of their intended award, has outstanding reassessment work, or work with a Late grade granted for extenuating circumstances, they will be allowed to complete that assessment. However, a student will not be allowed to retake a module in the case of failure.
 - d. Approved periods of interruption of studies count against the maximum registration period, and therefore do not change the end date for the registration period (see s4.7).
- * In the case of a University Diploma of 90 CATS the maximum registration period will be 3 years.

3.5 Attendance will be required in line with course requirements and attendance may be required during evenings, weekends and outside standard term time.

3.6 Students are expected to attend all scheduled learning opportunities. Any course specific attendance requirements must be approved and documented in the module descriptors.

4. Admissions, Enrolment and Registration

4.1 Students may not normally enrol for more than one University award simultaneously.

4.2 A student may be permitted to enter a programme of studies with advanced standing, and be awarded credit for prior learning. Procedures are published in the Guide to Accreditation of Prior Learning.

- 4.3 A student shall only be eligible for the award for which they have been accepted at entry, unless an application to change award has been approved, or the intended award changed as the result of a decision by a Board of Examiners.
- 4.4 A student must enrol with the University within 14 days of the start of their studies and subsequently for each period in which they will be studying in accordance with the Enrolment and Registration Policy.
- 4.5 A student who fails to enrol will be deemed to be no longer a student and will be withdrawn from their studies.
- 4.6 Each academic year and within 14 days of the start of their programme, a student is required to register a valid set of modules reflecting their mode of study and their study intentions for the entirety of that academic year, in accordance with the Enrolment and Registration Policy.
- 4.7 A student may apply to interrupt their studies for a period, normally not more than one academic year (see Enrolment and Registration Policy) but the maximum period of registration will not be extended. Incomplete assessment will be treated in accordance with the Enrolment and Registration Policy.
- 4.8 A student may be required to interrupt their studies as the result of the application of the University's Supported Study Procedures. Incomplete assessment will be treated in accordance with the Enrolment and Registration Policy.
- 4.9 A student may be required to withdraw from their studies as the result of the application of the University's Fitness to Practise Procedures, the University Instigated Withdrawal Procedures or as a result of a decision by a Board of Examiners due to academic failure (eg failure leading to contravention of progression regulations). Incomplete assessment will be treated in accordance with the Enrolment and Registration Policy.
- 4.10 Any student found to have submitted false or incorrect information to gain entry to or claim credit against a programme of study, or found to have misrepresented their achievements at the university to an external body, will be required to withdraw from their programme. The university will notify the appropriate authorities of this action and the nature of the offence. Students required to withdraw under these circumstances will be eligible to receive a transcript indicating credit legitimately earned.
- 4.11 A student may only withdraw from the assessment of a registered module in accordance with the Enrolment and Registration Policy.
- 4.12 A student may normally change their course in any year up to two weeks after the first timetabled occurrence of a module for which they are registered in the receiving course.

5. Modules

- 5.1 All modules shall have a designated credit rating expressed in CATS points. The following credit ratings are permitted:

Undergraduate:
15 CATS
30 CATS

Postgraduate
15 CATS
30 CATS
40 CATS (Level 8 taught modules only)
60 CATS (Dissertation or research project only)

5.2 In exceptional circumstances proposals for alternative module sizes will be considered at the point of application for programme approval.

5.3 Modules may run over differing durations, although the module duration shall be specified as the study period and documented on the course map.

5.4 A course map specifies the status of modules which count towards a named award, as follows:

Compulsory –
the module must be successfully completed (i.e., a pass grade attained) in order to gain the intended award.

Core –
the module is one of a group of modules where a specified number of modules from the group must be successfully completed in order to gain the intended award.

Option –
the module is optional, but counts towards the specified number of modules that must be taken from the course map in order to gain the intended award

5.5 A restriction may be placed on a module to specify that the module may not count as credit towards the intended award if taken with another module. Restrictions shall be documented in the module descriptor.

5.6 A restriction may be placed on a module to specify that the module may not be taken unless a specified module at a lower level has been passed (pre-requisite) or unless a module at the same level is taken concurrently (co-requisite). Pre-requisites and co-requisites shall be documented in the module descriptor.

6. **Assessment**

6.1 It is the student's responsibility to ensure that they obtain the information they require in order to present themselves for assessment. The form of assessment and submission date shall be communicated to students via the module guide.

6.2 Assessment tasks are designated as Examination or Coursework.

6.3 Students are required to submit themselves to formal assessment as specified by the appropriate University authority. Absence or non-submission will result in failure as determined by the Board of Examiners.

6.4 Late submission of coursework without documented and approved extenuating circumstances is penalised in accordance with the following criteria:

- Up to and including seven days late – maximum mark of 40%

- More than seven days late – mark of 0%

All coursework submitted for reassessment after the due date and without documented and approved extenuating circumstances will receive a mark of 0%.

- 6.5 In the case of students with disability needs, such arrangements for assessment as are necessary and appropriate may be approved in accordance with appropriate University procedures (see Assessment Handbook of Principles and Procedures).
- 6.6 The overall pass mark for a module is 40%. Where a module includes two or more elements of assessment, the final module mark is expressed as a whole number. The weighted average of the elements of assessment is rounded up when the decimal places are 0.5 or higher (e.g., 65.50 is rounded up to 66%, but 65.49 is rounded down to 65%).
- 6.7 A student shall be entitled to a single opportunity for reassessment if the overall mark for the module is in the range 1-39%.
- 6.8 A student who has achieved the specified pass mark for the module at the first attempt will not be able to retake the module to gain a higher mark.
- 6.9 Where a module requires assessment in two or more elements, compensation between elements is permitted unless otherwise approved at the point of validation and documented in the module descriptor.
- 6.9.1 Where a module has more than one assessment point and at least one of those is assessed on a pass/fail basis, compensation shall not be permitted.
- 6.10 Where compensation is not allowed between assessment elements within a module, and a student fails to pass all elements of assessment at the first attempt, the overall module result will be recorded as a qualified fail and a student may be provided with an opportunity for reassessment. In cases where a student passes the reassessed element, the overall module result shall be capped at 40D. In cases where a student fails to pass the reassessed element, the overall module result shall be recorded as 39F.
- 6.11 When one or more elements of assessment are submitted as a reassessment opportunity, the maximum attainable module mark is 40%.
- 6.11.1 The definition of 'module attempt' is a student's first 'sit' and any reassessment (of any component of assessment) within a module. A retake of the same or an alternative module (see 6.12.1) in a subsequent year or semester is considered to be a separate second attempt.
- 6.12. A student whose reassessed work fails shall be entitled to retake the failed module once more in full (ie a second attempt) at the next available opportunity, unless the opportunity for retake was explicitly precluded at validation due to PSRB requirements, documented in the programme specification and recorded as a variation in the appendix to these regulations. Retaking modules necessitates attendance and requires completion of all assessments. Any assessment marks from the previous attempt at the module cannot be carried forward. The full range of marks will be available for modules that are retaken. A full fee will be charged for modules at second attempt.

- 6.12.1 Students who fail an optional module at first attempt may apply to study an alternative optional module within their programme. Approval will take account of timetabling and programme structure. Alternative optional modules that are taken following the failure of an optional module at first attempt are treated as second attempts.
- 6.13 Academic judgement will be exercised on matters of student assessment, guided by published learning outcomes and assessment criteria. In exercising their judgement, Examiners may penalise any work where the standard of English, numeracy or presentation adversely affects the quality of the work, or where the work submitted exceeds the published size or time limits, or where the work fails to follow normal academic conventions for acknowledging sources. These criteria may be applied in addition to the published assessment criteria specific to any particular assessment task, and should be considered during second marking and moderation.
- 6.14 Where an assignment exceeds the set word (or other) limit, a penalty of 5 marks will be deducted from the initial assignment mark for every 10% in excess of the word (or other) limit. Unless specified otherwise in a particular assessment brief, the word count of an assessment includes all material such as quotations and quantitative or qualitative data presented within the main body of the text, but does not include references/bibliography or supplementary material presented in the form of an appendix.
- 6.15 Any work which breaches the University's Research Ethics: Principles and Procedures (see University's Research Ethics: Principles and Procedures) will not knowingly be assessed.
- 6.16 A student's work submitted for assessment is expected to be their own. Examiners may penalise any work that does not follow normal academic conventions for acknowledging sources. Where the work of the student is deemed not to be their own the work will be considered within the category of 'errors of attribution' or 'assessment offences'.
- 6.17 Errors of Attribution are minor irregularities of a technical nature which infringe academic conventions, but which would not normally mislead a reader as to the source of the material being presented. Since they are minor irregularities of a technical nature, they do not come under the category of Assessment Offences. Errors of Attribution diminish the quality of the assessed work and will therefore result in the award of a lower mark.
- 6.18 Assessment offences shall be investigated by an Academic Conduct Officer who will also decide the outcome. In the event of complex cases, the Academic Conduct Officer may refer the case to the Assessment Offences Review Panel which will then become the designated decision making body. All outcomes will reported to the relevant Module Board of Examiners.
- 6.18.1 An Assessment Offence shall be classified as one or more of: plagiarism, unauthorised collusion, re-presentation, fabrication, impersonation, cheating in examinations or passing off another person's work as the student's own including any use of essay mills. The definition of Assessment Offences and procedures for an investigation are documented in the Assessment Handbook of Principles and Procedures.

6.19 Where the Academic Conduct Officer or the Assessment Offences Review Panel determines that a Breach of the University Academic Regulations for Taught Provision has occurred, the penalties shall be:

First Offence, logged on the student's record as a formal Caution only, the work marked according to the published assessment criteria, and the material deemed to have been presented in breach of the University Academic Regulations for Taught Provision will not be considered when arriving at the mark;

Second Offence, logged on the student's record, with a loss of all marks for the module, a grade of BR recorded, and the module deemed to have been failed;

Third Offence, with a loss of all marks for the module and a requirement to withdraw from the programme and from the University and a grade of BR recorded.

6.20 The Academic Conduct Officer or the Assessment Offences Review Panel will determine the category applicable to each student, and will implement the appropriate penalty. Decisions will be notified to the student, and to the Module Assessment Board of Examiners.

6.21 Where an Academic Conduct Officer or the Assessment Offences Review Panel determines that falsified or fabricated evidence or other information has been submitted in support of any summative assessment activity, including requests for extenuating circumstances, this finding will be logged on the student's record as a case of procedural dishonesty with the loss of all marks for the module or modules concerned, the module(s) deemed to have been failed with a grade of OBR recorded. This will count as an offence under regulation 6.19. In the case of a student on a course leading to a license to practise, the university will notify the appropriate authorities of this action and the nature of the offence. This provision does not apply to any assessable material covered by regulation 6.18 or procedures pursuant to that regulation. In relation to assessments or exams that are administered by the University as part of PSRB or accrediting body requirements, the University will notify the PSRB or accrediting body immediately when a suspected breach of assessment regulations has taken place where this is a requirement of the PSRB or accrediting body.

6.22 The only basis for an appeal against a decision of the Academic Conduct Officer or the Assessment Offences Review Panel is that there has been an administrative error or procedural irregularity during the conduct of the relevant investigation of such a significant nature as to have materially affected the decision of the Board.

6.23 Extenuating circumstances are *unforeseen* factors which affect a student's ability to complete the assessment to the normal schedule. It is the responsibility of the student to submit evidence, following the published procedures and to the specified deadlines, in support of any claim for extenuating circumstances that may affect their ability to undertake assessment.

6.24 Normally, where a claim for extenuating circumstances affecting Coursework has been approved, the student will be offered an extension for completion of their work.

6.25 Normally, where a claim for extenuating circumstances affecting an Examination has been approved, the opportunity to sit the Examination will be postponed to the next time it is offered. Note that this may fall outside the normal period during which a student undertakes modules. A student may not both submit a claim for extenuating circumstances, and attend the Examination.

6.26 Once Coursework is submitted or an Examination is taken the mark for that assessment will stand. A Board of Examiners does not have the discretion to adjust marks, in the light of extenuating circumstances, for assessment already undertaken.

6.27 Performance for each element of assessment within a module is graded as follows:

Percentage	Result for element of assessment	Grades
70-100	Pass	A
60-69	Pass	B
50-59	Pass	C
40-49	Pass	D
0-39	Fail	F
0	Non-completion	N

or as follows:

Result for element of assessment	Grades
Satisfactory	S
Unsatisfactory	UF
Unsatisfactory due to non-completion	UN

6.28 Overall module performance is graded as follows:

Percentage	Module Result	Grades
70-100	Pass	A
60-69	Pass	B
50-59	Pass	C
40-49	Pass	D
40-100	Qualified fail; specified non-compensatory element failed – entitled to reassessment	QF
1-39	Fail but with entitlement to reassessment	R
0	Fail without entitlement to reassessment	F
0 – 39	Fail following reassessment	F

or as follows:

Module Result	Grades
Satisfactory	S
Unsatisfactory but with entitlement to reassessment	UR
Unsatisfactory without entitlement to reassessment due to non-submission	UF
Unsatisfactory following reassessment	UF

6.29 The grading approach shall be specified in the assessment brief.

6.30 Other grades may be applied as follows:

SB – suspected Assessment Offence as defined by University Academic Regulations for Taught Provision

6.30.1 by a Module Board of Examiners:

- L – assessment incomplete due to approved extenuating circumstances
- X – no mark reported by the module tutor
- N – non-completion of one or more elements of assessment

6.30.2 by an Assessment Offences Board of Examiners

BR – confirmed Assessment Offence as defined by University Academic Regulations for Taught Provision

6.30.3 by a Progression and Awards Board of Examiners

W – student withdrawn from assessment in accordance with Enrolment and Registration Policy. Result should not be considered for progression and award calculations.

6.31 In accordance with the Enrolment and Registration Policy, a failed module result caused by an approved course-restart or approved extenuating circumstances, will not be counted in future course progression considerations.

6.31.1 In accordance with the Enrolment and Registration Policy, a failed module result caused by a student withdrawing from the assessment of a module after the withdrawal deadline and not by provisions allowed for in 6.31 will be considered in future course progression decisions.

7. Progression and Awards

7.1 Awards and progression decisions are confirmed by a Board of Examiners on behalf of Academic Board. The membership and terms of reference of the Boards of Examiners are determined by Academic Board and specified in the Assessment Handbook of Principles and Procedures. The remit of External Examiners, and procedures for their appointment, are documented in the Quality Handbook.

7.2 The two tiers of Boards of Examiners are:

- Module Assessment Boards (tier I; module level)
- Progression and Awards Boards (tier II; programme level)

7.3 The Academic Board authorises Boards of Examiners to act on its behalf in all matters related to student assessment, progression and awards.

7.4 The Progression and Awards Board of Examiners will confirm an award at the point where a student has achieved the minimum credit requirement and met the specific requirements for their intended award. In all calculations for awards, averages are calculated to two decimal places before rounding to a whole number. The value is rounded up when the decimal places are 0.50 or greater (e.g., 68.50 rounds up to 69%, but 68.49 rounds down to 68%).

7.5 Once the Board of Examiners has confirmed the award, a student may not continue in programme to improve their result.

- 7.6 The University reserves the right to amend or withdraw an award made to a student if, in the judgement of Academic Board, there are appropriate grounds for it to do so.
- 7.7 A student who has left their programme and been awarded the Degree may not be permitted to return and enrol for the Honours Degree.
- 7.8 Where the Board of Examiners judges that for the most exceptional reasons (such as severe illness) the student will be unable to present themselves for assessment at a later point, but is nevertheless satisfied that the student would have qualified for the award for which he or she was a candidate had it not been for a valid cause, an Aegrotat award (without classification) may be offered.
- 7.9 In the case of a student who has died, a Board of Examiners may make a recommendation for a posthumous award. In making such a recommendation, the Board of Examiners will take into account the normal requirements for awards. Aegrotat regulations apply when the student has not completed the normal requirements for the award.
- 7.10 A student no longer in good standing within the University, as a result of a disciplinary offence, or failure to pay fees, or breach of codes of conduct, or other fault, may be required by a Board of Examiners or other authority to withdraw from their programme of study, losing eligibility for their intended award. The requirements of PSRBs may require a student to withdraw from their programme of study regardless of whether a student remains in good standing with the University, and where appropriate such information is included in the programme specification.

Award classification

- 7.12 A foundation degree is awarded with distinction when a student achieves an average mark of 70% or above in the best 120 CATS points at level 5. A foundation degree is awarded with merit when a student achieves an average mark of 60-69% in the best 120 CATS points at level 5.
- 7.13 A Certificate of Higher Education award is awarded with distinction when a student achieves an average mark of 70% or above in the best 120 CATS points at level 4. A Certificate of Higher Education is awarded with merit when a student achieves an average mark of 60-69% in the best 120 CATS points at level 4.
- 7.14 A Diploma of Higher Education award is awarded with distinction when a student achieves an average mark of 70% or above in the best 120 CATS points at level 5. A Diploma of Higher Education is awarded with merit when a student achieves an average mark of 60-69% in the best 120 CATS points at level 5.
- 7.15 A University Diploma is awarded with distinction when a student achieves an average mark of 70% or above in the best 60 CATS points at level 5 and 6. A University Diploma is awarded with merit when a student achieves an average mark of 60-69% in the best 60 CATS points at level 5 and 6.
- 7.16 A Graduate Diploma is awarded with distinction when a student achieves an average mark of 70% or above in the best 90 CATS points at level 5 and 6. A Graduate Diploma is awarded with merit when a student achieves an average mark of 60-69% in the best 90 CATS points at level 5 and 6.

7.17 In determining the class of honours for an undergraduate degree (including Integrated Masters) the Board of Examiners will use the following schedule:

Classification	Classification band
First class	70% and above
Upper second class (2i)	60-69%
Lower second class (2ii)	50-59%
Third class	40-49%

7.18 In calculating the classification band in which a student falls, the Progression and Awards Board of Examiners will use two methods. The method giving the higher result will be used to determine the classification.

Method 1

This is based on the average of the best grades at the level of the award amounting to 120 CATS, rounded to the nearest whole number.

In the case of a student with ungraded credit at the level of the award, method 1 may be used provided there are grades for modules worth 90 CATS points.

Method 2

This is based on the average (not rounded) of the best grades at the level one below that of the award amounting to 120 CATS, weighted at 20%, plus the average (not rounded) of the best grades at the level of the award amounting to 120 CATS, weighted at 80%, rounded to the nearest whole number.

In the case of a student with ungraded credit at the level one below that of the award, method 2 may be used provided there are grades for modules worth 90 CATS points.

7.19 The master's degree, postgraduate diploma and postgraduate certificate may be awarded with merit or with distinction. Unless approved as a variation to the regulations due to PSRB requirements, and documented in the programme specification, the following criteria will apply:

7.20 A postgraduate certificate is awarded with merit when a student achieves an average mark of 60% or above calculated on the basis of all modules taken and passed and counting toward the award of the postgraduate certificate (taking into account the weighting of the modules).

7.21 A postgraduate certificate is awarded with distinction when a student achieves an average mark of 70% or above calculated on the basis of all modules taken and passed and counting toward the award of the postgraduate certificate (taking into account the weighting of the modules).

7.22 A postgraduate diploma is awarded with merit when a student achieves an average mark of 60% or above calculated on the basis of all modules taken and passed and counting toward the award of the postgraduate diploma (taking into account the weighting of the modules).

7.23 A postgraduate diploma is awarded with distinction when a student achieves an average mark of 70% or above calculated on the basis of all modules taken and

passed and counting toward the award of the postgraduate diploma (taking into account the weighting of the modules).

7.24 A master's degree is awarded with merit when a student achieves an average mark of 60% or above calculated on the basis of all modules taken and passed and counting toward the award of master's degree (taking into account the weighting of the modules).

7.25 A master's degree is awarded with distinction when a student achieves an average mark of 70% or above calculated on the basis of all modules taken and passed and counting toward the award of master's degree (taking into account the weighting of the modules).

Progression provisions

7.26 To achieve an award a student must progress through a series of levels of study by achieving a specified amount of credit at each level. The academic performance of students is considered at Progression and Awards Boards of Examiners once all reassessment opportunities (ARTP 6.7) have been exercised. The Progression and Awards Boards of Examiners, taking account of the provisions of this clause and its sub-clauses, will decide whether a student may:

- i) progress unconditionally to the next level of study, or
- ii) not progress: that is, either continue to study at the same level, or be withdrawn from their programme of studies due to academic failure.

A student shall not progress from one level of a programme to the next until the relevant Progression and Awards Board of Examiners is satisfied that the student is eligible to proceed. Until a student is allowed to progress, they may not take any further modules, over and above any modules that they have already commenced, at any subsequent level.

7.26.1 A student on an Integrated Degree programme may not progress from Level 3 to Level 4 unless they have achieved 120CATS credit at Level 3 and achieved a 50% average for the level.

7.26.2 A student on an Integrated Degree programme, Foundation Degree programme, Bachelor Degree programme or Integrated Masters programme may not progress from Level 4 to Level 5 unless they have achieved 90CATS credit or more at Level 4.

7.26.3 A student on an Integrated Degree, Bachelor Degree programme or Integrated Masters programme where that award is not a sandwich course may not progress to Level 6 unless they have achieved 210CATS credit or more at Levels 4 & 5, with no more than 120CATS at each level.

7.26.4 A student on an Integrated Degree, Bachelor Degree programme or Integrated Masters programme where that award is a sandwich course may not progress to Level 6 unless they have achieved 330CATS credit or more at Levels 4 & 5, with no more than 120CATS at Level 4 and 240CATS at Level 5.

7.26.4.1 A student on an Integrated Masters programme where that award is not a sandwich course may not progress to Level 7 unless they have achieved 330CATS credit or more at Levels 4, 5 and 6, with no more than 120CATS at each level.

- 7.26.4.2 A student on an Integrated Masters programme where that award is a sandwich course may not progress to Level 7 unless they have achieved 450CATS credit or more at Levels 4, 5 and 6, with no more than 120CATS at Level 4, 240CATS at Level 5 and 120CATS at Level 6.
- 7.26.5 To be eligible to proceed to the next level of study, a student must pass pre-requisite modules.
- 7.26.6 In some cases, due to PRSB requirements, students must meet additional criteria. Such additional criteria are considered and recorded as a variation to the regulations, and must be approved at the point of validation and documented in the programme specification. In the case of changes to PSRB requirements for existing courses, variations to progression provisions must be approved in line with ARTP s1.2.
- 7.27 Subject to the provisions of 7.26, progression whilst trailing failed modules to a maximum of 30CATS is permitted. Where variations are needed to satisfy PSRB requirements, variations are approved at the point of validation, or by Academic Board if subsequent to validation, and documented in the programme specification and recorded as variations to these Regulations.
- 7.28 A student enrolled on a Bachelors Honours Degree programme will lose eligibility for the Honours Degree if they obtain a fail grade on modules totalling more than 60 CATS in Levels 5 plus 6. Where one module has been taken and failed twice, both attempts will count towards this limit.
- 7.29 A student enrolled on a postgraduate course will be required to withdraw if they have taken and failed modules equivalent in value to 60 CATS points. Where one module has been taken and failed twice, both attempts will count towards this limit.
- 7.30 A student enrolled on a postgraduate course will lose eligibility for the Master's award if they have taken and failed 45CATS points. Where one module has been taken and failed twice, both attempts will count towards this limit.
- 7.31 A student will be required to withdraw from their programme of studies if they fail modules at Level 4 amounting to 61 CATS points or more. Where one module has been taken and failed twice, only the first attempt will count towards this limit.
- 7.32 A student will be required to withdraw from their programme of studies if they fail modules at Level 5 amounting to 61 CATS points or more. Where one module has been taken and failed twice, only the first attempt will count towards this limit.
- 7.33 On completion of studies, a student will be given access to a transcript showing grades for each module and the conferred award.

8. Appeals

- 8.1 A student shall have the right to appeal once against a decision of a Board of Examiners. Students will not suffer any disadvantage or recrimination as a result of making an appeal in good faith.
- 8.2 Before considering whether or not there are grounds for appeal, it is essential that the student consults with the Chair of the appropriate Board of Examiners, or a delegated representative, to see if any informal resolution of the matter can be achieved.

- 8.3 The basis for an academic appeal shall be either:
- a) that, at the time of the assessment, there existed circumstances which adversely affected the student's performance and which the student was unable to communicate to the Board of Examiners before it reached its decision. In making such a case, the student shall provide valid documentary evidence where appropriate. Retrospective medical certification will not be accepted as valid;
 - b) that there has been an administrative error or procedural irregularity during the conduct of the relevant assessment of such a significant nature as to have materially affected the approved grade or mark awarded.
- 8.4 Disagreement with the academic judgement of a Board of Examiners in assessing the merits of an individual piece of work or in reaching any assessment decision based on the marks, grades or other information relating to a student's performance, cannot in itself constitute grounds for an academic appeal.
- 8.5 The University has established procedures for complaint and redress which may arise during a programme of study and expects these to be resolved as and when they occur. In this context, alleged inadequacy of tuition or any other arrangements during the programme of study will not constitute grounds for an academic appeal.
- 8.6 Procedures for submitting and hearing an academic appeal are documented in the assessment procedures.

Appendix 1 – List of Approved Variations to the Academic Regulations

Regulation 2.1.7

Award: BA Youth Work

Regulation No.	Regulation (text)	Variation (text)
2.1.7	Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior or concurrent learning (APL) up to the specified maximum against the requirements for an award of the University as follows:	Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior certificated learning (APCL) up to the specified maximum against the requirements for an award of the University as follows:

Award: PG Dip Human Resource Management

Award: MSc Human Resource Management (Strategic)

Award: MSc Human Resource Management (International)

Regulation No.	Regulation (text)	Variation (text)
2.1.7	Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior or concurrent learning (APL) up to the specified maximum against the requirements for an award of the University as follows:	Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior certificated learning (APCL) up to the specified maximum against the requirements for an award of the University as follows:

Award: MA in Applied Theology (Youth and Community Work) (Moorlands College)

Regulation No.	Regulation (text)	Variation (text)
2.1.7	Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior or concurrent learning (APL) up to the specified maximum against the	Accredited Prior Experience or Learning is not allowed for advanced standing in the programme.

	requirements for an award of the University as follows:	
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Award: MA in Youth and Community Work and Practical Theology / PGDip in Youth and Community Work and Practical Theology

Award: BA (Hons) in Youth and Community Work and Practical Theology

Regulation No.	Regulation (text)	Variation (text)
2.1.7	Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior or concurrent learning (APL) up to the specified maximum against the requirements for an award of the University as follows:	Accredited Prior Experiential Learning is not allowed for advanced standing in the programme and there are restrictions on certificated learning.

**Award BSc (Hons) Nursing (Adult)
BSc (Hons) Nursing (Mental Health)**

Regulation no.	Regulation	Variation
2.1.7	Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior or concurrent learning (APL) up to the specified maximum against the requirements for an award of the University as follows: BSc (Hons): Maximum APL for the award: 240CATS	PRSB requirement limits maximum APL of 50% to Nursing programmes as follows: BSc (Hons): Maximum APL for the award: 180CATS

Award **FD Nursing Associate/HA Nursing Associate**

Regulation no.	Regulation	Variation
2.1.7	<p>Accredited Prior Learning: Procedures for claiming APL are documented in the Guide to Accreditation of Prior Learning. A student may be awarded credit for prior or concurrent learning (APL) up to the specified maximum against the requirements for an award of the University as follows:</p> <p>Foundation Degree (FdA; FdSc; FdEng):</p> <p>Maximum APL credit for the award 150CATS</p>	<p>With the exception of applicants who are a NMC Registered Nurse, a PRSB requirement limits maximum APL of 50% to Nursing programmes as follows:</p> <p>Foundation Degree:</p> <p>Maximum APL for the award: 120CATS</p>

Regulation 6.12

Award: **BEd Primary Education**

Award: **PGCE Primary Education**

Award: **PGCE Secondary Education**

Regulation No.	Regulation (text)	Variation (text)
6.12	A student shall be entitled to retake any module which has been failed, unless the opportunity for retake was explicitly precluded at validation due to PSRB requirements and documented in the programme specification.	A student shall be entitled to retake any module which has been failed, unless the Board of Examiners confirm that the opportunity for retake would put at risk the achievement or safety of pupils.

Regulation 7.27

Award: **BEd Primary Education**

Regulation No.	Regulation (text)	Variation (text)
7.27	Progression whilst trailing failed modules is permitted. Where variations are needed to satisfy PSRB requirements, variations are approved at the point of	Progression whilst trailing failed modules may only be permitted on a part time basis and as determined by the Board of Examiners.

	validation and documented in the programme specification.	
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Award: **BSc (Hons) Nursing (Adult)**
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Physiotherapy

Regulation No.	Regulation (text)	Variation (text)
7.27	Progression whilst trailing failed modules is permitted. Where variations are needed to satisfy PSRB requirements, variations are approved at the point of validation and documented in the programme specification.	Progression whilst trailing failed modules is not permitted

Regulations 6.4, 6.6, 6.7, 6.10, 6.11, 6.27, 6.28

Award: **MSc Forensic Psychology**

Regulation no.	Regulation (text)	Variation (text)
6.4	Late submission of coursework without documented and approved extenuating circumstances is penalised in accordance with the following criteria: <ul style="list-style-type: none"> • Up to and including seven days late – maximum mark of 40% • More than seven days late – mark of 0% 	Late submission of coursework without documented and approved extenuating circumstances is penalised in accordance with the following criteria: <ul style="list-style-type: none"> • Up to and including seven days late – maximum mark of 50% • More than seven days late – mark of 0%
6.6	The overall pass mark for a module is 40%. Where a module includes two or more elements of assessment, the final module mark is expressed as a whole number. The weighted average of the elements of assessment is rounded up when the decimal places are 0.5 or higher (e.g., 65.50 is rounded up to 66%, but 65.49 is rounded down to	The overall pass mark for a module is 50%. Where a module includes two or more elements of assessment, the final module mark is expressed as a whole number. The weighted average of the elements of assessment is rounded up when the decimal places are 0.5 or higher (e.g., 65.50 is rounded up to 66%, but 65.49 is rounded down to 65%).

6.7	65%). A student shall be entitled to a single opportunity for reassessment if the overall mark for the module is in the range 1-39%.	A student shall be entitled to a single opportunity for reassessment if the overall mark for the module is in the range 1-49%.																														
6.10	Where compensation is not allowed between assessment elements within a module, and a student fails to pass all elements of assessment at the first attempt, the overall module result will be recorded as a qualified fail and a student may be provided with an opportunity for reassessment. In cases where a student passes the reassessed element, the overall module result shall be capped at 40D. In cases where a student fails to pass the reassessed element, the overall module result shall be recorded as 39F.	Where compensation is not allowed between assessment elements within a module, and a student fails to pass all elements of assessment at the first attempt, the overall module result will be recorded as a qualified fail and a student may be provided with an opportunity for reassessment. In cases where a student passes the reassessed element, the overall module result shall be capped at 50D. In cases where a student fails to pass the reassessed element, the overall module result shall be recorded as 49F.																														
6.11	When one or more elements of assessment are submitted as a reassessment opportunity, the maximum attainable module mark is 40%.	When one or more elements of assessment are submitted as a reassessment opportunity, the maximum attainable module mark is 50%.																														
6.27	<table border="1" data-bbox="368 1238 842 1317"> <tr> <td>40-49</td> <td>Pass</td> <td>D</td> </tr> <tr> <td>0-39</td> <td>Fail</td> <td>F</td> </tr> </table>	40-49	Pass	D	0-39	Fail	F	<table border="1" data-bbox="874 1238 1249 1317"> <tr> <td>40-49</td> <td>Fail</td> <td>F</td> </tr> <tr> <td>0-39</td> <td>Fail</td> <td>F</td> </tr> </table>	40-49	Fail	F	0-39	Fail	F																		
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6.28	<table border="1" data-bbox="368 1395 842 1930"> <tr> <td>40-49</td> <td>Pass</td> <td>D</td> </tr> <tr> <td>40-100</td> <td>Qualified fail; specified non-compensatory element failed – entitled to reassessment</td> <td>QF</td> </tr> <tr> <td>1-39</td> <td>Fail but with entitlement to reassessment</td> <td>R</td> </tr> <tr> <td>0</td> <td>Fail without entitlement to reassessment</td> <td>F</td> </tr> <tr> <td>0 – 39</td> <td>Fail following reassessment</td> <td>F</td> </tr> </table>	40-49	Pass	D	40-100	Qualified fail; specified non-compensatory element failed – entitled to reassessment	QF	1-39	Fail but with entitlement to reassessment	R	0	Fail without entitlement to reassessment	F	0 – 39	Fail following reassessment	F	<table border="1" data-bbox="874 1395 1383 1821"> <tr> <td>40-49</td> <td>Fail</td> <td>F</td> </tr> <tr> <td>50-100</td> <td>Qualified fail; specified non-compensatory element failed – entitled to reassessment</td> <td>QF</td> </tr> <tr> <td>1-49</td> <td>Fail but with entitlement to reassessment</td> <td>R</td> </tr> <tr> <td>0</td> <td>Fail without entitlement to reassessment</td> <td>F</td> </tr> <tr> <td>0 – 49</td> <td>Fail following reassessment</td> <td>F</td> </tr> </table>	40-49	Fail	F	50-100	Qualified fail; specified non-compensatory element failed – entitled to reassessment	QF	1-49	Fail but with entitlement to reassessment	R	0	Fail without entitlement to reassessment	F	0 – 49	Fail following reassessment	F
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