



University of
Chester

PRINCIPLES AND REGULATIONS

Approved by the Senate of
University of Chester

Wednesday 18th June 2014

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UNIVERSITY OF CHESTER
PRINCIPLES AND REGULATIONS

FOREWORD

The purpose of this document is to provide a comprehensive and definitive series of statements on University of Chester's principles and regulations.

The document sets out the powers, responsibilities, principles and regulations governing the academic provision and the award of degrees, diplomas and certificates of University of Chester.

University of Chester shall also publish separate statements of policy and procedure relating to specific aspects of the management of the modes and forms of study and the implementation of regulations.

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A THE POWERS, RESPONSIBILITIES, PRINCIPLES AND AWARDS OF UNIVERSITY OF CHESTER

This section sets out the legal framework, mission, powers, responsibilities and principles of University of Chester. It also sets out the awards conferred by the University under its powers, other awards to which its modes and forms of study may lead and the principles governing the regulations laid down in sections B – H of this document.

A1 The Legal Framework, Mission, Powers and Responsibilities of University of Chester

A1.1 The Legal Framework

The institution was founded as Chester Diocesan Training College in 1839 and established by a Deed dated 13th January 1843, which was further regulated, augmented, supplemented and varied by Deeds and Schemes from 19th February 1858 onwards.

On 22nd July 2005 Her Majesty's Privy Council approved use of the name University of Chester by the institution.

University of Chester is a Registered Charity in the matter of the Charities Act 1993.

A1.2 The Mission and Purposes of University of Chester

The University was established by the Church of England in 1839 and, within an open, inclusive and supportive environment guided by Christian values of honesty, integrity and respect for all, it seeks to provide its students and staff with the education, training, skills and motivation to enable them to develop as individuals and have lives of service in the communities within which they live and work. This Mission, which has helped shape institutional development and diversification, continues to inform future planning and enrichment as a University.

Vision

At the heart of the University's vision is a commitment to: ensuring a rewarding student learning experience; developing the expertise of staff; teaching excellence; and a growing research and scholarly profile. Fundamental to these ideals and aspirations is the positive impact that the University has on the lives of its students, its staff, and its community, all of which underpin the institution's significant and developing contribution to the region and beyond. In valuing and celebrating its long history and traditions, the University remains modern, dynamic and enterprising in its approach to developing new opportunities. In particular, it is committed to engendering a sense of pride and shared ownership in all those associated with it and with what it does.

Core values

In continuing expression of the University's Foundation and pursuit of honesty, integrity and respect for all, the institution's various activities are underpinned by a series of core values that help to define its identity:

- *The pursuit of excellence and innovation*
The University seeks continuous innovation and improvement and constantly aims to secure the highest standards and quality in its learning and teaching and the creation and application of new knowledge.
- *A distinctive student experience*
The University is committed to providing all its students with a high quality, caring and supportive learning experience, including work-related learning, that equips them with the necessary personal and academic skills to engage confidently with the wider world.

- *Partnership and community*
Through its staff, students and alumni, the University seeks to play a leading role in the intellectual, cultural, social, spiritual and economic life of the local, regional and wider communities it serves and with which it interacts.
- *Inclusiveness and responsibility*
The University actively espouses the principles of equality of opportunity and diversity, and continually applies them in the conduct of its relationships and business. It is, in particular, committed to widening access to higher education. Within an ethically aware and professional environment, it acknowledges its responsibilities to promote freedom of inquiry and scholarly expression.
- *A supportive culture and environment*
Based on team work and appropriately devolved authority and responsibility, the University seeks to promote a dynamic and cost-effective organisational culture within which all staff and students feel empowered and actively supported to respond creatively and efficiently to the challenges of a changing environment.
- *A caring foundation*
Valuing openness and inclusiveness, the University seeks to promote an environment within which all of its students and staff are provided with opportunities to reflect on moral and spiritual issues affecting individuals and society.

A1.3 The Powers of University of Chester

The authority to grant awards of University of Chester to students who complete an appropriate taught course of study and satisfy an appropriate assessment (i.e. taught degrees) derives from an Order made by Her Majesty's Privy Council on 5th August 2003 under Section 76(2a) of the Further and Higher Education Act (1992).

The authority to grant awards of University of Chester to students who complete an appropriate programme of supervised research and satisfy an appropriate assessment (i.e. research degrees) derives from an Order made by Her Majesty's Privy Council on 30th August 2007 under Section 76(2b) of the Further and Higher Education Act (1992).

By virtue of the authority thus conferred, University of Chester has the power to:

- (a) grant and confer taught undergraduate and postgraduate degrees, diplomas, certificates, postgraduate degrees by research and other academic awards on persons who complete an appropriate programme, pathway or course of study and satisfy the required assessment approved by University of Chester;
- (b) determine the terms and conditions for the granting and conferment of such academic awards and distinctions;
- (c) grant and confer, subject to such conditions as University of Chester shall from time to time determine, honorary degrees and distinctions on persons selected by University of Chester;
- (d) accept in partial fulfilment of the study and assessment requirements for the awards of University of Chester such periods of learning and such assessments as may be recognised by University of Chester and have been successfully completed and passed by students otherwise than on programmes, pathways and courses of study approved by University of Chester itself;

- (e) act under accreditation to prepare students for the award of degrees where such accreditation has been granted by a designated University;
- (f) recommend to a designated University, or other appropriate institution, awards to persons who complete an appropriate programme of and satisfy the required assessment;
- (g) deprive any persons of any degrees, diplomas, certificates or other academic distinctions and to revoke any degrees, diplomas, certificates or other academic distinctions granted to them by University of Chester on any grounds which University of Chester shall determine to be of good cause;
- (h) approve, validate and review, on conditions which University of Chester may from time to time determine, academic provision and programmes of supervised research pursued by candidates to qualify for academic awards conferred or recommended by University of Chester;
- (i) engage collaboratively with external organisations in devising academic provision leading to its awards;
- (j) devise, implement and amend strategies, policies and procedures to be acted upon and complied with by staff and students of the University.

The University Council exercises its power to approve modes and forms of study and to confer awards through its Senate. The Senate has ultimate authority over the academic standards of University of Chester and all the processes necessary to maintain the quality of its academic provision and the standards of its awards. The power and authority exercised by the University Council and the Senate of University of Chester are informed by a set of foundational beliefs and ideas concerning the structure, deployment and organisation of the University's academic provision. These foundational beliefs and ideas are referred to within this document as principles.

On the basis of the University's legal framework, mission, powers and principles, the Senate of University of Chester has determined and approved a mandatory framework for the governance of its academic provision, within which each measure shall be defined as a regulation. Those measures herein referred to as regulations have unconditional force when applied to the academic provision of University of Chester and may only be amended or added to by the express authority of University of Chester's Senate.

In accordance with its authority, the Senate has approved the regulations contained herein, determining the awards which may be conferred by University of Chester and the criteria that must be met before modes and forms of study can be approved. Such approval leading to an award shall not be granted, and an award shall not be offered, unless the award itself has first been approved by Senate.

In exercising its powers, University of Chester places paramount importance on the promotion and maintenance of high academic standards. University of Chester is empowered to determine the conditions governing the approval of modes and forms of study and the conferment of awards, having particular regard to the standards achieved by students and the quality of the experience of learning.

A1.4 The Responsibilities of University of Chester

Through the exercise of its powers, University of Chester shall have responsibility for ensuring that:

- (a) the degrees, diplomas, certificates and other academic awards, credits and distinctions granted and conferred are consistent and comparable in standard with those granted and conferred throughout higher education in the United Kingdom;
- (b) its modes and forms of study are of a high academic quality and standard;

- (c) for each programme, pathway or course of study, regard has been had to:
- i) the curriculum and syllabus, including any arrangements for practical training and placement learning;
 - ii) the qualifications and experience of the teachers;
 - iii) the facilities available to support students' learning;
 - iv) the standard required for admission;
 - v) the quality of the teaching;
 - vi) the achievements of the students;
 - vii) the arrangements for student assessment and for the appointment of external and internal examiners; and,
 - viii) the arrangements for monitoring, sustaining and developing the standard of student performance and the quality of learning and teaching.

A2 Awards of University of Chester

University of Chester offers awards determined by the Senate. The following credit-based awards have been approved at the levels indicated:

- A2.1 At (Foundation) Level Zero**
Foundation Certificate
- A2.2 At (Certificate) Level Four**
Certificate of Higher Education
Church Colleges' Certificate
- A2.3 At (Intermediate) Level Five**
Diploma of Higher Education
Foundation Degree in Arts or Science
- A2.4 At (Honours) Level Six**
Graduate Certificate
Graduate Diploma
Honours Degree (Bachelor of Arts, Bachelor of Divinity, Bachelor of Education, Bachelor of Engineering, Bachelor of Laws, Bachelor of Ministry, Bachelor of Nursing, Bachelor of Science, Bachelor of Theology)
Professional Graduate Certificate in Education
- A2.5 At (Masters) Level Seven**
Postgraduate Certificate in Education
Postgraduate Certificate
Postgraduate Diploma
Integrated Masters Degree (Master of Engineering)
Masters Degree (Master of Arts, Master of Business Administration, Master of Education, Master of Laws, Master of Ministry, Master of Nursing, Master of Philosophy, Master of Public Health, Master by Research, Master of Science, Masters in Teaching and Learning, Master of Theology)
- A2.6 At (Doctoral) Level Eight**
Doctor of Philosophy
Doctor of Professional Studies
Doctor of Business Administration
Doctor of Ministry
Doctor of Education
- A2.7 At different Levels**
Professional Certificate (may comprise modules at Levels 4, 5 and/or 6, but not exclusively at Level 6)
Certificate of Education in Teaching in the Learning and Skills Sector (Levels 4 and 5)
Master of Professional Studies (may comprise modules at Levels 7 and/or 8)

A3 Awards of other Awarding Bodies

Under the authority of its Senate, University of Chester may offer programmes of study leading to qualifications of other awarding bodies. In such cases, responsibility for the standard of the awards made shall rest with the awarding body, while University of Chester shall be responsible for the quality of the student's learning experience.

A3.1 Awards conferred by the University of Liverpool

Under the terms of the research degree accreditation agreement with the University of Liverpool, and subject to the application of that University's ordinances governing such awards, University of Chester may prepare students for such awards as are covered by that agreement.

A4 Non Award-bearing Provision

University of Chester has the power to approve short forms of study which do not in themselves lead to an award but which may count for academic credit towards an award. It has adopted a credit tariff which enables provision, whether award bearing or not, to be calibrated against the standard of the Honours and Masters degree, so as to enhance student opportunities for credit accumulation and transfer.

University of Chester may approve individualised, credit-based forms of study based upon approved University of Chester modules, together with appropriate learning achieved outside the institution. Such arrangements may include the assessment for credit of prior experiential learning.

A5 Changes to Modes and Forms of Study and the Awards to which they may lead

University of Chester reserves the right to alter its range of modules, courses, pathways, programmes, frameworks and awards without prior notice, and to modify from time to time its regulations for the admission and progression of students and for the conferment of awards.

Where such changes may affect the title of the award, or may cause students to be unable to complete the named award for which they are registered, those students must be consulted and the approval of Senate obtained before the changes can be made. Where the named award cannot be offered or completed, University of Chester shall describe the title and modular components of an alternative award which can be made available to the student.

Modifications may be made to modes and forms of study between validation and review, subject to the observance of appropriate approval procedures.

A6 Principles

A6.1 Standard of Awards

University of Chester has established a definition of each of its awards in terms of standards and objectives. University of Chester shall ensure that the minimum standard of its degrees is that of degrees awarded by universities in the United Kingdom generally. Accordingly, University of Chester subscribes to the principle of externality and shall seek to benchmark its academic provision against the highest national standards. It shall do so by means which include the use of external examiners, peer review and the active participation of its staff in national systems for quality assurance and quality enhancement. By these means, University of Chester shall ensure that its awards are subject to appropriate external scrutiny and calibration.

A6.2 The Fitness of Modes and Forms of Study for the Awards to which they may lead

Modes and forms of study shall, as appropriate, conform in their standards and objectives to the requirements of University of Chester's definitions of awards. University of Chester believes that it is essential for the

advancement of education and the extension of educational opportunities that a variety of modes and forms of study should be available to students. In the interests of this principle, the University has devised frameworks, programmes, pathways and courses of study which are modular in structure and which are accompanied by a credit tariff.

A6.3 Aims and Objectives of the Modes and Forms of Study

Modes and forms of study approved by University of Chester shall have curricula, structures, teaching methods and forms of assessment designed to fulfil their stated aims and objectives.

The aims shall include the development of a body of knowledge and skills appropriate to the level and standard of the award and to the field of study.

The aims of the academic provision leading to undergraduate and postgraduate awards shall also comprehend University of Chester's general educational aims. These aims shall seek to develop students':

- intellectual and creative powers;
- understanding and judgement;
- mastery of appropriate key skills, including problem solving skills and critical thinking;
- powers of oral and written communication;
- competence in information and communication technology;
- capacity to work independently and, where appropriate, collaboratively;
- ability to see relationships within their learning;
- ability to see their learning in a broader perspective, including its application to professional practice, where relevant;
- capacity for further study beyond the point of attainment of the award.

The objectives shall specify the knowledge and skills which are to be developed by the student in the course of his or her studies and tested by means of the assessments.

A6.4 Quality of Teaching

The quality of teaching on an approved module, course, pathway or programme of study must be maintained, reviewed and, where possible, enhanced. Learning and teaching strategies shall be appropriate to the aims and objectives of the mode and form of study concerned and to the nature of the student population. Teaching staff must be properly qualified and experienced, and their teaching must be invigorated and informed by their active participation in scholarship, research and professional activities. University of Chester shall assure the quality of teaching through its processes of validation, review, peer review of teaching, staff development and student evaluation.

University of Chester shall further monitor and review the means whereby staff of the University may benefit from training, development and the activities and facilities provided by appropriate professional bodies.

A6.5 The Learning Environment

University of Chester shall provide each student with proper academic supervision, adequate learning resources, access to appropriate support services, and opportunities to contribute to curriculum development and quality assurance. Student evaluation of the nature of their educational experience shall be actively encouraged and responded to. Students' contribution to quality assurance and their evaluation of their educational experience shall be facilitated through representation on designated boards, committees and panels of University of Chester.

A6.6 Peer Review of Frameworks, Programmes and Pathways leading to Validation and Revalidation

A recommendation to Senate on whether or not a framework, programme or pathway meets the requirements of University of Chester shall be made by a body of responsible and experienced people drawn from:

- (a) inside and outside the field of study concerned;
- (b) inside and outside University of Chester;
- (c) inside and, where appropriate, outside higher education.

This body shall:

- (a) be able to make independent and impartial judgements on the comparability of the mode or form of study in question, in terms of standard and content, with similar academic provision offered elsewhere in higher education in the UK, and be able to consider it in a national perspective;
- (b) include members familiar with current developments in the field of study;
- (c) include, where appropriate, at least one member with relevant experience of industry, commerce, public service or the professions;
- (d) include members with an understanding of current practice and developments in teaching, learning and assessment in higher education;
- (e) ensure compliance with University of Chester's requirements for the award in question;
- (f) not have close association with the academic provision in question.

A6.7 Admission of Students

The admission of a student shall be based on the reasonable expectation on the part of University of Chester that he or she will be able to fulfil the requirements and benefit from the objectives of the mode and form of study undertaken so that, irrespective of the point of entry, he or she will attain the standard required for the award. University of Chester actively seeks applications from sections of the community currently under-represented in higher education and will consider each application on its merits, in the light of the University's Diversity and Equality Policy.

A6.8 Assessment of Students

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the mode and form of study and achieved the standard required for the award. The form and content of assessment must therefore be aligned with the aims and objectives of the framework, programme, pathway, course or module. Assessment must be carried out by examiners who are impartial and who are competent to make judgements about the performance of individual students in relation both to the cohort and to peers on other comparable provision. The particular responsibilities of the external examiner are to ensure that equity and fairness are embodied in the decisions reached in respect of each individual student, that the principle of natural justice is applied in all cases, and that the standard of University of Chester's awards is maintained.

University of Chester affirms the principle that a student who fails the overall assessment in a given module shall normally be afforded one further opportunity for assessment in that module.

A6.9 Expectations of Students

As members of University of Chester's community, students are entitled to expect a high level of care, support and educational provision. This provision is predicated upon the assumption that, in return, students are expected to contribute to the maintenance of a supportive educational community. An important aspect of that contribution will be the responsibility which all students must accept for adopting a conscientious approach to all aspects of

academic life. The obligations of the University and of its students are laid out in the Student Contract.

A6.10 Opportunities for Study

Modes and forms of study leading to awards of University of Chester shall be designed and constructed in such a way that all those admitted to the University shall have the opportunity to obtain the award for which they are registered. In certain circumstances, fulfilment of the requirements for one award may be considered as the basis for admission to a programme of study leading to a higher award.

Opportunities to progress towards these awards shall be made available to students without any form of discrimination on non-academic grounds, in accordance with University of Chester's Equal Opportunities Policy.

In order that students may fulfil the expectations placed upon them at the point of admission and progress satisfactorily, University of Chester shall provide academic advice and guidance in the choice of frameworks, programmes, pathway, courses and modules of study. Notwithstanding the provision of such advice and guidance, the student shall be deemed by University of Chester to have ultimate responsibility for any such choice made.

A6.11 Student complaints about the services provided by University of Chester

The right of a student to complain about an aspect of the service provided by University of Chester in the furtherance of its educational aims is hereby affirmed. The procedures for initiating and dealing with such a complaint shall be widely publicised to students by the University.

University of Chester shall provide for its students advice and guidance on the appropriate course of action at the point of initiation of a complaint. The right of a student to register a complaint is without prejudice to the right of that student to initiate action under other codes and policies either of, or recognised by, University of Chester. University of Chester, in collaboration with the Students' Union, reserves the right to advise students as to which of any such codes and policies may apply to the case in question.

A6.12 Student Discipline

University of Chester affirms the right to take such disciplinary measures as shall be necessary to safeguard the interests of the University, its staff, its students and all those who may be affected by the conduct of any member or members of the student body. For this purpose, the jurisdiction of the University shall extend beyond its defined precincts. The procedures and penalties for the administration of student discipline shall be widely publicised to students, with details of the penalties available to the University for the purpose of administering discipline. Among those penalties shall be that of the termination of a student's studies. The procedures and penalties shall be deemed to derive their force from these regulations and University of Chester hereby asserts its right to apply these procedures and penalties.

A6.13 The Right of University of Chester to safeguard the Standards of its Awards

University of Chester shall take any action it considers necessary, and which is within its jurisdiction, to protect the quality of its academic provision and the standard of its awards. To this end, the Dean of Academic Quality and Enhancement may take exceptional action on behalf of Senate.

A6.14 The Authority and Competence of Boards, Committees and Sub-Committees in relation to Principles, Regulations and Requirements

The Senate of University of Chester shall have ultimate responsibility for all regulations and requirements governing approved frameworks, programmes, pathways and courses of study offered by the University. Any proposed changes to these Principles and Regulations shall be considered by the Senate, which must give its explicit assent to such changes before they may

be implemented. The Senate of University of Chester shall devolve upon its Academic Quality and Enhancement Committee and the sub-Committees of that Committee responsibility for considering and, where it is agreed, for recommending changes to requirements applicable to particular frameworks, programmes, pathways and courses of study. Where, exceptionally, it is deemed necessary to authorise a derogation from these Principles & Regulations, authority to do so is vested in the University's Academic Quality and Enhancement Committee on behalf of Senate.

The Senate of University of Chester insists upon the compliance of all its staff, external examiners and students with requirements governing frameworks, programmes, pathways or courses of study as set out in formal documentation and Handbooks.

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B REGULATIONS GOVERNING APPROVAL OF ACADEMIC PROVISION

This section sets out those regulatory measures which govern the validation, approval and periodic review of the academic provision of University of Chester. These measures are informed by the principles laid down in section A.6. They shall be read in conjunction with a Handbook which shall be drawn up. This Handbook shall be subordinate to the section of the Principles and Regulations to which it refers.

B1 The Powers and Responsibilities of Senate in Validation, Approval and Review

Under the Articles of Government responsibility for academic standards, the validation, approval and review of frameworks, programmes, pathways, courses and modules of study, and the conferment of awards has been delegated to Senate.

The Senate has ultimate authority over, and responsibility for, the academic standards and the academic quality assurance processes of University of Chester. Under the terms of the Articles of Government, the Senate may establish such committees as it considers necessary to discharge its responsibilities. The Senate may delegate to its committees the responsibility for functions relating to the scrutiny and maintenance of academic standards and the annual monitoring and evaluation of modes and forms of study.

The Senate is responsible for:

- ensuring that modes and forms of study are designed and operated in accordance with the principles and regulations set out herein;
- maintaining the standards of the University's awards and ensuring that no mode or form of study operates without adequate staffing and other resources;
- establishing and maintaining procedures for the regular monitoring of academic provision;
- ensuring that any conditions for approval of a framework, programme, pathway or course are implemented, and any recommendations arising from the approval and review process are fully considered.

The Senate requires all frameworks, programmes, and pathways of study leading to University of Chester awards to undergo a formal validation or other approval process and for approved academic provision to be subject to annual monitoring and periodic review. Courses of study, of up to and including the value of 30 credit points, shall be approved by a committee designated for that purpose by Senate. Such approval shall be informed by the aims and objectives of validation, as set out in B3.1 and B3.2 of these Principles and Regulations. Registrations shall not be accepted for an award before the approval of Senate has been gained.

The Senate is responsible for ensuring that the requirements of other validating, accrediting and awarding bodies, including professional and statutory bodies, are satisfied in cases in which a framework, programme, pathway or course of study leading to the award of an external body is offered within University of Chester.

The Senate may credit-rate non-University of Chester academic provision for the partial fulfilment of its own requirements.

The Senate may enter into arrangements with other organisations for the purposes of validating, credit-rating or franchising modes and forms of study leading to the awards of University of Chester. Where such arrangements exist, the Senate must be assured of the quality and standards of the provision offered.

Where University of Chester is involved in such arrangements, the Senate shall satisfy itself that the partners have established where academic responsibility for all aspects of the mode and form of study in question resides. An Organisational Agreement shall govern the requirements laid upon the partner institution by University of Chester for the

purpose of assuring the academic quality and standards for which University of Chester has ultimate responsibility.

Subject to the regulations for validation and review, learning placements may form part or the whole of an approved programme of study leading to an award of University of Chester.

B2 The Approval of Frameworks, Programmes, Pathways and Courses of Study

The Senate shall consider proposals for new frameworks, programmes, pathways and courses of study in the context of the whole range of University of Chester's existing awards and academic provision and their relationship to each other and to the awards of other bodies. No registration shall be accepted until such time as the framework, programme, pathway or course in question has received the approval of Senate.

Proposals for new frameworks, programmes, pathways and courses shall be judged according to the following considerations and criteria:

- the range and scope of University of Chester's existing academic provision;
- the credibility and currency of the proposed provision within the United Kingdom and abroad;
- the estimated duration and currency of the provision in question;
- the evidence of demand amongst current and/or prospective client groups and other relevant agencies;
- the availability of human and material resources necessary to deliver the academic provision in question.

For each of University of Chester's modes and forms of study there is a basic measure against which each proposal shall be judged. This measure is understood (i) in terms of full-time equivalent study (in academic years) by a student who has the appropriate attributes (expressed as acceptable entry qualifications) for admission to a framework, programme, pathway or course of study of the minimum length, and (ii) in terms of a credit tariff.

B2.1 Requirements for Approval

A framework, programme, pathway or course of study shall only be approved as leading to a University of Chester award once Senate is satisfied that it conforms to University of Chester's Principles and Regulations.

A framework, programme, pathway or course of study presented for approval to Senate shall normally conform to University of Chester's standard pattern of modularisation, wherein each module shall normally carry a value of 20 credit points.

B2.2 Approval without time-limit

Except where limited by the terms of section C3.2 below, a framework, programme, pathway or course of study shall be approved without time-limit but shall be subject to annual monitoring, and, except in the case of a course of study, full periodic review within a six year term for the purpose of periodic review: revalidation.

B2.3 Approval for a specified period

Senate may decide that approval of a framework, programme, pathway or course of study shall be limited to five years or less. In such cases, further approval shall be required before the end of the period specified if the framework, programme, pathway or course of study is to continue.

B2.4 Conditional Approval

The approval of a framework, programme, pathway or course of study may be subject to the fulfilment of certain conditions by a specified date. The appropriate Handbook shall set out the procedure by which it is confirmed that conditions have been fulfilled. Senate shall not approve any framework,

programme, pathway or course unless it is satisfied that all conditions have been fulfilled.

B2.5 Provision of formal Programme Documentation

In the case of a programme of study, formal programme documentation, including as a minimum the programme specification and relevant module descriptors shall be maintained by the University following approval by the Senate. The University shall ensure that following the approval of any changes to the programme under the authority of Senate, the formal programme documentation is amended as appropriate. The form to be taken by, and the contents to be included in, the documentation relating to frameworks, pathways and courses shall be laid down in the appropriate Handbook to be read in association with these Principles and Regulations.

B2.6 Withdrawal of Approval

Acting on the advice of its committees, Senate reserves the right to withdraw approval of a framework, programme, pathway or course of study (or decide not to renew approval) at any time. The grounds on which action is taken to withdraw approval of a framework, programme, pathway or course may include:

- failure to meet minimum acceptable academic standards;
- failure to recruit sufficient students to ensure viability;
- incompatibility with the University's corporate strategy and plans.

A decision to withdraw approval shall not be taken without consultation with those responsible for the academic provision in question.

B2.7 Termination of recruitment to a Framework, Programme, Pathway or Course of Study

When a framework, programme, pathway or course of study is withdrawn, for whatever reason, Senate shall ensure that adequate standards are maintained for any students remaining on the academic provision in question, or that students are enabled to transfer to suitable alternative provision.

B3 Aims and Objectives of the Approval and Periodic Review of Frameworks, Programmes and Pathways of Study

B3.1 Aims

The overall aim of validation or of another form of approval, and of periodic review leading to revalidation is to secure for students a high quality of educational and academic experience. Consequently, their most important functions are to assess the quality and standards of proposed and existing provision. Validation and review shall also stimulate curriculum development by requiring staff to evaluate their provision within the context of the system of peer review.

B3.2 Objectives of Validation or other form of Approval

The Senate is responsible for ensuring, through arrangements for validation or other form of approval, that:

- (a) frameworks, programmes and pathways of study are designed and operated in accordance with University of Chester's published Principles and Regulations;
- (b) the standards of University of Chester's awards are maintained;
- (c) that no framework, programme or pathway of study is permitted to operate without adequate staffing and other resources;
- (d) any conditions attaching to the approval of a framework, programme or pathway of study are implemented, and that any recommendations arising from the validation process are fully considered and appropriate action taken;

- (e) the requirements specified by funding bodies and appropriate professional bodies are met (for example, the Quality Assurance Agency for Higher Education, and the relevant bodies responsible for Teacher Training and for Nursing and Midwifery Training).

B3.3 Additional Considerations and Objectives for Review of Frameworks, Programmes and Pathways leading to Revalidation

The periodic review of academic provision shall share the objectives of initial validation but shall additionally evaluate the success of the provision in question. The process of periodic review shall be conducted in the manner laid down in the appropriate Handbook, shall require due attention to be given to the criteria set out in B2 (preamble) and shall include:

- (a) the quality of the framework, programme or pathway in operation as demonstrated by the performance of students and the reports of the external examiners and other external reports;
- (b) the extent to which staff have kept themselves and the academic provision in question up to date and have engaged in relevant research and scholarly activity;
- (c) the outcomes of the process of critical appraisal in which staff have engaged;
- (d) the results of any evaluation of the provision in question by students;
- (e) the rationale for any changes that have been made since initial validation or, where appropriate, most recent review, and any plans for further changes;
- (f) the continuing demand for the provision.

The process of periodic review shall have been preceded by annual monitoring of the academic provision in question.

B3.4 Annual Monitoring of Academic Provision

University of Chester requires that its academic provision in the form of frameworks, programmes and pathways shall be reviewed annually. The purposes of annual monitoring are to:

- (a) evaluate, self-critically, the delivery and effectiveness of the provision in question during the previous academic session;
- (b) demonstrate that all measures and actions relating to that provision which had been previously indicated have been implemented as appropriate;
- (c) ensure, as appropriate, that responses have been made to issues raised by the University's external examiners;
- (d) provide for the dissemination of good practice.

B3.5 Periodic Review of the Management of the Quality and Standards of Academic Provision

University of Chester also requires formal review of the management of academic quality and standards at Faculty level, at intervals not exceeding six years. Panels conducting such reviews shall include student and independent external representatives.

B3.6 Periodic Review of Academic Support Departments

University of Chester also requires formal review of the support of academic provision given by relevant departments, at intervals not exceeding six years. Departments subject to this form of review are identified in the relevant Handbook. Panels conducting such reviews shall include student and independent external representatives.

B4 Information Requirements for the Approval and Periodic Review of Frameworks, Programmes and Pathways of Study

B4.1 Information for the Approval of New Frameworks, Programmes and Pathways of Study

The documentation submitted for a validation or other form of approval and for review shall conform to the standards, scope and format approved by Senate. Its content shall take into account the aims and objectives of approval set out in B3.1 and B3.2 above.

B4.2 Information for the Periodic Review of Frameworks, Programmes and Pathways leading to Revalidation

The documentation for a periodic review: revalidation shall conform to the standards, scope and format approved by Senate, taking account of B3.1, B3.2 and B3.3 above.

B4.3 Formal Programme Documentation

Once a programme of study has been approved or revalidated, it shall be the responsibility of the programme leader and team to update formal programme documentation for approval on an annual basis. Responsibility for updating such formal programme documentation, and the format for that documentation, shall be as specified in the appropriate Handbook.

The equivalent approved documentation relating to frameworks, pathways and courses shall also be updated annually in accordance with the requirements set out in the Handbook to be read in association with these Principles and Regulations.

B4.4 Validation, Approval and Periodic Review Reports

Reports on the validation, approval and periodic review of all frameworks, programmes and pathways leading to awards of University of Chester shall be received by the appropriate committees of the Senate.

B5 Approval and Periodic Review conducted jointly with other Authorities

B5.1 Joint Validation, Approval and Review with Professional Bodies

University of Chester shall, wherever the Senate deems it to be appropriate, collaborate with professional bodies in the joint validation, approval or periodic review of frameworks, programmes and pathways in order to enable the conditions of professional accreditation to be fulfilled.

B5.2 Approval and Periodic Review of Programmes Validated by other Organisations and Leading to Awards of University of Chester

Where the Senate deems it to be appropriate, University of Chester shall review and approve the quality assurance framework of another authority, or specific variations to the regulations and rules of procedure of University of Chester for implementation by another authority, under which validation, monitoring and periodic review may occur of programmes of study that can lead to awards of University of Chester. In such a case University of Chester requires, alongside further mechanisms, a formal annual report from the organisation on its management of academic quality, in order to monitor the standards of the University of Chester awards.

B6 Handbooks on Approval and Periodic Review of Academic Provision

University of Chester shall publish Handbooks covering the approval, monitoring and periodic review of academic provision, adherence to which shall be a requirement made of all members of the University.

C REGULATIONS GOVERNING COLLABORATIVE ARRANGEMENTS

This section sets out those regulatory measures which govern collaborative initiatives entered into by University of Chester, together with the regulations that govern the operation of University of Chester's frameworks, programmes, pathways and courses of study at external centres. The measures are informed by the principles laid down in Section A6. They shall be read in conjunction with a Handbook which shall be drawn up. This Handbook shall be subordinate to the section of the Principles and Regulations to which it refers. Higher Education provision delivered with others shall be consistent with University of Chester's regulations governing the design of programmes of study and the assessment of students.

C1 Pre-conditions for Collaboration

University of Chester recognises the clear benefits of collaboration with external agencies and other institutions and organisations, in the interests of widening opportunities for all members of the University's staff and student population and for the benefit of the wider community. Fundamental to this recognition are the conditions that, wherever collaboration is undertaken, it must:

- be consistent with the strategic plans, mission and purposes of University of Chester;
- comply with the requirements of accrediting professional and statutory bodies to which University of Chester is accountable;
- widen learning opportunities without prejudice to the standard of the University's awards;
- be conducted only with organisations of proven integrity and good standing.

Where these conditions are demonstrably met to the satisfaction in the first instance of the relevant Deans of Faculty and thereafter of Senate, University of Chester may enter into an Organisational Agreement with an academic partner.

C2 The Form and Scope of Collaboration

C2.1 Forms of collaboration requiring the prior conclusion of an Organisational Agreement

University of Chester may enter into collaborative arrangements with other institutions or organisations for the purposes of the delivery and assessment of a programme or programmes leading to its own awards. In such cases, the operational responsibilities of each organisation for the maintenance of academic quality and standards shall be specified. Such collaborative arrangements shall be subject to the conclusion of an Organisational Agreement, following a formal visitation to the prospective partner organisation by a panel whose remit is to determine the fitness of the organisation to undertake collaborative provision on behalf of University of Chester. A separate Programme Agreement shall be drawn up to cover each programme delivered by the academic partner, in addition to the Organisational Agreement.

C3 Organisational Agreements

C3.1 Authority for approving an Organisational Agreement

The terms of the Organisational Agreement between University of Chester and the partner organisation shall be specified in accordance with the *UK Quality Code of Practice for standards, quality and enhancement in Higher Education, Chapter B10: Managing higher education provision with others (QAA, 2012)*.

An Organisational Agreement shall formalise the overarching commitment to collaboration between two organisations. The Organisational Agreement shall set out the rights, responsibilities and liabilities of all parties according to the following categories as appropriate:

- duration
- subject matter and 'serial' arrangements
- review of the agreement and provision for inspection
- termination
- promotional arrangements
- intellectual property rights, copyright and confidentiality
- academic quality and standards
- validation, monitoring and review
- staff appointment and development
- research
- student appeals, disciplinary matters and complaints
- diversity and equality
- health and safety
- Transfer of Undertakings (Protection of Employment)
- freedom of information
- corrupt gifts or payments
- procedure for provision of resources
- provision of certificates and transcripts
- amendment or variation
- resolution of disputes
- waiver
- applicable law and jurisdiction (which shall conform to the requirements of English law and, where consistent therewith, with the law of the country to which the partner is subject)
- limited invalidity

University of Chester shall discharge the responsibility for overseeing the establishment of collaborative initiatives through its Development Advisory Group, Senate and committees. Senate shall ensure that those committees subject to thorough scrutiny all proposals for collaboration, prior to their final approval by Senate.

Organisational Agreements and any subordinate Agreements shall be authorised by the Senate of University of Chester and shall be signed by the Vice-Chancellor of University of Chester and the senior officer of the partner organisation.

C3.2 Review of the Organisational Agreement

The Organisational Agreement shall operate for no longer than six years and shall be subject to satisfactory periodic review, as laid down in the Handbook to be read in association with these Principles and Regulations.

Formal approval of new partnerships must be concluded prior to the approval of any associated academic provision.

C3.3 Termination of the Organisational Agreement

In the event of differences arising between University of Chester and the collaborating organisation in respect of the operation and development of the collaborative partnership, University of Chester, after due consideration through its normal procedures for the resolution of disputes, shall reserve the right to take action in order to safeguard the quality and standards of the provision, the integrity of awards and its own reputation and interests. University of Chester also recognises the right of its academic partners to terminate the Organisational Agreement on these same terms.

University of Chester shall normally give notice to the partner organisation of a decision to terminate an Organisational Agreement not less than six months expiring at the end of an academic year.

In the event of either party wishing to terminate the Organisational Agreement, University of Chester has an obligation to ensure that all enrolled students have the opportunity to complete their studies towards the award for which they are registered. Both parties shall undertake to make the necessary arrangements to this end.

C4 Programme Agreements

C4.1 Conditions under which a Programme Agreement is required

A Programme Agreement shall be required in all cases in which responsibility for the delivery of a programme of study is shared with or devolved to another organisation with which an Academic partnership has been established.

A Programme Agreement shall formalise the overarching responsibilities and liabilities of University of Chester and the academic partner organisation(s) for the collaborative delivery of a named programme of study. The categories to be covered by the Programme Agreement shall include:

- authorisation for delivery of the programme
- academic standards, programme management and communication
- agreement by the partner
- agreement by the University
- external examiners
- recruitment, admissions, enrolment and registration
- student records, assessment and progression
- awards and conferment
- financial annex

University of Chester shall in all such cases bear ultimate responsibility for the quality and standards of the programme or programmes delivered.

Students who successfully complete a programme of study governed by a Programme Agreement shall have conferred on them an award of University of Chester.

The financial arrangements for each Programme Agreement shall be set out as a Financial Annex to the Programme Agreement.

C4.2 The forms of Collaborative Arrangements covered by a Programme Agreement

A Programme Agreement shall cover academic provision at an Academic partner organisation which may take one of the following forms:

(i) Franchised Provision

Such provision is made where a programme of study, originally designed and developed by the staff of University of Chester, is delivered in part or full by staff at a partner organisation. In such provision, while University of Chester retains control and direction of the programme, the delivery and assessment of the programme may, in whole or in part, be delegated to the partner organisation.

(ii) External Programme Provision

External programme provision may be approved in cases in which the whole or part of a programme or programmes is designed principally by the staff of a partner organisation, in addition to the delivery and assessment being delegated. Such provision shall be subject to the

regulations governing validation and review which are set out in Section B of these Principles and Regulations.

Once such a programme has been designed and validated, University of Chester shall reserve the right to offer and deliver that programme itself, subject to authorisation according to its own internal due processes of approval.

(iii) Alternative Forms of Higher Education provision delivered with others

In the light of developments in higher education, University of Chester may give consideration to forms of Higher Education provision delivered with others other than those which take the form of a programme or programmes of study and other than those set out in (i) and (ii) above. Any such proposals must be consistent with Section C1 of these Principles and Regulations and with the Handbook to be read in conjunction with them. All forms of collaboration leading to an award of University of Chester shall be subject to the establishment of a suitable written agreement.

C4.3 Formal approval procedures

Where a collaborating organisation is designing a new programme of study, the requirements for validation set out in Section B4 above shall apply. Formal programme documentation shall be drawn up for validation, and the validation panel shall fulfil the duties as set out in Section B of these Principles and Regulations.

C4.4 Production of a Programme Agreement and Financial Annex

A Programme Agreement and Financial Annex shall be drawn up in parallel with formal programme documentation, for the purpose of ensuring that the validated programme to be offered to students at the partner organisation meets the University's requirements in respect of academic quality and standards.

C4.5 Outcome of the approval process

The outcomes of the approval process shall be consistent with those described in Section B2 of these Principles and Regulations.

The Programme Agreement and Financial Annex shall be finalised by University of Chester and shall be subject to the agreement of its committees and Senate and shall bear the signatures of the Vice-Chancellor of University of Chester and the senior officer of the partner organisation.

C4.6 Termination of a Programme Agreement

University of Chester reserves the right to terminate a Programme Agreement in cases in which good reason has been established for such termination.

University of Chester shall normally give notice to the partner organisation of a decision to terminate a Programme Agreement not less than six months expiring at the end of an academic year. University of Chester shall also ensure, when terminating a Programme Agreement, that the interests of all students studying within the partner organisation shall be safeguarded.

University of Chester recognises the right of its academic partners to terminate a Programme Agreement, subject to the safeguards set out above.

C4.7 Programme Management and Quality Assurance

University of Chester shall retain overall responsibility for the maintenance, monitoring and evaluation of academic standards.

The academic partner shall provide all necessary staff, physical and financial resources to carry out teaching, assessment, tutorial care, welfare support and administration for the franchised or external programme and its students

to the satisfaction of University of Chester and/or its appointed external examiners.

The approved programme shall be subject to the normal review procedures of University of Chester, as specified in Sections B3-B5 of these Principles and Regulations, within a six-year period. In reviewing a programme within the terms of collaborative provision, regard shall be had to the timing of the scheduled review of the Organisational Agreement. Collaborating organisations that offer the programme under a Programme Agreement shall participate in this periodic review: revalidation process.

The University shall approve all staff employed by a partner organisation with significant involvement in the delivery and assessment of provision leading to a University award.

A link tutor shall be appointed by the relevant Faculty within the University for each programme delivered by the partner organisation, to provide support to the programme team in accordance with the requirements set out in the Handbook to be read in conjunction with this section of the Principles and Regulations.

C4.8 Assessment and External Examiners

The conduct of assessment shall be consistent with the principles and regulations of the University and the specific responsibilities of both parties shall be set out in the Programme Agreement.

Each programme shall be subject to the jurisdiction of a Module Assessment Board of University of Chester, which is itself subordinate to a University of Chester Awards Assessment Board and/or Progression Assessment Board. The procedures for the conduct of assessment and operation of the Module Assessment Board shall be those approved by the Senate of University of Chester. The Module Assessment Board shall be chaired by the appropriate University of Chester Head of Department or, in his or her unavoidable absence, his or her nominee from University of Chester. An external examiner(s) shall be appointed and shall report to University of Chester. External Examiner fees shall be paid by University of Chester and reflected in the Financial Annex.

Appeals by students against a decision of an Awards Assessment Board or Progression Assessment Board, and any cases of academic malpractice, shall be processed in accordance with University of Chester's approved procedures.

C4.9 Monitoring and Review

The programme shall be subject to the annual monitoring and full periodic review procedures of University of Chester. The annual monitoring of the programme shall conform to the quality assurance procedures approved by the Senate of University of Chester and the annual monitoring report shall be considered by the appropriate Faculty Board of Studies.

The academic partner organisation shall be required to submit annually a partnership report that shall be subject to the requirements of the Senate of University of Chester, and shall follow the format specified by University of Chester.

University of Chester shall also conduct a review of the partnership prior to the renewal of an Organisational Agreement, at intervals not exceeding six years. The University reserves the right to conduct a review outside the normal cycle should it have reason to do so.

C4.10 Resources

University of Chester and the academic partner organisation shall commit themselves to having a primary concern for the interests of students and for the provision of resources sufficient to ensure the satisfactory quality of the

learning environment. All students enrolled on a University of Chester programme of study leading to a University award, regardless of site of delivery, shall have the same entitlement to access University-owned learning resources.

C4.11 Admissions and Recruitment

All publicity material relating to collaborative provision shall be subject to approval by University of Chester.

C5 *Affiliated Institutions*

Where the Senate deems it to be appropriate, University of Chester shall review and approve the quality assurance framework of another authority, or specific variations to the regulations and rules of procedures of University of Chester for implementation by another authority, under which validation, monitoring and periodic review may occur of programmes that can lead to awards of University of Chester. In such a case, University of Chester requires an Affiliation Agreement to be concluded with the partner.

The Affiliation Agreement, plus a Financial Annex (where appropriate), shall be finalised by University of Chester and shall be subject to the agreement of University of Chester's committees and Senate. The agreement shall bear the signatures of the Vice-Chancellor of University of Chester and the Principal or Chief Executive of the partner institution (or their nominees).

C6 *Progression-Articulation Arrangements*

University of Chester may enter into collaborative arrangements with another organisation in order to provide agreed progression opportunities for students who have achieved an appropriate certificated level and volume of credit equivalence with that organization to register with University of Chester, and to progress into Level 5 or Level 6, or part way through Level 7, of a University of Chester award. Such arrangements will only be entered into where it can be demonstrated to the satisfaction of University of Chester that the completed credit equivalence awarded by that organization is within a standards framework which is commensurate with UK academic standards and which is recognised as legitimate by a regulating body in that country.

The Progression-Articulation Agreement, plus a Financial Annex (where appropriate), shall be finalized by University of Chester and shall be subject to the agreement of University of Chester's committees and Senate. The agreement shall bear the signatures of the Vice-Chancellor of University of Chester and the Principal or Chief Executive of the partner institution (or their nominees).

C7 *Exchange Agreements*

Where the potential for a beneficial exchange arrangement has been identified with another institution, University of Chester, having satisfied itself that appropriate academic quality and standards are safeguarded, may conclude an Exchange Agreement with the partner, in order to facilitate staff and/or student exchanges and to set out the terms thereof.

The Exchange Agreement, plus a Financial Annex (where appropriate), shall be finalised by University of Chester and shall be subject to the agreement of University of Chester's committees and Senate. The agreement shall bear the signatures of the Vice-Chancellor of University of Chester and the Principal or Chief Executive of the partnership institution (or their nominees).

C8 *Financial and Associated Arrangements*

The specific financial arrangement between University of Chester and an academic partner organisation shall be agreed on an annual basis.

University of Chester shall retain the copyright of the original documents pertaining to the approval of provision and all other associated materials, excepting those produced specifically by the academic partner organisation for the provision in question. University of Chester's documents shall not be reproduced in whole or in part without the permission of the Vice-Chancellor of University of Chester.

C9 **Associate Colleges**

University of Chester may confer upon certain academic partner institutions the status of Associate College, in recognition of compatibility of institutional mission and strategy and in furtherance of the University's commitment to widening access to higher education. Associate College status will be granted subject to formal approval for a fixed term and to periodic review thereafter. The criteria for Associate College status, and the rights and responsibilities incumbent upon the University of Chester and its Associate Colleges shall be published in the Handbook which accompanies this section of the Principles and Regulations.

C10 **The Handbook on Collaborative Arrangements**

University of Chester shall publish a Handbook on Collaborative Arrangements, adherence to which shall be a requirement made of all members of the University and members of its partner organisations.

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D REGULATIONS GOVERNING THE DESIGN OF APPROVED ACADEMIC PROVISION LEADING TO AWARDS OF UNIVERSITY OF CHESTER AND OTHER BODIES

This section contains regulations governing the design of frameworks, programmes, pathways and courses of study. It sets out requirements for the documentation relating to the modes and forms of study recognised by University of Chester. This section shall be read in conjunction with a Handbook which shall be drawn up. This Handbook shall be subordinate to the section of the Principles and Regulations to which it refers.

D1 Regulations governing the Design of Approved Frameworks, Programmes, Pathways and Courses of Study

The Senate of University of Chester requires that all frameworks, programmes, pathways and courses of study shall conform to these regulations. The documentation relating to such modes and forms of study shall be informed by these regulations, from which the force of all requirements stated in those documents shall be deemed to derive. All formal documentation relating to modes and forms of study shall conform to these Principles and Regulations and shall be deemed to be subordinate to them. The structure of frameworks, programmes, pathways and courses of study recognised by University of Chester shall be described in the relevant Handbook to accompany these Principles and Regulations. All modes and forms of study shall conform to the structures as they are described therein.

The design and structure of a framework, programme or pathway of study shall provide for the progression of the student from the level of knowledge and skills required at admission to the level required for the award in an appropriate form of study. All curricula shall be appropriate to the framework, programme or pathway of study and to the level of the award. University of Chester has adopted modularised structures which shall be used to inform the curriculum design of its academic provision.

Each approved framework, programme, pathway or course of study leading to a University of Chester award shall be subject to the regulations set out herein and be governed by requirements which are consistent with, and derive their force from, those regulations. These requirements must be set out in the formal framework, programme, pathway or course documentation.

D1.1 The Titles and Certification of Awards of University of Chester

University of Chester has approved a range of awards relating to its academic provision. These awards are set out in Section H of these Principles and Regulations. Where, in accordance with the definitions set out in the glossary of terms of these Principles and Regulations, academic provision may lead to an award, the title of that award shall be stated and listed in Section H. The certification of any such award approved by University of Chester shall, where appropriate, make reference to the discipline, field or area of study in which the award has been made. Where approved academic provision leading to an award consists of more than one discipline, field or area of study, the certification of that award shall signify the proportions of each discipline studied, in accordance with terminology laid down within the framework governing the programme leading to the award.

D1.2 The Title of a Framework, Programme, Pathway or Course of Study

A framework, programme, pathway or course of study of University of Chester shall bear a title which describes its scope and content. Where appropriate, the title shall appear on the award certificate conferred by University of Chester. Such a title must be approved by or on behalf of the Development Advisory Group prior to being specified in formal programme documentation.

D1.3 The Planned Duration of the Framework, Programme, Pathway or Course of Study

The planned length of a framework, programme, pathway or course of study and the minimum and maximum periods within which that study and its

associated assessments, including reassessments, must be completed shall be specified in the formal documentation. Notwithstanding this requirement, provision may be made for individual students to complete their studies in a shorter time, suspend, transfer, or defer completion of their studies, subject to the approval of the relevant Dean or Deans of Faculties within University of Chester.

The duration of a framework, programme, pathway or course of study, designed for students who are studying on a part-time basis, shall in all cases be longer than the minimum duration of the equivalent full-time academic provision, but will involve the accumulation of the same number of credit points as that provision.

Frameworks, programmes, pathways and courses may be designed to facilitate a mixture of full-time and part-time study. The duration of such programmes shall be established by determining their equivalence to the full-time model and shall involve the accumulation of the same number of credit points.

D1.4 Aims and Objectives

A framework, programme, pathway or course of study shall have stated aims and objectives which the structure, curriculum, teaching methods and forms of assessment, as appropriate, are designed to fulfil.

A programme, pathway or course shall have specific aims, appropriate to the academic field or fields of study with which it is concerned. These aims shall include the development, to the level required for an award (where appropriate) of a body of knowledge and skills proper to the field, or fields, of study and shall reflect academic developments in that field or those fields.

The framework, programme, pathway or course shall also comprehend the general educational aims of all of University of Chester's academic provision, as set out in paragraph A6.3 of these Principles and Regulations.

The formal documentation shall contain a list of objectives which must be met by those students who succeed in completing the academic provision in question.

D1.5 The Curriculum and Structure of Frameworks, Programmes, Pathways and Courses of Study

The formal documentation shall identify precisely the modules which contribute to named awards which may be the outcome of the academic provision in question. The documentation shall also identify those modules which are designated as core or optional where appropriate.

To this end the Senate of University of Chester recognises levels of study prescribed in terms of nationally accepted norms including those promulgated by the Quality Assurance Agency. These levels are as follows:

Level Z corresponds to the standard required to achieve the threshold for admittance to Level 4 of a programme of study;

Level 4 corresponds to the standard equivalent to the first year of study in a conventional full-time, three year degree or honours degree programme.

Level 5 corresponds to the standard equivalent to the second year of study in a full-time, three year degree or honours degree programme. It aligns with the short cycle within the Framework for Qualifications of the European Higher Education Area.

Level 6 corresponds to the standard equivalent to the third (final) year of study in a full-time, three year degree or honours degree programme.

It aligns with the first cycle of the Framework for Qualifications of the European Higher Education Area.

Level 7 corresponds to the standard equivalent to study undertaken following the attainment of a first degree at undergraduate level. It shall be understood in terms of Masters level study. It aligns with the second cycle of the Framework for Qualifications of the European Higher Education Area.

Level 8 corresponds to a standard more advanced than Masters level and shall be understood in terms of Doctoral level study. It aligns with the third cycle of the Framework for Qualifications of the European Higher Education Area.

The curriculum, like the title, shall be appropriate to the programme, pathway or course of study and to the level of the award which the student may gain. The structure must provide for the progression of the student from the level of knowledge and skills required at admission to the level required for any such award. Curricula shall be designed to ensure that it is not possible for a student to register for an identical suite of modules in more than one named programme, pathway or course.

Frameworks, programmes and pathways of study, designed to consist of more than one level of study within University of Chester's credit tariff and award structure, shall allow students to satisfy the requirements for an interim award at each level. However, a student shall be permitted to claim such an interim award only if it is taken as an exit award.

Where, at Level 7, there is provision for a number of linked awards, differentiated by credit values, a student shall be permitted to claim an interim award only if it is taken as an exit award.

Where professional bodies require a specific sequence in the study of modules, this shall be stated in the programme as validated and expressed in the formal programme documentation.

Where academic provision is accredited by a professional body, or attracts exemptions from professional external examinations, such recognition shall be indicated in the formal documentation. The conditions concerning such recognition may require candidates to have met specified entry requirements and to have passed core, co-requisite, pre-requisite, and/or optional modules, and/or achieved a certain level of study.

EDEXCEL programmes, if delivered by the University, shall be consistent in design with the appropriate EDEXCEL programme guidelines.

D1.6 Parallel delivery of Modules of Study at different Levels

University of Chester recognises that, in certain programmes of study, modules which have some curricular content in common, but which are clearly differentiated by level of study, may be delivered together, in whole or in part. In these circumstances, there shall be clear differentiation between these levels, in the learning outcomes, specification of the tasks to be undertaken for purposes of assessment and, as appropriate, in methods of teaching and learning. This is described as parallel delivery, and pairs of modules across which parallel delivery is deemed to be permitted shall be referred to as cognate. The level of study at which a student is to be assessed shall be determined at final point of registration for that module. Students who have registered for and studied a module which is one of a pair deemed to be cognate, and thereby permissible for parallel delivery, shall not be permitted to register for and study the cognate module offered at a different level.

In such delivery, a differentiation in learning experience shall match the differentiation in learning outcomes. It shall be incumbent on the programme

planning team to demonstrate that differentiation to the satisfaction of a validation panel and/or the relevant committees of Senate, who shall be charged with ensuring that such differentiation has been provided for in the programme at the point of design.

Cognate modules which, by that token, are eligible for parallel delivery must be at adjacent levels of study. However, in no circumstances shall Level Z be considered for parallel delivery.

D1.7 Requirements for Learning Placements and Residence Abroad

Within Faculties other than those of Education and Children's Services and Health & Social Care, a programme of study approved as leading to a Foundation or Honours Degree with a learning placement must normally include not less than 30 weeks of supervised work experience, or, within the BA Business Studies, not less than 48 weeks of continuous employment. The length of the placement shall be specified in the formal programme documentation. Exceptionally, students who complete less than the required amount of work experience may be recommended for the award for which they are registered by the Module Assessment Board, subject to the approval of the Awards Assessment Board. The grounds for such exception may be either a student's personal mitigating circumstances or the particular conditions of the placement.

A student who is registered for a degree programme which includes a learning placement but who, for valid reasons, is unable to fulfil the placement requirement, may, at the discretion of the Awards Assessment Board, be offered an alternative award, provided that:

- (a) the formal programme documentation permits this, and
- (b) the student has gained the requisite number of credits for the alternative award.

Where it is included, the period of supervised work experience shall form a compulsory element of the programme of studies. Its objectives must be specified and related to the objectives of the whole programme. Assessment of the work experience must take place and the student be deemed to have passed that assessment, in order for the award to be made.

In full-time Honours degree programmes, where there is a modern languages component of at least equal subject status as defined in the relevant framework, an approved period of residence abroad in the year prior to commencing Level 6 studies is strongly encouraged.

Requirements for the fulfilment of placements within the Faculties of Education and Health & Social Care, and within programmes in Nutrition and Dietetics, shall be set out in formal programme documentation.

D1.8 Requirements for the Admission of Students to Programmes, Pathways or Courses of Study

The formal documentation shall include admission requirements describing the basis on which a student may be admitted to the beginning or to subsequent stages of the academic provision in question.

D1.9 Requirements for Progression and Completion

In every programme, requirements for progression shall be in accordance with the characteristics of levels of study set out in D1.5 above. Formal programme documentation shall state clearly which modules, if any, are designated as core.

Where the objectives of the programme, pathway or course are such that attendance is compulsory for certain components, the formal documentation must give details of the attendance requirements to be met by students and make clear the relationship between compulsory attendance and the assessment process.

Where programmes are validated to include requirements for progression and completion which do not contribute to the classification of the award, such requirements shall be stated within the formal programme documentation. The formal programme documentation shall also state the means by which students may retrieve initial failure to meet such requirements.

D1.10 Assessment Requirements

The requirements for assessment of a programme, pathway or course of study derive their force from the regulations governing assessment set out in Section F of these Principles and Regulations. In accordance with the assessment regulations specified in Section F below, the formal documentation for a programme, pathway or course of study shall state the basis on which students will be assessed for any award to which such academic provision may lead. The assessment requirements shall take account of University of Chester's general educational aims and objectives, the aims and objectives of the programme, pathway or course of study, the standard of the award (where appropriate), and any special requirements applicable to the academic provision in question.

The assessment requirements shall apply to all assessments which formally contribute to the determination of an award or the successful completion of a course. Where the programme or pathway structure is such that students may progress from one level or stage to another, but may qualify for an award at each stage, the assessment for each level shall be constructed in such a way as to form the assessment for an award. External examiners must be associated with all such assessments for an award.

The formal documentation presented for validation or approval of a programme, pathway or course of study leading to a University of Chester award shall:

- (a) identify all the modules that will be assessed including any assessed supervised work experience, residence abroad or professional practice placement;
- (b) specify how each of these modules will be assessed in order to determine the extent to which the objectives of the module have been met;
- (c) specify the modules to be passed in order to obtain an award and the weighting of assessment;
- (d) identify any modules that may not, in any circumstances, be the subject of compensation;
- (e) state the criteria for the recommendation of each award or level of award to which the academic provision in question may lead, including any recommendations made to other examining, accrediting or professional bodies to whose award such academic provision might also lead or from whose requirements exemptions may be granted;
- (f) specify the provision which will be made in order for students to be reassessed in failed modules;
- (g) identify the Module Assessment Board which shall have oversight of each module.

The formal documentation shall include a section on assessment drafted in accordance with these regulations. A rationale for selecting particular forms of assessment shall also be provided.

An assessment schedule indicating the components of assessment and their weighting within individual modules, and for the programme, pathway or course as a whole, may be presented as part of the documentation submitted when provision is validated or approved.

D1.11 Reassessment Requirements

The formal documentation shall specify the requirements to be satisfied when a student is to be reassessed. Such reassessment must take place within the maximum length of the time allowed for registration for the academic provision in question.

D1.12 The Credit Framework

General Requirements

University of Chester's Senate has determined that its modes and forms of study shall be designed in accordance with a credit tariff based upon the assignment of levels and credit points to programmes, pathways, courses and modules. These structural features shall apply to all taught undergraduate and postgraduate provision (full-time, sandwich and part-time).

A programme, pathway or course shall normally contain modules which conform in their credit value to the tariff approved by the Senate of University of Chester. Approval for the design of such academic provision which does not conform to the approved tariff must be obtained in advance from the Senate.

Where programmes are designed to include elements which are supplementary or free-standing and which do not count in terms of credit points towards the main award, these shall be designated in the formal programme documentation.

Credit points

Credit points shall be assigned according to the following principles:

- (a) a full-time undergraduate academic year shall be assigned 120 credit points or 120 credit point equivalents;
- (b) a first degree consisting of three years of full-time study shall be assigned 360 credit points;
- (c) a postgraduate Masters degree programme shall be assigned 180 credit points;
- (d) the modules of which a programme, pathway or course consists shall each be assigned a credit value proportional to the scope, content and hours of student learning which that module entails;
- (e) credit points for part-time programmes, pathways and courses of study shall be allocated by direct reference to appropriate equivalent full-time programmes;
- (f) credit points shall be associated with levels of study and the award regulations shall specify the minimum credit points required at a given level.
- (g) exceptionally, credit at a level higher than that required for an award may be accepted in lieu of that normally associated with the award.

D1.13 Non-award-bearing learning activities

Non-award-bearing activities may include structured learning experiences for which participants may register as students of the University, whether or not they are assessed on their work. Where registration as students is permitted, the learning activity shall comprise both learning facilitated by the University (by means of taught sessions, workshops, distance learning or other approved means) and private study totalling at least 100 learning hours.

D2 Regulations governing the Awards of University of Chester and other approved bodies

D2.1 Maximum period of Registration

The maximum period of registration for a University of Chester undergraduate degree (including Integrated Masters) is seven years, and for a Masters Degree, six years. The maximum periods of registration for undergraduate and postgraduate certificates and diplomas are three years and five years, respectively. Students failing to complete within the maximum period permitted will be withdrawn by the next appropriate Awards Assessment Board following the expiry of their registration period. In exceptional circumstances a student may request an extension of their period of registration via an application to the relevant Awards Assessment Board, which may delegate authority to the Mitigating Circumstances Board. An extension of the period of registration shall not be granted solely for reasons of recurrent academic failure.

In exceptional circumstances, application may be made to the Senate for a derogation from the University's standard maximum period of registration in respect of an individual programme of study. Senate may ask Academic Quality and Enhancement Committee to act on its behalf. In considering whether, exceptionally, to approve such a proposal, Senate shall take into account such of the following as are appropriate:

- (a) the requirements of a relevant professional and/or statutory body;
- (b) the potential benefits to students and/or other stakeholders in the programme of having a modified registration period;
- (c) the measures that might need to be put in place to safeguard the currency of the provision for each cohort of students.

D2.2 Standard of the Awards of University of Chester

Each of University of Chester's awards is based upon certain standards. These standards equate to the level-related descriptors laid down by the Quality Assurance Agency wherein the outcomes and competences of a student attaining each of the said levels are stated. The scope and volume of the studies of a student attaining an award of University of Chester shall be consistent with these outcomes. Entry requirements for students to be admitted for study towards a given award of University of Chester shall be appropriate to the level and standard of the said award.

The definitions given below are indicative only. Where these definitions pertain to awards conferred by bodies other than University of Chester, the University recognises the rights of those bodies to modify the nationally applied regulations governing them and shall, subject to the approval of its Senate, make any necessary amendments to its own regulations accordingly.

Possession of the necessary knowledge and skills needed for admission to a programme, pathway or course of study leading to a particular award may be demonstrated by means other than possession of the qualifications used in the definition; the award may be attained by means other than full-time study; the period of study may be shorter or longer than the norm, depending on whether students enter with knowledge and skills higher or lower than those

specified in the definitions and on their rate of progression through the programme, pathway or course of study.

D2.3 Awards at (Foundation) Level Zero

Foundation Certificate

The standard of the Foundation Year Certificate is that expected of a student with prior knowledge and skills equivalent to five GCSE passes who has successfully completed approved studies at post GCSE level in a specialised field or fields. The normal length of such studies shall be one full-time academic year or equivalent and shall involve the accumulation of 120 credit points at Level Z (formerly 0). The maximum period of registration is three years.

D2.4 Awards at Level Four (formerly Certificate Level)

Certificate of Higher Education (CertHE)

The standard of the Certificate of Higher Education is that expected of a student with prior knowledge and skills equivalent to passes in two subjects at Advanced level or equivalent, supported by passes in three other subjects at GCSE, who has successfully completed approved studies for the fulfilment of University of Chester's general educational aims, equivalent in level to the first year of an Honours degree. The normal length of such approved studies shall be one academic year of full-time study or equivalent and shall involve the accumulation of 120 specific credit points at Level 4. The maximum period of registration is three years.

For students on pre-registration Nursing and Midwifery programmes, the award of Certificate of Higher Education is dependent upon the student passing the practice element of the programme, in addition to gaining 120 academic credits. This is a requirement of the Nursing and Midwifery Council (NMC).

Church Colleges' Certificate

The Church Colleges' Certificate programme shall require the accumulation of 60 credit points at a level equivalent to Level 4 of an Honours degree.

The maximum permitted period of registration for the Church Colleges' Certificate is three years.

D2.5 Awards at Level Five (formerly Intermediate Level)

Diploma of Higher Education (DipHE)

The standard of the Diploma in Higher Education is that expected of a student with prior knowledge and skills equivalent to a minimum of 100 UCAS points or equivalent, who has successfully completed approved studies suitable for the fulfilment of University of Chester's general educational aims, equivalent in level to the first two years of an Honours degree. The normal length of such studies shall be two academic years of full-time study or equivalent and involve the accumulation of 240 credit points, with not less than 120 at Level 5. The maximum period of registration is five years.

For students on pre-registration Nursing and Midwifery programmes, the award of Diploma of Higher Education is dependent upon the student passing the practice element of the programme, in addition to gaining 120 academic credits. This is a requirement of the Nursing and Midwifery Council (NMC).

Foundation Degree

The standard of the Foundation Degree is that expected of a student with prior knowledge and skills equivalent to a minimum of 100 UCAS points or equivalent, who has successfully completed approved studies suitable for the fulfilment of University of Chester's general educational aims, equivalent in level to the first two years of an Honours degree. The normal length of such studies shall be two academic years of full-time study or equivalent and shall

involve the accumulation of 240 credit points, with not less than 120 at Level 5. The maximum period of registration is five years.

D2.6 Awards at Level Six (Honours Level)

Graduate Certificate

The standard of Graduate Certificate is that expected of a student with prior knowledge and skills equivalent to first degree standard (Foundation Degree or Honours Degree) who has successfully completed approved studies suitable for the fulfilment of University of Chester's general educational aims, equivalent in level to Level 6 of an Honours degree. Such studies shall involve the accumulation of 60 credit points at Level 6 and shall be equivalent to at least one-third of a full time academic year.

The maximum permitted period of registration for the Graduate Certificate shall be three years.

Professional Graduate Certificate in Education (PGCE)

The standard of the Professional Graduate Certificate in Education is that expected of a student who has successfully completed the study of the theory and practice of teaching within a programme suitable for the fulfilment of University of Chester's general educational aims, consisting of 120 credit points at Level 6.

The maximum permitted period of registration for this PGCE shall be four years.

Graduate Diploma

The standard of Graduate Diploma is that expected of a student with prior knowledge and skills equivalent to first degree standard (Foundation Degree or Honours Degree) who has successfully completed approved studies suitable for the fulfilment of University of Chester's general educational aims, equivalent in level to Level 6 of an Honours degree. Such studies shall involve the accumulation of 120 credit points at Level 6 and shall be equivalent to at least two-thirds of a full time academic year.

The maximum permitted period of registration for the Graduate Diploma shall be four years.

Bachelor's Degree with Honours

The standard of the Bachelor's Degree with Honours is that expected of a student with prior knowledge and skills equivalent to a minimum of 160 UCAS points, and with a good general level of relevant key skills, who has successfully completed approved studies suitable for the fulfilment of University of Chester's general educational aims. The normal length of the programme of study shall be three full-time academic years or equivalent and shall involve the accumulation of 360 specific credit points, of which 120 shall be at Level 6. The maximum period of registration is seven years.

Designations for Honours degrees

Bachelor of Arts (BA) and Bachelor of Science (BSc)

First degree programmes, together with their associated pathways, where appropriate, shall lead either to the award of a BA, or BSc (Hons) or to a more closely defined award restricted to certain subjects and types of programme. The BA designation shall normally be used in art and design, the arts and humanities, combined subjects in the arts and social studies, and in areas of nursing and midwifery, social or business studies where it is appropriate. The BSc designation shall normally be used where studies are substantially based on science or mathematics and their applications and those aspects of nursing and midwifery with a scientific content.

Bachelor of Theology (BTh), Bachelor of Ministry (BMin), Bachelor of Divinity (BD), Bachelor of Laws (LL.B Law), Bachelor of Nursing (BN) and Bachelor of Engineering (BEng)

First degree programmes may lead to the award of BTh, BMin, BD, LL.B Law, BN and BEng when the programme content is so defined.

Bachelor of Education (BEd)

The designation BEd is reserved for initial or pre-service BEd programmes which include a substantial element of school experience. The normal length of such a BEd programme shall be four academic years of full-time study or equivalent, and involve the accumulation of at least 480 specific credit points.

The initial BEd award is associated with qualifying the holder to practise as a teacher and all students awarded a BEd shall normally be recommended to the Department for Education as eligible for Qualified Teacher Status.

This programme is no longer open to new enrolments.

D2.7 Awards at different Levels

Professional Certificate

The standard of the Professional Certificate is that expected of a student who has successfully completed approved studies for the fulfilment of University of Chester's general educational aims, and shall involve the accumulation of 60 specific credit points. Credit may be accumulated entirely at Level 4, entirely at Level 5 or progressively at Levels 4, 5 and/or 6, but shall not be accumulated exclusively at Level 6. The Professional Certificate shall be awarded on the successful completion of modules formally approved for inclusion within a programme appropriate to that award, provided that a student was registered for the Professional Certificate award by the time of registration for the second module to be studied. The Professional Certificate is not available as an exit award for students initially registered for a different award.

The maximum permitted period of registration for the Professional Certificate is three years.

Certificate of Education in Teaching in the Learning and Skills Sector

The standard of the Certificate of Education in Teaching in the Learning and Skills Sector is that expected of a student who has successfully completed approved studies for the fulfilment of University of Chester's general educational aims, and shall involve the accumulation of 120 credit points, 60 of which shall be at Level 4 and 60 at Level 5.

The maximum permitted period of registration for the Certificate of Education in Teaching in the Learning and Skills Sector is three years.

Master of Professional Studies

Requirements for the Master of Professional Studies are set out in section G of these Principles and Regulations.

Integrated Masters degrees

Integrated Masters programmes are part of the University's Taught Programme regulations. Unless specifically stipulated below, the regulations for Integrated Masters are as those for Bachelor's Degrees.

The maximum permitted period of registration for an Integrated Masters programme is seven years.

Integrated Masters degrees include study equivalent to at least 4 years of full time study, with study equivalent to at least 1 full time year at level 7.

Bachelors and Masters degree study are integrated so as to meet level 6 and level 7 qualification descriptors in full.

Integrated Masters programmes normally comprise 120 credits at level 4, 120 credits at level 5, 120 credits at level 6 and 120 credits at level 7 unless specific derogation is sought on the basis of a Professional, Statutory or Regulatory Body requirement. Where required by the regulations of a PSRB, the amount of level 7 credit may be increased up to 180 credits with a corresponding reduction in the level 6 credit.

Designations for Integrated Masters degrees:

Master of Engineering – MEng (Hons)

The award of MEng is reserved for professionally accredited programmes designed to give graduates enhanced preparation for professional practice as engineers.

D2.8 Awards at Level Seven (Masters Level)

Postgraduate Certificate in Education (PGCE)

The standard of the PGCE is that expected of a graduate who has successfully completed the study of the theory and practice of teaching on a programme suitable for the fulfilment of University of Chester's general educational aims and who has demonstrated practical competence in teaching. The normal length of the programme shall be between 36 and 38 weeks of full-time study or equivalent (as specified by relevant government circulars). The maximum period of registration is three years.

The PGCE award is associated with qualifying the holder to practise as a teacher but all students awarded a PGCE shall only be recommended as eligible for Qualified Teacher Status if all requisite skills have been demonstrated.

Postgraduate Certificate (PGCert)

The standard of the Postgraduate Certificate (including the Certificate in Management Studies) is that expected of a graduate who has successfully completed a programme of study, at a level demanding more advanced study than a first degree, suitable for the fulfilment of University of Chester's general educational aims. The programme shall require the accumulation of 60 specific credit points at Level 7, or, where validated for such provision (on the grounds that students have a first degree in a different discipline or are returning to higher education study after an interval of at least two years) the accumulation of a maximum of 20 credit points at Level 6 with the remainder at Level 7. The Certificate programme shall be equivalent to at least one-third of a full-time academic year.

In exceptional circumstances, the PGCert, without reference to a subject-specific named award, may be granted to a student registered for a Masters programme who successfully accumulates 60 credit points at Level 7. These circumstances arise where some or all of the successfully completed modules are outside those validated for the subject-specific named award.

Postgraduate Diploma (PGDip)

The standard of the Postgraduate Diploma (including the Diploma in Management Studies) is that expected of a graduate who has successfully completed a programme of study at a level demanding more advanced and intensive study than a first degree, suitable for the fulfilment of University of Chester's general educational aims. The programme shall require the accumulation of 120 specific credit points at Level 7, or, where validated for such provision (on the grounds that students have a first degree in a different discipline or are returning to higher education study after an interval of at

least two years) the accumulation of a maximum of 20 credit points at Level 6 with the remainder at Level 7. The Diploma programme shall be equivalent to at least two-thirds of a full time academic year.

In exceptional circumstances, the PGDip, without reference to a subject-specific named award, may be granted to a student registered for a Masters programme who successfully accumulates 120 credit points at Level 7. These circumstances arise where some or all of the successfully completed modules are outside those validated for the subject-specific named award.

Masters degrees

The standard of the Masters degree is that expected of an Honours graduate who has successfully completed a programme of study at a level demanding more advanced and intensive study than a first degree, which is suitable for the fulfilment of University of Chester's general educational aims and which includes a compulsory element of advanced independent work. The programme shall require the accumulation of 180 specific credit points at Level 7, or, where validated for such provision (on the grounds that students have a first degree in a different discipline or are returning to higher education study after an interval of at least two years) the accumulation of a maximum of 20 credit points at Level 6 with the remainder at Level 7.

The minimum period of registration for a Masters degree is 12 months, except where a student is admitted with accredited prior experiential learning, in which case a proportionate reduction in the minimum period of registration may be allowed. Such a reduction shall be subject to the approval of the Faculty Credit Co-ordinator.

Requirements for the research degree awards of Master of Philosophy and Master by Research are set out in Section G of these Principles and Regulations.

Designations for Masters degrees:

Master of Arts (MA) and Master of Science (MSc)

Programmes of study at Masters level may lead either to the MA or MSc, or to a more closely defined award restricted to certain specific areas of study. The designation Master of Arts (MA) shall normally be used in art and design, the arts and humanities and in other areas of study where a more specialised title is not appropriate. The Master of Science (MSc) award shall normally be used where studies are substantially based on science or mathematics and their applications, or in nursing and midwifery programmes related to clinical practice.

Master of Business Administration (MBA)

The award MBA is reserved for programmes in which the focus is upon the principles and functions of management and the development of management skills. Students entering MBA programmes shall have appropriate practical experience. Normal pre-requisites include the successful completion of the Certificate in Management Studies (CMS) and the Diploma in Management Studies (DMS).

Master of Education (MEd)

The designation MEd is reserved for programmes in which the focus is upon education and professional practice in teaching. Entry requirements shall be an Honours degree or equivalent qualification. Other qualifications which may be deemed acceptable include a BEd degree gained in circumstances where the award of Honours was not available or the achievement at a sufficiently high level of the Diploma in Advanced Studies in Education in a field cognate with that of the programme to which admission is sought. All entrants shall normally have at least three years' concurrent professional practice.

Master of Theology (MTh)

The designation MTh is reserved for programmes in which the focus is upon the postgraduate study of theology.

Master of Ministry (MMin)

The designation MMin is reserved for programmes in which the focus is upon postgraduate study of Christian ministry and related professional practice.

Master of Laws (LL.M Law)

The designation LL.M Law is reserved for programmes in which the focus is upon postgraduate study of law.

Masters in Teaching and Learning

The designation MTL is reserved for a practice-based programme for qualified teachers, which aims to help teachers improve their practice by applying evidence and insight to their teaching. This programme was a national initiative which is no longer open to new enrolments.

D2.9 Awards at Level Eight (Doctoral Level)

Requirements for awards at Level 8 are set out in section G of these Principles and Regulations.

D3 The Handbook on the Design of Academic Provision and Structures

University of Chester shall publish a Handbook on the Design of Academic Provision and Structures, adherence to which shall be a requirement made of all members of the University and members of its partner organisations.

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E REGULATIONS GOVERNING THE ADMISSION OF STUDENTS TO UNIVERSITY OF CHESTER

This section sets out the principles and regulations governing the admission of students to approved studies. It shall be read in conjunction with a Handbook which shall be drawn up. This Handbook shall be subordinate to the section of the Principles and Regulations to which it refers.

E1 Regulations governing Recruitment and Admission

E1.1 Considerations which shall inform decisions taken in relation to the Admission of Students

University of Chester shall ensure that the following considerations inform decisions taken in relation to the admission of students.

The decision to admit a student to approved studies of University of Chester is the responsibility of the Faculty or Faculties concerned, acting within the parameters for admission determined by the University's Senate. Such a decision shall be taken in the light of these regulations, the provisions set out in the Handbook on Admissions, and the relevant professional requirements. Such professional requirements shall also be set out, where appropriate, in the formal documentation.

The admission of a student shall be based on the reasonable expectation that the student will be able to fulfil the objectives of the framework, programme, pathway or course of study and achieve the standard required for the award, where applicable. Such an expectation shall also inform any decision which may be taken to permit a student to transfer, once admitted to the University, from one framework, programme, pathway or course to another. University of Chester affirms the right of a student to request such a transfer but reserves the right to prohibit transfer from one framework, programme, pathway or course to another in cases in which the University deems it inappropriate.

In considering individual applicants for admission to approved studies, evidence shall be sought on the personal, professional and educational experiences of the individual in order to provide an indication of the ability to meet the demands of those studies. A student who has attempted assessment in a given programme above Level 4 may not apply to be readmitted to the same, or similar, programme at any level.

Applicants for whom English is an additional language must be able to demonstrate that they will be able to cope confidently with university level studies conducted in English. The criteria to be applied in order to determine the competence of applicants for whom English is an additional language shall be those of the International English Language Testing System and shall be set out as requirements in the Handbook on the Admission of Students. University of Chester recognises, in partial fulfilment of its own requirements, qualifications and experience gained elsewhere. University of Chester exercises this power through its Awards Assessment Boards, its Credit Accumulation and Transfer Scheme, and its processes for the Accreditation of Prior Learning.

The formal programme documentation or, where applicable, other forms of formal documentation shall describe the basis on which a student may be admitted to the beginning or to subsequent stages of the academic provision in question:

- (a) identifying the knowledge and skills required at admission and relating these to the length, content and objectives of the academic provision in question;

- (b) describing the way in which these arrangements will accord with University of Chester's requirements relating to the standard of the award, where appropriate;
- (c) setting out the criteria and means by which the suitability of the student for admission will be judged;
- (d) setting out, where appropriate, the procedures to be used in assessing for the purposes of honours or other awards classification any relevant previous work of students admitted with credit.

E1.2 Regulations governing the conduct of the processes of Recruitment and Admissions

University of Chester shall adhere to the following regulations governing the conduct of the recruitment and admission of students. The University shall:

- publish recruitment procedures which shall be fair, clear, explicit and implemented consistently;
- have promotional materials which shall be relevant, accurate and accessible and shall contain the information that enables applicants to make an informed choice;
- have selection procedures which shall be fair, courteous and expeditious;
- implement policies concerning recruitment and admissions which shall be designed to facilitate progression for students from sections of the community under-represented in higher education;
- treat all information concerning applicant as confidential and to make decisions by reference to criteria specified in the accompanying Handbook on Admissions, and by persons equipped to make such judgements;
- make applicants aware of the obligations placed upon them at the time the offer of a place is made;
- maintain a complaints procedure with which all staff involved in admissions shall be familiar;
- make applicants aware of any substantive and/or structural changes made to a framework, programme, pathway or course between the time that an offer is made and the point at which registration is completed;
- inform successful applicants of arrangements for enrolment, registration and induction of new students prior to the commencement of their programme;
- review admissions policies, procedures and criteria regularly in the light of institutional strategy, experience, objectives and external factors, including the changing pattern in the applicant market, national entry standards, the appropriate qualifications framework, and the institution's legal obligations;
- ensure that all those involved in recruitment and admissions work are competent to undertake their roles and responsibilities.

E2 Additional Regulations pertaining to Admission to Programmes of Study up to and including Level Six

Determination of the level of attainment required for entry to all programmes of study up to and including level 6 shall be described in a statement on admissions in the formal documentation. The specific requirements for admission shall be set out in detail in the Handbook on Admissions, shall be informed by the principles set out above and shall be applied consistently and impartially across all programmes of study to which students may be admitted.

E3 Additional Regulations pertaining to Admission to Taught Programmes of Study at Masters Level

Determination of the level of attainment required for entry to all programmes of study at Masters level which are delivered wholly or partly by tuition shall be described in a statement on admissions in the formal documentation. The specific requirements for admission shall be set out in detail in the Handbook on Admissions, shall be informed by the principles set out above and shall be applied consistently and impartially across all programmes of study to which students may be admitted.

E4 Additional Regulations pertaining to Admission to Vocational and Professional Programmes

University of Chester recognises a range of requirements for entry to specific professions which are laid down by professional bodies and agencies and are thereby outside the jurisdiction of the University. Where programmes offered by the University are designed to prepare students for entry to those professions, the University shall require students admitted to those same programmes to meet the specific entry requirements laid down by the professional bodies and agencies and shall incorporate them in its own requirements.

E5 Additional Regulations pertaining to Admission to Studies by Research at Masters and Doctoral Level

Applicants should normally have, or expect to obtain, at least an upper second class Honours Degree in a discipline which is appropriate to their intended area of research. Substantial prior professional or research experience may, in some instances, be acceptable in place of a first degree qualification.

Admission to such studies shall be the responsibility of the University's Research Degrees Sub-Committee.

E6 Additional Regulations pertaining to Admission to Individually Negotiated Studies

Students may seek approval for individualised, credit-based studies based upon existing approved modules, and appropriate learning achieved outside the University. Such studies may lead, subject to approval, to University of Chester awards at a level to be determined by the University according to the procedure to be described in the Handbook on Admissions.

E7 Additional Regulations pertaining to Visiting Students

A visiting student may study at University of Chester without being a candidate for a University award, and without being admitted to an approved programme, pathway or course of study. The individual may be permitted, retrospectively, to seek to gain specific credit points for modules successfully completed as a visiting student, or may transfer such credits to a programme, pathway or course of study leading to an award of University of Chester.

E8 The Handbook on Admissions

University of Chester shall publish a Handbook on Admissions, adherence to which shall be a requirement made of all members of the University and members of its partner organisations.

F REGULATIONS GOVERNING THE ASSESSMENT OF STUDENTS

This Section sets out the regulations governing the assessment of students, including the responsibilities of internal and external examiners and of students, and the composition and operation of Assessment Boards. It shall be read in conjunction with a Handbook which shall be drawn up. This Handbook shall be subordinate to the section of the Principles and Regulations to which it refers.

F1 Considerations which shall inform the nature and process of Assessment

University of Chester shall ensure that the following considerations inform the nature and process of the assessment of students.

The purpose of assessment is to enable students to demonstrate the extent to which they have fulfilled the objectives of the framework, programme, pathway or course of study and achieved the standard necessary for the award. University of Chester requires all approved studies to be subject to regulations which relate their assessment requirements to clear objectives, and according to which examiners can make their judgements on student performance.

Assessment must be the basis upon which the achievement of the individual student in fulfilling the objectives of the mode and form of study is judged. That assessment shall also relate to a consistent national standard for awards. It shall be carried out by competent and impartial examiners, and by methods which enable those examiners to assess students fairly. Consistent with the principle of externality, University of Chester requires external examiners to be associated with all assessment which may count towards an award of University of Chester and, where appropriate, other bodies.

Subject to University of Chester's requirements on assessment, examiners shall have discretion in reaching decisions on the awards to be recommended for individual candidates. They shall be responsible for interpreting the assessment requirements for the provision in question if any difficulties arise, in accordance with University of Chester's regulations and with good practice in higher education; and their final academic judgements cannot, in themselves, be questioned or overturned.

University of Chester affirms the principle that a student who fails the overall assessment in a given module shall be afforded one further opportunity for assessment in that module, except where the conditions set out in F2.14 apply. Such further assessment shall be designated as reassessment. Any subsequent reassessment shall be designated as third assessment attempt.

Any student who is required to be reassessed in a module shall be reassessed only in that component or in those components of the modular assessment which he or she is deemed to have failed by virtue of not having reached a mark of 40% in that component or those components. If a student succeeds in passing his or her reassessment or third assessment attempt in a component or those components of a given module, the pass mark for the module as a whole, notwithstanding the result achieved in the reassessment or third assessment attempt, shall be recorded as 40%. The reassessment task of a student in a given component of a module shall be as stated in the formal documentation and shall be proportionate to and equivalent to the original assessment task. Any issues over the interpretation of this regulation shall be referred to the Dean of Academic Quality and Enhancement for decision.

Active measures shall be adopted to ensure equality of opportunity in all assessments and the Dean of Academic Quality and Enhancement may take exceptional action on behalf of Senate to ensure the standards of the University's awards.

F2.1 Information for Students

The nature, forms and weightings of assessment for the programme, pathway or course of study shall be made known to students at the start of each level or year of their studies. The information given shall comprise both University of Chester's assessment regulations and the assessment requirements specific to the academic provision in question.

F2.2 The Responsibilities of Students

It is the responsibility of students to submit work for assessment by stated deadlines and attend examinations as required. A time extension may be granted in exceptional circumstances to submit work after the original deadline, in which case a candidate shall not be penalised, provided the work is submitted by the extended deadline.

Work received after the original or extended deadline shall be penalised in accordance with the University's Late Work Policy and Procedures as set out in the Handbook on Assessment.

If a student fails to attend an examination or submit work for assessment without good cause, the examiners shall have the authority to deem the student to have failed the assessment component or components concerned with a mark of zero (0) for such component or components.

A student shall have the right to make known to the University any situations which may adversely affect his/her academic performance in advance of assessment taking place. It is the responsibility of the student to make representation in writing to the appropriate officer of University of Chester regarding such situations. In certain circumstances, the student may make representations following such assessment but must do so before the relevant Module Assessment Board meets.

F2.3 The Composition of, and Relationship between, Assessment Boards

University of Chester shall operate a two-tier Assessment Board structure, with each tier having a distinct function. The first tier shall be that of Module Assessment Board (MAB) and the second shall be that of Awards Assessment Board (AAB) and Progression Assessment Board (PAB). In order to determine matters related to internal progression, the Awards Assessment Board shall be empowered to perform the function of a progression board but the Progression Assessment Board may not make awards.

All module results shall be confirmed by the Module Assessment Board and awards shall be determined by the Awards Assessment Board or an approved sub-committee established by its Chair. All assessed marks shall be deemed to be provisional until such time as they have been confirmed by an Awards or Progression Assessment Board.

Both tiers of Assessment Board shall have as members both internal and external examiners. A Module Assessment Board must include at least one approved external examiner whose role is to act as a specialist academic advisor, reporting on academic standards and the processes of assessment. All external examiners on Module Assessment Boards shall be informed that they have the right to attend the meeting of the Awards or Progression Assessment Board at which decisions on recommendations for awards and progression are made. Each Awards Assessment Board shall have at least one Chief External Examiner appointed to it, whose role shall be to maintain oversight of the assessment process.

F2.4 Module Assessment Boards

The Module Assessment Board shall have responsibility for the outcomes of the modules assigned to that Board. These may include designated

pathways, courses or modules, as well as discrete programmes of study. It shall be the duty of the Module Assessment Board to:

- (a) receive and consider all information pertinent to student achievement in those modules assigned to those Boards;
- (b) agree module marks and recommend these to the appropriate Awards or Progression Assessment Board;
- (c) make such arrangements as are necessary to ensure the proper discharge of its duties;
- (d) operate the approved assessment regulations and requirements.

The membership of a Module Assessment Board shall be approved by the relevant Board of Studies and shall be in accordance with the requirements set out in the Handbook on Assessment.

The terms of reference of the Module Assessment Board shall be set out in the Handbook on Assessment. A Module Assessment Board shall implement its terms of reference in accordance with:

- (a) the regulations set out herein and the formal documentation for the academic provision in question;
- (b) all decisions of the Senate and of Academic Quality and Enhancement Committee on its behalf on approved policy and procedures relating to student assessment.

F2.5 Awards and Progression Assessment Boards

Each Module Assessment Board shall be subordinate to an Awards or Progression Assessment Board, whose constitution and terms of reference shall be set out in the Handbook on Assessment. An Awards or Progression Assessment Board shall implement its terms of reference in accordance with:

- (a) the regulations set out herein;
- (b) all decisions of the Senate on approved policy and procedures relating to student assessment.

Awards or Progression Assessment Boards shall meet at pre-determined times, such as are necessary to ensure the progression and final assessment of all students subject to those Module Assessment Boards subordinate to it.

All Awards/Progression Assessment Boards shall be accountable to the Senate of University of Chester. The Awards Assessment Board shall have responsibility for the outcomes of the academic provision assigned to that Board. All awards shall be determined by the Awards Assessment Board, except as provided for in F2.17 and F6.1 below, taking account of the recommendations of the Module Assessment Board. It shall be the duty of the Awards Assessment Board to:

- (a) receive and consider all information pertinent to student achievement;
- (b) make such arrangements as are necessary to ensure the proper discharge of its duties;
- (c) operate the approved assessment regulations and make recommendations to the Senate concerning any modifications which may be required to those regulations.

The Senate shall make proper arrangements for ensuring that all academic provision is considered by the appropriate Awards Assessment Board, which shall be authorised to:

- (a) judge each student's performance as a whole and decide, in accordance with assessment regulations, whether compensation for failure may be allowed;
- (b) assess student progress towards the award, including matters of progression, reassessment and third assessment attempt, and make decisions accordingly;
- (c) assess students on completion of their studies and to determine, on behalf of the Senate, the conferment of the award;
- (d) take an overview of the assessment of the academic provision within its jurisdiction and, if appropriate, make a report and recommendations to Senate or to Academic Quality and Enhancement Committee on its behalf.

Decisions on the progression of students and the determination of awards shall only be made by an Awards or Progression Assessment Board or, exceptionally, the Chair or other delegated authority of an Awards or Progression Assessment Board.

The Senate shall appoint as appropriate to the Awards or Progression Assessment Board a Chair and members in accordance with the requirements set out in the relevant Handbook.

External examiners who are members of subordinate Module Assessment Boards shall have a right to attend the Awards or Progression Assessment Board responsible for those modules assigned to them as an examiner. Such right of attendance shall carry with it the status of observer and advisor only.

The Senate requires every Chief External Examiner to contribute to the maintenance of academic quality and standards by reporting on the assessment process and student outcomes as shown through the assessments conducted.

Where the Senate has entered into an agreement with an external accrediting or professional body for the conferment of its awards, Senate shall ensure that all appointments to the relevant Awards or Progression Assessment Board are consistent with that agreement.

All members of the Awards or Progression Assessment Board who are the designated representatives as described above shall be required to attend all of its meetings, unless prior arrangements have been made with the Chair of the Board such as to ensure that the business of the meeting can still be effected properly and thoroughly.

It shall be the duty of all members of the Awards or Progression Assessment Board to uphold the confidentiality of all of its meetings.

An Awards or Progression Assessment Board shall have the power to appoint subsidiary examination committees to which it may delegate its authority on matters concerning reassessment and progression. Such a subsidiary committee shall have in its membership at least one external examiner. The decisions of an examination committee shall be reported to and minuted at the next meeting of the relevant Awards or Progression Assessment Board.

F2.6 Powers of the Chair of an Assessment Board

The Chair (or his or her nominee) of a Module, Awards or Progression Assessment Board shall be authorised to take action on behalf of that Board, on assessment issues relating to students. In the case of Chairs of Awards or Progression Assessment Boards, such action may include the granting of reassessments or third assessment attempts, and decisions on progression, awards, and termination of studies. Where awards decisions are concerned,

the Chief External Examiner shall be consulted. The decisions taken on chair's action shall be reported to and minuted at the next meeting of the relevant Awards or Progression Assessment Board.

F2.7 Exclusion of Students from Membership of Assessment Boards

No student (including a student who is also a member of the University's staff) registered for an award of University of Chester may attend a Module, Progression or Awards Assessment Board whilst that board considers any results of the programme for which he or she is registered, nor may such a student attend any associated examiners' meeting for that programme, other than as a candidate for assessment.

F2.8 Authority of Awards Assessment Boards

Except in cases where the authority for the conferment of an award other than that of University of Chester has been agreed by the Senate to lie with another examining, accrediting or professional body, no other body shall be authorised to recommend conferment of an award or, except as provided for in F2.17 and F6.1, to amend the decision of an approved and properly constituted Awards Assessment Board acting within its terms of reference and in accordance with approved regulations.

F2.9 Regulations governing Failure and Reassessment

It shall be the right of a student to be reassessed in, as required, a part or the whole of a failed module on one further occasion, except where:

- (a) such provision is contrary to the regulations of any examining, accrediting or professional body which is party to the award;
- (b) an academic malpractice panel has determined that reassessment is not permitted;
- (c) for professional or other reasons, recommended for approval by a validation panel, and ultimately approved by Academic Quality and Enhancement Committee on behalf of Senate, restrictions on reassessment opportunities within the programme should apply;
- (d) the module is already compensated for within the student's overall profile.

In the case of (b) above, all relevant information will be considered before there is a decision on whether or not the candidate will be permitted to retake the failed assessment.

Regardless of the number of credits outstanding, all candidates will normally be reassessed at the first opportunity following initial failure. Undergraduate students with in excess of 60 credits outstanding following an Awards or Progression Assessment Board where the next opportunity does not permit repeating attendance will be given the option to undertake outstanding assessment with attendance during the next academic session. In particular, Undergraduate students with in excess of 60 credits outstanding at the July Awards Assessment Board will be given the option to undertake outstanding assessment with attendance during the next academic year

The maximum mark to be recorded for a reassessed module shall be 40%.

The Awards or Progression Assessment Board shall have the power to grant a third assessment attempt, except where professional requirements prohibit such an opportunity. The Awards or Progression Assessment Board shall determine whether or not assessment undertaken at the third attempt shall be conditional upon attendance at taught sessions or their equivalent.

The Awards or Progression Assessment Board will terminate a student's studies in cases in which the candidate has exhausted the total number of reassessments permitted by these regulations.

A candidate for reassessment shall have no right to reassessment in modules which are no longer current in the academic provision in question. The Awards or Progression Assessment Board may, at its discretion, approve such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same modules and by the same methods as at the first attempt.

Reassessment must be undertaken at the point determined by the Awards or Progression Assessment Board.

F2.10 Progression and Conditional Progression within a Programme of Study

Decisions relating to the progression of students from one level of study to another shall only be made by an Awards/Progression Assessment Board or, exceptionally, the Chair or other delegated authority of an Awards or Progression Assessment Board.

Full time undergraduate students shall not be allowed to progress to the next level of study until all modules at a given level have been passed. However, a student who cannot (either because of deferral or because there is no resit opportunity scheduled) be re-assessed in modules totalling no more than 40 credits may, at the discretion of the Awards/Progression Assessment Board, be allowed to progress conditionally to the next level of study.

The Awards Assessment Board shall take into consideration the student's ability to cope with the additional assessment burden. Such reassessment must be completed within the academic session following the initial assessment. Students who have more than 40 credits outstanding shall not be eligible for progression, but must satisfactorily complete all reassessments before progression is permitted. In no circumstances shall a student be permitted to commence Level 6 study until they have successfully completed all required credits at Level 4. Students granted an opportunity for conditional progression may not cite the additional workload as a mitigating circumstance for purposes of requesting an extension, deferral or academic appeal.

At the discretion of the Programme Leader, a candidate who is allowed to proceed to the next academic year carrying incomplete assessment in optional modules may be allowed to make good the deficiency either in the same modules or approved alternative modules of at least the same level and credit point value.

Part-time students may register for modules at different levels during the same academic year. However, where a third assessment attempt has been granted, a part-time student is not permitted to register for any further modules at the higher level until the third assessment attempt has been successfully completed. Under no circumstances will a student be permitted to register for modules at level 6 until they have successfully completed all required credits at level 4.

F2.11 The Consideration of Claims for Special Mitigating Circumstances

The University has established a Mitigating Circumstances Board, the purpose of which shall be to consider all claims and representations made by students in respect of circumstances which may be advanced as having an adverse effect upon their performance in assessment.

This Board shall have responsibility for determining the measures which shall be taken in mitigation of the circumstances adduced and evidenced by students. The decisions thus taken by the Mitigating Circumstances Board shall be communicated to and shall be binding upon the Module Assessment Board within whose remit the relevant assessment lies.

This Board shall be chaired by a Dean or Deputy/Associate Dean of one of the University's Faculties of Study. The membership of the Mitigating Circumstances Board shall comprise Department Assessment Contacts or

Heads of Department (or their nominee). The Dean of Academic Quality and Enhancement, Student Support Manager and Deputy Registrar and Head of Student Administration, or their nominees, will be in attendance.

All claims by students, with relevant supporting evidence, shall be submitted to Registry Services. Under no circumstances shall the Mitigating Circumstances Board consider claims submitted after the Module Assessment Board has taken place.

The Mitigating Circumstances Board may take one of the following decisions in respect of a claim which meets the requirements stated above:

- (a) the claim may be rejected on the grounds that the circumstances adduced are insufficient and/or inappropriate in their relationship to the assessment concerned, or that insufficient and/or inappropriate evidence has been submitted in support of the claim;
- (b) the claim may be upheld. Further details regarding outcomes may be found in the Handbook on Assessment.

Where a student's claim for mitigation is upheld after the assessment has taken place, that assessment shall be set aside in favour of the outcome of the assessment opportunity which has been granted in respect of the student's claim for mitigation. In cases where the student's claim against the imposition of a penalty is upheld, the penalty shall be waived or reduced as appropriate.

F2.12 Viva Voce Examination

In exceptional circumstances, as determined by the Module Assessment Board, the examiners shall have the power to examine a student *viva voce*, in addition to the assessment as specified in the formal documentation.

This form of assessment may be used to:

- (a) determine difficult or borderline cases from which the outcome may be only to raise or to confirm a student's marks;
- (b) assist in determining, where other evidence may need to be supplemented, whether or not a student is guilty of academic malpractice.

F2.13 Disability

If a student is unable, through disability, to be assessed by the normal methods specified in the programme, pathway or course assessment requirements, the Module Assessment Board may vary the methods as appropriate, bearing in mind the objectives of the academic provision in question and the need to assess the student on equal terms with other students. The suitability of any such alternative assessment shall be approved in advance by the University's Disabilities Coordinator or equivalent.

F2.14 Academic Malpractice

Academic malpractice may be deemed to have occurred where a student has gained or sought to gain advantage in assessment contrary to the established conditions under which students' knowledge, abilities or skills are assessed for progression towards, or the conferment of, an award. The Handbook on Assessment shall prescribe requirements governing academic malpractice.

A student who is found to have committed such malpractice shall normally be deemed to have failed a part or all of the assessment within the programme.

There shall be a right of appeal against a decision relating to academic malpractice, in accordance with procedures set out in the relevant Handbook.

F2.15 Professional Registration: Fitness to Practise

Academic provision which leads directly or indirectly into a profession for which there are recognised behavioural or health requirements shall incorporate measures to ensure suitability to practise that profession.

The grounds on which a student may be considered unfit to practise include physical or mental health problems, criminal conduct or other serious misconduct, including conduct which has been subject to a disciplinary procedure by University of Chester.

Where this is appropriate, Faculties which offer programmes, pathways or courses of study leading to entry to relevant professions shall request the establishment of a Panel to consider any individual cases which arise where students are alleged to be unfit for entry to the profession. This Panel shall proceed according to the requirements set out in the relevant Handbook.

F2.16 Appeals by Students against a recommendation of an Awards or Progression Assessment Board

A student shall have the right to appeal against a recommendation of the Awards or Progression Assessment Board in cases in which he or she considers:

- (a) that his or her assessment was adversely affected by illness or other exceptional circumstances which he or she was unable, or for valid and compelling reasons unwilling, to divulge prior to a decision being made by or on behalf of the Awards or Progression Assessment Board, and such circumstances had a demonstrable and substantial negative effect on the assessment outcome;
- (b) that the assessment was not conducted in accordance with the relevant assessment regulations, leading to demonstrable and substantial negative effect on the assessment outcome;
- (c) that there has been an administrative error which has had a demonstrable and substantial negative effect on the assessment outcome;
- (d) that some other material irregularity has occurred in the conduct of the assessment which has had a demonstrable and substantial negative effect on the assessment outcome;
- (e) that he or she has been assessed as having a specific learning difficulty in circumstances which, as defined in the relevant Handbook, allow exceptional action to be taken by the Dean of Academic Quality and Enhancement.

Disagreement with the academic judgement of a Module or Awards/Progression Assessment Board in assessing the merits of an individual piece of work or in reaching any assessment decision based on the marks, grades and other information relating to a student's performance, shall not in itself constitute grounds for a request for reconsideration of a recommendation of those Boards by a student.

The procedures for lodging an academic appeal and the conduct of the academic appeal process shall be as laid down in the Handbook which should be read in association with these Principles and Regulations. Regulations relating to academic appeals in postgraduate research degree programmes are set out in section G, below.

F2.17 Review of a recommendation made by an Awards or Progression Assessment Board

The Senate of University of Chester shall have the power to require the convening of an Assessment Review Board for purposes of reconsidering a recommendation made by an Awards or Progression Assessment Board, in a

case where an appeal lodged by a student on any of the grounds stated in F2.16 above has been upheld.

The Senate of University of Chester shall also have powers to annul a decision of an Awards or Progression Assessment Board where, exceptionally, a case of academic malpractice has been brought, subsequent to a confirmation of outcome made by an Awards or Progression Assessment Board, or where it deems other circumstances to have arisen of so serious a nature as to warrant this course of action. Such powers may extend to the annulment of a whole examination or other assessment component or any part thereof or the reconvening or the reconstitution of an Awards or Progression Assessment Board.

F2.18 The Award of an Aegrotat

An Aegrotat award may be recommended when the Awards Assessment Board does not have enough evidence of the student's performance to recommend the award for which the student was a candidate or a lower award specified in the formal documentation, but is satisfied that but for illness or other valid cause the student might reasonably be expected to have reached the standard required. Aegrotat awards do not confer professional status and/or eligibility for entry to a professional register unless the relevant professional body specifically agrees otherwise.

Before a recommendation for an Aegrotat is submitted to the Senate, the student must have signified that he or she is willing to accept the award and understands that this implies waiving the right to be reassessed. Where a student is severely incapacitated, such signification may be given by a parent, spouse or other appropriate representative.

F2.19 Posthumous Awards

A posthumous award may be recommended where a student has died prior to completion of the award and the Awards Assessment Board is satisfied that the student might reasonably have been expected to have reached the standard required. Such an award will not be classified.

F3 Additional Assessment Regulations pertaining to Taught Postgraduate Programmes

F3.1 Scope of the Assessment Regulations pertaining to Taught Postgraduate Programmes

In addition to the regulations in F2, the following assessment regulations shall apply specifically to students registered on University of Chester's Masters and other postgraduate taught programmes. For purposes of assessment, the Postgraduate Certificate in Education is deemed to be subject to these regulations.

F3.2 Module Assessment within Taught Postgraduate Programmes

The formal programme documentation shall contain statements on assessment criteria and their relationship with the numerical marking scale (including Fail, Pass, Merit and Distinction classifications) used in determining the award to which the programme leads.

The following percentage marking scale shall be adopted for postgraduate programmes:

Percentage	Classification
70 - 100	Distinction
60 - 69	Merit
40 - 59	Pass
0 - 39	Fail

The minimum aggregate pass mark for each module to which these regulations apply shall be 40%. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module of 40% is attained and (unless formal derogation has been approved) a minimum of 20% is attained for each assessment component within the module.

Unless formal derogation has been approved, a minimum mark of 20% must be attained in each assessment component within a given module in order that the module may be passed overall. In the event of failure on these grounds, the module mark to be recorded shall be 39% or the arithmetical mark, whichever is the lower. Students reassessed (or subject to third assessment attempt) in previously-failed components of such modules shall be required to attain the same minimum marks as those stipulated for first assessment in order to pass the module overall.

The formal module documentation shall identify the weighting as between the components of assessment in each module.

Students who fail a module shall be considered under the terms of F2.9 above.

F3.3 Entitlement to the Awards of Postgraduate Certificate or Postgraduate Diploma linked to a Masters Programme of Study

Where a Masters programme comprises staged awards of Postgraduate Certificate and Postgraduate Diploma, candidates who fail or who discontinue their studies before concluding such a Masters programme shall be entitled to receive the award of either Postgraduate Certificate or Postgraduate Diploma, provided the required number of credits for these awards has been gained.

F3.4 Criteria for the conferment of the Award of Distinction and Merit

In order to be eligible for the conferment of a Distinction, a candidate for a Masters degree or Postgraduate Diploma must attain a mark of 70% or higher in Level 7 and/or Level 8 modules representing at least half the credit for which numerical marks are available. The modules may include the dissertation. In order to be eligible for the conferment of a Merit, a candidate for a Masters degree or Postgraduate Diploma must attain a mark of 60% or higher in Level 7 and/or Level 8 modules representing at least half the credit for which numerical marks are available. The modules may include the dissertation.

The University does not confer Distinction or Merit on Postgraduate Certificate Awards.

The Academic Malpractice Panel may make a recommendation on the student's eligibility to be awarded a Master Degree or Postgraduate Diploma with Distinction or Merit.

F4 Additional Assessment Regulations pertaining to Undergraduate Programmes

F4.1 Scope of the Assessment Regulations pertaining to Undergraduate Programmes

In addition to the regulations set out in section F2, the following assessment regulations shall apply specifically to all programmes below Level 7. No alternative assessment regulations shall apply to academic provision at these levels without the express approval of the Senate.

F4.2 Module Assessment within Undergraduate Programmes

The formal documentation presented for validation or approval shall contain statements on assessment criteria.

The following percentage marking scale shall be adopted for all academic provision at Certificate, Intermediate and Honours levels:

Percentage	Classification for a Bachelor's degree
70 - 100	First class honours or equivalent designation
60 - 69	Upper second class honours or equivalent designation
50 - 59	Lower second class honours or equivalent designation
40 - 49	Third class honours or equivalent designation
0 - 39	Fail

The minimum aggregate pass mark for each module to which these regulations apply shall be 40%. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module of 40% is attained and (unless formal derogation has been approved) a minimum of 20% is attained for each assessment component within the module.

Unless formal derogation has been approved, a minimum mark of 20% must be attained in each assessment component within a given module in order that the module may be passed overall. In the event of failure on these grounds, the module mark to be recorded shall be 39% or the arithmetical mark, whichever is the lower, and the module shall not be eligible for compensation for the purpose of determining progression opportunities. Students reassessed (or subject to third assessment attempt) in previously-failed components of such modules shall be required to attain the same minimum marks as those stipulated for first assessment in order to pass the module overall.

The formal documentation shall identify the weighting as between the components of assessment in each module.

F4.3 Compensation for Failure in Assessment

Level 2 and Level 4

In the case of a student who is registered for a minimum of 120 credit points at Level 2 or Level 4, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow that student's overall performance to compensate for failure in the assessment of modules up to and including 40 credits at Level 2 or Level 4. In order for compensation to be applied, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 40 failed credits and an average mark for the level of study in question (including failed but not deferred modules) of 40% or higher. If these conditions are met, compensation will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the compensated module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

Level 5

In the case of a student registered for a minimum of 120 credit points at Level 5, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow that student's overall performance to compensate for failure in the assessment of modules up to and including 20 credits at Level 5. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 20 failed credits and an average mark for the level of study in question (including failed but not

deferred modules) of 40% or higher. If these conditions are met, compensation will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the compensated module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

Level 6

In the case of a student registered for a minimum of 120 credit points at Level 6, an Awards or Progression Assessment Board, having due regard to the standard of the award, the programme objectives, the programme assessment requirements, and any professional requirements, may allow that student's overall performance to compensate for failure in the assessment of modules up to and including 20 credits at Level 6. In order for this to apply, the student must have a profile (following initial assessment, reassessment or a third assessment attempt) with no more than 20 failed credits and an average mark for the level of study in question (including failed but not deferred modules) of 40% or higher. If these conditions are met, compensation will be applied to those failed module(s) where both the overall module mark falls in the range 30-39% and there is no component mark below 20%. The Board will deem that a student in this position has achieved the credit for the compensated module(s), although the fail marks themselves will stand and will be recorded on the student's transcript.

In cases where a student on an accelerated programme has been allowed to conditionally progress to the next level of study, the outstanding reassessment and/or deferrals from the lower level of study shall be assessed in the next assessment session, regardless of whether other students are taking these assessments in that session. If a student fails to complete the reassessment and/or deferrals and is offered a third attempt, their study at the higher level must cease and may only recommence when successful completion of the third attempt has been confirmed by both tiers of assessment board.

Students undertaking a third attempt should normally attend the module again; where this is not possible they must attend a programme of scheduled tutorial support.

Where, exceptionally, students are registered for programmes based upon a 15-credit modular structure, compensation as stated herein shall apply to up to 30 credits at Level 2 and Level 4, 30 credits at Level 5 and 15 credits at Level 6.

Compensation shall not be applied to a module specifically precluded from compensation by formal derogation.

F4.4 Requirements governing Reassessment Opportunities

Regardless of the number of credits outstanding, all candidates will normally be reassessed at the first opportunity following initial failure. Undergraduate students with in excess of 60 credits outstanding following an Awards or Progression Assessment Board where the next opportunity does not permit repeating attendance will be given the option to undertake outstanding assessment with attendance during the next academic session. In particular Undergraduate students with in excess of 60 credits outstanding at the July Awards Assessment Board will be given the option to undertake outstanding assessment with attendance during the next academic year

Where a student is registered for study in the full-time mode, he or she shall not be permitted to undertake reassessment in any module until such time as that student has completed his or her studies in all modules prescribed at the level in question.

Where a student is registered for study in the part-time mode, that student shall be permitted to undertake reassessment prior to the conclusion of his or

her studies at a given level, as determined by the Awards or Progression Assessment Board.

If a student fails a module and replaces this with an approved alternative, the University will treat the assessment in the alternative module as a reassessment or third attempt as appropriate, for a maximum mark of 40%

F4.5 Assessment of Learning Placements

Where a learning experience/work placement is specified as a programme requirement in the formal documentation, and takes a form distinct from that of the modularised system of University of Chester, the following regulations shall apply. In order to complete the supervised work experience successfully, a student shall:

- (a) satisfactorily complete the required number of weeks/hours of placement;
- (b) receive satisfactory reports from a placement tutor and/or workplace supervisor in respect of the competences, outcomes and experience gained;
- (c) submit a satisfactory placement report, or complete a satisfactory presentation or other specified documentation;
- (d) meet any specified assessment criteria as detailed in the formal programme documentation.

Where a candidate has not completed the minimum number of placement weeks/hours, an Awards or Progression Assessment Board may:

- (a) require the candidate to make good the shortfall in the number of weeks/hours by undertaking a supervised placement during vacations or at other appropriate times within the candidate's initial period of registration;

OR

- (b) exceptionally, where (a) above cannot be satisfied due to illness or some other valid cause, require the candidate to complete satisfactorily an alternative form of assessment which meets the specified learning outcomes of the original learning placement and replicates necessary characteristics of the original learning placement within the candidate's initial period of registration;

OR

- (c) where the shortfall in the placement period is deemed by the Board to be minor, and not unreasonably to have compromised the achievement of necessary learning outcomes, to recommend an award;

OR

- (d) recommend that the candidate's award is deferred pending satisfactory completion of the shortfall in the number of weeks within the candidate's initial period of registration.

Where a candidate's performance fails to satisfy the requirements of the learning experience outlined in the formal programme documentation, the Awards or Progression Assessment Board may:

- (a) require the student to undertake another period of learning placement lasting no longer than the first and indicating the criteria which the student shall satisfy;

OR

- (b) exceptionally, require the candidate to complete satisfactorily an alternative form of assessment which simulates some of the characteristics of the original learning placement;

OR

- (c) where the formal programme documentation allows, and the candidate's overall performance justifies, recommend that the candidate's registration be amended in order that he or she may take modules leading to an award which does not include such a placement. For such a recommendation to be implemented, the student's written assent shall be required.

F4.6 Classification of Final Awards

The Bachelor's degree with Honours shall be classified according to the following categories: First Class; Upper Second Class; Lower Second Class; Third Class. The Foundation Degree may be awarded with Distinction or Merit.

F4.7 Entitlement to Interim Awards

University of Chester's Bachelor's programmes are linked to the awards of Certificate of Higher Education and Diploma of Higher Education. Candidates who fail to achieve the required number of credits for a Bachelor's degree or who discontinue their studies before concluding a programme leading to such a degree, shall be entitled to receive either the award of Certificate of Higher Education or Diploma of Higher Education, provided the required number of credits for these awards has been gained.

F4.8 The Determination of the Final Degree Classification

Honours Degrees

Students who have fulfilled the credit requirements for the award of an Honours degree shall be awarded classifications on the basis of a weighted average mark from their study at Level 6 (Honours level) and Level 5 (formerly Intermediate level).

Averages for Level 5 and Level 6 shall be calculated, with each module's mark weighted according to its credit value.

In cases where numerical marks exist for between 100 and 120 credits at the relevant level, the calculation will be based on the highest 100 credit marks at that level. In cases where numerical marks exist for in excess of 120 credits at the relevant level, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits at the relevant level, all marks will be used.

These averages shall then be combined with a weighting of one-third for the Level 5 average mark and two-thirds for the Level 6 average mark. Figures used for this calculation shall not be rounded but will be expressed to two decimal places.

Where a student has been admitted by direct entry to Level 6, the overall mark shall be calculated on the basis of the Level 6 marks only. In cases where numerical marks exist for between 100 and 120 credits at Level 6, the calculation will be based on the highest 100 credit marks. In cases where numerical marks exist for in excess of 120 credits at Level 6, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits at Level 6, all marks will be used.

The average for Level 5 will only be used for degree classification purposes if there are numerical marks for 50% or more of the required Level 5 credits.

Marks for modules assessed on a pass/fail basis shall be discounted for purposes of this calculation.

Notwithstanding the omission of certain module marks for the purpose of calculating overall degree classification, all modules must be passed or compensated for in order for a student to obtain a degree.

Marks obtained at another institution prior to admission to University of Chester may not be counted for the purpose of determining the degree classification.

Where, exceptionally, students are registered for programmes based upon a 15-credit modular structure, the classification shall be calculated using the identical number of credits as described above.

Once this procedure has been completed, the Awards Assessment Board shall determine the class of degree in accordance with the following scale:

70% and above	-	First class honours
60% - 69%	-	Upper second class honours
50% - 59%	-	Lower second class honours
40% - 49%	-	Third class honours
0% - 39%	-	Fail

A list of students shall be provided to the Awards Assessment Board, ranked by overall mark total expressed to two decimal places. The indicative, provisional degree class shall be ascribed.

Students whose overall total mark falls within one of the following ranges shall have that initial overall mark raised to the threshold of the next degree class above, i.e.:

- a mark within the range 69.50 to 69.99 shall be raised to 70
- a mark within the range 59.50 to 59.99 shall be raised to 60
- a mark within the range 49.50 to 49.99 shall be raised to 50

Students whose overall total mark falls within one of the following ranges shall be reviewed for possible raising of the indicative degree classification to the next class above, i.e.

- 67.00 to 69.49 shall be considered for raising to the first class
- 57.00 to 59.49 shall be considered for raising to the upper second class
- 47.00 to 49.49 shall be considered for raising to the lower second class

Where a student has an overall total mark within one of those ranges stated above and also has at least half the Level 6 credits for which numerical marks are available in the higher class, that student shall be placed in the higher class.

The Academic Malpractice Panel may make a recommendation on the calculation of the student's average mark or degree classification.

In all cases the Awards Assessment Board shall be provided with the necessary student profiles.

The Rules of Procedure in the Handbook on Assessment which are applied in order to determine the class of degree shall be reviewed annually with due consideration to the reports and advice of Chief External Examiners. Any changes to the Rules of Procedure shall not be applied until the academic session following that in which such changes are approved by the Senate.

Foundation Degrees

These Requirements are sequential.

Students who have fulfilled the credit requirements for the award of a Foundation Degree will be awarded the classification on the basis of Level 5 module marks only. Level 4 modules must be passed or compensated but the marks do not contribute to the average upon which the classification is based.

The number of Level 5 credits used to determine the average is dependent upon the number of Level 5 credits for which numerical marks exist. In cases where numerical marks exist for between 100 and 120 credits, the best 100 credits will be used; where numerical marks exist for in excess of 120 credits, the lowest 20 credit mark will be deducted from the calculation. In cases where numerical marks exist for fewer than 100 credits, all marks will be used.

A provisional degree class shall be awarded in accordance with the following scale:

70% and above – Distinction
60-69.99% - Merit

Students whose average mark falls within one of the following ranges shall have that initial overall mark raised to the threshold of the next degree class above, i.e.

a mark within the range 69.50 to 69.99 shall be raised to 70 and a Distinction awarded
a mark within the range 59.50 to 59.99 shall be raised to 60 and a Merit awarded

Students whose average mark falls within one of the following ranges shall be reviewed for possible raising of the indicative classification to the next class above, i.e.

67.00 to 69.49 shall be considered for raising to a Distinction
57.00 to 59.49 shall be considered for raising to a Merit

Where a student has an overall total mark within one of those ranges stated above and also has at least half the Level 5 credits for which numerical marks are available in the higher class, that student shall be placed in the higher class.

The Academic Malpractice Panel may make a recommendation on the calculation of the student's average mark or their eligibility to be awarded a Foundation Degree with Distinction or Merit.

F5 Additional Assessment Regulations pertaining to Integrated Masters Programmes

Integrated Masters programmes are subject to the assessment regulations for undergraduate programmes, with the following variations. (It should be noted that specific derogations may apply to some programmes which further vary the regulations for those programmes.)

In addition to the normal progression requirements, students are required to obtain an overall average mark at level 5 of 50% in order to progress to the third year/stage of an Integrated Masters programme. This average is calculated using final module marks with marks for resits capped at 40%. This condition shall also apply for any student wishing to be considered for transfer to an Integrated Masters programme.

Progression from year/stage 3 to the final year/stage is governed by the same regulations as for Bachelor's degree progression from level 5 to level 6, except that where level 7 modules are incorporated in year/stage 3, these may not be compensated.

Compensation is permitted only in modules at levels 4, 5 and 6.

Classification of Integrated Masters programmes will be by means of a weighted average of level 5 marks and the marks for level 6 and 7 taken together.

Averages for Level 5 and Level 6/7 shall be calculated, with each module's mark weighted according to its credit value. In cases where numerical marks exist for between 100 and 120 credits at the relevant level(s), the calculation will be based on the highest 100 credit marks at that level. Where numerical marks exist for in excess of 120 credits at the relevant level, the lowest 20 credit mark will be deducted from the calculation. These averages shall then be combined in the ratio 20:80. Figures used for this calculation shall not be rounded but will be expressed to two decimal places.

The degree classification will then be determined by the method used in the determination of Bachelors degrees, except that the marks for Levels 6 and 7 taken together shall be used in the calculation of whether a borderline degree class should be raised

F6 Regulations concerning External Examiners

F6.1 The Powers of External Examiners

No award may be conferred without the written consent of the approved external examiner(s). On any matter which the external examiner(s) have declared a matter of principle, the decision of the external examiner(s) shall either be accepted as final by the Awards or Progression Assessment Board or shall be referred to the Senate. Any unresolved disagreement between external examiners shall be resolved by the Senate.

F6.2 The Rights and Responsibilities of External Examiners

Recommendations of an Awards Assessment Board for the conferment of an award (including interim awards) of University of Chester shall have the support of the external examiner(s). Subject external examiners shall participate in the decisions of, and contribute to, the recommendations of the appropriate Module Assessment Board.

Rights

It is the right of external examiners to:

- (a) have access to all assessed work which provides evidence of a candidate's ability in the modules under consideration;
- (b) serve as full members of relevant Module or Awards/Progression Assessment Boards as appropriate and, in the case of subject externals, additionally to attend the superordinate Awards or Progression Assessment Board;
- (c) expect that the report submitted to the Dean of Academic Quality and Enhancement, on behalf of Vice-Chancellor as Chair of Senate, on the conduct and outcomes of the most recent assessment be considered by the relevant programme team and University committee and that a written response to this report be sent to the external examiner for his or her information by the programme leader or Chair of the relevant committee within six months of the date of submission of the report;
- (d) make direct and separate representations to the Vice-Chancellor of University of Chester as Chair of Senate on any matter of serious concern arising from the assessments which puts in jeopardy the standard of the award and the fair treatment of any individual student.

Responsibilities

It is the duty of external examiners to attend Assessment Board meetings of which they are members or to confer with the Chair of the Board, programme or subject leader in order to agree arrangements which ensure that the business of the meeting can still be effected properly and thoroughly in their absence. In the event that an External Examiner (or Chief External Examiner) is unavoidably prevented from attending an Assessment Board that they had been due to attend, the examiner should notify the Department/Faculty/AQSS (as appropriate) as soon as possible to agree an alternative process. The Department/Faculty should seek approval of the alternative arrangements from the Dean of Academic Quality and Enhancement (via AQSS), who will grant permission for the Board to proceed.

In the interests of ensuring that there is justice for each student submitting for the conferment of the award and that the process of student assessment is conducted with rigour and due regard to best practice, the external examiners shall:

- (a) assist in ensuring that the standard of award is consistent with that accepted nationally as appropriate for the level of award;
- (b) attend the meetings of the Module and/or Awards/Progression Assessment Boards at which decisions on recommendations for an award are made and ensure that those recommendations have been reached through agreement and in accordance with the stated regulations and requirements, as well as the norms of practice in higher education;
- (c) participate as required in any reviews of decisions about individual students' awards;
- (d) submit annual written reports, on: the academic standards set for awards, the comparability of those standards with those of similar programmes in other UK higher education institutions and students' attainment of those standards; the delivery of the objectives of the academic provision, the fulfilment of students' assessment outcomes and any recommendations arising from the assessment process; the effectiveness and fairness of the assessment procedures themselves;
- (e) be associated with all recommendations for the assessment of modules which may lead to an exit award.

An external examiner shall be responsible for a designated batch of identified modules and will take responsibility for moderating the performance of all students presenting themselves for assessment in those modules, irrespective of the programme, pathway or course of study on which they are registered.

The external examiner(s) shall also:

- (a) moderate impartially and assist in ensuring that justice is done to individual students in respect of those modules contributing to an award in accordance with University of Chester criteria;
- (b) have the right to scrutinise and comment in advance upon the form and content of assignments, including examination papers, in respect of those modules which are within their jurisdiction;
- (c) moderate and provide comments on component and overall module grades achieved by students;
- (d) attend the Module Assessment Board held at the end of each academic session and participate as required (by correspondence if necessary) in academic decisions;
- (e) confirm the award of prior credit for those modules contributing to degree classification;

- (f) be responsible for reviewing whether in their judgement the assessment process has accorded with the University's regulations and requirements and has been fair.

The external examiner's main function when attending the relevant Module and/or Awards/Progression Assessment Board is to participate in discussions and confirm recommendations for awards, on the basis of evidence presented.

The Senate may dismiss an external examiner whom it considers not to be fulfilling his/her responsibilities.

F6.3 The Appointment of External Examiners

All Module or Awards Assessment Boards must have as members one or more appropriately qualified and experienced external examiners. All external examiner appointments must be approved by Academic Quality and Enhancement Committee.

Criteria for the appointment of External Examiners

In appointing external examiners, regard should be had to his or her:

- (a) competence to assess students' knowledge and skills within the relevant academic provision;
- (b) ability to assess students' levels of attainment relative to national norms within higher education;
- (c) ability to judge students' performance impartially, without being influenced by any previous association with the academic provision, its staff and/or its students;
- (d) freedom properly and fully to perform the duties of an external examiner unimpeded by any undue burden of other commitments.

The term of office of an external examiner shall normally extend to no more than four years. An external examiner shall not be appointed to an Assessment Board if he or she is deemed to be ineligible on one or more of the grounds set out in the *UK Quality Code of Practice for standards, quality and enhancement in Higher Education, Chapter B7: External Examining (QAA, 2011)*.

Academic Quality and Enhancement Committee on behalf of Senate shall approve guidelines to be drawn up in the light of the *UK Quality Code of Practice for standards, quality and enhancement in Higher Education, Chapter B7: External Examining (QAA, 2011)*, which shall be promulgated to all external examiners.

Provision shall also be made for the proper induction and preparation of all external examiners prior to the commencement of their duties.

The Appointment of a Chief External Examiner

To each Awards Assessment Board there shall be appointed no less than one Chief External Examiner, whose role shall be to oversee the conferment of awards resulting from the academic provision which falls within the scope of that Awards Assessment Board. In addition to the criteria stated above for external examiners, the University, in appointing a Chief External Examiner, shall have regard to that individual's ability to take an overview of the range of subjects, disciplines and programmes which fall within the remit of the Awards Assessment Board, as well as the ability to advise on the application of the regulations governing those awards.

The specific responsibilities of the Chief External Examiner shall be to assist the University in ensuring that:

- (a) justice is done to each student submitting for the conferment of an award and that the process of student assessment is conducted with rigour and with due regard to best practice;
- (b) students have fulfilled the stated objectives in their submission for the conferment of the award;
- (c) the standard of the award is consistent with that nationally accepted as appropriate for the level of award;
- (d) the academic provision being assessed continues to maintain its academic quality and standards.

F6.4 External Examiners' Reports

All external examiners appointed on the authority of the Senate are required to report to the Vice-Chancellor as Chair of the Senate annually on the conduct of the academic provision within their jurisdiction. In the interests of quality assurance and the standard of awards, the report shall include such comments as are considered relevant to:

- (a) the standards demonstrated by the students;
- (b) the extent to which standards are appropriate for the award or award element under consideration;
- (c) the design, structure and marking of assessments;
- (d) the procedures for assessments and examinations;
- (e) whether or not external examiners have had sufficient access to, and the power to call upon, any material needed to make the required judgements;
- (f) where possible, students' performance in relation to their peers on comparable programmes;
- (g) the curriculum, its aims, content and development;
- (h) resources as they impact upon student performance in assessments;
- (i) the strengths and weaknesses of the students as a cohort;
- (j) the quality of teaching and learning methods which may be indicated by student performance.

Under no circumstances shall an individual student be named in a report.

The purpose of the report is to enable a judgment to be made on the extent to which:

- (a) the academic provision in question is meeting stated aims and objectives and what actions, if any, are required for the improvement or enhancement of the design and delivery of the provision and/or its methods of assessment;
- (b) assessment procedures are being properly carried out.

F7 Credit Exemption and the Assessment of Prior Learning

Unless otherwise specified in the formal documentation, students seeking registration for a University of Chester programme, pathway or course of study may apply for credit exemption, or credit for work-based activities, as part of the provision in question. In all cases of credit exemption, evidence must be provided to demonstrate that the learning for which a student claims exemption has been appropriately audited and attested.

University of Chester will award credit for prior learning where this learning is appropriate to the specified learning outcomes of a given module and, where appropriate, to a given programme, pathway or course as a whole. This learning may be certificated, experiential, higher education based or work-based.

University of Chester recognises two main types of Accreditation of Prior Learning which may lead to credit transfer or exemption. The Accreditation of Prior Certificated Learning (APCL) is the assessment of certificated learning only. The Accreditation of Prior Experiential Learning (APEL) is the assessment of prior experiential learning only.

Credit shall only be awarded where evidence of achievement is provided and, where appropriate, assessed in relation to module and level equivalents.

In relation to all approved studies at Levels 4 to 8, academic credit may be given on admission to a programme for:

- (a) one or more modules within the limits specified in relation to an award;
- (b) modules completed at University of Chester (and/or those accredited by University of Chester and delivered by its representatives);
- (c) certificated modules completed at other recognised institutions;
- (d) learning achieved outside formal teaching where evidence of the learning has been assessed in relation to module and level equivalents;
- (e) learning achieved through formal teaching where evidence of the learning has been assessed in relation to module and level equivalents;
- (f) learning on a parallel programme, pathway or course of study to that being undertaken at University of Chester.

Credit may, at the discretion of the University, be granted to students registered for a programme, pathway or course of study from that part thereof for which they can demonstrate prior achievement of the learning outcomes or their module and level equivalent. There are no limits on the use of credit previously awarded by the University of Chester for either a lower level qualification, or on a free-standing basis, which corresponds to modules within the new award. With regard to 'external' credit which has been awarded by a different institution, credit may be granted for up to two-thirds (66.67%) of the amount required for an award, providing that a minimum of 40 credits are awarded by the University of Chester.

Where an award consists of credits from across different levels, a minimum of 80 new University of Chester credits must be studied at the highest level of the award

Any credit brought into an award must maintain the integrity of the programme specification.

No credit can be used more than once for the same or equivalent award i.e. an award at the same level. In the case of postgraduate study at level 7, it would be acceptable to use relevant credits gained on a Postgraduate Certificate towards a Postgraduate Diploma qualification, but not towards another Postgraduate Certificate qualification. Exceptions may also be made for Professional Certificates and Graduate Certificates, where their credits are an integral part of another award.

The maximum age of credit shall be five years, unless:

- (a) the application to use 'older' credit is accompanied by a demonstration that the learning has been brought up to date in the workplace, via continuing professional development which is shown to be directly relevant to the new award OR
- (b) the 'older' credit is accompanied by some form of assessment e.g. a reflective portfolio.

The marks gained for any University of Chester modules undertaken within five years of the date of registration on the new award shall be included in the calculation of the final award classification. Students granted Accreditation of Prior Learning cannot, under any circumstances, use these module marks to replace marks for modules for which they were previously registered on an award-bearing programme.

To be eligible for a named award, a candidate shall have gained all the required credit points, whether by accredited prior or experiential learning or by the study and assessment of University of Chester's modules.

A student admitted to direct entry to Level 6 (Honours level) shall normally have a maximum registration period of three years in order to complete the programme leading to an award. A student admitted to direct entry to Level 5 shall normally have a maximum permitted registration period of five years to complete an Honours degree, or three years to complete a Foundation degree. A student admitted to level 4 with 60 credits of APCL or previous University of Chester free-standing or lower award credit shall normally have a maximum permitted registration period of six years to complete an Honours degree, or five years to complete a Foundation degree.

Further information may be found in section 12 of Handbook F: The Assessment of Students at Levels Z, 4, 5, 6, 7 and Taught Provision at Level 8.

Regulations governing credit exemption and the assessment of prior learning for Professional Doctorate Programmes may be found in Handbook G: Research Supervision and Assessment of Students Undertaking Research Degree Programmes

F8 **The Handbook on Assessment**

University of Chester shall publish a Handbook on Assessment, adherence to which shall be a requirement made of all members of the University and members of its partner organisations.

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G REGULATIONS GOVERNING POSTGRADUATE RESEARCH DEGREE PROGRAMMES AND AWARDS

This section sets out the principles and regulations governing the University's research degree provision, which shall be conducted in accordance with the *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 1: Postgraduate Research Programmes (QAA, September 2004)*. It shall be read in conjunction with a Handbook which shall be drawn up. This Handbook shall be subordinate to the section of the Principles and Regulations to which it refers.

G1 Scope of these Regulations

These regulations apply to all staff and students who are engaged with doctoral and research degree programmes including those by conventional thesis, by published work, and professional and higher doctorates of the University of Chester. A research degree programme is defined as one leading to a doctoral award and/or one in which the research component (leading to products deemed by expert opinion to make an original contribution to knowledge) is larger and of greater significance than the taught component. Staff and students engaged with research in the context of postgraduate taught programmes are subject to the regulations and requirements pertaining to those programmes, set out elsewhere within these Principles and Regulations and in accompanying Handbooks.

In the regulations which follow, sections G2 to G11 shall be taken to apply to all programmes of study leading to the award of Master of Philosophy (MPhil) or Doctor of Philosophy (PhD). For professional and higher doctorates reference should be made to sections G12 to G14.

G2 Research Degree Awards

G2.1 Master of Philosophy

The degree of Master of Philosophy may be conferred upon a candidate who has submitted one of the following and has been assessed thereon, including by oral examination:

- (a) a thesis of approved length and structure embodying the results of her/his individual and original research;
- (b) a collection of published papers, published within the last five years, including typescripts of papers accepted for publication but not yet in print, together with a critical review of up to 5000 words relating to the work described in the papers;
- (c) a published book or books, published within the last five years, describing a coherent line of original research, together with a critical review of up to 3000 words relating to that research;
- (d) a body of artistic work, evidencing research methodology and, affording new insights, developed specifically in pursuit of the research degree, together with a thesis of approved length and structure which places that work within an academic context.

In respect of (a) to (d) above, the work submitted must be adjudged by expert opinion to demonstrate an understanding of relevant research methodology, to make a significant contribution to learning, be coherent in structure and clearly presented, and show evidence of systematic study within a discipline embraced by the research and scholarly activity conducted by the University.

To be eligible for consideration under (b) and (c) above, candidates must be past or present members of staff of the University or one of its Associate Colleges or graduates of the University of at least five years' standing, or be able to demonstrate a clear and substantial link to the University.

G2.2 Doctor of Philosophy

The degree of Doctor of Philosophy may be conferred upon a candidate who has submitted one of the following and has been assessed thereon, including by oral examination:

- (a) a thesis of approved length and structure embodying the results of her/his individual, substantial and original research;
- (b) a collection of published papers, published within the last five years, including typescripts of papers accepted for publication but not yet in print, together with a critical review of up to 10,000 words relating to the work described in the papers;
- (c) a substantial published book or series of books, published within the last five years, describing a coherent line of original research, together with a critical review of up to 6000 words relating to that research;
- (d) a body of artistic work, evidencing research methodology affording substantial, individual and original insights, developed specifically in pursuit of the research degree, together with a thesis of approved length and structure which places that work within an academic context.

In respect of (a) to (d) above, the work submitted must be adjudged by expert opinion to demonstrate an understanding of relevant research methodology, to make a significant original contribution to learning, be coherent in structure and clearly presented, show evidence of systematic advanced study within a discipline embraced by the research and scholarly activity conducted by the University, demonstrate clearly the ability to relate the results of such advanced study to the general body of knowledge in the subject, and contain material of a standard appropriate for scholarly publication or other dissemination.

To be eligible for consideration under (b) and (c) above, candidates must be past or present members of staff of the University or one of its associate colleges or graduates of the University of at least five years' standing, or be able to demonstrate a clear and substantial link to the University.

G2.3 Master by Research

The degree of Master by Research may be conferred upon a candidate who has submitted, and been assessed thereon, 180 credits of study at level 7 comprising:

- (a) 40-80 credits for taught modules, falling under the normal regulations for taught modules; and
- (b) 100-140 credits for a dissertation or submission of approved length and structure embodying the results of her/his individual research which shall fall under research degree regulations.

In respect of (a) above, the taught component should include an element of focus upon research methodologies. In respect of (b) above, the student may be required by the examiners to defend the submitted work by oral examination.

In accordance with section D1 of these Principles and Regulations, the degree of Master by Research will contain a subject area designation, appearing in the form of "Master by Research in ...".

The programme must satisfy the requirements of "The framework for higher education qualifications in England, Wales and Northern Ireland (August 2008)" descriptor for a higher education qualification at level 7: Master's degree.

Programmes of study leading to these awards shall be subject to admissions and examination procedures and to validation, monitoring and review according to the requirements set out in the appropriate Handbooks.

The normal period of study for the Master by Research will be one year full-time or two years part-time. The maximum period of registration shall be two years full-time or four years part-time. Suspension of studies may be permitted subject to a maximum elapsed time period since first registration of six years. APL may be granted for the taught modules, but in no circumstances shall APL be granted in respect of the dissertation. Where permitted by the programme specification, students may exit with a Postgraduate Certificate following successful completion of 60 credits study.

G3 Admissions

Admissions to postgraduate research degree programmes shall be in accordance with the requirements in the Handbook which accompanies this section of the Principles and Regulations. Applicants should normally have, or expect to obtain, at least an upper second class Honours degree in a discipline appropriate to their intended area of research, or a lower second class Honours degree plus a Masters degree. Substantial prior research experience may, in some instances, be acceptable in place of an appropriate degree qualification.

Arrangements for admission to a research degree programme shall be the responsibility of the University's Research, Postgraduate and Knowledge Transfer Committee. For candidates seeking registration for Doctor of Philosophy by conventional thesis, admission shall normally be to the degree of Master of Philosophy in the first instance, with subsequent transfer of registration to Doctor of Philosophy being subject to a satisfactory review of progress after studies of not less than one year (full-time) or two years (part-time) but not more than two years (full-time) or four years (part-time). The Postgraduate Research Degree Progression Board shall approve all transfers of registration from Master of Philosophy to Doctor of Philosophy.

G4 Period of Registration

Except where the degree is to be awarded following submission of published papers or books, the maximum period of registration before submission for the degree of Master of Philosophy shall be four years (full-time) and six years (part-time), and the minimum one year (full-time) and two years (part-time). The maximum period of registration before submission for the degree of Doctor of Philosophy shall be four years (full-time) and seven years (part-time) and the minimum two years (full-time) and four years (part-time). Exceptionally, on the grounds of mitigating circumstances, a designated senior officer of the Graduate School may grant a suspension of registration or may extend the period of registration, but in no case shall the period exceed eight years for Master of Philosophy and ten years for Doctor of Philosophy (full- or part-time). In the case of a candidate submitting published papers or books, the period of registration shall be a minimum of three months or a maximum of twelve months.

Registration shall be recorded by academic year but may begin at any time of the year. The period of registration shall count from the date specified in the offer letter.

G4.1 Termination of Registration

A research degree student is entitled to withdraw her/his registration at any time. The University reserves the right to terminate registration on grounds of unsatisfactory progress, inappropriate conduct or non-payment of fees, after due warning has been given to the student concerned and on the recommendation of a designated senior officer of the Graduate School. A student is not entitled to reimbursement of fees paid for the year in which registration is terminated, but the University may exercise discretion in granting a refund.

G5 **Expectations of Students**

Students registered for postgraduate research degree programmes enjoy the entitlements and are subject to the expectations set out in section A6.9 of these Principles and Regulations. Additionally, they are required to undertake the University's Research Training Programme. Exemption from parts of this Research Training Programme may be granted by a designated senior officer of the Graduate School on the grounds of prior experience and/or prior learning.

G6 **Supervision Arrangements**

At the time of registration, the University shall appoint a minimum of two supervisors who shall normally be contracted members of staff of the University. The supervisory team shall have expertise in the proposed area of research and previous successful research supervision experience. Nomination of supervisors shall be made by the relevant Head of Subject in consultation with the Dean of Faculty, who shall ensure that supervisors have an adequate allowance of time to enable them to discharge their obligations in full. One of the supervisors shall be designated as principal supervisor, to whom the duties set out below shall primarily fall. In the case of collaborative research projects with external bodies, it may be appropriate for additional supervisors to be appointed even though they do not meet the contractual requirements of supervisors. Nominations of supervisors shall be subject to approval as part of the admissions process and subsequent periodic review by the Graduate School.

It shall be the duty of a supervisor to:

- (a) help the research degree student to become familiar with the regulations and requirements governing research degree programmes, seeking guidance from the Graduate School as appropriate;
- (b) in conjunction with the Graduate School, ensure that the research degree student undertakes a Research Training Programme;
- (c) guide and advise the research degree student at all stages of the research degree programme, including on such matters as outline planning, current developments within the discipline, availability of literature and other sources, access to facilities and resources, avenues for possible exploration, structuring of arguments, the appropriate balance between originality and familiarity with existing knowledge, style and referencing conventions;
- (d) ensure that (unless there are exceptional circumstances) formal supervision takes place with the student once a month and that a record of this supervision is taken according to the University's processes as set out in the accompanying Handbook;
- (e) convene a meeting of the full supervisory team with the research degree student at least three times a year (of which one must constitute an Annual Progress Review)
- (f) offer appropriate accessibility to the research degree student at times other than for formal supervision;
- (g) seek opportunities for the research degree student to communicate the outcomes of the research via conferences, seminars, lectures or by other means, and ensure that such an opportunity is taken up at least once a year;
- (h) ensure that the research degree student is aware of inadequate progress or substandard work at the earliest opportunity and that, if necessary, due written warning is given of the possibility of termination of registration;
- (i) where necessary, work with the Graduate School to ensure full compliance with requirements for termination of a student's research degree registration;

- (j) ensure that the research degree student submits an annual progress report to the supervisory team for consideration at the Annual Progress Review, that this Review is conducted at the time and in the manner required, and that the outcomes of the Review are reported by the supervisory team to the Graduate School in accordance with the University's processes;
- (k) recommend to the Graduate School for approval by the University's Research Degree Progression Board a transfer of the research degree student's registration from Master of Philosophy to Doctor of Philosophy if and when appropriate;
- (l) recommend to the Graduate School for approval by a designated senior officer of the Graduate School a suspension or extension of registration in appropriate circumstances;
- (m) ensure that a full draft of the thesis or other written submission is read within an agreed timescale and that suitable feedback is given to enable the research degree student to take account of advice prior to submission of the final version;
- (n) where the submission involves a body of artistic work, ensure that an appropriate record or archive is maintained for possible reference during the examination process
- (o) verify by signature the candidate's declaration on the submission form that the work is his/her own, with any qualifications or exceptions thereto.
- (p) assist the Graduate School in the selection of examiners, inform the student of the names of examiners and help the research degree student to prepare for the oral examination
- (q) attend the oral examination to assist with matters of clarification, only if invited to do so by the examining panel.

G6.1 Change of Supervisor

In exceptional circumstances, the University reserves the right to change one or more of the supervisors assigned to a student's research degree programme. Should a member of the supervisory team leave the employment of the University, or should a student's request for a change of supervisor be supported by the Graduate School, a designated senior officer of the Graduate School, will approve appropriate alternative supervisory arrangements so as to protect the interests of the research degree student.

G6.2 Training of Supervisors

All supervisors appointed by the University are expected to undergo induction and, thereafter, regular updating, in accordance with the University's approved training programme for supervisors.

G7 Examination Arrangements

G7.1 Submission

The maximum length of a thesis submitted for the degree of Doctor of Philosophy shall be 100,000 words including footnotes, bibliography and appendices. Where the thesis accompanies the submission of a body of artistic work, the thesis shall not exceed 50,000 words including footnotes, bibliography and appendices. Research degree students are required to declare on the submission form that the material being presented for examination is their own work and has not been submitted for an award of this or another Higher Education Institution, except in minor particulars as indicated on the submission form. In cases where research has been undertaken collaboratively, the nature and extent of the candidate's individual contribution shall be made explicit.

The maximum length of a thesis submitted for the degree of Master of Philosophy shall be 60,000 words including footnotes, bibliography and appendices. Where the thesis accompanies the submission of a collection of

original creative material, the thesis shall not exceed 30,000 words including footnotes, bibliography and appendices. Research degree students are required to declare that the material being presented for examination is their own work and has not been submitted for an award of this or another Higher Education Institution, except in minor particulars as indicated on the submission form. In cases where research has been undertaken collaboratively, the nature and extent of the candidate's individual contribution shall be made explicit.

If there is compelling evidence that the candidate will be disadvantaged by the above word limits then a case may be put to the Graduate School at least six months before the thesis is expected to be submitted. Candidates and supervisors should not assume that such a case will be accepted.

Permission to exceed these limits should not be assumed and shall only be granted by a designated senior officer of the Graduate School after consideration of a case submitted in writing by the candidate's principal supervisor, endorsed by the relevant Head of Subject.

Candidates must observe all conventions over presentation as determined by the Graduate School and as set out in the accompanying Handbook.

G7.2 Components of the Examination

An examination for the award of Master of Philosophy or Doctor of Philosophy shall have the following components:

- (a) scrutiny of the submitted work by internal and external examiners independently;
- (b) an oral examination conducted by the examining panel, composed of internal and external examiners and an independent Chair;
- (c) where the submission involves a body of artistic work, an assessment of any relevant performances or exhibitions and/or an archive of such performances or exhibitions.

G7.3 Appointment of Examiners

There shall be one examiner internal to the University and one external to the University. In the case of a candidate who is a current or former member of the academic staff of the University, two external examiners shall be appointed in addition to the internal examiner. An internal examiner is defined as a suitably qualified current or recently retired member of staff of the University at the time that the thesis was submitted. A Chair of examiners may also be appointed from among internal University staff according to custom and practice established by Research, Postgraduate and Knowledge Transfer Committee. The restrictions on the appointment of external examiners, on grounds such as prior association with the University, as set out in the Handbook on Assessment, shall apply. Formal responsibility for the appointment of internal and external examiners and of the Chair of examiners shall rest with the Chair of Research, Postgraduate and Knowledge Transfer Committee on behalf of Senate, according to criteria determined by Research, Postgraduate and Knowledge Transfer Committee.

A supervisor shall not attend the oral examination or other assessment unless, with the agreement of the candidate, he /she is specifically invited to do so by the examining panel to assist with matters of clarification. In such a case, the supervisor shall take no part in the assessment of the candidate.

G7.4 Responsibilities of Internal Examiners

An internal examiner shall:

- (a) arrange the date and location of the oral examination, in consultation with the external examiner(s), the Chair of examiners, student and principal supervisor, ensuring that all parties are notified once arrangements are

- finalised; the examination shall normally be no more than three months after submission of the thesis;
- (b) where the submission involves a body of artistic work, arrange and notify all parties of the date and location of any performances or exhibitions forming part of the submission, either directly or indirectly, where these have a bearing on examination;
 - (c) study the thesis (and accompanying materials) and prepare an independent preliminary report on the thesis (and any associated performances, exhibitions or archive thereof, where appropriate) in advance of the final oral examination, identifying any concerns and giving a provisional recommendation; this must not be disclosed to the student or supervisor(s) prior to the examination;
 - (d) meet with the Chair and with the external examiner(s) prior to the examination to agree how to proceed, in accordance with the University's requirements;
 - (e) conduct her/himself during the oral examination in a way which is fair, open, balanced and reasonable, giving the candidate every opportunity to explain and defend the work;
 - (f) assist the Chair in ensuring that informal feedback on the examination and the thesis is given to the candidate on the day of the examination;
 - (g) assist the Chair in seeking to ensure that an agreed final report, which is sufficiently detailed to enable the University to be assured that a well-founded recommendation has been reached, is signed by all examiners and submitted to the Graduate School within one month of the examination;
 - (h) ensure that any modifications or revisions required to the submitted work are notified to the candidate in writing, no later than one week after the oral examination;
 - (i) where the examiners do not agree on a recommendation, assist the Chair in ensuring that the procedures set out in G 7.8 below are followed;
 - (j) where minor modifications have been requested to the submitted work, ensure that all designated examiners have signalled their approval of the modifications, and that the Graduate School receives notification of this;
 - (k) report to the Graduate School any significant problems which arise during or in connection with the oral examination (or in exceptionally serious cases report these to the Vice-Chancellor).

G7.5 Responsibilities of External Examiners

An external examiner shall:

- (a) study the thesis (and accompanying materials) and prepare an independent preliminary report on the thesis (and any associated performances, exhibitions or archive thereof, where appropriate) in advance of the final oral examination, identifying any concerns and giving a provisional recommendation; this must not be disclosed to the student or supervisor(s) prior to the examination;
- (b) meet with the Chair and the internal examiner prior to the examination to agree how to proceed, in accordance with the University's requirements;
- (c) conduct her/himself during the oral examination in a way which is fair, open, balanced and reasonable, giving the candidate every opportunity to explain and defend the work;
- (d) assist the Chair in seeking to ensure that an agreed final report, which is sufficiently detailed to enable the University to be assured that a well-founded recommendation has been reached, is signed by all examiners and given to the internal examiner;

- (e) assist the Chair and the internal examiner in ensuring that all responsibilities placed upon her/him in connection with the examination and follow-up action are fulfilled;
- (f) report either to the Chair or direct to the Graduate School any significant problems which arise during or in connection with the oral examination (or in exceptionally serious cases report these to the Vice-Chancellor).

G7.6 Responsibilities of the Chair of Examiners

The role of the Chair of an oral examination is to ensure that it is conducted in accordance with the University's regulations and that the interests of the student are given appropriate consideration and support.

The Chair shall:

- (a) meet with the internal and external examiners prior to the oral examination to agree how to proceed;
- (b) ensure that the internal and external examiners have prepared independent preliminary reports in advance of the oral examination;
- (c) ensure that the examiners conduct themselves during the oral examination in a way which is fair, open, balanced and reasonable, giving the candidate every opportunity to explain and defend the work;
- (d) ensure that informal feedback on the examination and the thesis is given to the candidate on the day of the examination;
- (e) seek to ensure that an agreed final report, which is sufficiently detailed to enable the University to be assured that a well-founded recommendation has been reached, is signed by all examiners and submitted to the Graduate School within one month of the examination;
- (f) in cases where examiners are unable to reach a consensus on the award recommendation, ensure that the procedures set out in G7.8 below are followed;
- (g) report to the Graduate School any significant problems which arise during or in connection with the oral examination (or in exceptionally serious cases report these to the Vice-Chancellor);
- (h) where the candidate is a member of the academic staff employed by the University, carry out the duties associated with the organisation and administration of the examination which would otherwise be discharged by the internal examiner.

G7.7 Training of Examiners

All internal examiners appointed by the University are expected to undergo induction and, thereafter, regular updating, incorporated within the University's approved training programme for supervisors.

G7.8 The Examiners' Report

The examiners' final report shall contain a recommendation on one of the following:

- (a) the immediate award of a research degree for which the student is registered (if necessary after minimal corrections);
- (b) award of the research degree after minor amendments to the submitted work or written submission (made to the satisfaction of the internal examiner unless the internal examiner deems it necessary to contact the external)
- (c) award of the research degree after major amendments to the submitted work or written submission normally within six months of the examination date (the examiners should specify who will be responsible for the approval of such modifications which may be either one or both examiners);

- (d) fail the submission in its current form but permit substantial revision and resubmission of the submitted work and/or archive of artistic work on one further occasion within twelve months of the oral examination and to the satisfaction of both examiners who shall determine whether or not a further oral examination is required;
- (e) the immediate award of a lower research degree;
- (f) fail the submission in its current form but permit formal resubmission for a lower research degree with amendments on one further occasion within twelve months of the oral examination and to the satisfaction of both examiners who shall determine whether or not a further oral examination is required;
- (g) rejection without the right of resubmission.

Guidance on these recommendations, including differentiation between major and minor amendments, shall be made available to the examiners in the accompanying Handbook. In the case of a disagreement between examiners on whether recommendation (a), (b) or (c) is appropriate, a decision shall be made by the Chair of the Postgraduate Research Degrees Awards Assessment Board.

Where the internal and external examiners are unable to agree on whether one of the recommendations (d) to (g) is appropriate, the examiners should submit separate final reports and the Chair should report on the nature of the disagreement. The Postgraduate Research Degrees Awards Assessment Board shall consider whether the discrepancy in the reports can be resolved or whether the examination should be declared void, in which case the University shall make arrangements to appoint new internal and external examiners and Chair, who shall conduct the examination as if for the first time.

G8 Recommendations for Awards

On receipt of the examiners' or report(s), the Graduate School shall make appropriate recommendations to the Postgraduate Research Degrees Awards Assessment Board, who shall resolve on behalf of Senate that the awards be conferred. These shall be ratified by Senate. Research and Knowledge Transfer Committee is responsible for monitoring overall completion and success rates and for reporting any significant trends to Senate.

G9 Complaints and Appeals

Procedures for complaints by research degree students about the conduct of supervision or other aspects of their experience on a research degree programme shall be in accordance with those determined on behalf of the University by Student Support and Guidance and set out in the Student Experience Companion to the Quality and Standards Manual.

A student shall have a right to appeal against the outcome of an assessment in accordance with the requirements set out in the relevant Handbook.

G10 Evaluation, Monitoring and Review

Postgraduate research degree provision shall be subject to formal evaluation by the University's research degree students through mechanisms such as the Postgraduate Research Experience Survey (PRES); to annual monitoring through students' Annual Progress Reviews and scrutiny of external examiners' reports by a designated officer of the Graduate School (who shall produce a summary report), and through the Graduate School's Annual Postgraduate Experience Review and through Faculty Annual Reviews; and to periodic review as part of a Faculty Academic Audit. These processes shall be overseen by the Graduate School, with outcomes reported to Research, Postgraduate and Knowledge Transfer Committee, except in the case of Faculty Academic Audits, which shall be conducted by Academic Quality Support Services with

outcomes reported to Academic Quality and Enhancement Committee and the Senior Management Team.

G11 Quality Management

A written report on the operation of these regulations, and of the requirements set out in the accompanying Handbook, shall be made annually by Research, Postgraduate and Knowledge Transfer Committee to Academic Quality and Enhancement Committee. On receipt of this report, Academic Quality and Enhancement Committee may require consideration of any issues by Research, Postgraduate and Knowledge Transfer Committee, may direct that action be taken by the University's Graduate School or may draw matters of concern to the attention of Senate.

G12 Professional Doctorates

A Professional Doctorate shall be awarded to a candidate with appropriate professional standing and experience who has:

- (i) critically examined and evaluated an approved area of investigation, resulting in an original, independent and significant contribution to practice and the understanding thereof, to a standard which would satisfy peer review and merit publication or other dissemination;
- (ii) demonstrated an advanced understanding of the research methods appropriate to the field;
- (iii) shown an ability to relate the findings of the study to a broader professional and/or academic context.

The final written project must be defended by oral examination, to the satisfaction of the examiners.

The Professional Doctorate shall be deemed to contain a total of 540 credits, of which up to 180 shall be at Level 7 and at least 360 shall be at Level 8. The maximum period of registration shall be four years (full-time) and seven years (part-time) and the minimum two years (full-time) and four years (part-time), except where APL is granted up to a maximum of 270 credits of which no more than 90 may be at Level 8. In no circumstances shall APL be granted in respect of the major project, which must be at Level 8 and shall normally count for a minimum of 270 credits. The project may consist of up to three linked elements, submitted separately but assessed as a whole by modes appropriate to the discipline.

The following awards are classified by the University as Professional Doctorates:

Doctor of Professional Studies (DProf)
Doctor of Business Administration (DBA)
Doctor of Ministry (DMin)
Doctor of Education (EdD)

Students shall register at the outset for the full 540-credit programme, but may submit evidence to claim accreditation for prior learning of up to 270 credits as follows:

1. A maximum of 180 credits combined at level M and D for APL on the basis of equivalent professional experience for level M and up to 90 at level D based on published research as defined in the handbook
2. Exceptionally, a maximum of 90 credits at level M for APL for work previously submitted for an award at the University of Chester or other recognised Higher Education Institute, may be considered

An exit award of Master of Professional Studies (MProf) shall be awarded to students who successfully complete 180 credits of level M and/or level D study within a Professional Doctorate programme but who do not proceed to or complete the Doctoral

award programme. No more than two-thirds (66.7%) of the credits for MProf may be awarded through APL.

Programmes of study leading to these awards shall be subject to admissions and examination procedures and to validation, monitoring and review according to the requirements set out in the appropriate Handbook.

G13 Admissions

Admissions to professional doctorate programmes shall be governed by the regulations set out in section E1 of these Principles and Regulations and by the requirements in the Handbook which accompanies this section of the Principles and Regulations. Applicants should normally have, or expect to obtain, at least an upper second class Honours degree in a discipline appropriate to their intended area of research, or a lower second class Honours degree plus a Masters degree. Substantial prior research or professional experience may, in some instances, be acceptable in place of an appropriate degree qualification. Candidates will also normally have professional experience and access to a professional environment as a context for their programme of study.

G14 Higher Doctorates

Exceptionally the University may award higher doctorates for work of high distinction which constitutes an original, sustained and significant contribution to the advancement of knowledge or the application of knowledge where it establishes that the applicant is a leading international authority in the field of study concerned. The applicant's published work must demonstrate an originality such as to have led to extension or development by others.

G14.1 Awards

Applications may be made for the following higher doctorates:

Doctor of Laws (LLD)
Doctor of Letters (DLitt)
Doctor of Science (DSc)

Applicants are required to state the higher doctorate for which they wish their work to be considered. Applications should be made to the Pro-Vice-Chancellor with responsibility for research.

G14.2 Applications

Applicants should normally have a demonstrable association with the University, meet the criteria set out in G14 above and be:

- (a) holders of at least seven years' standing, of a first degree awarded by a University in the United Kingdom or of a qualification of equivalent standard;
and
- (b) holders, of at least four years' standing, of a higher degree by research awarded by a University in the United Kingdom or of a qualification of equivalent standard.

Applicants must submit three copies of the work on which the application is based. The submission may take the form of books, contributions to journals, patent specifications, reports, specifications and design studies and may also include other relevant evidence of original work. An application shall state which part of the submission, if any, has been submitted for another academic award. The contents of a submission must be in English unless specific permission to the contrary has been given by the University.

In addition to the copies of the work on which the application is based, applicants must submit one copy of each of the following:

- (a) a statement of not more than 2000 words setting out the applicant's view of the nature and significance of the work submitted;
- (b) a statement of the extent of the applicant's contribution to work submitted involving joint authorship or other types of collaboration. The senior author (if not the applicant) would normally be required to endorse such a statement.
- (c) a statement as to whether any of the above works had been submitted for any other degree awarded to the candidate; work submitted for a similar degree of another University may not form a substantial part of the submission.

G14.3 Assessment

On submission of an application the Professorial Committee shall consider whether a case for proceeding to a formal examination of the application has been established, taking whatever advice it considers appropriate.

If satisfied that such a case has been established the Professorial Committee shall submit the application to two assessors who shall not be members of the University or hold any appointment in the University each of whom shall make an independent report. The assessors shall be of international standing in the field in which the applicant is to be assessed.

The assessors shall determine whether the works submitted show that the candidate has personally made a substantial and sustained contribution to knowledge, in accordance with the criteria determined by the University, and has become a recognised authority in the field or fields concerned.

An assessor may seek additional information from the candidate by writing to the Pro-Vice-Chancellor with responsibility for research.

Each assessor shall report independently his or her conclusion to the Pro-Vice-Chancellor with responsibility for research on behalf of the Professorial Committee and shall recommend whether the Degree should be conferred.

The Pro-Vice-Chancellor with responsibility for research shall convene a meeting of the Professorial Committee which shall consider the reports of the assessors and determine whether the Degree should be conferred. If this sub-group agrees, it shall so recommend to Senate, whose decision shall be final.

The Professorial Committee may, if it sees fit, appoint an additional assessor and consider all the assessors' reports before approving its recommendation to Senate.

G14.4 Disposal of Works

The disposal of the copies of the submission shall be at the discretion of the University but normally two of the three copies shall be returned to the candidate. If the degree is conferred one copy of the submission shall be retained in the University Library.

The candidate may, however, direct that access to any unpublished work that formed part of the submission shall be restricted to those persons having written permission of the candidate. If it is desired to extend the restriction beyond two years application must be made by writing to the Pro-Vice-Chancellor with responsibility for research.

G15 The Handbook on Postgraduate Research Degree Programmes and Awards

The University of Chester shall publish a Handbook on Postgraduate Research Degree Programmes and Awards, adherence to which shall be a requirement made of all members of the University.

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DO NOT USE

H REGULATIONS GOVERNING THE CONFERMENT OF AWARDS

This Section sets out the regulations that apply to the conferment of awards of University of Chester, including those offered at collaborating institutions, and also sets out the regulations governing honorary and discretionary awards which may be conferred by University of Chester.

H1 Awards of University of Chester

University of Chester, by virtue of the authority vested in it by the Privy Council, shall confer the following awards on students who have completed approved studies leading to those said awards. Responsibility for the confirmation of such awards shall rest with the Senate of University of Chester.

At (Foundation) Level Zero:

Foundation Certificate

At (Certificate) Level Four:

Certificate of Higher Education
Church Colleges' Certificate

At (Intermediate) Level Five (aligned with the short cycle within the FQ-EHEA):

Diploma of Higher Education
Foundation Degree in Arts or Science

At (Honours) Level Six (aligned with the first cycle within the FQ-EHEA):

Professional Graduate Certificate in Education
Graduate Certificate
Graduate Diploma
Bachelor of Arts (BA)
Bachelor of Divinity (BD)
Bachelor of Education (BEd)
Bachelor of Engineering (BEng)
Bachelor of Laws (LL.B Law)
Bachelor of Ministry (BMin)
Bachelor of Nursing (BN)
Bachelor of Science (BSc)
Bachelor of Theology (BTh)

A first degree may be conferred with the following classifications:

Degree with Honours, First Class
Degree with Honours, Upper Second Class
Degree with Honours, Lower Second Class
Degree with Honours, Third Class

Aegrotat Degree
Posthumous Degree

At (Masters) Level Seven (aligned with the second cycle within FQ-EHEA):

Postgraduate Certificate (PGCert)

Postgraduate Diploma (PGDip)
Postgraduate Certificate in Education (PGCE)

Integrated Masters Degree:
Master of Engineering (MEng)

Masters Degree:
Master of Arts (MA)
Master of Business Administration (MBA)
Master of Education (MEd)
Master of Ministry (MMin)
Master of Nursing (MN)
Master of Public Health (MPH)
Master of Science (MSc)
Master of Theology (MTh)
Master of Laws (LL.M)
Masters in Teaching and Learning (MTL)
Master by Research (MRes)
Master of Philosophy (MPhil)

(The taught postgraduate awards of Masters Degree and Postgraduate Diploma may each be conferred with Distinction or Merit.)

At (Doctoral) Level Eight:

Doctor of Philosophy (PhD)
Doctor of Professional Studies (DProf)
Doctor of Business Administration (DBA)
Doctor of Ministry (DMin)
Doctor of Education (EdD)

Awards at different levels:

Professional Certificate
Certificate of Education in Teaching in the Learning and Skills Sector
Master of Professional Studies (MProf) may be awarded for a minimum of 180 credits at Levels 7 and/or 8

Under the aegis of the University of Liverpool, the following research degrees are offered at University of Chester:

Master of Philosophy (MPhil)
Doctor of Philosophy (PhD)

H2 Registration of Students

In order to receive a University of Chester award a student shall be registered for studies leading to such an award and shall have paid all the appropriate teaching, supervision or any other fees associated with those studies.

All student registration details shall be notified to University of Chester's Registry Services. An award shall not be conferred unless the student has been registered with Registry Services in the manner specified by the University.

Collaborating institutions shall be required to provide University of Chester with details of the students registered on each approved programme and to remit appropriate fees to University of Chester to cover the conferment costs. An award shall not be conferred upon a student until the appropriate fees have been submitted by the collaborating institution.

H3 **Conditions of Award**

An award of University of Chester shall be conferred when the following conditions are satisfied:

- (a) the candidate is a registered student at University of Chester or a collaborating institution, or was registered at the time of his or her assessment for an award, and has paid the appropriate fees (see H2 above);
- (b) details of the candidate's full name, date of birth, sex, approved studies and award have been forwarded to University of Chester's Registry Services;
- (c) confirmation is provided to Registry Services that the candidate has completed studies approved by the Senate as leading to the award being recommended;
- (d) the award has been recommended by an Awards Assessment Board convened, constituted and acting under regulations approved by University of Chester;
- (e) the recommendation of the award has been signed by the Chair of the Awards Assessment Board, and by the Principal or equivalent officer in the case of a collaborating institution, confirming that the assessments have been carried out in accordance with University of Chester's regulations and requirements and that the recommendations have received the written consent of external examiners;
- (f) the candidate is not in debt to University of Chester.

H4 **Certification**

The certificate of an award conferred by University of Chester shall record:

- (a) the name of University of Chester;
- (b) the full name of the student;
- (c) the award;
- (d) the title of the programme (if any) as approved by Senate for the purposes of the certificate;
- (e) the class of award or other approved indication of performance;
- (f) an approved endorsement, for example:
 - i) that the programme of study was in the sandwich mode;
 - ii) that the award is made with distinction or merit where specified in the approved documentation;
- (g) if appropriate, the language of instruction if this is not English;
- (h) the date of conferment;
- (i) the signature of the Vice-Chancellor of University of Chester and, if appropriate, the Head of the Collaborating Institution at which the student was registered if appropriate.

H5 **Mark Profiles and Diploma Supplement**

A mark profile shall be issued on request to a student who has successfully completed any approved modules of study of University of Chester.

A mark profile shall be issued to all students upon completion of a level of study.

A Diploma Supplement shall be issued to all students upon completion of an award. This shall include:

- (a) the full name of the student;
- (b) the modules of study successfully completed, with details of their level and grade, mark achieved (where appropriate), and date of completion;
- (c) any programme title and the qualification achieved;
- (d) details of any periods of supervised work experience or placement in the UK or abroad, with grades where appropriate and dates;
- (e) credit exemption, where appropriate;
- (f) if appropriate, the name of the collaborating institution at which the student was registered; and the name of any other institution sharing responsibility for the student's programme of study or research.

Students who achieve academic success below that level which entitles them to an award may have their studies recognised in the form of a certificate of achievement or transcript.

H6 Record of APL Credit

A record of APL Credit may be issued on request to any individual whose learning has been assessed outwith approved academic provision leading to an award of University of Chester.

H7 The Recommendation of an Award of University of Chester

H7.1 The Award Recommended

The award recommended to and determined by Senate shall be that for which the student is a candidate, or a lower award, as specified in the formal documentation.

H7.2 Approved Studies

A student may only be a candidate for an award of University of Chester if he or she has followed approved studies designed to lead to that award and has satisfied the Awards Assessment Board within the jurisdiction of which those studies were undertaken

H7.3 Distinctions, Merits and Classifications

The Awards Assessment Board may recommend that an award be conferred with distinction or with an Honours classification where the regulations and formal documentation make such provision and where the student has satisfied the requirements of the academic provision relating to such an award.

H7.4 Failure and Reassessment

A candidate who has failed to satisfy the examiners in the first attempt at an assessment for an award but has in the examiners' judgement satisfied the requirements for a lower award as specified in the formal documentation may, at the discretion of the Awards Assessment Board, be offered a choice of accepting the lower award immediately or being reassessed for the higher award. If the student elects to be reassessed and fails, he or she may claim the lower award previously offered.

H7.5 Aegrotat Awards

A student may be offered an Aegrotat award under the terms set out in F2.18 above. A student who, having been offered an Aegrotat award, elects instead to be assessed and fails in that assessment, may not subsequently claim the Aegrotat but may be reassessed in accordance with F1 and F2.9 above.

H7.6 Posthumous Awards

An award of University of Chester may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions for the award must be satisfied.

H8 Honorary Titles

University of Chester may confer the following honorary titles in accordance with procedures and criteria prescribed from time to time by Senate:

Professor Emeritus	Honorary Lecturer
Visiting Professor	Honorary Teaching Associate
Honorary Fellow	Visiting Research Fellow
Visiting Fellow	Visiting Research Associate
Honorary Senior Lecturer	

or such other honorary titles as may be approved from time to time by the Vice-Chancellor.

H9 Honorary Degrees

University of Chester may confer honorary degrees in accordance with procedures, prescribed from time to time by Senate on persons of distinction who have made a major contribution to the work and development of the University or its associated/accredited institutions, the City of Chester or the region which the University serves or who have earned national or international distinction in activities concerned more widely with learning, the professions, the arts, public affairs or sport.

University of Chester may confer the following honorary degrees:

Honorary Masters

Master of Arts (MA Hon)
Master of Business Administration (MBA Hon)
Master of Divinity (MD Hon)
Master of Education (MEd Hon)
Master of Engineering (MEng Hon)
Master of Laws (LL.M Hon Law)
Master of Letters (MLitt Hon)
Master of Ministry (MMin Hon)
Master of Science (MSc Hon)
Master of Technology (MTech Hon)
Master of Theology (MTh Hon)

Honorary Doctorates

Doctor of Letters (DLitt Hon)
Doctor of Laws (LLD Hon)
Doctor of Science (DSc Hon)
Doctor of Business Administration (DBA Hon)
Doctor of Education (EdD Hon)
Doctor of Theology (DTh Hon)
Doctor of Ministry (DMin Hon)
Doctor of Music (DMus Hon)
Doctor of Technology (DTech Hon)
Doctor of Engineering (DEng Hon)
Doctor of Divinity (DD Hon)
Doctor of Fine Art (DFA Hon)
Doctor of Architecture (DArch)

Doctor of the University (DUniv Hon) *restricted to staff and Council members of the University of Chester*

Honorary Degrees shall normally be conferred at one of University of Chester's degree ceremonies.

Honorary Degrees shall not be conferred *in absentia*, other than posthumously.

H10 **Appointment to the Substantive Posts of Professor, Reader or Senior Teaching Fellow**

Appointment to the substantive post of professor, reader or senior teaching fellow shall be on merit in accordance with procedures and criteria approved from time to time by Senate.

H11 **Visiting Fellows**

The appointment of Visiting Fellows is intended to strengthen University of Chester's links with industry, commerce and the professions. Visiting Fellows should be prepared to make a regular commitment to the work of a Faculty or department either on a part-time basis or through secondment.

Visiting Fellows should be skilled and reputable practitioners in fields relevant to the work of University of Chester. It is intended that such appointments will enable the University to bring current and developmental skills and practices to the attention of both staff and students.

H12 **Honorary Fellows**

The award of a University of Chester honorary fellowship is available to persons other than past or present employees who have rendered important and substantial services to the University or to its associated institutions over a sustained period of time and have been a member of, or closely involved with, the University or its associated institutions.

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APPENDIX

GLOSSARY OF TERMS

Academic malpractice

Academic Malpractice is any attempt, including assisting another student in such an attempt, to gain unfair advantage in any form of assessment, contrary to the established conditions under which students' knowledge, abilities or skills are assessed for progression towards, or the conferment of, an award.

Academic provision

The term "academic provision" describes the totality of University of Chester's academic portfolio of frameworks, programmes, pathways, courses and modules of study, or a designated part thereof. The academic provision is sub-divisible into the modes and forms of study approved and delivered by the University.

Academic session

An academic session is a period within the University's calendar of one year's duration, the point of entry depending upon the requirements of the given programme of study.

Approved studies

The term "approved studies" describes the mode, form, scope and content constituting the totality of an individual student's academic experience, insofar as this is approved by, and falls within the jurisdiction of, University of Chester.

Assessment

Assessment is the process whereby tasks such as examination, essay, report, test, portfolio, practical presentation or project as specified within formal documentation are used to determine the extent to which a student has met the objectives and/or fulfilled the outcomes of a given module and has reached the standards of study and the award towards which s/he is progressing.

Assessment Board

An assessment board is the authorised and properly constituted body, approved by University of Chester for the purpose of determining the academic attainment of those students who have submitted themselves for assessment in a mode and form of study allocated to that board.

An *Awards Assessment Board* is that body whose responsibility it is to determine students' progress towards, and/or attainment of, the award or awards assigned to that Board.

A *Progression Assessment Board* is that body whose responsibility it is to determine students' progress towards the award or awards assigned to that Board.

A *Module Assessment Board* is that body whose responsibility it is to agree and approve students' outcomes for the modules assigned to that Board; these may include designated pathways, courses or modules, as well as discrete programmes of study.

Component of modular assessment

A component of modular assessment is a distinct contributory part of the total assessment prescribed for a module, to which a given weighting has been assigned in a module descriptor. The term component shall not be applied to elements *within* that contributory part, such as an individual question within an examination or assignment.

Course of study

A course of study is an approved freestanding module or suite of modules which carries a credit value of up to and including the value of 40 points.

Element of Assessment

An element is a distinct contributory part of a component of modular assessment. It may be specifically referred to in a module descriptor, as part of a component, but this is not essential. Marks awarded for elements are not reported to Registry but may be given as feedback to students.

Forms of study

The term "form of study" describes the structural entity within which a student's approved studies are contained and organised. University of Chester recognises frameworks, programmes, pathways, courses and modules of study as constituting such forms.

Framework of study

A framework of study is an approved structure, designed to accommodate a programme, or programmes, of study, together with any associated pathways and modules, which facilitates progression towards a defined award.

Mode of study

The term "mode of study" describes the approved pattern of a student's studies on a given programme, pathway, course or module of study. The principal approved modes of study are full-time, part-time, placement and/or sandwich.

Pathway

A pathway is an approved suite of modules with demonstrable disciplinary, interdisciplinary or multidisciplinary coherence, which is not free-standing but constitutes an element of a framework of study and/or complements a programme of study

Programme of study

A programme of study is an approved suite of modules with demonstrable disciplinary, interdisciplinary or multidisciplinary coherence, representing the whole or part of the approved studies leading to an award.

Viva Voce

A *Viva Voce* examination is one involving spoken dialogue which takes place in addition to normal module assessment, in order to assist in the determination of issues arising from that assessment. It is to be distinguished from an Oral Examination or an Oral Assessment, which are among the approved components of normal module assessment.