



UNIVERSITY OF
WEST LONDON

STUDENT HANDBOOK SUPPLEMENT

Undergraduate

2011–2012



UNIVERSITY OF WEST LONDON

STUDENT HANDBOOK SUPPLEMENT - UNDERGRADUATE

PLEASE NOTE

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SECTION 1

Academic advice and support for learners

1 PRINCIPLES

The processes for advice and support to students are underpinned by the following principles:

- students are entitled to advice and support throughout their studies in order to ensure that they derive maximum benefit from their period of study at the University.
- every student enrolled on an award-bearing programme at the University of West London shall have a named member of staff to whom they can refer for advice concerning their academic programme and development.
- academic and other staff providing first point of contact to students for advice and support shall be supported by a network of learner and personal support services within the University that is clearly publicised to staff and students.
- the range of academic and personal support and advice services provided to students by the University will be published in the Student Handbook together with information about how to access these services.
- staff involved in providing advice and support to students shall be provided with staff development and training opportunities.
- the Advice and Support systems of the University shall be evaluated by staff and students within the University's Annual Monitoring procedures.
- students have responsibility for their own learning and development; they are expected to study to the best of their ability and act on any referral made to academic support services.

2 PERSONAL TUTOR ROLE

All first year students enrolled on undergraduate pathways will have a named Personal Tutor, to whom they can refer for the following:

- Signposting to University services, including all welfare services and academic services such as learning support and careers. NB students do not require referral to these services by a Personal Tutor, but may approach a Personal Tutor for guidance when they are unclear about which service they require or what support may be available from the University.
- Generic advice on academic progress. Students will receive guidance on the processes of reflection and review of personal progress. (eg personal development planning) through skills development within their teaching programme, however, where students have particular concerns about their general academic progress or seek advice on problems affecting their study, they may approach their Personal Tutor. Programme Leaders may request Personal Tutors to arrange meetings with any student in the Personal Tutor's group whose overall performance and/or attendance is causing concern.
- References in support of applications for employment or further study.

(Accommodation references will normally be covered by letters of proof of student status issued by the School Office).

- Advice on academic/administrative procedures.

Lists of Personal Tutor allocations will be published on School and/or programme notice boards.

Personal Tutors' email addresses and telephone extension numbers will be displayed with the Personal Tutor lists and any correspondence will be via the student's university email account.

Any requests for a change of Personal Tutor must be made to the Programme Leader in writing by the student specifying the reason for requesting the change. All changes must be approved by the appropriate Head of School. If a change is agreed, the School Office will notify the student, the new Personal Tutor and the previous Personal Tutor in writing and amend the School's records.

3 CONTINUING WITH YOUR STUDIES

Changing from full-time to part-time or taking a break from study.

The Credit Accumulation Scheme enables all students studying on undergraduate programmes to adjust their period of study (within the registration period) to meet personal circumstances. This means that if for any reason you are unable to continue with your full programme of study in any year or semester, it is possible to adjust the amount of credit you study for in that period. It is also possible, if necessary, for you to take a break from your studies (again within the registration period).

If during your time at the university you wish to revise your study plan, you will need to:-

- Receive academic advice from your Programme Leader/Personal Tutor.
- Seek appropriate financial advice from the One Stop Shop (based at the Ealing Site) on how this may affect your student loan or fees. This will include information on eligibility to hardship funding.
- Tell your School Office. Staff will guide you in making the necessary arrangements to change your study period. They will provide you with appropriate forms to complete. This will ensure that your new study plan is properly recorded.

It is essential that you also keep your LEA and the Student Loans Company informed about any alteration to your period of study; failure to do so could affect your entitlement to funding.

Temporary absence from a programme

If you are absent for a period of more than a few days you should notify your Programme Leader or Personal Tutor and explain the reasons for your absence. Please note that the University is required to notify LEAs and the Student Loans Company if a student is not attending the programme. Failure to notify your Programme Leader of any absence of more than a few days could result in your being withdrawn from your programme.

Enrolment and re-enrolment

All students are required to enrol or re-enrol at the start of each year of study. You will be sent information by the University about when you should come in to enrol or re-enrol. Re-enrolment is only available online; you can now re-enrol online on the MyRegistry website www.uwl.ac.uk/myregistry from any PC with internet access. Further information about the online re-enrolment on the MyRegistry website is available in your main Student Handbook. Academic staff will be available at these times to provide advice about your study plan if necessary. Enrolment and re-enrolment are essential processes and unless you enrol/re-enrol you will not have a “live” record in the University’s record systems. Failure to enrol or re-enrol will mean that you do not have student status; you will not be able to collect your loan, your name will not appear on programme lists, you may not be able to gain access to University buildings or use IT and library facilities and you will not receive a certificate on completion of your studies.

Change of Personal Circumstances

You must keep the University informed of any changes in your personal circumstances during your period of study. MyRegistry www.uwl.ac.uk/myregistry is a web service for all enrolled University of West London students. You will need to login to MyRegistry to keep your personal details and your contact details up-to-date. Further information about the MyRegistry website is available in your main Student Handbook. It is very important that you ensure that the University always has your current address and telephone number. You must also tell the University if you change your name as the name displayed on the MyRegistry website is the name which will appear on your transcript and any certificate.

Withdrawing from a programme

If circumstances arise which mean you have to consider withdrawing from your programme for any reason, you should contact your Personal Tutor and your School Office. These staff members will be able to advise you on your future options, for example any interim award such as a Certificate or Diploma to which you may be entitled as a result of modules you have already passed or opportunities to transfer to another programme at the University of West London or elsewhere. They will also give you guidance about the formal procedures you need to complete to withdraw from a programme. It is very important that you complete these formal procedures; failure to withdraw formally may affect your entitlement to funding should you want to start another HE programme at the University of West London or another university in the future. The One Stop Shop staff (based at the Ealing Site) can advise you about your entitlement to funding. The Careers and Employment Service can also offer advice on your future career plans.

SECTION 2

Structure and regulations of the undergraduate modular credit accumulation scheme – for all students from September 2011

1 GUIDING PRINCIPLES OF THE SCHEME

The principles set out below should inform and underpin all decisions made by the University when interpreting the regulations with respect to undergraduate programmes.

- **Standards of Award:** University of West London will endeavour to ensure that its awards are comparable with the standards of awards issued by other degree awarding bodies throughout the UK and meet the national quality and standards framework (see Quality Handbook Section 1).
- **Structure of Awards:** Awards at University of West London are designed to provide the student with flexible and coherent programmes of study incorporating a variety of modes of study and methods of assessment, subject to the constraints imposed by educational, statutory and professional requirements.
- **Equity:** It is important that the principles of fairness and equity be considered when applying and interpreting the programme regulations at University of West London.
- **Educational Objectives:** Undergraduate Programmes offer the means of achieving educational objectives that include a body of knowledge and skills associated with degree level awards.

2 STRUCTURE OF THE SCHEME

2.1 The Credit Accumulation Scheme

- 2.1.1 The scheme is based on modules, which are the building blocks to qualifications leading to awards. All modules are credit rated to allow recognition and recording of student achievement. A 'standard' module represents 200 hours of structured student study. Successful completion of each standard module gains 20 credits. Division and aggregation of 'standard' modules is permitted in multiples of ten credits and up to a maximum of 40 credits. Further aggregation may be permitted where this is necessary to meet professional body requirements or for exceptional pedagogical reasons.
- 2.1.2 Modules are independent learning units with their own independent assessment processes.
- 2.1.3 Programmes are carefully constructed combinations of academically coherent core and/or option modules whose successful completion leads to an award of a qualification.
- 2.1.4 A core module is one which needs to be successfully passed before a candidate can qualify for the award of a qualification.
- 2.1.5 An option module is one which if successfully passed will contribute to the minimum credit requirement for the award of a qualification.
- 2.1.6 This scheme and the regulations apply to the following academic levels: Level 4 (previously HE Level 1), Level 5 (previously HE Level 2), Level 6 (previously HE Level 3) and pre-entry qualifications to the University of West London undergraduate programmes at Level 3 (HE Level 0).

2.2 Credits and Awards

2.2.1 The specific minimum credit value of each award and the minimum credits required at each level of study is shown in Table 1 below:

Award	Total credits required	Level 4* credits required	Level 5* credits required	Level 6* credits required
Lifelong Learning (Intermediate) Certificate	20			
Lifelong Learning (Advanced) Certificate	40			
Higher National Certificate	160	80 (4)	80 (4)	
Certificate of Higher Education	120	120 (6)		
Higher National Diploma	240	120 (6)	120 (6)	
Diploma of Higher Education	240	120 (6)	120 (6)	
Foundation Degree	240	120 (6)	120 (6)	
Graduate Certificate	60			60 (3)
Graduate Diploma	120		60 (3)	60 (3)
Advanced Diploma	300	120 (6)	120 (6)	60 (3)
Ordinary Degree	300	120 (6)	120 (6)	60 (3)
Honours Degree	360	120 (6)	120 (6)	120 (6)
Certificate of Personal and Professional Development**	20			

*number of standard modules (20 credits) in brackets

**Module/s can be at undergraduate or postgraduate level. 20 credits is the minimum required, however named Certificates of Personal and Professional Development may require additional credits as determined by validation.

(Note: All students will receive a transcript of credit indicating their achievements irrespective of whether they cumulate sufficient credits for a specific award identified in Table 2.2.1 above.)

2.2.2 Students may acquire more credit than is required for an award. Excess higher level credit may be substituted for credit at a lower level, where permitted by programme regulations.

2.2.3 Modules may have designated pre-requisite modules.

2.3 Period of registration

In every case a student must complete the programme of study within a specified period following first registration. Unless otherwise specified in the programme regulations this period will be calculated in years by:

$$\frac{2 \times (\text{Total credit point requirement of the qualification}) + 1}{120}$$

For example an honours degree of 360 credits would have a maximum period of registration of seven years. Students who joined level 5/level 6 as Direct Entrants would have a maximum period of registration of five and three years respectively. Programmes of less than one year's normal duration will have their own specific regulations regarding completion.

The period of registration is intended to allow students to move between full and part-time modes of study where that might be appropriate. If a student does not complete their programme of study within the maximum period and wishes to continue with their studies they will be required to re-register and apply for APEL of the credits that they have already taken. By this mechanism the student is not significantly disadvantaged but it does ensure the appropriateness and currency of their learning for their resultant award.

2.4 A student may not study more than 200 credits in any one calendar year, or more than 80 credits in any one semester.

2.5 Mode of attendance

All programmes will be governed by the same set of regulations regardless of the student's mode of attendance, ie full-time, part-time, open/flexible learning, e-learning except in cases where professional body or exchange scheme requirements dictate otherwise. Programme regulations may identify additional requirements as expressed and approved at validation.

3 SUBMISSION TO ASSESSMENT AND PROGRESSION

These regulations shall apply to all students except where programme and/or professional body requirements state otherwise.

3.1 Submission to Assessment

A full-time student must submit to assessment for 120 credits in any one academic year.

A part-time student must submit to assessment for the all the modules on which they are enrolled for each academic year of their programme.

3.1.2 In order to be regarded as having submitted to assessment a student must have either:

- (a) undergone the final assessment of the module, or
- (b) passed the module, where this can be achieved without undergoing the final assessment.

3.2 Progression

3.2.1 To progress between levels, a full time student must have:

- (a) submitted to assessment, and passed modules to the value of 100 credits **and**
- (b) submitted to assessment in the modules accounting for the remaining 20 credits
- (c) Except where a student has submitted to assessment for 120 credits and has passed all modules except one, and where that one module has been validated at 30 credits or more, the student may progress without having passed that module.

3.2.2 Level 4 Undergraduate Compensation

In certain circumstances, students may be allowed to progress to Level 5 even though they have not met the progression requirements of 3.2.1 or 3.2.2 above. This is where they are awarded a compensated pass at Level 4.

The application of compensation for level four undergraduate students is subject to all the following conditions:

- 3.2.2.1 Students who fail up to a maximum value of 30 credits at level four will receive compensation at a Progress or Award Board for that failure provided that:
 - a. an average grade of 45 % or more has been achieved across ALL level four modules (ie 120 L4 Credits);
 - b. the grade for any individual level four module does not fall below 35 %;
 - c. the student has met the requirements of section 3.1: Submission to Assessment.

- 3.2.2.2 A programme may identify certain modules to which compensation cannot be applied. These will be recorded in the Programme Specification.
- 3.2.2.3 As appropriate, the Progress or Award Board will also consider the requirements of Professional Bodies.
- 3.2.2.4 In cases where compensation is applied, the actual grade attained will be recorded.
- 3.3.2.5 A student who receives a compensated pass in a module shall be awarded the credit for the module.
- 3.2.2.6 A student who receives a compensated pass in a module will not be entitled to resit or retake that module
- 3.2.2.7 Information presented on student transcripts shall make it clear that credits attained were obtained by compensation.

3.3 Transitional Provision for Full Time Students who commenced their Programmes prior to September 2008

- 3.3.1 Some students commenced the Academic Year 2008/09 enrolled on modules at different levels and a strict application of the above progression regulations would considerably disadvantage them. In the case of these students, the Student Progress Board will determine the right to progress based on the amount of credit required to complete, either the programme or the levels on which the student is currently enrolled.
- 3.3.2 The Student Progress Board shall permit the student to progress where they only require 120 credits to complete.
- 3.3.3 Where the student requires more than 120 credits to complete, the Student Progress Board shall not permit the student to progress.

4 MODULE PASSES, RESITS, RETAKES AND MITIGATION

4.1 Pass

The overall pass mark for a module is 40 %. The module specification may stipulate further pass requirements, such as a minimum threshold mark for one or more assessment components. In addition, a student must achieve any competency threshold stipulated for each component of assessment as specified by an external professional or awarding body.

4.2 Resits

4.2.1 A resit is defined as attempting an assessment as specified by the Module Assessment Board as a second attempt at assessment without re-enrolment on the module.

4.2.2 A student who has not passed a module at Level 3 (HE Level 0), 4, 5 or 6 but has achieved a mark between 20 – 39 % and has submitted to the final assessment for the module is entitled to one resit of that module at the next appropriate resit opportunity as determined by the University.

4.2.3 A student who has achieved a mark of 19% or less is not entitled to a resit.

4.2.4 In all cases where a student has completed any of the resit assessment requirements for a module, the Assessment Board will receive the actual marks achieved.

4.2.5 For students successfully completing resits the overall mark for the module will be capped at 40%.

4.3 Retake

4.3.1 A retake is defined as a re-enrolment and re-study of a module, including the completion of all the assessments for that module. The module mark will be capped and the student may be eligible for a resit subject to achieving at least half the pass mark and submitting to the final assessment for the module (unless professional body or other external agency requirements state otherwise).

4.3.2 Subject to availability a student may retake a module not passed a maximum of once during the registration period.

NB Students who attempted a module prior to the 2009/10 academic year and due to the progression regulations did not during AY2010/11 qualify for a retake, will be permitted one uncapped re-take at the next available opportunity.

- 4.3.3 The retake mark overrides any previous mark for the same module.
No mark or other credit may be carried forward from a previous attempt.
- 4.3.4 A student is not permitted to retake a module he/she has passed. A student is permitted to re-attempt one or more of the assessments for a module he/she has passed where a successful claim for mitigation has been made. Where there is more than one mark, following a re-attempt at an assessment, the higher mark will be applied.

4.4 Extensions and Mitigation

See Extensions and Mitigation Regulations Appendix One.

4.5 Deferrals

See Deferrals Regulations Appendix One

5 AWARD REQUIREMENTS AND HONOURS CLASSIFICATION

5.1 Award requirements

- 5.1.1 A student may only be considered for an award if they have achieved the minimum number of credits as detailed in Table 1 of Section 2, and have met the programme requirements for the named degree.
- 5.1.2 Honours classification is based on the marks of qualifying modules as determined in 5.2. The determination is based on a profile of level 6 credit and on an honours score calculated on level 5 and 6 module marks. Whichever is the higher classification from the two methods is awarded.

5.2 Modules which may contribute to honours calculation

- 5.2.1 The marks used in the calculation of honours classification are the marks for those modules that give eligibility for the award in 5.1.1.
- 5.2.2 Modules awarded by the APEL process with marks are included.
- 5.2.3 Modules previously counted for an exit award are not included.
- 5.2.4 Where a student has achieved credit in excess of 120 at a level then the modules providing the excess are disregarded as detailed below and the calculation based on the remaining modules which provided the required 120 credits.

Core modules may not be disregarded.

Option modules are disregarded in the order:

- i. module(s) awarded by the APEL process without a mark
- ii. module(s) with the lowest marks

Where the inclusion of a module gives more than 120 credit, but disregarding it gives less than 120 credits, the module is included in the calculation with its credit value reduced to that necessary to reach 120 credits.

5.3 Calculation of honours score

The honours score is calculated on either the weighted marks at level 5 and level 6 or on the marks at level 6 alone. The higher score is used in 5.4 to determine the classification.

- 5.3.1 The module-level weighting of modules are:

Level	Weighting
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Level 5	0.3
---------	-----

Level 6	0.7
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- 5.3.2 If programme regulations specifically permit substitution of a higher level module for a lower level one, an excess credit at a higher level may be transferred to make good

a deficit at a lower level. The transferred credit is weighted at the lower level into which it is transferred.

5.3.3 The honours score is calculated and rounded to two decimal places of a percent.

5.3.4 Honours score based on Level 5 and Level 6 marks:

The module honours contribution of each module is calculated as:

Mark (%) x credit value of module x module level weighting

To give the honours score the sum of all the module honours contributions is divided by a figure which is calculated as the sum of the credit values of the modules with each weighted by its module level weighting, to give a final percentage.

[Note if all 120 credits at each of Level 5 and Level 6 are from modules with marks the divisor is 120.]

5.3.5 Honours score based on Level 6 marks only:

The module honours contribution of each level 6 module is calculated as:

Mark (%) x credit value of module

To give the honours score the sum of all the module honours contributions is divided by a figure which is calculated as the sum of the credit values of the modules to give a final percentage.

[Note if all 120 credits at Level 6 are from modules with marks the divisor is 120.]

5.4 **Determination of honours classification**

The classification is determined by either the honours score or a profile of level 6 marks, whichever gives the higher honours classification.

5.4.1 The boundaries for the honours classifications are:

70% and above – First Class Honours

60% or over and under 70% Second Class (Upper Division) – Honours

50% or over and under 60% Second Class (Lower Division) – Honours

40% or over and under 50% - Third Class Honours

5.4.2 **Classification on honours score**

The classification in which the honours score falls shall be awarded, unless a higher classification results from 5.4.3.

5.4.3 **Classification on profile of level 6 marks**

A classification shall be awarded if at least 60 Level 6 credits are from modules with marks in or above that classification and either of the following additional requirements are met, unless a higher classification results from 5.4.2:

a) all other Level 6 credit marks: are within or above the next lower classification

b) the honours score as calculated in 5.4 is not more than 2% below the lower boundary of the classification to be awarded

5.5 Requirements for an award with merit or distinction for the award of a Graduate Diploma

A student who has fulfilled the requirements for the award of a Graduate Diploma will be eligible for an award with merit if he or she has passed all pieces of assessment at the first attempt and attained an overall average mark of 60 % to 69 %.

A student who has fulfilled the requirements for the award of a Graduate Diploma will be eligible for an award with distinction if he or she has passed all pieces of assessment at the first attempt and attained an overall average mark of 70 % or more.

A student who has fulfilled the requirements for distinction but for a failure to pass all pieces of assessment at the first attempt will be entitled to an award with merit.

Where modules do not have all the same credit weighting, the average will be based on the marks weighted in proportion to the credits. (Regulations for specific programmes should set out the calculation by reference to specific modules.)

Example of calculation of an average mark for the purpose of Merit or Distinction.

Module	Credits	Mark %	Credit x Mark	
1		20	80	1,600
2		20	76	1,520
3		20	70	1,400
4		30	68	2,040
5		30	72	2,160
Total	120			8,720

$$\text{Weighted average} = \frac{8,720}{120} = 72.66 \% = 73 \%$$

5.6 Requirements for an award with merit or distinction for the award of a Foundation Degree

5.6.1 A student who has fulfilled the requirements for the award of a Foundation Degree will be eligible for an award with merit if he or she has attained an overall average mark of 60 % to 69 % at Level 5.

5.6.2 A student who has fulfilled the requirements for the award of a Foundation Degree will be eligible for an award with distinction if he or she has attained an overall average mark of 70 % or more at Level 5

5.6.3 This regulation shall apply to all foundation degree students who commence their Level 5 studies in the Academic Year 2011/12 or later.

6 PROGRAMMES AND NAMED AWARDS

6.1 Named awards

- 6.1.1 Students will be registered on a programme of study leading to a specified award(s).
- 6.1.2 The title (or titles) of the awards that can be achieved by a student following an approved programme of study will be determined at the point of validation in accordance with the following framework for the naming of awards. The combination of the modules which lead to particular named award(s) will also be determined at the point of validation and recorded in the definitive programme document. These may only be varied by the approved University procedure.
- 6.1.3 The title of the award achieved by students following assessments will be determined by the Award Board in accordance with the programme specification and the following framework for the naming of awards.

6.2 Credits and named awards

- 6.2.1 The naming of an award will depend on the combination of subjects studied and the amount of specialisation. The naming of awards is determined by a minimum proportion of credits being taken in a particular field of study and the requirements specified at the point of validation.
- An Ordinary and Honours Degree is normally determined by the proportion of credits at Level 5 and Level 6.
 - An HNC and HND is normally determined by the proportion of credits at Level 4 and Level 5.
 - A Diploma of Higher Education this is normally determined by the proportion of credits at Level 5.
 - A Foundation Degree is normally determined by the proportion of credits at Level 4 and Level 5.
 - Certificates of Higher Education may be named as determined by validation.

Where they are named this is normally determined by the proportion of subject specific credits. An unnamed Certificate of Higher Education is awarded to a student where they have achieved a minimum of 120 Level 4 credits (or equivalent) but do not meet the requirements for any other award. The titles of the modules of study undertaken and their credit value will be recorded on the transcript.

- Pre-entry qualifications to University of West London undergraduate programmes at Level 3 (HE Level 0) are named as determined by validation.

- 6.2.2 The minimum requirements for the naming of awards are based on the following norms, in line with the guidelines set out in section 6.2.1:
- Specialist: at least 75 % of module credits come from a coherent list of modules from a single field of study, eg Music.
 - Joint: 50 % of module credits come from a coherent list of modules from one field of study and 50 % of module credits come from a coherent list of modules from a different field of study, eg Music and Media.
 - Major/Minor: at least 50 % module credits come from a coherent list of modules from the major field of study and at least 25 % of module credits come from a coherent list of modules from the minor field of study, eg Music Technology with Digital Arts.

7 HNC/D PROGRAMMES

7.1 Higher National Certificate/Higher National Diploma Programmes are awarded jointly by the University and EDEXCEL.

7.2 Structure of the Programmes:

The minimum number of academic credits for the Higher National Certificate are 80 credits at Level 4 and 80 credits at Level 5, totalling 160 credits.

The minimum number of academic credits for the Higher National Diploma are 120 credits at Level 4 and 120 credits at Level 5, totalling 240 credits.

7.3 In addition to the undergraduate regulations above a student on an HNC/HND programme must meet the conditions of the EDEXCEL Skills Profile, and other requirements of EDEXCEL.

7.4 Students on all modules will receive a percentage mark except for the HNC/D Common Skills component.

7.5 The percentage marking scale of the modular scheme is mapped onto the EDEXCEL convention of grading as follows:

40 - under 55 %	Pass
55 - under 70 %	Merit
70 - 100 %	Distinction

7.6 There is a five year maximum period of registration for HNC/D Programmes.

8 REVOCATION OF AWARDS

- Where any Degree, Diploma, Certificate or other academic distinction (“the qualification”) has been granted to or conferred on a person by the University in accordance with its powers under the Further and Higher Education Act 1992 s76 (5), the Academic Board shall have the power in accordance with the Further and Higher Education Act 1992 s76 (5)(c) to deprive that person of the qualification, having determined that there is good cause to do so.
- Good cause includes, but is not limited to, subsequent to the grant or conferment of the qualification the discovery of: academic misconduct in work submitted for the qualification, or other academic-related behaviour, which indicates that the person should be deprived of the qualification; other academic-related behaviour, which indicates that the person should be deprived of the qualification; the discovery subsequent to the grant or conferment of the qualification that the person provided false information to obtain admission to the University.
- Deprivation of the qualification also includes deprivation of all privileges connected with the qualification.

APPENDIX

Regulations for Undergraduate modular credit accumulation scheme for all students from September 2011

1 TIME LIMITS, EXTENSIONS AND THE EFFECTS OF FAILURE TO COMPLY

1.1 Failure to comply with the applicable deadline

- 1.1.1 A schedule of assessments will be set out in the Programme Handbook/ Module Study Guide issued to students at the start of the programme/semester. Programme work must be submitted in accordance with any requirements set by the specific programme and by the applicable deadline.
- 1.1.2 The applicable deadline means the original deadline set for the piece of course work in question or the revised deadline where the student has applied for and obtained an extension in accordance with the provisions of these regulations.
- 1.1.3 Subject to the power of the Assessment Board to excuse a student's failure to comply with the requirements of any assessment:

There will be no penalties for extensions. The penalties for handing in up to five working days late (ie without an extension having been granted) will be a maximum mark of 40% for the assessment. Work handed in over five working days late will receive a mark of zero per cent.

Work handed in over 10 working days late will not receive a mark and will be deemed a non-submission to assessment.

1.2 Principles for the grant of extensions

- 1.2.1 A student may apply to the Programme Leader or designate for an extension in respect of any element of assessment. Such an application must be made prior to the applicable deadline and shall be made in writing.
- 1.2.2 Subject to the provisions of 1.3 the Programme Leader or designate may grant an extension to the deadline for submission of any assessment or vary the date of a presentation or any assessment provided that extensions of deadlines granted to individual students for completing an assessment shall under no circumstances exceed ten working days.

1.3 Guidelines for the exercise of discretion

- 1.3.1 In considering the grant of an extension or variation the Programme Leader or designate will take into account all the circumstances of the case but in particular may take into account the following matters:
- a) Whether the circumstances were such that it was either not reasonable or not practicable for the student to meet the deadline or attend at the allotted time **and**
 - b) Whether the circumstances could, or ought to have been, foreseen by, or avoided by the student **and**
 - c) Whether the student acted promptly in applying for an extension or variation **and**
 - d) The strength of any supporting evidence **and**
 - e) Whether it is fair and practical in all the circumstances of the case to grant an extension or to permit the assessment to be taken at a re-scheduled time.
- 1.3.2 All extensions shall be in writing, on the standard extension form, signed by the Programme Leader or designate and shall clearly specify the new applicable deadline or time for assessment. A student who seeks to rely upon an extension must produce a copy upon demand.

2 MITIGATION

- 2.1 Students are expected to demonstrate their achievement of required learning outcomes, as laid down in the module specification and programme requirements.

Definitions

- 2.2 Mitigating circumstances may be defined as the taking into account of any circumstances which were not within the foresight and control of the student and which the University believes might adversely affect the academic performance of a student.
- 2.3 The University does not normally consider as mitigating circumstances permanent or long standing disabilities ie those that have or are likely to last for a period of more than 12 months. This is because such students will normally have registered with and been assessed by the Disability Team and, where appropriate, will have a Learning Contract to support their studies.
- 2.4 Where an investigation has been undertaken and it has been recognised that the student's performance will be affected over more than one assessment period an application for a Disabled Students' Passport can be considered. This also applies to a situation where a student is unexpectedly placed in a situation whereby they are the sole carer for a disabled dependent.

2.5 Circumstances, which could lead to a successful mitigation plea, include the following:

- Ill-health – physical or mental
- Severe financial hardship ie over and above that experienced by all students
- Emotional/personal difficulties – eg bereavement
- Disabled Students ie where the student’s disability comes to light for the first time at assessment
- Unavoidable absence from University of West London - eg requirements of employer
- Unavoidable absence from domicile - eg eviction
- Other serious circumstances which could not be foreseen by the student.

Note: Examples in these regulations are for illustration only and are not intended to be definitive or exhaustive.

2.6 **Claims will not normally be considered or upheld where:**

- The form has not been appropriately completed or evidence is missing
- There is a mismatch between the timing of the claimed circumstances and the period of assessment
- The claim suggests a lack of organisation, or poor time management on the students’ part.

2.7 Students presenting a case for extensions/mitigation must provide appropriate evidence in the form of medical certificates, statements from professionals etc.

2.8 Students are permitted to re-attempt one or more of the assessments for a module the student has passed where a successful claim for mitigation has been made. Where there is more than one mark, following a re-attempt at an assessment, the higher mark will be applied.

2.9 It is the student’s responsibility to notify the University of any mitigating circumstances, which the student feels, will affect or may have affected the student’s performance in any assessment.

- The student must discuss any mitigation request with the student’s Personal Tutor or Programme Leader who will ensure that the request is properly processed.
- The student should collect a access form from the student’s Faculty Office or online at: www.uwl.ac.uk/students/current_students/extensions_and_mitigating_circumstances.jsp
- The Personal Tutor/Programme Leader will discuss and advise the student on the student’s mitigation request and sign the completed form.
- The student then lodges the completed form and supporting evidence with his/her School Office.

The School Office will notify students of the deadlines by which applications for mitigating circumstances must be made (the cut off date).

- 2.10** Claims for mitigation should normally be submitted within 10 working days of the date of the examination/submission. In these procedures a working day is any day when the University's offices are normally open. This excludes Saturdays, Sundays, all Bank Holidays and any other designated periods of closure. Mitigation Boards will normally meet within 4 weeks of the published deadlines for receipt of mitigation.
- 2.11** Mitigating circumstances submitted after the cut off date will receive consideration only if the applicant was unable to submit by an earlier date and appropriate evidence is supplied to support the statement of inability to submit. Late submissions, which do not provide sufficient evidence, will be dismissed.
- 2.12** Late submissions will be considered by the next Mitigation Board if there are genuine grounds for lateness.
- 2.13** Late submissions on the grounds that the applicant was unwilling to disclose the information at an earlier date will not be accepted.
- 2.14** Please note the following for the submission of evidence to be taken into account by the Mitigation Board:
- 2.14.1 **Medical and Other Personal Information**
- It is the student's responsibility to ensure that any documentation relating to circumstances that may have adversely affected her/his performance in any area of assessment is submitted with their application for mitigation.
- 2.14.2 **Medical Evidence**
- Where a student is claiming that illness may have adversely affected his/her performance in assessment, whether continuous assessment or examination, he/she must present certification by a registered medical practitioner. Such evidence must be directly relevant to the circumstances and the timing of assessments as appropriate.
- 2.14.3 **Personal Information**
- Evidence of other personal problems must also be documented, and supported by appropriate independent professional statements.
- 2.14.4 The University reserves the right to contact any person named in an application for mitigation to seek clarification or further information including checking the authenticity of the evidence submitted. Note that this will not be done to remedy omissions in the completion of the documentation by the student, or to seek supporting evidence when not supplied. See 2.6 above.
- 2.14.5 Any costs incurred in supplying evidence are the responsibility of the student.

- 2.15** The University recognises that certain mitigating circumstances are of a highly sensitive nature and students may be reluctant for such details to be seen by the Mitigation Board. (Note that in any event the specifics of any claim will not be seen by the Award Board/Student Progression Committee, only by the Mitigation Board and all such information is treated as confidential).

In such circumstances the documentation should be marked “Restricted Access” and the evidence submitted in a similarly marked sealed envelope. This will normally be seen only by the Chair and Secretary of the Mitigation Board and the details of the claim will not be seen by the Mitigation Board.

The Mitigation Board

- 2.16** The membership shall consist of the following:

- The Chair, who should be an academic manager normally from a different School
- A minimum of two senior academic staff from the School.

Note: The Personal Tutor(s) should not be present, as the decision should be based on the evidence available and should not take into account any other subjective issues.

No member of the panel should be involved in making a decision in the case of any student for whom he/she is responsible as Programme Leader or Personal Tutor.

- 2.17** The Mitigation Board has authority to make a recommendation to the relevant Assessment Board.

The Mitigation Board should come to a decision on two issues:

- i) Whether the student mitigation request is to be accepted or rejected.
- ii) A recommendation on academic outcome of the acceptance of the mitigation.

Where the Board makes a decision under point i) above a letter will be sent to the student by the relevant Administrative Officer, within 10 working days, informing the student whether his/her request has been successful.

- 2.18** Where the Board makes a decision under point ii) above the Board’s judgement on the academic outcome of the acceptance of mitigation will be treated as a recommendation to the Assessment Board.

- 2.19** The student will be notified of the academic outcome of his/her mitigation request, in writing, together with the student’s transcript of results after the Award Board/ Student Progression Board has met.

Appeals

Grounds for Appeal against the Decision of the Mitigation Board

- 2.20** The student may appeal the decision of the Mitigation Board under point i) above. A paper appeal will be conducted in accordance with the regulations where the grounds of appeal are:
- That the Mitigation Board has not been conducted in accordance with these regulations
 - That there is new evidence.

Consideration of Appeals

- 2.21** Appeals shall be considered in the first instance by the Mitigation Appeal Officer (who shall be a Senior Academic) who shall decide whether there is a prima facie case for consideration.
- 2.22** The Mitigation Appeal Officer shall have available: the application for appeal, a copy of the Mitigation Regulations, the relevant minutes of the Mitigation Board and the original application and evidence submitted by the student.
- 2.23** The Mitigation Appeal Officer shall be permitted to request further information from the student and/or the Mitigation Board in order to assist in the determination of the prima facie case.
- 2.24** If the Mitigation Appeal Officer decides that there is no prima facie case for consideration, the appeal is dismissed. The decision of the Mitigation Appeal Officer is final.
- 2.25** Appeals that are not dismissed shall be referred back to the Mitigation Board for rehearing.

Grounds for Appeal against the Decision of the Assessment Board.

- 2.3** A candidate may appeal against a decision of the Award Board/Student Progress Board on the ground specified in the Student Handbook or where: there were special circumstances, which might have adversely affected assessment performance, details of which have not been available to the Award Board/Student Progress Board;
- 2.3.1** In these circumstances, the student should write to the Chair of the Mitigation Board providing the following information:
- The date and decision of the Award Board/Student Progress Board against which the appeal lies
 - The reason why the mitigation was not submitted in accordance with the procedures set out above
 - The evidence in support.
- 2.3.2** The Chair of the Mitigation Board will follow the procedures set out in 2.21 – 2.25 above.
- 2.3.3** The Chair of the Mitigation Board will ensure that student and the Award Board/ Student Progress Board are informed of the outcome of the appeal.

REFERRAL BY THE STUDENT TO THE OFFICE OF THE INDEPENDENT ADJUDICATOR (OIA)

- 2.4** The student may refer their case to the OIA. Further information on the procedure to be followed can be found on the OIA's website: www.oiahe.org.uk

3 ASSESSMENT BOARD OVERALL DISCRETION IN CASES OF MITIGATION

- 3.1** An Award Board/Student Progression Board may exercise its discretion having regard to the overall performance of the student and their academic profile, the principles of fairness and the need to balance the interests of the individual student against the interests of all students in the maintenance of unimpeachable academic standards.
- 3.2** In particular, where the Mitigation Board makes a decision in respect of a student the Award Board/Student Progression Board may exercise its discretion in one or more of the following ways, provided that the Award Board/Student Progression Board is satisfied that it is fair and proper to do so:
- i. vary the method of assessment
 - ii. permit the student to re-attempt an element of assessment as if for the first time, or discount a re-attempt
 - iii. permit the student to re-register and retake the module(s)
 - iv. award an aegrotat pass.
- 3.3** In making a decision the Mitigation Board shall have regard to all the circumstances of the case but in particular the following matters:
- a) whether or not the circumstances relied upon arose after the student commenced the programme of study and the degree to which they were within the foresight and control of the student, and
 - b) the steps taken by the student to ameliorate or limit the ill effects of the circumstances relied upon, and
 - c) the strength of the evidence that the student has been unfairly prejudiced by the circumstances relied upon.
- 3.4** Where the Module Assessment Board receives evidence that a cohort or group of students were unfairly prejudiced in assessment the Module Assessment Board may, if it considers it fair and proper, alter the marks of the group or cohort affected.

4 AEGROTAT AWARDS

- 4.1** Should a student be prevented by serious long-term illness/an event from completing final examined /assessed elements of a taught scheme of study, the Vice-Chancellor's nominee, having considered the relevant evidence (which should include satisfactory medical certification in the case of illness, or appropriate documentation in other cases) may recommend to the Award Board that an Aegrotat Award be made.
- 4.2** In doing so, the Vice-Chancellor's nominee should be satisfied that the candidate's prior performance shows beyond reasonable doubt that they would have passed but for the serious long-term illness/event which occurred. The Vice-Chancellor's nominee should be satisfied that the candidate is unlikely to be able to return to complete their study within the period of registration.
- 4.3** Where appropriate, the student shall be asked whether they are willing to accept an Aegrotat Award; where they are unwilling to do so, the Assessment Board shall permit them to complete the examinations/assessments in question by an approved subsequent date (within the period of registration).
- 4.4** An Aegrotat degree, diploma or certificate may be classified or unclassified (including unclassified honours). An Aegrotat Award does not entitle the holder to registration with a professional body, or exemption from the requirements of any professional qualification which might otherwise be associated with the programme of study/award concerned.
- 4.5** No student shall be permitted to re-enrol using the credit gained from an Aegrotat Award. A new registration may be possible according to the entry criteria and admissions process for the programme.
- 4.6** No student shall be exempted from submitting and defending a research thesis or from presenting a Master's dissertation (or equivalent presentation) where such is required. It follows, therefore, that Award Boards may not award Aegrotat research degrees, and that Aegrotat taught Master's degrees may be awarded only where the work done for the dissertation can be examined. In the case of a posthumous award, the Vice-Chancellor's nominee may consider evidence from the Dissertation Supervisor as to preparation for dissertation.
- 4.7** In the case of a posthumous award, the Award Board will notify the Assessments and Conferments Manager so suitable arrangements can be made regarding the Graduation Ceremony.

5 DEFERRALS

- 5.1** Where a student is unable to attend/ submit for assessment but will be able to submit at the next assessment point, this should be covered by the existing mitigation regulations.
- 5.2** Where a student is unable to attend/submit for assessment and will not be able to submit at the next assessment point, this should be considered as a potential deferral.
- 5.3** The maximum period of deferral should normally be a maximum of one year (subject to the period of registration and any Professional Body Requirements).
- 5.4** Students who need to defer their studies for a period of more than one year shall be awarded out and may apply for AP(E)L to rejoin the programme (subject to the usual requirements of currency of their study and availability of the programme).
- 5.5** Circumstances that could be grounds for deferral shall be the same as those for mitigation and shall include the following:
- Ill-health – physical or mental
 - Severe financial hardship ie over and above that experienced by all students
 - Emotional/personal difficulties – eg bereavement
 - Disabled Students ie where the student's disability comes to light for the first time at assessment
 - Unavoidable absence from University of West London - eg requirements of employer
 - Unavoidable absence from domicile - eg eviction
 - Other serious circumstances which could not be foreseen by the student.
- Note: Examples in these Deferral Regulations are for illustration only and are not intended to be definitive or exhaustive.
- 5.6** The student must discuss any deferral request with their Personal Tutor or Programme Leader who will ensure that the request is properly processed and that deferral is the most appropriate option. The student must be referred to Student Services for advice on any financial implications of deferring their studies.
- 5.7** The Programme Leader/Field Leader should approve or reject any deferral request. Where the request is approved, the Programme Leader/Field Leader must ensure that a return date is agreed and the relevant form completed and sent to the Data Team. If the student is subsequently unable to return on the agreed date, the student should notify their Programme Leader/Field Leader. A return to study cannot be guaranteed in these circumstances.

- 5.8** A copy of the Deferral Form will be presented to the Student Progress Board.
- 5.9** A student may defer at any time, with the following consequences:
- 5.9.1 The result for any module that the student has completed (either pass or fail) will be retained
 - 5.9.2 The result for any module that has not been completed eg the student has submitted to A1 but not A2, will not be retained
 - 5.9.3 The student will re-enrol on the module on their return
 - 5.9.4 The student will not be charged again for the module
 - 5.9.5 The module will not count as a retake and will not be capped.

PUBLISHED BY:
University of West London, Registry Services

HANDBOOK CO-ORDINATOR:
Professor Kathryn Mitchell PhD

PRINTED BY:
IOS



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