

De Montfort University (DMU)

Academic regulations

Taught programmes

2017/18

These academic regulations cover all taught undergraduate and postgraduate programmes of study. Separate regulations are available for postgraduate research programmes.

The regulations are available in hardcopy on request from each Faculty Office/Student Advice Centre and on the university's website at: dmu.ac.uk/academic-regulations. The web-based regulations are the definitive version and should be referred to for the most up-to-date information.

Introduction

How the regulations are managed

The academic regulations are managed by the university's Taught Programmes Management Committee (TPMC), with support from the Department of Academic Quality (DAQ). The committee has representatives from each faculty, and includes student representatives from the university and from De Montfort Students' Union (DSU).

The regulations are reviewed and re-issued on an annual basis at the start of each academic session.

What if changes have to be made?

The university may sometimes need to make changes to these regulations. Changes are made by the TPMC and approved by the university's Academic Board. An annual digest of regulatory changes is available on the [academic regulations webpage](#).

The university makes every effort to ensure that any changes made will not adversely affect students. This may mean that where significant changes have been made, there will be a transitional period between old and new regulations. During this period the university will operate more than one set of regulations and students will be given the best outcome of these.

What happens when programmes have different regulations?

Some programmes require different regulations to those outlined in this document. This is normally to meet the requirements of Professional, Statutory or Regulatory Bodies (PSRBs). These are known as [faculty programme-specific regulations](#) and are provided separately.

How to use this document

These regulations have been written and presented for maximum ease of use. The sections are organised in the order of a typical student journey; from enrolment to assessment, progression through the programme to receiving an award. Additional sections then follow covering times when a student may deviate from this path, including deferrals or interruption, changing programmes or withdrawing from studies, to how prior learning is recognised and studying abroad. Each section starts with a brief introduction, outlining what is included in the section and why such regulations exist.

The document is intended to be accessible to all users, particularly those with disabilities, specific learning styles or needs. It has been written following the principles of the [plain English campaign](#), which strives for clear and concise public information for the benefit of all. The regulations have been organised and presented adopting best practice to improve ease of reading.

Built-in features have been used to help with different abilities and disabilities to read the content more easily. Please press the 'control key' and 'click' on the relevant text within the contents page to follow the link directly to a specific regulation or section. To assist with navigating within the document, further clickable links have been provided to take you to relevant content that has been cross-referenced.

If you have any difficulties with this document, please contact DAQ@dmu.ac.uk.

Contents

Introduction

- How the regulations are managed
- What if changes have to be made?
- What happens when programmes have different regulations?
- How to use this document

Section 1: Undergraduate and taught postgraduate study 1

- Introduction to programmes 1
- Students enrolled on individual modules 1
- Introduction to modules 2

Section 2: Assessment 3

- Module assessment 3
- Passing a module 3
- Compensation 4
- Unauthorised late submission of assessments 4
- Reassessment of failure 4
- Reassessment in postgraduate dissertation, major project or design work 5
- Substitution of failed modules 6
- Reassessment in modules which have changed or been withdrawn 6
- Confirmation of module results 6
- Use of proof-readers 6

Section 3: Progression through the programme of study 7

- Progression between undergraduate levels of study 7
- Progression of part-time undergraduate students 8
- Progression to and from an undergraduate sandwich placement 8
- Progression to a non-honours award 8
- Postgraduate progression 8

Section 4: Awards 9

- Awards of the university 9
- Classification of awards 10
- Classification of awards for students with Recognition of Prior Learning (RPL) 10
- Postgraduate awards 10
- Undergraduate awards 11
- Consideration band for integrated master's and honours degrees 12
- Exit awards 14
- Aegrotat awards 14

Section 5: Deadline extensions, deferrals, interruptions and repeat study 16

- Extending assessment deadlines 16
- Deferring assessments 16
- Interrupting study 17
- Repeating an undergraduate level of study 17

Section 6: Student registration	19
Student registration	19
Students enrolled on the 30 credit undergraduate sandwich placement module	19
Maximum periods of registration	19
Changing programmes	20
Changing modules	20
Withdrawing from a module	20
Withdrawing from study	21
Returning following withdrawal from study	21
Returning following academic failure	21
Returning following registration ending due to fitness to practice	21
Expulsion from the university	21
Section 7: Recognition of Prior Learning (RPL)	22
What is Recognition of Prior Learning (RPL)?	22
RPL process	22
Volume of RPL credit which can be allowed	23
Reassessment opportunities	23
Calculation of award for students entering with RPL	24
Maximum periods of registration	25
Section 8: Studying abroad	26
Studying in Europe: European Credit Transfer and Accumulation System (ECTS)	26
ECTS conversion tables	26
Studying at institutions which don't use the ECTS	27
Students from overseas institutions studying at DMU	27
Glossary	28
Appendix 1: Assessment board terms of reference	33
Appendix 2: Example award outcome calculations	35
Master's degree	36
Postgraduate diploma (PgDip)	37
Postgraduate certificate (PgCert)	37
Integrated master's degree	38
Honours degree – a typical student	40
Honours degree – with compensation	41
Honours degree – direct entrant into level 6	42
Honours degree with 30 credit sandwich placement	43
Foundation degree (Fd)/Higher National Diploma (HND)	44
Higher National Certificate (HNC)	45
University Certificate of Professional Development (UCPD)	46

Section 1: Undergraduate and taught postgraduate study

Undergraduate and taught postgraduate study: In brief

The majority of students at De Montfort University (DMU) enrol on a programme which leads to an academic award, for example BA (Hons) English; MSc Computing. Programmes are made up of modules which have set credit values and levels; an award is made when a student has passed sufficient modules to meet the credit requirements of the [awards](#).

Occasionally students may enrol for individual modules only, without intending to gain an award. These are known as continuing professional development (CPD) modules.

Where do I go for more information?

For further information about your DMU programme, please see the module and programme specifications contained in your student handbook. A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about studying at DMU, please contact your programme leader, module leaders or the Student Advice Centre.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

Introduction to programmes

1. Programmes are coherent groups of modules which lead to a specified academic award. The majority of students who enter the university enrol on a programme. Programmes are sometimes also known as courses.
2. Joint honours programmes are where a student chooses a programme which is formed of two separate subjects, for example economics and politics. Students must study an equal volume of module credits at each level in each subject to gain a joint honours award. The university also offers a small number of major/minor programmes. This is where one subject is the key focus of study worth 90 credits, and 30 credits is allocated to a second subject.
3. Some programmes offer year-long work placements. At undergraduate level the year placement is normally taken between levels 5 and 6 of the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(FHEQ\)](#).

Students enrolled on individual modules

4. Students may enrol on one or more individual modules for continuing professional development (CPD) purposes instead of enrolling on a programme.
5. Students who receive credits for passing individual modules may apply via the [Recognition of Prior Learning \(RPL\)](#) process to use those credits in admission to a programme at the university.

Introduction to modules

- Each module is a stand-alone learning package worth a number of credits at a specific level of study. Although they are stand-alone, sometimes one or more modules must be studied before a student can enrol on a further module; these are called pre-requisite modules.
- For each credit, a student should expect to study for 10 hours. This includes taught sessions, self-directed study and assessments. For example the hours for a 15 credit module might look like this:

Activity	Number of hours
Lecture	15
Seminar	30
Laboratory	40
Self-directed study	45
Assessment	20
Total	150

- Modules are often used on more than one programme. Within the context of a particular programme a module may be designated as must-take (compulsory). This means that students must study this module to be eligible to gain their intended award.
- Undergraduate modules can also be designated as must-pass within a programme. This means that students must pass the module to be eligible to gain their intended award; [compensation](#) is not available for must-pass modules.
- Undergraduate modules are set at levels 4, 5 or 6 of the [FHEQ](#). The standard undergraduate module is worth 30 credits. Other sizes available include 15, 45 and 60 credits.
- Postgraduate modules are set at level 7 of the [FHEQ](#). Standard postgraduate modules are worth 15 credits. Other sizes available include 30, 45 and 60 credits. The postgraduate dissertation, design work or major project is worth 60 credits. 5 and 10 credit modules are also available as stand-alone modules for continuing professional development (CPD) purposes.
- Some modules, normally relating to professional practice in programmes such as nursing, are zero-credit modules, which means that they don't have a credit weighting.

Section 2: Assessment

Assessment: In brief

Each module has one or more assessment tasks to test students' understanding of the module content. Each module has learning outcomes – things which students should be able to do on successful completion of the module – which are linked to the assessment tasks. Successful completion of the assessment tasks, as measured by a pass mark in the module, leads to the award of credit. In some modules, compensation for marginal failure may be offered, which also leads to the award of credit. By [accumulating credit a student can become eligible to be given an award](#) eg BA (Hons), MSc.

Where do I go for more information?

Further information about assessment can be found in the university's Assessment and Feedback Policy. The policy also includes undergraduate and postgraduate mark descriptors which describe what a student must achieve to receive a mark in a particular mark range. Visit: dmu.ac.uk/assessment.

Please see the module and programme specifications contained in your student handbook for more information about assessment on your programme. A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about assessment at DMU, please contact your module leader or the Student Advice Centre.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

Module assessment

13. Modules will be taught and assessed in English unless the university agrees differently.
14. Module assessment tasks will be marked anonymously, according to the requirements of the [Assessment and Feedback Policy](#), where possible and practical. This means that the marker will not have access to students' names when marking work. Students will be advised if it is not possible to mark their assessments anonymously.
15. The assessment of a module will consist of one or more assessment tasks, with their individual contribution to the overall module mark shown as a percentage (weighting).
16. The module mark is determined by combining the module assessment task marks, according to the task weightings. Module marks are rounded to whole numbers; 0.49 and below is rounded down and 0.5 and above rounded up.

Passing a module

17. The pass mark for an undergraduate module is 40 per cent.
18. The pass mark for a postgraduate module is 50 per cent.

19. Some modules don't have a percentage mark but are marked as pass or fail.
20. Normally a student is required to achieve at least the pass mark to pass a module. In some modules each individual assessment task must also be passed.

Compensation

21. Compensation is available for module failure in undergraduate programmes where a student has achieved a mark of at least 30 per cent. Where compensated credit is given students may progress between levels of study and gain their award without being required to take reassessment in the compensated module(s).
22. Compensation is limited to a maximum of 30 credits per level of undergraduate study, subject to a student passing at least 90 credits of modules at that level.
23. Compensation at levels 5 and 6 of a non-honours degree is limited to a maximum of 45 credits across the levels. Compensation at level 6 can constitute no more than 25 per cent of the level 6 credits studied.
24. Compensation is limited to a maximum of 15 credits in graduate certificates and University Certificates of Professional Development (UCPD).
25. Compensation is not permitted in 'must pass' modules or in some programmes which are governed by a Professional, Statutory or Regulatory Body – these requirements are defined in the [faculty programme-specific regulations handbook](#).

Unauthorised late submission of assessments

26. If an assessment is submitted later than the deadline without an [approved extension or deferral](#) the mark received will be capped.
27. If an assessment is submitted 1-14 calendar days late the mark for the work will be capped at the pass mark of 40 per cent for undergraduate modules or 50 per cent for postgraduate modules.
28. If an assessment is submitted beyond 14 calendar days late the work will receive a mark of zero per cent.
29. The above applies to a student's first attempt at the assessment. If work submitted as a reassessment of a previously failed assessment task is submitted later than the deadline the work will immediately be given a mark of zero per cent.
30. If an assessment which is marked as pass/fail rather than given a percentage mark is submitted later than the deadline, the work will immediately be marked as a fail.

Reassessment of failure

31. Should a student fail a module, they may only be reassessed in the failed assessment components. Students may not be reassessed in assessment components or modules which have already been passed.
32. On undergraduate programmes, including levels 4 to 6 of integrated master's programmes, students may be reassessed in up to 60 credits of modules per level of study. This can be in any combination of module sizes, for example two separate reassessments in

the same 30 credit module or a reassessment in two 15 credits and one 30 credit module.

33. Students taking the 30 credit undergraduate sandwich placement module may be reassessed once in the module.
34. On postgraduate programmes, including level 7 of integrated master's programmes, students may be reassessed once in each module. An additional 30 credits of reassessment is available to be used as required. A student may not be assessed more than three times in one module ie a first attempt and two reassessment attempts.
35. Where a student is studying individual modules and is not enrolled on a programme, they may be reassessed once in each module.
36. Where a student has been reassessed in one or more assessment tasks within a module, the mark for the overall module will be capped at the pass mark.
37. Where a student has been reassessed more than once in the same module but has still failed it, the highest mark achieved will be shown on the student's record.
38. Students will be automatically registered to take reassessments at the first opportunity provided. If a student is unable to do this, a [deferral](#) must be requested.
39. If a student does not submit a reassessment when expected, the student will be recorded as having failed the reassessment.
40. Students may be required to re-study a failed module with attendance prior to submitting reassessments. In such cases the student must pay the appropriate module fee.
41. On undergraduate programmes students awarded compensation are not required to be reassessed in the compensated module. However a student may be reassessed in a compensated module, if they wish, to attempt to improve the result to a module pass. This is only possible if a student has reassessment opportunities available, has no failed modules with marks below 30 per cent and is not at the point of graduating from their programme.
42. Where a student has opted to take reassessment in a compensated module, but has failed the reassessment, the best overall module mark will be calculated and used.
43. Where a student has used all their reassessment opportunities but is still unable to progress or achieve their award their registration with the university will be ended. The student will be provided with a record of any modules passed and an [exit award](#) if eligible.

Reassessment in postgraduate dissertation, major project or design work

44. If a student fails the dissertation or equivalent the assessment board may request that the student amends and resubmits the same piece of work or may require the submission of a different piece of work. In both cases the module mark will be capped at 50 per cent.

Substitution of failed modules

45. A student may register on and submit assessments in a module which replaces a module which has been failed. This is subject to the suitability of the module within the student's programme and timetable and resource constraints.
46. In such cases a student will be required to pay the module tuition fee.
47. The outcome of assessment on the module will be capped at the pass mark.

Reassessment in modules which have changed or been withdrawn

48. Where a module has been withdrawn from the programme, a maximum of three opportunities to take the reassessment will be made available. Students should be aware that modules change over time. If the first reassessment opportunity is not taken, changes may be made which impact on the module's assessment tasks.
49. If a student is unable to take the reassessment within the limits outlined above, a replacement module may be studied. This will be subject to the regulations for [substitution of failed modules](#).

Confirmation of module results

50. While coursework assessment marks and feedback will be provided to students in accordance with the Assessment and Feedback Policy, the marks are provisional until confirmed by the [assessment board](#).

Use of proof-readers

51. All work submitted for assessment must be the student's own work. However a student may have assistance with proof-reading.
52. A proof-reader ensures that the meaning of the assessment is not misrepresented because of the quality and standard of the English used.
53. A proof-reader may only correct spelling, grammar and punctuation.
54. A proof-reader must not:
 - Change the text to clarify or develop an argument
 - Significantly alter the length of the assessment
 - Assist with academic referencing
 - Correct factual information
 - Translate the work into English
55. A statement must be included with the assessment confirming that a proof-reader was in used. A copy of the original unedited assessment must be available on request.

Section 3: Progression through the programme of study

Progression through the programme of study: In brief

Progression means allowing a student to move from one academic level to the next or from one stage of a programme to the next. We consider how many modules (credits) a student has passed and whether they have failed any modules.

We have progression regulations to make sure that students have the knowledge and skills from passing previous modules to prepare them for a more challenging level of study. We also have these regulations to make sure that students don't have a significant additional challenge in repeating failed assessments alongside studying new modules.

Where do I go for more information?

A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about progression, please contact your programme leader, Student Advice Centre or Associate Dean (Academic) or nominee.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

Progression between undergraduate levels of study

56. Students must have passed at least 90 credits of modules to progress to the next level of study. The university will award compensation in up to 30 credits of modules for module marks between 30-39 per cent inclusive to allow students to progress. Exceptions are the graduate certificate and University Certificate of Professional Development (UCPD), where [compensation](#) can be awarded in 15 credits, and the non-honours degree as outlined below.
57. Compensation at levels 5 and 6 of a non-honours degree is limited to a maximum of 45 credits across the levels, with no more than 25 per cent of the level 6 credits studied being compensated.
58. The university won't normally allow students to progress into the next level of study if they have failed modules in which they must be reassessed. However assessment boards may decide to exceptionally allow students to progress if they have achieved at least 75 credits with the remaining credits in the 30-39 per cent range. Each decision will be at the discretion of the relevant assessment board and will be based on the board's confidence in the individual student's competence to progress.
59. The university may exceptionally allow students with deferred (delayed) assessments, which they have not yet taken, to progress between levels.

Progression of part-time undergraduate students

60. Part-time students must have passed at least 30 credits within an academic year to progress to the next academic year. Part-time students may take level 4 and 5 modules or level 5 and 6 modules within the same academic year.

Progression to and from an undergraduate sandwich placement

61. Students must have passed 120 level 4 credits and a minimum of 90 credits at level 5 to proceed to a placement year. Where a student has undertaken a sandwich placement the normal regulations for progressing into level 6 apply. A student may not use credit gained from the placement module as a substitute for failed level 5 module(s) in order to progress.

Progression to a non-honours award

62. Students on an honours degree programme who are unable to progress to level 6 after using up their reassessment opportunities may be eligible to progress to a non-honours award. Students must have passed at least 60 credits at level 5 to progress to a non-honours award.

Postgraduate progression

63. Students must have passed 60 credits before starting their dissertation, major project or design work. Students must have taken a level 7 research methods module before starting the dissertation, major project or design work.
64. Students who have successfully completed their intended award of postgraduate certificate or postgraduate diploma may continue on to a higher award, if available, without delay. A student must return any previous certificates before a certificate and record of achievement is issued on successful completion of the higher award. The exception to this is where original award gained is a recognised professional qualification. The new certificate and record of achievement will reflect the whole of the student's studies.

Section 4: Awards

Awards: In brief

When students have accumulated sufficient credits they become eligible to be given an award of the university. Some awards are classified. This means that rather than just confirming that a student has passed, students can be given recognition for the marks they've achieved, either through the honours degree classification system or via the award of merit or distinction.

Where do I go for more information?

More information can be found in the Assessment and Feedback Policy. The policy also includes undergraduate and postgraduate mark descriptors which describe what a student must achieve to receive a mark in a particular mark range. Visit: dmu.ac.uk/assessment. A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about awards, please contact your programme leader, Student Advice Centre or Associate Dean (Academic) or nominee.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

Awards of the university

65. The majority of students studying at the university will be enrolled on a programme which will lead to an academic award.
66. The most common awards of the university are outlined below. To gain an award a student must successfully pass a certain number of modules to gain academic credits.
67. Academic credits are defined at different levels, indicating the challenge of study and the skills and knowledge which a student will need to show to be successful at that level. Higher education levels of study are nationally defined in the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(FHEQ\)](#).
68. The minimum credits needed to gain a university award are outlined in the table below:

Award	Credits				Total
	Level 4	Level 5	Level 6	Level 7	
Master's degree			30	150	180
Postgraduate diploma (PgDip)			30	90	120
Postgraduate certificate (PgCert)			15	45	60
Integrated master's degree	120	120	120	120	480
Honours degree	120	120	120		360
Graduate diploma (GradDip)			120		120

Award	Credits				Total
	Level 4	Level 5	Level 6	Level 7	
Non-honours degree	120	120	60		300
Graduate certificate (GradCert)			60		60
Foundation degree (Fd)	120	120			240
Diploma of higher education (DipHE)	120	120			240
Higher National Diploma (HND)	120	120			240
Higher National Certificate (HNC)	120				120
Certificate of higher education (CertHE)	120				120
University Certificate of Professional Development (UCPD)	60 credits at levels 4, 5 or 6				60

Classification of awards

69. The table shows the classification bands for the university's awards. The following regulations show how the classification of each individual award is calculated. [Examples of degree classification for each award](#) are available.

Classification band	Postgraduate awards	Integrated master's Honours degree	Foundation degree HNC/HND UCPD
70% and above	Distinction	First class honours	Distinction
60-69%	Merit	Upper second (2:1)	Merit
50-59%	Pass	Lower second (2:2)	Pass
40-49%	Fail	Third class honours	Pass
Below 40%	Fail	Fail	Fail

Classification of awards for students with Recognition of Prior Learning (RPL)

70. Where a student has been granted exemption from studying one or more modules via the Recognition of Prior Learning (RPL) process the method of degree classification is outlined in the [RPL section](#) of the regulations.

Postgraduate awards

71. The methods of calculation for master's degree, postgraduate diploma and postgraduate certificate are given below, based upon the classification table.
72. Where students have taken a level 6 undergraduate module as part of their programme the module will be marked according to the undergraduate mark descriptors and will be excluded from the calculation.

Master's degree (MA/MSc/LLM/MBA)

[See example classification calculation](#)

73. A student will be awarded a master's degree with distinction if:
- The dissertation, major project or design work is at distinction level, **and either**:
 - A minimum of 120 credits **or** the overall average mark is at distinction level.
74. A student will be awarded a master's degree with merit if:
- The dissertation, major project or design work is at merit level, **and either**:
 - A minimum of 120 credits **or** the overall average mark is at merit level.
75. A student will be awarded a master's degree pass if all modules have been passed but the requirements for distinction or merit are not met.

Postgraduate diploma (PgDip)

[See example classification calculation](#)

76. A student will be awarded a postgraduate diploma with distinction **if either**:
- A minimum of 90 credits **or** the overall average mark is at distinction level.
77. A student will be awarded a postgraduate diploma with merit **if either**:
- A minimum of 90 credits **or** the overall average mark is at merit level.
78. A student will be awarded a postgraduate diploma pass if all modules have been passed but the requirements for distinction or merit are not met.

Postgraduate certificate (PgCert)

[See example classification calculation](#)

79. A student will be awarded a postgraduate certificate with distinction **if either**:
- A minimum of 45 credits **or** the overall average mark is at distinction level.
80. A student will be awarded a postgraduate certificate with merit **if either**:
- A minimum of 45 credits **or** the overall average mark is at merit level.
81. A student will be awarded a postgraduate certificate pass if all modules have been passed but the requirements for distinction or merit are not met.

Undergraduate awards

82. The methods of calculation for undergraduate awards are given below, based upon the classification table. Where 'best' credits are referred to this means module credits with the highest marks.
83. The university will make an award if a student has 120 credits at each level of study including a maximum of 30 credits of compensation at each level. The exceptions to this are non-honours awards, graduate certificates and University Certificates of Professional Development (UCPDs). The requirements for these are given below.
84. Where joint honours awards are made the two subjects studied will be listed on the student's certificate in alphabetical order. In order to be eligible for a joint honours award a student must have studied 60 credits at each level in each of the two subjects.

Integrated master's degree (MDes, MPhys etc)

[See example classification calculation](#)

85. Classification is based on the:

- Best 225 credits of the 240 studied at levels 5 and 6, single-weighted, **and the:**
- Best 105 credits of the 120 studied at level 7, triple-weighted.

The outcome of this calculation is called the average for classification and will determine which classification band a student will be awarded, in conjunction with the consideration band if applicable.

Honours degree (BA/BSc/LLB)

[See example classification calculation](#)

86. Classification is based on the:

- Best 105 credits of the 120 studied at level 5, single-weighted, **and the:**
- Best 105 credits of the 120 studied at level 6, triple-weighted.

The outcome of this calculation is called the average for classification and will determine which classification band a student will be awarded, in conjunction with the consideration band if applicable.

Honours degree with 30 credit sandwich placement

[See example classification calculation](#)

87. Classification is based on the:

- Best 120 credits of the 150 studied at level 5, single-weighted, **and the:**
- Best 105 credits of the 120 studied at level 6, triple-weighted.

The outcome of this calculation is called the average for classification and will determine which classification band a student will be awarded, in conjunction with the consideration band if applicable.

[Consideration band for integrated master's and honours degrees](#)

88. A consideration band is applied in integrated master's and honours degrees, including honours degrees with sandwich placement, where a student's average for classification is within two per cent of the next classification band.

89. If a student achieves an average for classification no more than two per cent below the next classification band, two tests are applied to decide whether the student will be awarded a degree in the higher band. The assessment board will award a degree in the higher classification band if the:

- Student achieves an overall percentage in the higher classification band across the last 120 credits at level 6 (honours degree) or level 7 (integrated master's), **or if:**
- Module marks in at least 50 per cent of the level 6 credits (honours degree) or level 7 (integrated master's) are in the higher classification band.

Non-honours (ordinary degree)

90. A student will be awarded a non-honours degree if they have achieved 300 credits with a minimum of 60 credits at level 6. Non-honours degrees are not classified.

Graduate diploma (GradDip)

91. A student will be awarded a graduate diploma if they have achieved an average of at least 40 per cent across the modules studied.

Graduate certificate (GradCert)

92. A student will be awarded a graduate certificate if they have achieved an average of at least 40 per cent across the modules studied.
93. A student must pass 45 credits with a maximum of 15 credits of compensation.

Foundation degree (FdA, FdSc) and Higher National Diploma (HND)

[See example classification calculation](#)

94. A student will be awarded a distinction if they have an average of 70 per cent or above across their last 120 level 5 credits.
95. A student will be awarded a merit if they have an average of 60 per cent or above across their last 120 level 5 credits.
96. A student will be awarded a pass if all modules have been passed but the requirements for distinction or merit are not met.

Diploma of higher education (DipHE)

97. A student will be awarded a diploma of higher education if they have achieved an average of at least 40 per cent across the level 5 modules studied.

Higher National Certificate (HNC)

[See example classification calculation](#)

98. A student will be awarded a distinction if they have an average of 70 per cent or above across the 120 credits studied.
99. A student will be awarded a merit if they have an average of 60 per cent or above across the 120 credits studied.
100. A student will be awarded a pass if all modules have been passed but the requirements for distinction or merit are not met.

Certificate of higher education (CertHE)

101. A student will be awarded a certificate of higher education if they have achieved an average of at least 40 per cent across the modules studied.

University Certificate of Professional Development (UCPD)

[See example classification calculation](#)

102. A student will be awarded a UCPD with distinction if they achieve:
 - 70 per cent or above in at least 45 credits, **or a:**
 - Module average of 70 per cent or above in the 60 credits studied.
103. A student will be awarded a UCPD with merit if they achieve:
 - 60 per cent or above in at least 45 credits, **or a:**
 - Module average of 60 per cent or above in the 60 credits studied.
104. A student will be awarded a pass if all modules have been passed but the requirements for distinction or merit are not met.

105. A student must pass 45 credits with a maximum of 15 credits of compensation.

Exit awards

106. Sometimes a student is unable to achieve their intended award due to running out or reassessment opportunities or reaching the [maximum period of registration](#) for the programme. In such cases the university will make an exit award, if possible, based on the credits the student has achieved. The exit awards available are outlined in the table below:

Award	Exit awards
Master's degree	Postgraduate diploma Postgraduate certificate
Postgraduate diploma (PgDip)	Postgraduate certificate
Postgraduate certificate (PgCert)	None
Integrated master's degree	Honours degree Non-honours degree Diploma of higher education Certificate of higher education
Honours degree	Non-honours degree Diploma of higher education Certificate of higher education
Graduate diploma (GradDip)	Graduate certificate
Non-honours degree	Diploma of higher education Certificate of higher education
Graduate certificate (GradCert)	None
Foundation degree (Fd)	Certificate of higher education
Diploma of higher education (DipHE)	Certificate of higher education
Higher National Diploma (HND)	Certificate of higher education
Higher National Certificate (HNC)	None
Certificate of higher education (CertHE)	None
University Certificate of Professional Development (UCPD)	None

107. In making an exit award credits obtained at higher levels of study may be traded down to offset module failure at lower levels. Where credits are traded down from a higher level, the normal rules about [compensation](#) for failure apply.

108. A student may leave the university without having gained enough credits to be given an award. In such cases the student will be provided with a formal record of any credits they have achieved.

Aegrotat awards

109. In extreme extenuating circumstances there may be no prospect of a student completing their studies in the foreseeable future. In such cases an aegrotat award

may be made.

110. Aegrotat awards may be made at any level of study as appropriate, but are not classified. They are made based on the availability of evidence of work being successfully undertaken at the level of the award, indicating that the student would have achieved the award if the extenuating circumstances did not occur.
111. Aegrotat awards are unlikely to be acceptable to a professional body to convey licence to practice.
112. Before an aegrotat award is made consultation will take place with the student, if appropriate, or next-of-kin if the student is deceased or unable to make a decision. The student or next-of-kin will be asked to decide whether to accept the aegrotat award. If a student does not accept the aegrotat award they may undertake the required assessments to gain the award or may leave the university with an exit award.
113. A student who accepts an aegrotat award may apply to return to the university via the [Recognition of Prior Learning \(RPL\)](#) process to complete their intended award. On achieving the intended award the aegrotat certificate must be returned to the university.

Section 5: Deadline extensions, deferrals, interruptions and repeat study

Deadline extensions, deferrals, interruptions and repeat study: In brief

Sometimes students are unable to meet assessment deadlines due to unforeseen circumstances, or have significant personal or medical issues which mean that they would benefit from some time away from their studies. New students may also experience initial difficulties settling in to university life.

The university offers several options for students in such situations, which are outlined in this section. Decisions on students' options should be taken in discussion with the relevant academic staff and requests for deferrals or interruptions will require supporting evidence.

Where do I go for more information?

General regulations and procedures affecting students: dmu.ac.uk/student-regulations. A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about extensions, deferrals, interruption or repeat study, please contact your module or programme leader, Student Advice Centre, personal tutor, or Associate Dean (Academic) or nominee.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

Extending assessment deadlines

114. Students may request an extension to an assessment deadline using the extension to coursework application form. The request should be made to the module leader in advance of the deadline. The module leader has the discretion to grant an extension of up to 14 calendar days.
115. If a deadline extension is approved the module leader will sign the completed extension form and confirm the revised deadline date. The student should submit this form with the assessment.
116. The Executive Director of Student and Academic Services may exceptionally approve longer extensions on request from the faculty.

Deferring assessments

117. Students may request a deferral (delay) in submitting assessments or sitting formal examinations. This means that a student can take the assessment at a later date than scheduled without it having an effect on reassessment opportunities. It is treated as a first attempt and the module mark is not capped. Normally, students will be automatically registered to take deferred assessments at the first opportunity provided.
118. A deferral should only be requested if a student's performance in assessment(s) is likely to be seriously affected by personal or medical circumstances and should be supported by evidence. Deferral requests are made on the appropriate [deferral form](#)

and considered by a faculty or university panel.

119. Chapter 5 of the [general regulations and procedures affecting students](#) outlines the deferral process and the evidence required to support a deferral application.

Interrupting study

120. Students who are experiencing significant personal or medical issues may wish to consider requesting an interruption of studies. This request should be made on the interrupt year agreement form to the faculty Associate Dean (Academic) or nominee and supported by evidence.
121. Interruption of studies is different from requesting an extension to a deadline or a deferral because it is a longer-term measure which is not meant to resolve a specific issue about one or more assessments. It relates to a student's status; during a period of interruption a student will not attend the university, use its resources or engage with their studies and assessment.
122. One exception to the above is made for students going on maternity leave, who may with the agreement of the faculty Associate Dean (Academic) or nominee, maintain some engagement with their studies. The DMU [policy and procedure for student pregnancy, maternity, secondary carer \(paternity\) and adoption leave](#) provides further information.
123. An interruption of studies of no more than one year may be granted in the first instance, which will be included within a student's [maximum period of registration](#).
124. The timing and conditions of a student returning from interruption will be provisionally agreed when the interruption is approved and recorded on an interruption year agreement form.
125. A student returning from an interruption of study will be subject to the regulations which apply to the student cohort they are joining.

Repeating an undergraduate level of study

126. The university allows students who have failed level 4 and whose registration would otherwise be terminated one opportunity to repeat the level. This can be on their original or a different programme. The opportunity is open to students who passed at least 30 credits at the first attempt and 60 credits by the end of level 4, but who can't achieve enough credits to progress into level 5.
127. If students haven't taken their reassessments or have deferred (delayed) assessments by the end of the academic session, they may become eligible to repeat level 4 at a later date. In this case the chance will be offered at the next available opportunity.
128. It's not possible to offer this opportunity on all programmes, for example some professionally-accredited programmes. Students should therefore ask for advice as soon as they begin to experience academic difficulties.
129. Where a student repeats level 4 none of their module marks from their previous attempt at level 4 will be carried forward.

130. Where a student is going to repeat a level of study a repeat year agreement form should be completed.
131. The university won't normally consider requests from students to repeat level 5 or level 6. Where a request to repeat the level has been rejected, the decision of the Associate Dean (Academic) or nominee is final.

Section 6: Student registration

Student registration: In brief

This section provides an overview of student registration and how to change programmes and/or modules. It also covers how to withdraw from studies at the university and how to return following student withdrawal or ending of registration by the university.

Where do I go for more information?

A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about your registration, please contact your module or programme leader, Student Advice Centre or Associate Dean (Academic) or nominee.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

Student registration

132. Students register on a programme which leads to an award eg BA (Hons) English.
133. Students must register at the latest by week two of teaching. Exceptionally, subject to the approval of the Associate Dean (Academic) or nominee, a student may register as late as week four.

Students enrolled on the 30 credit undergraduate sandwich placement module

134. Students enrolled on the 30 credit undergraduate sandwich placement module may start the placement up to two weeks after the formal start date.
135. Exceptionally, subject to the approval of the Associate Dean (Academic) or nominee, a student enrolled on the 30 credit undergraduate sandwich placement module may withdraw from the module and enter level 6 by week two of teaching.

Maximum periods of registration

136. Each award of the university has a maximum period of registration. This is not the normal time it would take a student to complete their programme and gain an award, but the maximum time allowed. The maximum period of registration for each award is given in the table below:

Award	Full-time	Part-time
Master's degree with year placement	4 years	7 years
Master's degree	3 years	6 years
Postgraduate diploma (PgDip)	2 years	4 years
Postgraduate certificate (PgCert)	1 year	2 years
Integrated master's degree	7 years	9 years

Award	Full-time	Part-time
Honours degree with year placement	7 years	9 years
Honours degree	6 years	8 years
Graduate diploma (GradDip)	2 years	3 years
Non-honours degree	5 years	7 years
Graduate certificate (GradCert)	1 year	2 years
Foundation degree (Fd)	4 years	6 years
Diploma of higher education (DipHE)	4 years	6 years
Higher National Diploma (HND)	4 years	6 years
Higher National Certificate (HNC)	2 years	3 years
Certificate of higher education (CertHE)	2 years	3 years
University Certificate of Professional page Development (UCPD)	3 years	3 years
Individual modules for continuing professional development purposes	2 years	2 years

137. Maximum periods of registration include any [deferrals](#) or [interruptions of study](#).
138. The regulations are applied pro rata for students who transfer between full-time and part-time study and for students who are [awarded credits for prior achievement](#). They are also applied pro rata where students pass an initial award and move on to a related award, for example postgraduate certificate to postgraduate diploma.
139. If a student reaches the maximum period of registration without gaining an award, their registration with the university will be ended. The student will be provided with a record of any modules passed and an [exit award](#) if eligible.

Changing programmes

140. A student may request to change their programme by the end of week two of teaching, and exceptionally by the end of week four. All programme changes require approval of the receiving programme leader and Associate Dean (Academic) or nominee.

Changing modules

141. A student may request to change modules, up to a maximum of 30 credits, by the end of week two of teaching. Exceptionally, subject to the approval of the Associate Dean (Academic) or nominee, a student may change modules as late as week four.

Withdrawing from a module

142. A student may withdraw from a module up to the end of week two of teaching without the penalty of failing the module. Exceptionally, subject to the approval of the Associate Dean (Academic) or nominee, a student may withdraw from a module without penalty as late as week four. Students wishing to withdraw from a module are advised to seek guidance to ensure they can achieve sufficient credits to gain their award.

Withdrawing from study

143. Students may withdraw from their studies at any time. A student considering withdrawal should seek advice on the academic and financial implications. It is the student's responsibility to inform the Associate Dean (Academic) or nominee and complete the relevant form. If a student wishes to return to the university at a later date they may apply for admission using the [Recognition of Prior Learning \(RPL\)](#) process.
144. In exceptional circumstances the university may refuse a student's application to withdraw from their studies pending the outcome of a disciplinary, fitness to practice or academic offence investigation.

Returning following withdrawal from study

145. A student may re-enter the university to achieve a first or higher award following their withdrawal from studies. A student should apply to return using the [RPL process](#) but would not be subject to the normal constraints on maximum volumes of RPL credits. Return would be at the discretion of the programme leader and/or admissions tutor.
146. Students' previous marks would be carried forward if registering on the same programme and they should return any previous certificates awarded by the university before the higher award is made. Students are not required to return the certificate where the original award gained is a recognised professional qualification.

Returning following academic failure

147. A student may re-enter the university to achieve a first or higher award following the ending of their studies due to academic failure under the same process outlined [above](#) in terms of withdrawing from study. A student's return would not normally be to their previous programme. If returning to the same programme [the above](#) would apply with regards to students' previous marks.
148. Students re-entering the university following academic failure are subject to a time delay before they can return unless exceptional circumstances can be shown.
149. For postgraduate programmes the time delay will be at least one calendar year from the point a student's original registration was ended.
150. For undergraduate programmes the time delay will be at least two calendar years from the point a student's original registration was ended.

Returning following registration ending due to fitness to practice

151. A student whose registration was ended due to fitness to practice will not be able to re-apply for entry to the university within two years and would not normally be admitted onto an accredited programme.

Expulsion from the university

152. A student who is expelled from the university will not be readmitted under any circumstances.

Section 7: Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL): In brief

We have a Recognition of Prior Learning (RPL) process so the university can give academic credit for relevant learning which a student has undertaken before they arrive at De Montfort University (DMU). This can be learning which led to the award of academic credit from another university, or learning through work or other experience.

The RPL process helps us decide if a student has already met the learning outcomes of one or more modules on their programme. If they have, they won't need to study that module or modules.

Where do I go for more information?

Further information about RPL and an application form can be found here: dmu.ac.uk/scheme-regulations

A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about RPL, please contact your programme leader, admissions tutor, or Associate Dean (Academic) or nominee.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

What is Recognition of Prior Learning (RPL)?

153. RPL is where the university recognises academic credit or qualifications achieved at another institution which are equivalent to the learning outcomes of module(s) of a student's DMU programme. We can also consider previous formal learning which doesn't lead to the award of academic credit.
154. The university also recognises work-based or other experiential learning which is equivalent to the learning outcomes of module(s) of a student's DMU programme.

RPL process

155. The process of applying for exemption from studying module(s) is provided in the [Guide to Recognition of Prior Learning](#). This includes an application form. The process is open to both applicants to the university and current students who may be part-way through their studies.
156. Applications must be made before beginning to study the module(s) the RPL request relates to.
157. The RPL process can only be used to grant exemption from studying whole modules, not parts of modules.

158. For postgraduate programmes, RPL claims can't be made in relation to the dissertation or equivalent major project. RPL claims can be made in relation to postgraduate research methods modules.

Volume of RPL credit which can be allowed

159. Students must pass a minimum volume of credit at the university in order to get a DMU award. These requirements are set out in the table below:

Award	DMU credit required	Maximum RPL credit
Master's degree	90 level 7 credits	90 level 7 credits
Postgraduate diploma (PgDip)	60 level 7 credits	60 level 7 credits
Postgraduate certificate (PgCert)	30 level 7 credits	30 level 7 credits
Integrated master's degree	120 level 6 credits 120 level 7 credits	120 level 4 credits 120 level 5 credits
Honours degree	120 level 6 credits	120 level 4 credits 120 level 5 credits
Graduate diploma (GradDip)	120 level 6 credits	None
Non-honours degree	60 level 6 credits	120 level 4 credits 120 level 5 credits
Graduate certificate (GradCert)	60 level 6 credits	None
Foundation degree (Fd)	90 level 5 credits	120 level 4 credits 30 level 5 credits
Diploma of higher education (DipHE)	90 level 5 credits	120 level 4 credits 30 level 5 credits
Higher National Diploma (HND)	90 level 5 credits	120 level 4 credits 30 level 5 credits
Higher National Certificate (HNC)	60 level 4 credits	60 level 4 credits
Certificate of higher education (CertHE)	60 level 4 credits	60 level 4 credits
University Certificate of Professional Development (UCPD)	30 credits	30 credits

160. The maximum limit on credits achieved via RPL does not apply to previous DMU students returning to achieve an award on the same programme they were originally studying. The requirements outlining the return of previous DMU students can be found in the [student registration](#) section.

Reassessment opportunities

161. Reassessment opportunities for students entering the university with RPL will be in proportion to their study at the university compared to the full programme of study. This information will be provided at initial registration with the university or as soon as possible thereafter.

Calculation of award for students entering with RPL

162. Calculation of award classification is based only on modules studied at the university.
163. For master's degrees classification is calculated via the average of the marks for modules studied at the university or as calculated in the table below:

		Merit/distinction calculated on the below credits	
RPL credits	DMU credits	Dissertation	Taught modules
0	180	60	60
15	165	60	60
30	150	60	60
45	135	60	45
60	120	60	30
75	105	60	15
90	90	60	0

164. Where a student enters a postgraduate diploma with 30 credits of RPL a merit or distinction will be awarded if 60 credits are in the merit or distinction band or if the average of the marks for modules studied at the university is in the merit or distinction band.
165. For undergraduate honours degrees classification is calculated as follows:

RPL scenario	Classification calculation
Direct entrants into level 6 who study more than 120 credits	Please refer to the faculty programme-specific regulations handbooks
Direct entrants into level 6	Classification is based on the average of the module marks in the best 105 credits from the 120 studied
Direct entrants into level 6 who study fewer than 120 credits	Classification is based on the mark average for all modules studied
Direct entrants part-way through level 5	Classification is based on the average of the module marks in the best 105 credits from the 120 studied at level 6, triple-weighted, and the mark average for all the level 5 modules studied, single-weighted
Direct entrants at the start of level 5	The normal classification rule applies

166. For other undergraduate awards which are classified, the classification is based on the average of the marks for all modules studied at the level of the award. This means level 5 for foundation degrees and Higher National Diplomas (HNDs) and level 4 for Higher National Certificates (HNCs).

Maximum periods of registration

167. The maximum registration period for students entering the university with RPL will be in proportion to their study at the university, compared to the full programme of study. This information will be provided at initial registration with the university or as soon as possible thereafter.

Section 8: Studying abroad

Studying abroad: In brief

Students may take the opportunity to study abroad for part of their programme and likewise students from overseas institutions may attend De Montfort University (DMU). Where such arrangements exist there are regulations which govern how the credit earned at a different institution may be included in the student's programme.

Where do I go for more information?

A [glossary](#) is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about studying abroad, please contact your programme leader, or Associate Dean (Academic) or nominee.

Some programmes may have different requirements from those outlined in this section. Please refer to the [faculty programme-specific regulations handbook](#) for details.

Studying in Europe: European Credit Transfer and Accumulation System (ECTS)

168. There is a recognised credit transfer system across Europe which is called the European Credit Transfer and Accumulation System (ECTS). This is used where DMU students undertake study at a European institution.
169. Where a student has been awarded credit via ECTS the credit gained will be converted to the equivalent UK higher education credit. One ECTS credit is equivalent to two UK higher education credits.
170. The credits awarded by the European institution will replace the credits which would otherwise have been obtained through study at DMU. These arrangements must be agreed between the university and the participating institution in advance of the student undertaking study abroad.
171. Students studying under the ECTS system will also receive grades for the modules successfully completed. The following conversion tables will be used to convert these into DMU marks.

ECTS conversion tables

172. For undergraduate programmes, the ECTS conversion is as follows:

Conversion to DMU marks		Conversion from DMU marks	
ECTS grade	DMU mark	DMU mark	ECTS grade
A	80%	73-100%	A
B	68%	63-72%	B
C	58%	53-62%	C

Conversion to DMU marks		Conversion from DMU marks	
ECTS grade	DMU mark	DMU mark	ECTS grade
D	49%	46-52%	D
E	43%	40-45%	E
FX	35%	30-39%	FX
F	Fail	0-29%	F

173. For postgraduate programmes, the ECTS conversion is as follows:

Conversion to DMU marks		Conversion from DMU marks	
ECTS grade	DMU mark	DMU mark	ECTS grade
A	72%	70-100%	A
B	67%	65-69%	B
C	62%	60-64%	C
D	57%	55-59%	D
E	52%	50-54%	E
FX	47%	45-49%	FX
F	Fail	0-44%	F

Studying at institutions which don't use the ECTS

174. Where a DMU student undertakes part of their studies at an institution which doesn't utilise ECTS, an agreement on the equivalence of credit and mark conversion should be put in place before the student studies abroad.

Students from overseas institutions studying at DMU

175. Overseas students will be provided with a record of the modules they have passed while studying at the university.

176. Where students are returning to an institution which uses ECTS, the record provided to the student will include information about the conversion of the DMU credits and marks into ECTS credits and marks.

177. Where students are returning to an institution which does not use ECTS it is the responsibility of a student's home institution to undertake any conversion of credits and marks.

Glossary

Term	Definition								
Academic offence	<p>An academic offence is where a student commits any act which is intended to evade and undermine the university's processes for rigorous and fair assessment.</p> <p>Academic offences include plagiarism, cheating, collusion, copying work and reuse of your own work, among others.</p>								
Anonymous marking	<p>Anonymous marking is where students' work is marked without the marker having access to the students' names. Some assessment tasks cannot be anonymously marked, for example performances, production of artefacts, major projects and dissertations.</p>								
Assessment	<p>Assessment is the way that students' learning and understanding is tested, and the way in which the university is assured that students have met the module learning outcomes.</p> <p>Each module has one or more assessment tasks, linked to one or more of the module's learning outcomes.</p> <p>Successful completion of module assessment tasks, as measured by a pass mark in the module, leads to the award of credit.</p> <p>For more information go to: dmu.ac.uk/assessment.</p>								
Assessment tasks/methods	<p>These are the types of assessments which are used to test students' knowledge and understanding. Examples include essay, examination, presentation, portfolio, and laboratory.</p>								
Assessment weightings	<p>These define how much each module assessment task is 'worth' in the module. For example a module's assessment weightings might be as follows:</p> <table border="1" data-bbox="507 1288 1177 1496"> <thead> <tr> <th>Activity</th> <th>Assessment weighting</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>30%</td> </tr> <tr> <td>Group presentation</td> <td>20%</td> </tr> <tr> <td>Portfolio</td> <td>50%</td> </tr> </tbody> </table> <p>The marks achieved for each assessment task would be weighted to calculate the overall module mark.</p>	Activity	Assessment weighting	Essay	30%	Group presentation	20%	Portfolio	50%
Activity	Assessment weighting								
Essay	30%								
Group presentation	20%								
Portfolio	50%								
Associate Dean (Academic)	<p>A senior academic member of staff who provides faculty-wide leadership in academic management, student support and enhancing the student experience.</p>								
Award	<p>When students have accumulated sufficient credits they become eligible to be given an award of the university eg BA (Hons) English, MSc Computing. Some awards are classified. This means that rather than just confirming that a student has passed, students can be given recognition for the marks they've achieved, either through the honours degree classification system or via the award of merit or distinction.</p>								
Classification	<p>Some awards are classified, which means that students'</p>								

Term	Definition
	<p>performance above the threshold standard to pass the award is recognised and rewarded. Common methods are the degree classification system (first class, upper second class etc) and the pass/merit/distinction model. An average mark for classification is determined according to set mathematical rules, and an award is made based on what classification band a student's average for classification falls within.</p>
Compensation	<p>Compensation is the award of credit in an undergraduate programme where a module has been marginally failed, but a student has passed all their other modules. Compensating credit is not awarded against the failed module, but against the level of study, up to a maximum of 30 credits. This allows a student to progress or gain their award without having to be reassessed in a marginal failure (30-39%).</p> <p>Compensation is not permitted in 'must pass' modules or in some programmes which are governed by a Professional, Statutory or Regulatory Body – these are defined in the faculty programme-specific regulations handbook.</p>
Course	<p>See glossary entry for programme.</p>
Consideration band	<p>The consideration band is a two per cent band used in the calculation of integrated master's and honours degrees. It provides additional scrutiny where a student's average for classification falls close to a degree classification band boundary. It is rules-based and uses a student's performance at the culmination of their studies (level 6, or level 7 for an integrated master's degree) to decide whether the student should be awarded a degree in the higher classification band.</p>
Coursework	<p>This is a generic term for assessment tasks which are not formal exams.</p>
Credit	<p>Credit is a way of quantifying student achievement in terms of the volume of study undertaken, and the level of challenge of the study. Credit is associated to modules which have both a credit value and level eg 30 credits at level 6. Credit is awarded to a student on successful completion of the module and can be accumulated to gain an award.</p> <p>The levels of credit are defined by the Frameworks for Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Levels 4, 5 and 6 equate to an undergraduate study and level 7 denotes postgraduate study.</p> <p>See glossary entry for FHEQ.</p> <p>Compensating credit Compensating credits are awarded at the level of study not in relation to particular modules (see compensation).</p> <p>General credit</p>

Term	Definition
	<p>General credit is the total amount of credit a student may be awarded through RPL. General credit may have no validity for the purpose of transferring to another programme.</p> <p>Specific credit Specific credit for a module is awarded for a pass mark (40% or above). Specific credit is also the amount of credit which is recognised when a student is admitted by RPL to a particular programme.</p> <p>See glossary entry for RPL.</p>
European Credit Transfer and Accumulation System (ECTS)	<p>A system of credit accumulation based on students' workloads and achievement of learning outcomes, with the aim of gaining an academic award. ECTS facilitates the transfer of credits which students earn abroad during their studies into credits which can be counted towards their degree. One ECTS credit is the equivalent of two DMU credits.</p> <p>For more information go to: ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf</p>
Exam	<p>An exam is a time-limited assessment usually occurring at the end of the module. Exams can be seen, where the student is provided with the question(s) in advance, or unseen.</p>
Exit award	<p>An award which is made if a student is unable, for academic or personal reasons, to achieve their intended award. The exit award is made based on the number of credits a student has passed at specific levels of study.</p>
External examiner	<p>External examiners are subject experts appointed from other universities or from industry to review the assessment process and students' work. They ensure that the university's awards are comparable in standard to awards granted by other institutions and confirm that they comply with national threshold standards and that the assessment of students is fair.</p>
Feedback	<p>Feedback is provided to students either verbally or in writing on the assessments they have submitted. Feedback is intended to explain the mark which the student has achieved and to highlight strengths and areas for improvement.</p> <p>For more information go to: dmu.ac.uk/assessment.</p>
Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)	<p>A nationally-adopted framework which provides the key reference point for academic standards in UK higher education. The FHEQ outlines the general achievement required to gain a qualification by the provision of level descriptors for each of the higher education levels of study. The descriptors demonstrate the extent of the academic challenge required at each level of study.</p> <p>For more information go to:</p>

Term	Definition
	<p>qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf.</p>
Mark descriptors	<p>Mark descriptors are criteria which explain the requirements a student should meet in their assessed work in order to achieve a mark in a particular band eg 50-59%, 60-69%.</p> <p>Mark descriptors can be contextualised to make them more relevant to a specific academic subject.</p>
Module	<p>A standalone learning package with defined content, learning outcomes and one or more assessment tasks. Each module is set at the appropriate level of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQs). See glossary entry for FHEQ.</p> <p>Must-take module A module which a student must take within their programme. Must take modules are eligible for compensation.</p> <p>Must-pass module A module which a student does not necessarily have to take within their programme. However if a student chooses to take a module of this type, it must then be passed. Compensation is not allowed.</p> <p>Optional module A module which may be taken by a student within their programme. However the student is not obliged to take or pass the module. Optional modules are eligible for compensation.</p> <p>Pre-requisite module A pre-requisite module must be successfully completed before a student may begin to study another specified module within a programme.</p>
Module leader	<p>Each module has a module leader. Module leaders are responsible for the academic leadership, management and assessment for their module(s).</p>
Module learning outcomes	<p>Module learning outcomes define the things which students should be able to do on successful completion of the module – for example the application of specific skills and knowledge. They are linked to the module assessment tasks which test students’ ability to meet the learning outcomes.</p>
Levels	<p>Levels of study are defined using outcomes which reflect the amount of intellectual challenge required in order to be successful at that level. Levels can be seen as a series of sequential stages with level 4 equating to the first year of an undergraduate programme, through to level 7 being taught postgraduate study.</p> <p>The levels are outlined in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQs). See glossary entry for FHEQ.</p>

Term	Definition
Personal tutor	A student's personal tutor is an academic member of staff who is a key point of contact and support. Personal tutors provide guidance on academic and professional issues and can signpost other university services for support with personal issues.
Programme	A programme is a collection of modules at defined levels of study which form a coherent learning experience. Successful completion of a programme leads to the conferment of an award, eg BA (Hons) English, MSc Computing. Programmes may also be called courses.
Programme leader	Each programme has a programme leader. Programme leaders are responsible for the academic leadership, management and assessment for their programme.
Progression	Progression means allowing a student to move from one academic level to the next or from one stage of a programme to the next. Progression decisions are based on how many modules a student has passed and whether they have failed any modules.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning (RPL) is a process which can be used to determine whether a student may be exempt from studying one or more modules on their DMU programme because of equivalent previous learning or experience. Previous learning may have been recognised by the award of academic credit of qualifications, but could also be formal learning which doesn't lead to the award of academic credit.
Student Advice Centre (SAC)	Each faculty has a Student Advice Centre (SAC) run by faculty professional services staff. SACs support and advise students with all learning support and non-academic enquiries.
Subject	An academic area of study, for example, a recognised discipline such as politics, or a professional area of study such as nursing.

Appendix 1: Assessment board terms of reference

Establishment

Assessment boards are established by and within faculties, subject to the approval of the Faculty Academic Committee (FAC). They have the formal status of standing committees of the FAC and are subject to such standing orders as are determined by the Academic Board. It is the responsibility of each FAC annually to approve the membership for each assessment board and to determine that each assessment board is properly constituted, with a chair, deputy chair and external examiner(s). The name of the assessment board will be determined by the programme grouping(s) associated with the board, for example fine art assessment board.

The assessment board has the responsibility for awarding marks at module level, reviewing student performance at module and programme level, making decisions in relation to student progression between levels of study and recommending awards and degree classifications in all programmes leading to named awards which are allocated to the assessment board.

Terms of reference

Working within university rules, regulations and protocols, each assessment board is responsible for:

- a. Arrangements and processes for module assessment and moderation, including draft examination papers, coursework assignments, project briefs, work experience programmes (where intrinsic to studies), schedules for submission of assessed work etc.
- b. The assessment of modules for which the board has responsibility and determining of module marks.
- c. Arrangements for the retrieval of failure.
- d. The application of university and programme regulations relating to progression and eligibility for reassessment.
- e. Reviewing, checking and approving assessment profiles leading to named awards and determining awards and degree classification for confirmation by the Executive Director of Student and Academic Services.
- f. Ensuring compliance with professional, statutory and regulatory body requirements, where appropriate.
- g. Making decisions regarding the suspension or termination of registration of students who do not meet progression or award requirements.

Conflicts of interest

If a member of the assessment board is aware of any potential conflict of interest, for example being related to or a close friend of a student under consideration, this must be declared and recorded in the minutes of the meeting, and the member of the board will not take part in any discussion covering the areas or student(s) concerned. At the discretion of the chair the member concerned may be permitted to remain in attendance for the duration of these discussions and invited to respond to queries of a factual nature relating to them.

Constitution

Role	
Chair	Head of School or Department, or PVC/Dean's nominee
Deputy chair	Associate Dean (Academic) or PVC/Dean's nominee
Programme leader(s)	Programme leader(s)
Subject leader(s)	In faculties where this role exists
External examiner(s)	External examiner(s)
Representatives as nominated by the chair of the board	Programme and module teaching teams
In attendance	Servicing officer/faculty administrative staff Representative of the Executive Director of Student and Academic Services
Ex officio	PVC/Dean Associate Dean (Academic) Associate Professor (Quality) Executive Director of Student and Academic Services

Note

To effect a quorum the following must be present:

Either the chair or deputy chair

And either the Programme Leader(s) for the programme(s) under consideration or their nominees.

And either the Associate Dean (Academic) or their nominee (a senior academic who may have more than one role at the assessment board).

And in attendance the servicing officer and the Executive Director of Student and Academic Services or their nominee.

Appendix 2: Example award outcome calculations

Minimum credits needed to gain a university award – overview

Award	Credits				Total
	Level 4	Level 5	Level 6	Level 7	
Master's degree			30	150	180
Postgraduate diploma (PgDip)			30	90	120
Postgraduate certificate (PgCert)			15	45	60
Integrated master's degree	120	120	120	120	480
Honours degree	120	120	120		360
Graduate diploma (GradDip)			120		120
Non-honours degree	120	120	60		300
Graduate certificate (GradCert)			60		60
Foundation degree (Fd)	120	120			240
Diploma of higher education (DipHE)	120	120			240
Higher National Diploma (HND)	120	120			240
Higher National Certificate (HNC)	120				120
Certificate of higher education (CertHE)	120				120
University Certificate of Professional Development (UCPD)	60 credits at levels 4, 5 or 6				60

Classification of awards – overview

Classification band	Postgraduate awards	Integrated master's Honours degree	Foundation degree HNC/HND UCPD
70% and above	Distinction	First class honours	Distinction
60-69%	Merit	Upper second (2:1)	Merit
50-59%	Pass	Lower second (2:2)	Pass
40-49%	Fail	Third class honours	Pass
Below 40%	Fail	Fail	Fail

Go straight to example calculations:

[Master's degree](#)

[Postgraduate diploma \(PgDip\)](#)

[Postgraduate certificate \(PgCert\)](#)

[Integrated master's degree](#)

[Honours degree](#)

[Honours degree with 30 credit sandwich placement](#)

[Foundation degree \(Fd\)/Higher National Diploma \(HND\)](#)

[Higher National Certificate \(HNC\)](#)

[University Certificate of Professional Development \(UCPD\)](#)

Postgraduate awards

Master's degree

Student profile

Credits Level 7	Counts towards classification	Module mark	Classification banding
15	x1	73%	Distinction
15	x1	68%	Merit
15	x1	66%	Merit
15	x1	70%	Distinction
15	x1	50%*	Pass *capped after reassessment
15	x1	84%	Distinction
15	x1	76%	Distinction
15	x1	88%	Distinction
60	x4	67%	Merit
180	12	843	Overall average mark calculation: $73 + 68 + 66 + 70 + 50 + 84 + 76 + 88 + 67 + 67 + 67 + 67 = 843 \div 12 = 70.2$, rounded down to 70 (distinction)

How the classification is calculated

Criteria	Pass	Merit	Distinction
1. The dissertation, major project or design work (60 credit module) is at merit/distinction level, and either :	x	✓	x
2. A minimum of 120 credits is at merit/distinction level or	x	x	x
3. The overall average mark is at merit/distinction level.	x	x	✓

A master's degree pass will be awarded if all modules have been passed but the requirements for distinction or merit are not met.

Outcome

Although the overall average mark is at distinction level, the student is awarded a master's degree with merit as the dissertation mark is in the merit band. The dissertation mark is the first test in terms of classification outcome as an award in a higher band than the dissertation mark cannot be made.

Postgraduate diploma (PgDip)

Student profile

Credits Level 7	Counts towards classification	Module mark	Classification banding
15	x1	68%	Merit
15	x1	80%	Distinction
15	x1	73%	Distinction
15	x1	87%	Distinction
15	x1	74%	Distinction
15	x1	84%	Distinction
30	x2	67%	Merit
120	8	600	Overall average mark calculation: $68 + 80 + 73 + 87 + 74 + 84 + 67 + 67 = 600 \div 8 = 75$ (distinction)

How the classification is calculated

Criteria	Pass	Merit	Distinction
1. A minimum of 90 credits is at merit/distinction level or	x	x	x
2. The overall average mark is at merit/distinction level.	x	x	✓

A postgraduate diploma pass will be awarded if all modules have been passed but the requirements distinction or merit are not met.

Outcome

Although the student only has 75 credits at merit level, the student is awarded a postgraduate diploma with distinction as the overall average mark is at distinction level.

Postgraduate certificate (PgCert)

Student profile

Credits Level 7	Counts towards classification	Module mark	Classification banding
15	x1	60%	Merit
15	x1	51%	Pass
30	x2	62%	Merit
60	4	235	Overall average mark calculation: $60 + 51 + 62 + 62 = 235 \div 4 = 58.7$, rounded up to 59 (pass)

How the classification is calculated

Criteria	Pass	Merit	Distinction
1. A minimum of 45 credits is at merit/distinction level or	x	✓	x
2. The overall average mark is at merit/distinction level.	✓	x	x

A postgraduate certificate pass will be awarded if all modules have been passed but the requirements for distinction or merit are not met.

Outcome

Although the student has an overall average of 59% which is in the pass band, the student is awarded a postgraduate certificate with merit as they have 45 credits at merit level.

Undergraduate awards

Integrated master's degree

Student profile

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	0	N/A	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x2	55%	Lower second (2:2)
30	x2	67%	Upper second (2:1)
30	x2	63%	Upper second (2:1)
30	x2	74%	First class honours
Level 6			
15	Discount	40%*	Pass *capped after reassessment
15	x1	73%	First class honours
30	x2	57%	Lower second (2:2)
30	x2	64%	Upper second (2:1)
30	x2	55%	Lower second (2:2)
240	15	943	
Level 7			
15	x1	73%	First class honours
15	Discount	66%	Upper second (2:1)
15	x1	88%	First class honours

Credits	Counts towards classification	Module mark	Classification banding
15	x1	70%	First class honours
15	x1	68%	Upper second (2:1)
15	x1	91%	First class honours
30	x2	81%	First class honours
120	7	552	
480			

How the classification is calculated

Criteria	Overall average mark calculation
1. Best 225 credits of the 240 studied at levels 5 and 6, single-weighted, and the:	Levels 5 and 6 calculation: $55 + 55 + 67 + 67 + 63 + 63 + 74 + 74$ (exclude 40) $+ 73 + 57 + 57 + 64 + 64 + 55 + 55 = 943 \div 15 = 62.8$, rounded up to 63 (upper second (2:1))
2. Best 105 credits of the 120 studied at level 7, triple-weighted.	Level 7 calculation: 73 (exclude 66) $+ 88 + 70 + 68 + 91 + 81 + 81 = 552 \div 7 = 78.8$, rounded up to 79 (first class honours)
Level 5 and 6 single-weighted plus level 7 triple-weighted	Final calculation: $63 + 79 + 79 + 79 = 300 \div 4 = 75$ (first class honours)

Consideration band	Meet criteria?
If a student achieves an average for classification no more than two per cent below the next classification band, two tests are applied to decide whether the student will be awarded a degree in the higher band. The assessment board will award a degree in the higher classification band if the:	
3. Student achieves an overall percentage in the higher classification band across the last 120 credits at level 7, or if:	N/A
4. Module marks in at least 50 per cent of level 7 are in the higher classification band.	N/A

Outcome

The student is awarded a first class integrated master's award as the final overall average mark for levels 5, 6 and 7 is 75%. The consideration band is not applicable as there is no higher band available.

Honours degree – a typical student

Student profile

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	0	N/A	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
45	x3	75%	First class honours
45	x3	68%	Upper second (2:1)
15	x1	67%	Upper second (2:1)
15	Discount	40%*	Pass *capped after reassessment
120	7	496	
Level 6			
45	x3	73%	First class honours
45	x2 (discount 15 credits)	59%	Lower second (2:2)
30	x2	70%	First class honours
120	7	477	
360			

How the classification is calculated

Criteria	Overall average mark calculation
1. Best 105 credits of the 120 studied at level 5, single-weighted, and the:	Level 5 calculation: $75 + 75 + 75 + 68 + 68 + 68 + 67 = 496 \div 7 = 70.8$, rounded up to 71 (first class honours)
2. Best 105 credits of the 120 studied at level 6, triple-weighted.	Level 6 calculation: $73 + 73 + 73 + 59 + 59 + 70 + 70 = 477 \div 7 = 68.1$ rounded down to 68 (upper second (2:1))
Level 5 single-weighted plus level 6 triple-weighted	Final overall calculation: $71 + 68 + 68 + 68 = 275 \div 4 = 68.7$, rounded up to 69 (upper second (2:1))

Consideration band	Meet criteria?
If a student achieves an average for classification no more than two per cent below the next classification band, two tests are applied to decide whether the student will be awarded a degree in the higher band. The assessment board will award a degree in the higher classification band if the:	
3. Student achieves an overall percentage in the higher classification band across the last 120 credits at level 6, or if:	✓
4. Module marks in at least 50 per cent of level 6 are in the higher classification band.	✓

Outcome

Although this student only has a final average mark for levels 5 and 6 of 69% (upper second (2:1)), the student is awarded a first class honours award as they fall into the consideration band and meet both criterion.

Honours degree – with compensation

Student profile

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	0	N/A	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x2	62%	Upper second (2:1)
30	x2	52%	Lower second (2:2)
30	x2	55%	Lower second (2:2)
30	x1 (discount 15 credits)	34%*	Fail *compensated
120	7	372	
Level 6			
30	x2	61%	Upper second (2:1)
30	x2	68%	Upper second (2:1)
30	x1 (discount 15 credits)	55%	Lower second (2:2)
30	x2	67%	Upper second (2:1)
120	7	447	
360			

How the classification is calculated

Criteria	Overall average mark calculation
1. Best 105 credits of the 120 studied at level 5, single-weighted, and the :	Level 5 calculation: $62 + 62 + 52 + 52 + 55 + 55 + 34$ (exclude 34) = $372 \div 7$ = 53.1, rounded down to 53
2. Best 105 credits of the 120 studied at level 6, triple-weighted.	Level 6 calculation: $61 + 61 + 68 + 68 + 55$ (exclude 55) + $67 + 67 = 447 \div 7$ = 63.8, rounded up to 64
Level 5 single-weighted plus level 6 triple-weighted	Final calculation: $53 + 64 + 64 + 64 = 245 \div 4$ = 61.2, rounded down to 61 (upper second (2:1))

Consideration band	Meet criteria?
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If a student achieves an average for classification no more than two per cent below the next classification band, two tests are applied to decide whether the student will be awarded a degree in the higher band. The assessment board will award a degree in the higher classification band if the:

3. Student achieves an overall percentage in the higher classification band across the last 120 credits at level 6, or if:	N/A
4. Module marks in at least 50 per cent of level 6 are in the higher classification band.	N/A

Outcome

The student is awarded an upper second (2:1) honours degree award as the final overall average mark for levels 5 and 6 is 61%. The consideration band is not applicable as the average for classification is more than two per cent below the next classification band.

Honours degree – direct entrant into level 6

Student profile

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	0	N/A	120 credits granted under Recognition of Prior Learning (RPL)
Level 5			
120	0	N/A	120 credits granted under Recognition of Prior Learning (RPL)
Level 6			
30	x2	68%	Upper second (2:1)
30	x2	49%	Third class honours
30	x1 (discount 15 credits)	47%	Third class honours
15	x1	65%	Upper second (2:1)
15	x1	61%	Upper second (2:1)
120	7	407	
360			

How the classification is calculated

Criteria	Overall average mark calculation
1. Best 105 credits of the 120 studied at level 6.	Level 6/final calculation: $68 + 68 + 49 + 49 + 47$ (exclude 47) + $65 + 61 = 407 \div 7$ $= 58.1$, rounded down to 58 (lower second (2:2))

Consideration band	Meet criteria?
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If a student achieves an average for classification no more than two per cent below the next classification band, two tests are applied to decide whether the student will be awarded a degree in the higher band. The assessment board will award a degree in the higher classification band if the:

2. Student achieves an overall percentage in the higher classification band across the last 120 credits at level 6, or if:	✘
3. Module marks in at least 50 per cent of level 6 are in the higher classification band.	✔

Outcome

Although this student only has a final average mark for level 6 of 58% (lower second (2:2)), the student is awarded a **upper second (2:1) honours award** as they fall into the consideration band and have at least 50 per cent of level 6 in the higher classification band.

Honours degree with 30 credit sandwich placement

Student profile

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	0	N/A	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x1 (discount 15 credits)	55%	Lower second (2:2)
30	x2	67%	Upper second (2:1)
15	Discount	43%	Pass
15	x1	71%	First class honours
15	x1	58%	Lower second (2:2)
15	x1	61%	Upper second (2:1)
Level 5 – placement			
30	x2	62%	Upper second (2:1)
150	8	503	
Level 6			
30	x2	63%	Upper second (2:1)
30	x1 (discount 15 credits)	40%*	Third class honours <i>*capped after reassessment</i>
30	x2	73%	First class honours
15	x1	79%	First class honours
15	x1	68%	Upper second (2:1)

Credits	Counts towards classification	Module mark	Classification banding
120	7	459	
390	(360 credits required for award)		

How the classification is calculated

Criteria	Overall average mark calculation
1. Best 120 credits of the 150 studied at level 5, single-weighted, and the:	Level 5 calculation: $55 + 67 + 67 + 71 + 58 + 61 + 62 + 62 = 503 \div 8 = 62.8$, rounded up to 63 (upper second (2:1))
2. Best 105 credits of the 120 studied at level 6, triple-weighted.	Level 6 calculation: $63 + 63 + 40 + 73 + 73 + 79 + 68 = 459 \div 7 = 65.5$, rounded up to 66 (upper second (2:1))
Level 5 single-weighted plus level 6 triple-weighted	Final calculation: $63 + 66 + 66 + 66 = 261 \div 4 = 65.2$, rounded down to 65 (upper second (2:1))

Consideration band	Meet criteria?
If a student achieves an average for classification no more than two per cent below the next classification band, two tests are applied to decide whether the student will be awarded a degree in the higher band. The assessment board will award a degree in the higher classification band if the:	
3. Student achieves an overall percentage in the higher classification band across the last 120 credits at level 6, or if:	N/A
4. Module marks in at least 50 per cent of level 6 are in the higher classification band.	N/A

Outcome

The student is awarded an upper second (2:1) honours degree award as the final overall average mark for levels 5 and 6 is 65%. The consideration band is not applicable as the average for classification is more than two per cent below the next classification band.

Foundation degree (Fd)/Higher National Diploma (HND)

Student profile

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	0	N/A	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x2	63%	Merit

Credits	Counts towards classification	Module mark	Classification banding
30	x2	67%	Merit
30	x2	65%	Merit
15	x1	55%	Pass
15	x1	70%	Distinction
120	8	515	Overall average mark calculation: $63 + 63 + 67 + 67 + 65 + 65 + 55 + 70 = 515 \div 8 = 64.3$, rounded down to 64 (merit)
240			

How the classification is calculated

Criteria	Pass	Merit	Distinction
1. The overall average mark is at merit/distinction level.	x	✓	x

A student will be awarded a pass if all modules have been passed but the requirements for distinction or merit are not met.

Outcome

The student is awarded a foundation degree (Fd)/Higher National Diploma (HND) with merit as the overall average mark is at merit level.

Higher National Certificate (HNC)

Student profile

Credits Level 4	Counts towards classification	Module mark	Classification banding
30	x2	55%	Pass
30	x2	61%	Merit
30	x2	48%	Pass
15	x1	53%	Pass
15	x1	45%	Pass
120	8	426	Overall average mark calculation: $55 + 55 + 61 + 61 + 48 + 48 + 53 + 45 = 426 \div 8 = 53.2$, rounded down to 53 (pass)

How the classification is calculated

Criteria	Pass	Merit	Distinction
1. The overall average mark is at merit/distinction level.	✓	x	x

A student will be awarded a pass if all modules have been passed but the requirements for distinction or merit are not met.

Outcome

The student is awarded a Higher National Certificate (HNC) pass as the overall average mark is at pass level.

University Certificate of Professional Development (UCPD)

Student profile

Credits Level 5	Counts towards classification	Module mark	Classification banding
15	x1	63%	Merit
15	x1	71%	Distinction
30	x2	65%	Merit
60	4	264	Overall average mark calculation: $63 + 71 + 65 + 65 = 264 \div 4 = 66$ (merit)

How the classification is calculated

Criteria	Pass	Merit	Distinction
1. A minimum of 45 credits is at merit/distinction level or	x	✓	x
2. The overall average mark is at merit/distinction level.	x	✓	x

A student will be awarded a pass if all modules have been passed but the requirements for distinction or merit are not met.

Outcome

The student is awarded a University Certificate of Professional Development (UCPD) with merit as they have 45 credits at merit level and the overall average mark is also at merit level.