



Manual of General Regulations

Part 3: Academic Regulations

Contents

1	Introduction to Definitions and Scope of the Policy	5
1.1	Definitions and Explanations	5
1.2	Scope	8
2	Awards	9
2.1	Undergraduate Awards	9
3	Structure	11
3.1	Undergraduate Courses	11
4	Undergraduate Student Study	13
4.1	Student registration and study	13
4.2	Time limits for student study	13
4.3	Intermission and taking a break from study	14
5	Admission	14
5.1	Undergraduate	14
6	Undergraduate assessment	16
6.1	Assessment in a module	16
7	Assessment boards	18
7.1	Introduction to assessment boards	18
7.2	Responsibility of school assessment boards	18
7.3	Progression decisions (pre reassessment)	19
7.4	Compensated pass	19
7.5	Possible progression decisions in the case of a student not passing a module on reassessment	21
7.6	Failing to pass a module	21
7.7	Procedure in the event of illness or other valid cause (extenuating circumstances)	22
7.8	Late submission of coursework	23
8	Conferment of awards for completion of a course	23
8.1	Undergraduate	23



9	Degree classifications	24
9.1	Honours Degree	24
9.2	Honours degree with accredited and/or experiential learning	25
9.3	Degree without Honours – classification	25
9.4	Foundation Degree	26
9.5	Aegrotat and posthumous awards	26
9.6	Award name	26
10	Postgraduate Awards	26
10.1	Taught Postgraduate Awards	26
11	Structure	28
11.1	Structure of modular postgraduate courses	28
12	Postgraduate Student Study	28
12.1	Student registration and study	28
12.2	Time limits for study	29
12.3	Intermission and taking a break from study	29
13	Admission	30
13.1	Postgraduate admission	30
14	Postgraduate assessment	30
14.1	School boards and module assessment	30
14.2	Assessment in a module	31
14.3	Reassessment in a module not passed	31
14.4	Procedure in the case of not passing a module on re-assessment	32
14.5	Procedure in the event of illness or other valid cause (extenuating circumstances)	33
14.6	Late submission of coursework	34
14.7	Compensated Pass	34
15	Conferment of award for completion of a course	35
15.1	Postgraduate Taught	35
16	Masters Award Classifications	35
16.2	Integrated Masters Awards	35
17	Aegrotat and Posthumous Awards	36
18	Award Name	36
19	Discontinuation of a student on a course	36



19.1	Undergraduate and Postgraduate	36
20	General	36
21	Links to other Policies and Procedures	36
21.1	Policies	37
22	Exemptions and Professional Bodies	37

Policy Owner: Academic Registrar

Version	Effective From	Amendments	Equality Analysis	Stakeholders Consulted (e.g. Disability & Dyslexia Team, Policy Review Group)	Approval Date	Author	Date for Review
V1.1	01/09/2023	Clarification of 24-hour late submission of coursework	22/05/2023	Schools Academic Registry Student Support Services Appeals & Complaints UEL SU QAE CELT OIE APO	14/06/2023	Ian Porton	01/12/2023

Add a row each time the regulation/policy is updated (includes both minor and major updates)
This Policy is reviewed by Education & Experience Committee and approved by Academic Board



1 Introduction to Definitions and Scope of the Policy

1.1 Definitions and Explanations

1.1.1 UEL is organised into a number of schools. Within each School are one or more Departments, which comprise courses and modules forming a coherent academic grouping. All single honours courses belong to one and only one Department. Each module also belongs to a Department, although may form part of courses in other Departments.

1.1.2 A course is an approved combination of modules which, if successfully completed, leads to a university award. A course may be a single module or a combination of modules. Modules can be core or optional. At Level 4, it is expected that all modules will be core, unless there is a sound rationale presented at approval for the inclusion of optional modules. Each course has a course specification. Although course is the preferred nomenclature, programme can be used interchangeably with course at UEL.

1.1.3 A **course specification** specifies (amongst other matters)

- the structure of the course.
- each module within a course and whether it is a core or an option module for that course.
- any particular conditions to be met for conferment of the relevant named award (e.g., Professional and Statutory Regulatory Body requirements or required periods of professional/industrial training or study/work experience abroad).
- the School to which the course belongs.



- 1.1.4 A **module** is a separate identifiable block of learning which is credit-rated, with credit allocated on the basis of 10 hours of study for each credit. Standard modules are 20 credits in size for undergraduate courses and 30 credits in size for postgraduate courses (200/300 hours of student study respectively). It is possible to approve modules with multiples of the standard size, such as 40 and 60 credits, if there is a sound rationale for doing so, and this is agreed during the approval process.
- 1.1.5 A unique **module level** is associated with each module. This is level 3, 4, 5, 6, 7 or 8 (and P for placement modules), reflecting the level of achievement expected in order to pass (e.g., be awarded credit) in the module.
- 1.1.6 A module is a **prerequisite** for another module if a student must have passed the prerequisite module (e.g., been awarded credit) in order to study on the other module.
- 1.1.7 A module is a **precursor module** for another module if a student must register on the precursor module (and remain registered for the duration of that module) in order to study subsequently on the other module.
- 1.1.8 A module is a **co-requisite module** with another module if both modules must be studied at the same time.
- 1.1.9 A module has one or more **delivery modes**. These will identify where modules take place '**on campus**'; where exceptionally all physical attendance is required via blended learning in '**off-campus**' locations, not based on a main UEL campus; and where a module is delivered by '**distance/online learning**' where no physical attendance is required and via online learning. The delivery mode(s) must be designated at approval. Where a course contains identical modules and learning outcomes in both the on-campus and distance learning modes, it is possible for a student on the course to take the modules in either mode, provided that they do not exceed the standard study load outlined in [paragraph 4.1.3](#).
- 1.1.10 **Summative assessment** on a module is subdivided into components identified, with weightings, in the module specification. A 20-credit module will have no more than two components of assessment.



- 1.1.11 A **core module** for a course is a module which a student must have either have passed or been awarded credit by compensation in order to achieve the relevant named award. Core modules are specified in the course specification.
- 1.1.12 An **option module** for a course is a module selected from a range of modules specified in the course specification. These are limited in how many can be offered per academic year.
- 1.1.13 A **module specification**, which is required for all modules, specifies (amongst other matters)
- module name
 - module unique identifying code
 - module credit value
 - the Department to which the module belongs
 - any prerequisites, precursors or co-requisites
 - module learning outcomes
 - outline module content
 - details of the components of assessment, module learning outcomes addressed and their weightings (together with the threshold mark for assessment if, for Professional and Statutory Regulatory Body requirements, this is set above the minimum standard threshold) period(s) and mode(s) of delivery.



- 1.1.14 In order to study, be assessed, or be reassessed on a module, a student must be **registered** on the course and/or its modules and complete annual enrolment/reenrolment making satisfactory arrangement for the payment of fees. Provided a student has registered on a module (and not subsequently been formally withdrawn from the module), the student will be assessed at the next assessment point (for that mode of delivery) and (if the module is not passed) reassessed on any outstanding assessment components at subsequent assessment points. Assessment or reassessment cannot be deferred.
- 1.1.15 Details of module and course assessment is made available to students via the module or course guide. Initial assessment will take place during or immediately after the module delivery with reassessment being offered as per the Academic Calendar.
- 1.1.16 If a module has not been passed at the reassessment opportunity, the decision as to the student's status on the course will be agreed by the School assessment board. Where a student has extenuating circumstances accepted, an additional assessment and/or reassessment opportunity may be granted.

1.2 Scope

- 1.2.1 **Sections 1 to 11** of these Regulations apply to Undergraduate courses only.
- 1.2.2 **Sections 12 to 20** of these Regulations apply to Postgraduate Taught courses only.
- 1.2.3 **The Regulations** for Postgraduate Research degrees are provided in Part 9 of this Manual and the regulations for Level 8 modules in courses and Professional Doctorates are provided in Part 3c.

Note: We are allowed to use our discretion when applying the academic regulations in exceptional circumstances, as long as any variation is reasonable, is agreed by a member of our executive team and is clearly recorded. There will be cases where we may have to alter the way we apply procedures for other regulatory reasons, for example to meet the



requirements of different professional bodies. This might also apply, for example, to apprenticeships because of specific visa requirements, or because a course is delivered in partnership with another organisation. Please see your course specification for the relevant details for the award you are studying for.

Apprenticeships: Apprentices reviewing the Academic Regulations and Policies must do so with their employer. The employer must liaise with the appropriate university department.

2 Awards

2.1 Undergraduate Awards

Awards below indicate the level at which the award is positioned within the [National Qualifications Framework](#) (NQF). Students may enter via an extended degree course that additionally requires the integrated study of 120 credits at Level 3 which must be passed before a student progresses to the remaining levels.

2.1.1 Honours Degree (NQF Level 6)

A course leading to an Honours degree consists of 360 credits at Level 4 and higher including:

- at least 240 credits at Level 5 and Higher;
- at least 120 credits at Level 6 and Higher.

2.1.2 Degree Without Honours (NQF Level 6)

A course leading to a degree without honours consists of 300 credits at Level 4 and Higher including:

- at least 180 credits at Level 5 and Higher;
- at least 60 credits at Level 6 and Higher.
-



2.1.3 Foundation Degree (NQF Level 5)

A course leading to a Foundation degree consists of 240 credits at Level 4 and Higher including at least 120 credits at Level 5 and Higher.

A Foundation degree is linked to a named Honours degree on to which a student may progress after successful completion of the Foundation degree.

2.1.4 Diploma of Higher Education (NQF Level 5)

A course leading to a Diploma of Higher Education consists of 240 credits at Level 4 and Higher including 120 credits at Level 5 or Higher. This will normally be an unnamed award, unless otherwise specified at approval, and noted on the course specification.

2.1.5 Certificate of Higher Education (NQF Level 4)

A course leading to a Certificate of Higher Education consists of 120 credits at Level 4 and Higher.

This will normally be an unnamed award, unless otherwise specified at approval, and noted on the course specification.

2.1.6 Undergraduate Certificate

A course leading to an Undergraduate Certificate consists of 40 credits at Level 3 and Higher.

This will normally be an unnamed award, unless otherwise specified at approval, and noted on the course specification.



- 2.1.7 Up to half the credits for an award may be achieved through accreditation of prior experiential learning, and up to two thirds of the credits for an award may be achieved through accreditation of prior certificated learning. The remaining volumes must be achieved through the award of UEL Credit. Further details are available in [paragraphs 5.1.2 and 5.1.3](#).
- 2.1.8 Where a student is awarded both experiential and certificated credit the total combined volume may not exceed two thirds of the volume of the intended award with no more than half the volume as experiential credit. Credit for study other than covered by UEL Academic Regulations will result in the award of credit without marks.

3 Structure

3.1 Undergraduate Courses

- 3.1.1 The academic year is divided into three terms of a roughly equal number of weeks. Details are published in the academic calendar.
- 3.1.2 Undergraduate courses consist of standard modules whose value is 20 credits (equivalent to 200 student study hours), or multiples thereof up to a maximum of 60 credits. Modules of 40 or more credits may extend across two terms. 20 credit modules will be delivered within a single term.
- 3.1.3 Modules of size greater than the standard 20 credits will normally be one of:
- An optional placement of 40/60 credits at Level 5
 - A project/dissertation module of 40 credits at Level 6



- 3.1.4 A full year placement module of 120 credits at Level 5. A module is allocated to a single level.
- 3.1.5 No module may be a pre-requisite for another module at the same level.
- 3.1.6 In addition, courses may require a period of professional/industrial training or study or work abroad in order for a student to achieve a relevant named award. Such periods may be embedded within credit-rated modules on a course or, in the case of sandwich courses, across a whole year. Details of this would appear in the course specification.
- 3.1.7 Undergraduate students commencing study in September will normally take modules offered in Terms 1 and 2; students commencing study in January will normally take modules offered in Terms 2 and 3 and students commencing study in May will normally take modules offered in Terms 3 and 1. These patterns will persist for the duration of a student's registration as per the academic calendar.
- 3.1.8 Undergraduate Condensed January start students will normally take modules offered in Terms 2 and 3 and continue their studies in term 1 the following academic year, as per the condensed academic calendar.
- 3.1.9 All assessment for a module is completed during or immediately after the teaching period in accordance with the Academic Calendar. Reassessment opportunities take place during the subsequent term and students are expected to take reassessment at this earliest opportunity. For condensed January start students in Term 3 of their first year of study, reassessment will take place before the start of the following term, as per the condensed academic calendar.



4 Undergraduate Student Study

4.1 Student registration and study

- 4.1.1 A student must be enrolled on a course and registered for modules in order to be assessed.
- 4.1.2 Once a student has passed, or been awarded a compensated pass (see 6.5) on a module, the student may not register, be assessed or reassessed again on the module, except where the School Assessment Board allows the student to repeat and entire year of study under [paragraph 7.6.6](#).
- 4.1.3 A standard study load for a full-time student is 120 credits in an academic year. However, in exceptional circumstances, a student may study up to 140 credits in one academic year.
- 4.1.4 The minimum study load for a full-time student is 91 credits in a single academic year.
- 4.1.5 The maximum study load for a part-time student is 90 credits in any academic year.

4.2 Time limits for student study

- 4.2.1 A student cannot normally continue on a course after four years of study in full time mode. In exceptional circumstances, this time limit may be extended by the Chief Operating Officer or nominated signatory.
- 4.2.2 Students admitted via a Foundation Year, those taking courses with a sandwich or placement year and those following an Integrated Masters course are normally permitted to study for up to five years in full-time mode. This regulation should be read in conjunction with [section 7.3](#).
- 4.2.3 The maximum time limit for completion of a course in part time mode is seven years from the first enrolment on the course. Details of the part time course structure will be approved during the course approval process and included in the course specification.
- 4.2.4 Where a student changes mode of study, the time limit for completion of a course will be recalculated on a pro-rata basis.



4.3 Intermission and taking a break from study

- 4.3.1 A student may intermit from a course with the agreement of the Chief Operating Officer or nominated signatory. In exceptional circumstances, more than one intermission may be granted.
- 4.3.2 A student can request a break for up to one academic year only. The maximum continuous intermission period allowed is one academic year.
- 4.3.3 If you are a student on an apprenticeship, your employer must also agree to the interruption of studies.

5 Admission

5.1 Undergraduate

- 5.1.1 Students are admitted in accordance with the approved [Manual of General Regulations: Part 2 Admission of Students](#).
- 5.1.2 Students may be admitted with advanced standing through the recognition of credit, or the accreditation of prior experiential (APEL) or certificated (APCL) learning according to the University of East London [Accreditation of \(Experiential\) Learning \(A\(E\)L\) policy](#).
- 5.1.3 A student may gain admission to a course, with advanced standing, with up to half of the credits associated with the award being achieved through accredited experiential learning, or up to two thirds through accredited certificated learning. Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award.
- 5.1.4 In the case of an Honours Degree a minimum of 120 UEL credits should be achieved at Level Five or Level Six including a minimum of 100 UEL credits achieved at Level Six in order to ensure honours classification.
- 5.1.5 A student who has been awarded an ordinary degree may be readmitted to the honours degree programme on which they were originally enrolled on, provided that:



- 5.1.6 There is at least one semester's break between the award of the ordinary degree by the assessment board and re-enrolment on the honours degree programme
- 5.1.7 The total period between the first enrolment on the honours degree and its completion does not exceed the maximum length of study as stated in Time Limits for Student Study ([section 4.2](#)).
- The period "out of study" does not exceed two years
 - The student was not withdrawn from the course due to academic failure.
 - The credit already awarded remains current.
- 5.1.8 In classifying the student, the entire assessment profile on the honours degree programme is taken into account in the calculation of the classification.
- 5.1.9 Any student requesting to top up must rescind the previous award given on completion of the degree.



5.1.10 If the student fails to achieve the Honours degree they will retain their original Ordinary degree and recalculated award (if applicable).

6 Undergraduate assessment

6.1 Assessment in a module

- 6.1.1 Clear deadlines will be provided for the submission for each assessment component via module handbooks and/or the virtual learning environment for the module.
- 6.1.2 In calculating the mark for a module on the basis of the component marks, the final mark is calculated as a percentage with all decimal points rounded up to the nearest whole number.
- 6.1.3 In order to pass a module, a student must both achieve an aggregate mark of 40% and also meet the component threshold.



- 6.1.4 For the purposes of passing a module each component has a threshold mark of 30%. The threshold may be higher where there are Professional and Statutory Regulatory Body requirements; this will be specified in the module specification and/or course handbook.
- 6.1.5 Where a student does not achieve an aggregate of 40% on a module, or does not achieve the component threshold marks, the student is reassessed in all the failed components of the module unless compensation for the module has been awarded under [section 7.4](#) below. Details of the re-assessment will be provided at a module level in accordance with the Assessment and Feedback Policy and will apply in all and only those components achieving a mark of less than 40%. Component marks of 40% or over are carried forward to reassessment.
- 6.1.6 The reassessment point for all modules occurs during the subsequent term in accordance with the Academic Calendar.
- 6.1.7 In determining whether a student has passed a module on reassessment, the calculation is based on the highest component marks achieved, whether in assessment or reassessment.
- 6.1.8 In order to pass a module on reassessment a student must both achieve an aggregate mark of 40% and achieve the component threshold marks. Unless extenuation has been granted for all previous components, the module mark of a module passed through reassessment is capped at 40% for the purposes of calculating the degree classification.
- 6.1.9 Where a module mark has been capped a student's transcript will additionally supply information about the uncapped level of performance.



7 Assessment boards

7.1 Introduction to assessment boards

7.1.1 Assessment boards at undergraduate level consider both student progression and awards. Boards are held after each period in which modules are offered and, where necessary, to review reassessments that fall outside board cycles or where local factors necessitate. Each Board will consider the student outcomes at both course and module level for all courses and modules within the remit of the board (see Terms of Reference for Assessment Boards).

7.2 Responsibility of school assessment boards

7.2.1 School Assessment Boards are responsible for reviewing the progress of all students on their course of study. The result will be a decision on student's academic standing. School Assessment Boards are responsible for:

- Considering the performance of students on modules and courses
- making recommendations to enhance the quality of delivery in subsequent years.
- Confirming the marks awarded to each student in respect of all modules which comprise the school and its courses.
- Assuring the appropriate standards on modules.
- Noting pass compensation, where applicable.
- Noting the decisions made by the University extenuating circumstances panel.
- Noting breaches of the academic misconduct regulations.
- Making progression decisions for students, where relevant.
- Recommending the termination of the registration of students who have ceased to engage with their studies.



7.2.2 Additionally, for students eligible for an award, School assessment boards are responsible for:

- Ensuring eligibility for awards on the basis of accumulated credit
- Awarding qualifications to students for successful completion of courses of study
- Agreeing the award classification, where relevant
- Ensuring any award-specific requirements have been met.

7.3 Progression decisions (pre reassessment)

7.3.1 In order to complete a level of a course, a student will be expected to have achieved a pass or pass compensation ([section 7.4](#)), and where permitted by a Professional, Statutory or Regulatory Body) in all the modules comprising that particular level of study (120 credits).

7.3.2 In the case of a part-time student who has not yet reached a minimum of 100 credits at a particular level by the end of a year of study, the Board will decide whether or not that student should be allowed to proceed further with his or her studies, based on the student's academic progress to date.

7.3.3 If a student has not achieved a pass or pass compensation in all modules, then the relevant School Assessment Board will be required to make a decision as to the student's status on the course. Where there has been poor engagement or attainment, and a student profile shows very few component attempts and no accepted extenuation, an assessment board may wish to recommend that a student is withdrawn from their studies without the opportunity to complete reassessment.

7.4 Compensated pass

7.4.1 A student is awarded a compensated pass in a module and awarded credit provided that:

- The credit rating of the module is no more than 20 credits
- the student has been awarded at least 80 UEL credits at the



level of the compensated module

- the student has both attained at least 35% in the module to be compensated and attained the threshold in all components
- the module is not specified as non-compensatable in the course specification as an award-specific requirement (for example due to a Professional, Statutory or Regulatory Body requirement)
- there is no assessment breach recorded against the module.



7.4.2 If eligible, the student will be awarded a compensated pass for a maximum of 20 credits at each level on a course and this will occur at the earliest point at which the student is eligible for compensation. Modules which have already been taken into account in deciding a student's eligibility for compensation cannot subsequently be taken into account for the further compensation of another module.

7.5 Possible progression decisions in the case of a student not passing a module on reassessment

7.5.1 Where a student has passed 100 credits at their current level but cannot be compensated in the remaining 20 credits, an assessment board may exceptionally grant a further, third, assessment opportunity for a **single failed component** and only provided this can be completed before the student is due to reenrol for the following academic year. A student passing a module in this way will only be eligible for a maximum mark of 40% unless all previous attempts at all components have been granted extenuation. A student failing or not submitting under these provisions is then considered under the sections below.

7.6 Failing to pass a module

7.6.1 A student who does not pass a module on reassessment may be permitted to repeat the module on one further occasion where agreed by a School Assessment Board.

7.6.2 A full-time student must normally have passed all modules (120 credits) at their current level before they are able to undertake study at a higher level. No modules may be trailed from Level 3 to Level 4 but, at its discretion, a progression board may allow a student to:

- progress from Level 4 to Level 5 trailing up to 20 credits at Level 4;
- progress from Level 5 to Level 6 trailing up to 20 credits at Level 5.



- 7.6.3 Where progression with trailing credit is not possible a student may be required to repeat the failed module(s) or select alternative option(s) (where possible) and study part-time to complete their current level. The result of module(s) taken in this way is capped, unless extenuation has been granted at all previous opportunities.
- 7.6.4 Alternatively, a progression board may require a student to repeat the entire current level of study for their course. Where this is agreed, a student is required to retake all modules, none of the previous marks on the module(s) will be carried forward, and none of the module results will be capped. This can only be agreed once only during a student's period of study.
- 7.6.5 Where, following reassessment opportunities, a full-time student has passed fewer than 60 credits or has failed core module(s) on a second occasion, a progression board may terminate their studies and withdraw them from the course.

7.7 Procedure in the event of illness or other valid cause (extenuating circumstances)

7.7.1 [Extenuating Circumstances](#) may be applied if a student believes that:

- their performance in assessment or reassessment has been impaired, or;
- they were unable to attend for an assessment or reassessment, or;
- they were unable to submit assessed or reassessed work by the scheduled date
 - due to illness or other valid cause (as defined in the Procedures Governing Extenuating Circumstances).

7.7.2 A student may submit an application for extenuation for the relevant component(s) to the University of East London Extenuation Panel. Such applications will only be considered if the applicant has followed prescribed procedures, which can be found in the Procedures Governing Extenuating Circumstances.



- 7.7.3 Please consult [Part 6 of the Manual of General Regulations: Extenuating Circumstances](#) for a summary of the possible outcomes of the Extenuation Panel.
- 7.7.4 Once a component has been capped extenuation does not uncap it.
- 7.7.5 If a student does not achieve enough credits to progress to the following level of their course, or does not achieve sufficient credit to gain an award, an accepted claim for extenuation should be taken into account when considering the student's profile at the relevant assessment board.

7.8 Late submission of coursework

- 7.8.1 There will be a stipulated deadline date for all pieces of coursework. All coursework will need to be submitted by the set time on the stipulated deadline date, whether at first submission or reassessment. Coursework submitted up to 24 hours late will be accepted, but the component mark will be subject to a deduction of 5 marks from the mark awarded or a mark of 40% whichever is the greater.
- 7.8.2 If the assessment submitted 24 hours late is failed the mark will still be subject to a 5 mark deduction
- 7.8.3 Students submitting coursework at resit will not be permitted to submit 24 hours late and the module mark will be capped as per [paragraph 6.1.8](#).

8 Conferment of awards for completion of a course

8.1 Undergraduate

- 8.1.1 The School Assessment Board will confer an award on a student for completion of a course at the first occasion on which the student is eligible for the award.
- 8.1.2 Students studying for an apprenticeship will be eligible for a UEL award on completion of the relevant 360 credits on the degree course. Upon completion of the End Point Assessment (EPA) students will be eligible for the full degree apprenticeship.



8.1.3 Where a student has withdrawn from, or is being discontinued on, a course and has not transferred to another UEL course, the Award Board will confer the highest award for which the student is eligible. Transcripts and certificates for awards made in this way are only issued on request.

9 Degree classifications

9.1 Honours Degree

9.1.1 The regulations for the classification of honours degrees apply only to students who join courses after the introduction of the revised Academic Framework in 2019-20. Since the framework is rolled out level by level the first point Bachelors awards will be conferred under these regulations is summer 2022.

9.1.2 Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained a minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the course, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

The credit-weighted arithmetic mean of the best 100 credits at level 6	x	0.8	+	The credit-weighted arithmetic mean of the next best 80 credits at levels 5 and/or 6	x	0.2
--	---	-----	---	--	---	-----

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division
40% - 49%	Third Class Honours



9.2 Honours degree with accredited and/or experiential learning

9.2.1 Where a student is eligible for an Honours degree, and has non-UEL credit (accredited learning, experiential learning or recognised credit), the following are used to determine their award. In each case the weighted average obtained is rounded up to the nearest whole number and a classification determined by the table in [paragraph 9.1.2](#).

9.2.2 If the student has entered with only Level 4 credit, or lower, then the standard calculation will be used to determine the award classification, as per the table in [paragraph 9.1.2](#).

9.2.3 If the student has entered with full exemption from Levels 4 and the award of at least 100 credits of APEL/APCL at Level 5 the award classification will be determined by calculating the credit weighted arithmetic mean of the best 100 credits at Level 6.

9.2.4 If, otherwise, a student enters with partial exemption from Level 5 the classification is determined by calculating:

The credit-weighted arithmetic mean of the best 100 credits at level 6	x	0.8	+	The credit-weighted arithmetic mean of all modules passed at Level 5	x	0.2
--	---	-----	---	--	---	-----

9.3 Degree without Honours – classification

9.3.1 Where a student is eligible for an ordinary degree, the award classification is determined by calculating the credit-weighted arithmetic mean of all marks at level 5 and level 6 on the current enrolment for the course and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification:

70% - 100%	Distinction
55% - 69%	Merit
40% - 54%	Pass



9.4 Foundation Degree

9.4.1 Where a student is eligible for a Foundation degree, the award classification is determined by calculating the credit-weighted arithmetic mean of the best 240 credits including at least 120 credits at Level 5 on the current enrolment for the course and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification:

70% - 100%	Distinction
55% - 69%	Merit
40% - 54%	Pass

9.5 Aegrotat and posthumous awards

9.5.1 These may be conferred by Academic Board.

9.6 Award name

9.6.1 In order to qualify for a named award, the student must have been enrolled on the course and satisfied any award-specific requirements as detailed in the relevant course specification. A list of Awards and Courses are available in the [Manual of General Regulations: Part 1 – Awards and Courses](#).

10 Postgraduate Awards

10.1 Taught Postgraduate Awards

A postgraduate award may be either a named single Masters award or a general postgraduate award at Certificate or Diploma Level, where award-specific requirements have not been met.

10.1.1 Postgraduate Certificate

A course leading to a Postgraduate Certificate consists of 60 credits at Level 7.

10.1.2 Postgraduate Diploma

A course leading to a Postgraduate Diploma consists of 120 credits at Level 7.



10.1.3 Masters

A course leading to a Masters award consists of 180 credits at Level 7 and will include a level 7 core module delivering *Mental Wealth, Methods and Analysis* and a level 7 core module that is charged with *Developing Professional Practice*.

Up to half the credits for an award may be achieved through accredited experiential learning, and up to two thirds of the credits for an award may be achieved through accredited certificated learning. (Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award).

10.1.4 Integrated Masters

A course leading to a Master's Level award which consists of at least 120 credits at Level 4, at least 120 credits at Level 5, at least 120 credits at Level 6 and at least 120 credits at Level 7. The independent research part of the course could be at either Level 6, or 7, or a combination of both.

10.1.5 Masters with Placement

Students must complete 120 core and/or optional credits before enrolling onto a placement module. This applies to all courses unless a PSRB requirement or course validation document can justify otherwise.



11 Structure

11.1 Structure of modular postgraduate courses

- 11.1.1 Postgraduate courses consist of standard modules whose value is 30 credits (equivalent to 300 student study hours), extending over one term. Non-standard modules of volumes up to 60 credits (in multiples of 15 and taught across the whole of 1 term) may form part of a course structure where a rationale is demonstrated and approved at validation. 60 credit modules, where permitted, could extend over two terms.
- 11.1.2 A module is allocated to a single level – level 7.
- 11.1.3 No module can be a pre-requisite for another taught module at the same level.
- 11.1.4 A standard 30 credit module may be composed of up to two assessment components. 60 credit modules have a maximum of four components respectively.

12 Postgraduate Student Study

12.1 Student registration and study

- 12.1.1 A student must be enrolled on a course and registered for modules in order to be assessed.
- 12.1.2 Once a student has passed (or been awarded a [compensated pass](#)) on a module the student may not register, be assessed or reassessed on the module.
- 12.1.3 A Full-Time student starting in Term 1 will normally register for 180 credits in a 12-month period with study load evenly distributed across the three study periods (Term 1, Term 2 and Term 3). A Full-Time student starting in Term 2 will normally register for 180 credits within an 18-month period (typically Term 2, Term 1 and Term 2).
- 12.1.4 A student may study up to 60 credits in any term or summer period as specified in the programme specification.



12.1.5 A Part-Time student will register the 180 credits required for a masters award across a period longer than three terms of study.

12.2 Time limits for study

12.2.1 All assessment for a module is completed during or immediately after the teaching period in accordance with the Academic Calendar. Reassessment opportunities take place during the subsequent term and students are expected to take reassessment at this earliest opportunity. The time limit for completion of a course is two years in full time mode, and four years in part time mode after first enrolment on the course. These time limits should be extended to reflect any authorised breaks in study.

12.2.2 Where a student changes mode of study, the time limit for completion of a course will be recalculated on a pro-rata basis.

12.3 Intermission and taking a break from study

12.3.1 A student may intermit from a course with the agreement of the Chief Operating Officer or nominated signatory. In exceptional circumstances, more than one intermission may be granted.

12.3.2 A student can request a break for up to one academic year only. The maximum continuous intermission period allowed is one academic year.

12.3.3 During the intermitted period, no module study may be undertaken. The intermitted period will not count as a period of study for the purposes of [section 12.2](#). However, all outstanding reassessment requirements from a module, where intermission is requested after all assessment has taken place should be undertaken or else the module will automatically be regarded as not passed on reassessment (Note: Standard regulations on extenuation apply).

12.3.4 An intermission extends the time limits for study on the course for the period of the intermission unless prohibited by Professional Statutory or Regulatory Body requirements.



13 Admission

13.1 Postgraduate admission

- 13.1.1 Students are admitted in accordance with the approved Manual of General Regulations: Part 2: Admission of Students.
- 13.1.2 Students may be admitted with advanced standing through the recognition of credit, or the accreditation of prior experiential (APEL) or certificated (APCL) learning according to the UEL Accreditation of Experiential Policy (A(E)L).
- 13.1.3 A student may gain admission to a course, with advanced standing, with up to half of the credits associated with the award being achieved through accredited experiential learning, or up to two thirds through accredited certificated learning. Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award.

14 Postgraduate assessment

14.1 School boards and module assessment

- 14.1.1 School Assessment Boards are responsible for reviewing the progress of all students on their course of study. The result will be a decision on student's academic standing. School Assessment Boards are responsible for:
- Considering the performance of students on modules and courses.
 - making recommendations to enhance the quality of delivery in subsequent years.
 - Confirming the marks awarded to each student in respect of all modules which comprise the School and its courses.
 - Assuring the appropriate standards on modules.
 - Noting pass compensation, where applicable.
 - Noting the decisions made by the University extenuating circumstances panel.
 - Noting breaches of the academic misconduct regulations.



- Making progression decisions for students, where relevant.
- Recommending the termination of the registration of students who have ceased to engage with their studies.

14.1.2 Additionally, for students eligible for an award, School Assessment Boards are responsible for:

- Ensuring eligibility for awards on the basis of accumulated credit.
- Awarding qualifications to students for successful completion of study.
- Agreeing the award classification, where relevant.
- Ensuring any award-specific requirements have been met.

14.1.3 The School Board considers all and only module within the School. The School Board meets according to the schedule set out in the Academic Calendar (normally three times per year at the end of each term).

14.2 Assessment in a module

14.2.1 In calculating the mark for a module on the basis of the component marks, the final mark is calculated as a percentage with all decimal points rounded up to the nearest whole number.

14.2.2 In order to pass a module, a student must both achieve an aggregate mark of 50% and also meet the component threshold marks.

14.3 Reassessment in a module not passed

14.3.1 For the purposes of passing a module each component has a threshold mark of 40%. (The threshold may be higher where there are Professional Statutory or Regulatory Body requirements; this will be specified in the module specification).

14.3.2 Details of reassessment will appear in module and course related information. The reassessment point for all modules occurs during the subsequent term in accordance with the Academic Calendar.



14.3.3 In determining whether a student has passed a module on reassessment the calculation is based on the highest component marks achieved, whether in assessment or reassessment.

14.3.4 In order to pass a module on reassessment a student must both achieve an aggregate mark of 50% and achieve the component threshold marks. If the module is passed, the student will receive a mark capped at the minimum pass level of 50% unless all components of assessment have had extenuation accepted at the first attempt. The actual mark achieved will be recorded on the student transcript.

14.4 Procedure in the case of not passing a module on re-assessment

14.4.1 A student who does not pass a module on reassessment may repeat on one occasion only at the discretion of a board. If repeating a module, a student is expected to undertake all items of assessment again with no previous marks carried forward.

14.4.2 The result of a module passed on a second registration is capped at a maximum of 50% unless extenuation has been granted for all components of assessment at all previous attempts. Where a student changes their course of study but repeats a module studied previously the outcome will remain subject to capping. The actual mark achieved will be recorded on the student's transcript.

14.4.3 If a module which has not been passed on reassessment is an option module, the student may choose to register on an alternative option module (rather than repeat the option module). In this case, the regulations governing the first-time study and assessment of a module apply and the marks achieved are not capped at 50%.

14.4.4 Repeated modules are assessed and (where necessary) reassessed in accordance for students taking a first registration.



14.4.5 No further registration, study or assessment is possible for a repeated module which has not been passed after reassessment. Where failure is in a core module a student will be withdrawn from the course and will receive the highest award for which they are eligible.

14.5 Procedure in the event of illness or other valid cause (extenuating circumstances)

14.5.1 [Extenuating Circumstances](#) may be applied if a student believes that:

- their performance in assessment or reassessment has been impaired, or;
- they were unable to attend for an assessment or reassessment, or;
- they were unable to submit assessed or reassessed work by the scheduled date

due to illness or other valid cause (as defined in the Procedures Governing Extenuating Circumstances).

14.5.2 A student may submit an application for extenuation for the relevant component(s) to the University of East London Extenuation Panel. Such applications will only be considered if the applicant has followed prescribed procedures, which can be found in the Procedures Governing Extenuating Circumstances.

14.5.3 Please consult [Part 6 of the Manual of General Regulations: Extenuating Circumstances](#) for a summary of the possible outcomes of the Extenuation Panel.

14.5.4 Once a component has been capped extenuation does not uncapi it.

14.5.5 If a student does not achieve enough credits to progress to the following level of their course, or does not achieve sufficient credit to gain an award, an accepted claim for extenuation should be taken into account when considering the student's profile at the relevant assessment board.



14.6 Late submission of coursework

- 14.6.1 There will be a stipulated deadline date for all pieces of coursework. All coursework will need to be submitted by the set time on the stipulated deadline date, whether at first submission or reassessment. Coursework submitted up to 24 hours late will be accepted, but the component mark will be subject to a deduction of 5 marks from the mark awarded or a mark of 50% whichever is the greater.
- 14.6.2 If the assessment submitted 24 hours late is failed the mark will still be subject to a 5 mark deduction.
- 14.6.3 Students submitting coursework at resit will not be permitted to submit 24 hours late and the module mark will be capped as per [paragraph 14.2.2](#).
- 14.6.4 Further details are available in the [Assessment and Feedback Policy](#).

14.7 Compensated Pass

- 14.7.1 A student is awarded a compensated pass in a module by an Award Board and awarded credits provided that:
- The module is a 30 or 15 credit core or option module
 - The module is a 30 or 15 credit core or option module
 - the student has been awarded 90 (for compensation on a 30 credit module) or 105 (for compensation on a 15 credit module) UEL credits at the level (or higher) of the compensated module
 - the student has both attained at least 45% in the module to be compensated and attained the threshold in all components;
 - the module is not specified as non-compensatable in the course specification as an award-specific requirement.
- 14.7.2 If eligible the student will be awarded a compensated pass on one module on a course and this will occur at the earliest point at which the student is eligible for compensation.



15 Conferment of award for completion of a course

15.1 Postgraduate Taught

- 15.1.1 The Award Board will confer an award on a student for completion of a course at the first occasion on which the student is eligible for the award.
- 15.1.2 Students studying for an apprenticeship will be eligible for a UEL award on completion of the relevant 180 level 7 credits on the degree course. Upon completion of the End Point Assessment (EPA) students will be eligible for the full degree apprenticeship.
- 15.1.3 Where a student has withdrawn from, or is being discontinued on, a course and has not transferred to another UEL course, the Award Board will confer the highest award for which the student is eligible.

16 Masters Award Classifications

- 16.1.1 Where a student is eligible for an Masters award then the award classification is determined by calculating the credit-weighted arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification:

70% - 100%	Distinction
60%- 69%	Merit
50% - 59%	Pass

- 16.1.2 Where a student is eligible for Post Graduate Certificate or Post Graduate Diploma award then the award classification is determined by calculating the credit-weighted arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification.

16.2 Integrated Masters Awards

- 16.2.1 Where a student is eligible for an Integrated Masters then the award is determined by calculating:



The credit-weighted arithmetic mean of the best 120 credits at level 7	x	0.75	+	The credit-weighted arithmetic mean of the best 90 credits at level 6	x	0.25
--	---	------	---	---	---	------

The mark obtained is applied as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification.

70% - 100%	Distinction
60%- 69%	Merit
59% or less	Pass

17 Aegrotat and Posthumous Awards

17.1.1 These may be conferred in agreement through Academic Board.

18 Award Name

18.1.1 In order to qualify for a named award, the student must have been enrolled on the course and satisfied the course specifications associated with that name.

19 Discontinuation of a student on a course

19.1 Undergraduate and Postgraduate

19.1.1 A student cannot continue on a course if the student has not achieved a pass in the reassessment of a repeated core module for the course.

20 General

20.1.1 These regulations do not restrict penalties imposed for Breaches of Regulations.

21 Links to other Policies and Procedures

[Manual of General Regulations: Part 1: Awards and Courses](#)

[Manual of General Regulations: Part 3a – Regulations for L8 Modules, Professional Doctorates and Associated Awards](#)



[Manual of General Regulations: Part 5 – Assessment](#) [Manual of](#)

[General Regulations: Part 6: Extenuation](#)

[Manual of General Regulations: Part 7 – Appeals against Assessment Board Decisions](#)

[Manual of General Regulations: Part 8 – Academic Integrity and Academic Misconduct Regulations](#)

[Manual of General Regulations: Part 10 – Conferment of Awards](#)

[Manual of General Regulations: Part 14 - Complaints](#)

21.1 Policies

[Accreditation of Prior and Experiential Learning](#)

[Policy Admissions Policy](#)

[Assessment and Feedback](#)

[Policy Equality and Diversity](#)

[Policy Extension Policy](#)

[Extenuation Guidance](#)

[Fitness to Study](#)

[Policy Fitness to](#)

[Practice Policy](#)

[Non-Academic Misconduct Policy](#)

22 Exemptions and Professional Bodies

[Exemptions to the Academic Framework and Academic Regulations](#)

[Professional Statutory and Regulatory Bodies](#)