

By Email
26 March 2024

Freedom of Information Act 2000 / Environmental Information Regulations 2004 – request response (ref: 3666)

I am writing in reply to your Freedom of Information Act 2000 (FOIA) / Environmental Information Regulations 2004 (EIR) request to Brunel University London of 26th February 2024 for information relating to Brunel London School, North China University of Technology.

We have considered your request in line with the FOIA and/or EIR and our response is as follows.

Your questions & Our Responses:

[Q] Your Question

[R] Our Response

[Q] 1. From 2015 to 2023, the numbers of Brunel University London degrees (including all Bachelor and Master) conferred every year at the Brunel London School, North China University of Technology (Brunel London School in short). Please provide this information in aggregated numbers by different programmes.

[R] From 2015 to 2023, no Brunel degrees are conferred. We will have the 1st cohort of graduates in June 2024.

[Q] 2. Lists of education programmes, research projects, and research grants that are currently operational at Brunel London School, either participated by Brunel London School students and staff or sponsored by the Brunel London School and the Brunel University London.

[R] There are three TNE programmes running at NCUT, Mathematics for Data Science, Mechanical Engineering and Civil Engineering. Currently no research projects/grants are operational at the Brunel London School.

[Q] 3. Brunel University London policies and governance structure which oversee the operations, including student experience and research, at the Brunel London School. Please provide relevant policy documents and/or relevant administrative staff role specifications where applicable.

[R] We follow the university's SR2 and the attached Operational Agreement (OA) to oversee the operations.

[R] Please see attached the following named documents;

Global Mobility Policy,
Senate-Regulation-2-2024-onwards-2024-01-23,
Senate-Regulation-2-from-2019-2022-04-06,
Senate-Regulation-3-from-2020-2022-12-07,
Senate-Regulation-4-2023-04-19,

Senate-Regulation-5-2023-06-08,
International Strategy SC_ToR_Nov2023,
Redacted - NCUT-BUL OA English_Redacted,
NCUT management,
Senior Education Operations Manager Job Description,
Student Programmes Manager JD Job Description.

Julie Bradshaw - Senior Education Operations Manager
Patricia Correia – Student Programmes Manager (Partnerships)

Please note that some information contained within the attached documents has been redacted, business information such as staff signatures, names of professionals and BUL's bank account details have been redacted.

[Q] 4. From 2015 to 2023, donations, grants, and research fundings received by the Brunel University London and its affiliated entities from the North China University of Technology and/or any affiliated individuals, companies, or relevant Chinese official agencies.

[R] BUL have not received anything from North China University of Technology.

We trust this information will meet your requirements. However, if you are unhappy with the way the University has handled your request, or with the information you have received, you have the right of appeal.

If you wish to appeal, please set out in writing your reasons for appealing and send to the above address. You must appeal within 40 working days of the date of this letter. In line with section 5.3 of the UK Government's Freedom of Information Act Code of Practice, we are not obliged to accept internal reviews after this date.

If we are unable to resolve your complaint to your satisfaction, you have the right to apply directly to the Information Commissioner for a decision. Further information is available on their website: ico.org.uk, or by telephone on 0303 123 1113.

Please quote our reference given at the head of this letter in all correspondence.

Yours sincerely



Information Compliance Officer
Freedom of Information Team
Brunel University London

Cont'd below.

List of documents attached below.

*Global Mobility Policy,
Senate-Regulation-2-2024-onwards-2024-01-23,
Senate-Regulation-2-from-2019-2022-04-06,
Senate-Regulation-3-from-2020-2022-12-07,
Senate-Regulation-4-2023-04-19,
Senate-Regulation-5-2023-06-08,
International Strategy SC_ToR_Nov2023,
Redacted - NCUT-BUL OA English_Redacted,
NCUT management,*

*Senior Education Operations Manager Job Description,
Student Programmes Manager JD Job Description.*



Global Mobility Policy for Employees

Document Control

Title:	Global Mobility Policy for Employees
Date Approved:	October 2019
Date Next Review:	September 2022
Policy/Procedure Owner:	Human Resources
Equality Impact Assessment:	2 September 2019
Status of Document	Approved

This policy will be reviewed periodically to ensure compliance with changes in employment law and equality and diversity legislation. In the event that this policy or procedure is not so compliant, the relevant legislation shall prevail.

Changes to this policy will be subject to consultation with the University's recognised Trade Unions before implementation

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The following supplementary guidance and documentation is available on IntraBrunel:

Global Mobility Policy for Employees

1. Scope

“Brunel 2030” sets out the University’s global values and goals. Working overseas can provide very valuable development opportunities for our employees and help attract talented employees into the Higher Education sector generally and to Brunel University London. This Global Mobility policy has been written to:

- Optimise the experience for our staff when taking on an overseas development assignment
- Help employees and their managers to plan effectively when working overseas
- Mitigate the risk to the health and safety of employees working or researching overseas
- Ensure that any risks to the University in terms of compliance with legislation and other liabilities are mitigated

This policy does not apply to individuals coming to work in the UK from overseas. We do look to provide support to employees coming from outside the UK, and would encourage recruiting managers to contact your HR Business Partner for any guidance.

Guidance relating to student international mobility is available from the Professional Development Centre (PDC).

This policy has been developed with the intention of allowing flexibility depending on individual circumstances. Individual employees and their managers with advice from HR will be able to make a judgement using this policy to define what aspects of the policy are applicable and may need more in-depth consideration.

2. HMRC Definitions of Working Abroad

Official Business trips – Travelling on official business trips for less than a month for activities such as conferences, meetings, international recruitment, attending seminars and lectures, representing Brunel University London. Guidance can be sought on the University Expenses and Travel Policy, and should be recorded on CHIME to ensure that appropriate records are maintained. All travel arrangements are coordinated through the University Travel Partner (as detailed in the Policy) and Risk Assessment are completed.

Unofficial Business trips and consultancy work – Travel where the host organisation invites you to attend an event and pays for your travel and you are not formally representing Brunel or where you are working as a consultant.

Short Term Assignment including “Flying Faculty”- Assignments that usually last between 3 weeks and 12 months. Full consideration should be given to this policy, although the amount of planning time may be greatly reduced depending on the destination, duration and nature of work.

Long Term Assignment – Assignments that usually last 12 months or more. Full consideration should be given to this policy in advance of any arrangements being finalised and, as a minimum, an annual review should take place to establish whether any tax, social security, insurance, employment rights and visa issues have emerged or require further consideration because of the length of the engagement.

3. The Importance of Planning

Aside from the significant benefits to the employee and the University, overseas initiatives can lead to increased risk and costs to both parties if not planned properly. For example, disputes with collaborative partners, legal challenge from employees and students or regulatory action from overseas authorities cause reputational damage to an institution's global brand. Overseas initiatives encompass employees working in foreign universities, on or off campus, carrying out research and attending seminars and conferences overseas.

4. Recruiting to an international position

Where it is identified that recruitment to an overseas role is required, a REAP fully detailing this is to be completed. On approval of the REAP, an Employer Initiation form would be completed by the Recruiting Manager, with support as needed by the HR Business Partner (HRBP), and submitted to the HR Reward Team. This form enables initial assessment of the requirements and potential considerations of recruiting. The assessment is compiled and shared with the Recruiting Manager to best support the recruitment process, and pre-empt key considerations for the successful candidate on appointment.

Guidance will be obtained that will outline key immigration, tax, social security and payroll considerations to support the position being recruited. Some of the generic considerations are detailed within the policy, but these should always be considered in conjunction with any advice relating to the specific international location in respect of the position and/or the successful candidate for appointment.

An employee who is due to work overseas should have the appropriate approval from the budget holder (normally Head of Department) to work with them to ensure that all associated costs of their travel, including global mobility instructions, as well as risks have been properly assessed. This ensures that there is sufficient budget to meet related costs including, but not limited to, financial advice, additional insurance, cultural and language training and personal expenses.

Where the work involves a short term or long term assignment, the Head of Department should contact their HR Business Partner (HRBP). The HRBP will liaise with the Reward Team in HR to detail the requirements within the scope of this policy. This may include the development of a costing and balance sheet with the Global Mobility partner, and to develop and agree a formal assignment letter **before** the work overseas begins. The Reward Team will act as the primary point of contact should the individual have any concerns or questions for the duration of their work overseas.

All matters must be agreed in advance of travel / first day of employment; and it should be noted the associated costs of the external advice will be charged to the Research Grant / Department. Due to these costs, an employee that wishes to work overseas within their substantive post may not do so without the express and written approval of their Head of Department/Directorate, and through following the process outlined in this policy. Employees who are due to work abroad need to view the latest travel advice for countries at www.gov.uk/foreign-travel-advice. This essential travel information is regularly updated and can change rapidly.

This policy should be read in conjunction with the:

- The University's Insurance webpage

- Travel and Expenses Policy
- Relocation Policy
- Wellbeing and family friendly Policies (e.g. Lone Working policy)
- All University Compliance Training (e.g. Health, Safety and Environment, and DSE)

5. Employment rights

Employees working overseas may gain or lose employment rights based on the legislation of the country in which they are working and their individual personal circumstances. Employees need to familiarise themselves with information which will be received from the Reward Team, which may include details from our Global Mobility Partners, further information can also be found on the gov.uk website as well as travel sites.

It remains the responsibility of the Line Manager to ensure that the employee is made aware of any potential changes/impact on their substantive position in the UK, such as department reorganisations.

Some countries require foreign organisations and/or workers to establish a subsidiary organisation in order to provide a service or trade. This is likely to require planning, consultation, time and money, which may make the work uneconomic. An employee working overseas must ensure that they do not inadvertently establish a subsidiary organisation where they are working and must seek advice from Human Resources if they have any doubts or concerns.

6. Working Permissions

Passports – Employees are responsible for making sure that their passports are valid for the duration of their time working abroad plus 6 months from anticipated return. Should an employee have dual passports / citizenship it is recommended that their travel on the same passport as their right to work in the UK, and at all times only one passport should be used for travel on behalf of the University. The UK government provide UK citizens with comprehensive online advice on passport requirements and it is recommended that employees familiarise themselves with this guidance before planning work abroad. Similarly, it is recommended that employees who are not UK citizens check their home country's website for appropriate guidance. Employees may wish to consider applying for a second passport to avoid delays relating to multiple visa applications or when visiting countries that are politically incompatible. Any costs relating to passports will be for the responsibility of the employee.

Visas – Employees need to check whether visas/work permits are required for their nationality in destination countries and are responsible for arranging their visas/work permits in good time with the Reward Team. Any reasonable costs relating to visas / work permits required will be reimbursed by the University.

Employees who are working in the UK on a Certificate of Sponsorship with the University must ensure that their travel overseas will not breach the requirements of their Certificate.

The responsibility remains with the Employer to ensure the correct visa/work permit is in place.

7. Insurance

The employee and their line manager are advised to check whether appropriate insurance is in place and arrange this where it is not. <https://intra.brunel.ac.uk/s/planning/Pages/TravellInsurance.aspx>. Secondments or appointments that extend beyond 18 months must ensure specific confirmation is received in respect of their insurance from the Reward Team.

Employees may receive life assurance cover through their pension scheme depending on the rules of the scheme (if they are pension scheme members). The employee should confirm with the Reward Team whether they continue to be covered by the Pension scheme.

The University also holds Employer's Liability cover as required by UK law. This covers our legal liability for Brunel University London employees who are temporarily working overseas with the following limitations:

- The policy covers employer liability under UK law. It does not provide any automatic compensation to employees
- The cover for temporary overseas work only applies to employees travelling from the UK and who are normally resident in the UK

Travel Insurance is available from Brunel. For more information visit the University's insurance webpage. Employees working outside the EU may require additional local insurance in the country of placement. The cost of this additional insurance will need to be met by the employing Department or College and should be arranged through the Reward Team.

Motor and household insurance cover must be arranged and paid for by the employee. Brunel will assist with sourcing appropriate healthcare cover for travel outside the EU where an EHIC (previously E11) card is not applicable; the cost of any personal (or dependent) health care cover must be covered by the employee, unless otherwise agreed by the Department or College.

All UK national employees travelling and working abroad outside the EU on University business will be given key contacts to liaise with in the event of an emergency.

8. Travel and accommodation

All University funded travel and accommodation should be approved by the employee's manager and the appropriate budget holder in advance of travelling, and may only be arranged through the procured travel partner. Detailed information on claiming expenses incurred while on University business can be found in the Travel and Expenses Policy and must be claimed through CHIME.

9. Working hours and leave

The employee will be expected to work the hours and have the benefit of public holidays of the host institution/ country. Annual leave will be accrued as per the substantive contract, and therefore no more than five days (with exceptional approval) can be carried over from one leave year to the next.

In the event of any sickness absence the employee must inform their line manager at the earliest opportunity, and record it on CHIME. Any other leave including annual, compassionate or any other leave must also be recorded on CHIME and approved in advance of being taken.

10. Pay, Pension, National Insurance and Tax Issues

Employees working in the UK usually have PAYE (Income Tax) and National insurance (also called Social Security) deducted from their pay by their employer. When employees are sent to work

overseas on short or long term assignments, their tax and social security obligations may be affected. This area of tax liability and social security is complex and both country and person specific so specialist external advice will be sought through the Reward Team.

Whilst the University has an obligation in the UK to operate PAYE and deduct National Insurance, this is separate from an employee's obligation to pay UK Income Tax (via a tax return if appropriate) which may arise whether or not the University has deducted PAYE/NIC from your pay. This may also apply within the overseas jurisdiction.

The University adopts a Tax Equalisation approach whereby the employee will not lose out from working abroad and any additional tax, in either the home or host location, will be reimbursed by the University. Equally, an employee will not pay less tax than would apply had they remained in the UK. Full details of this approach will be shared before departure.

If an employee stops having National Insurance deducted, at the direction of HMRC, entitlement to a UK Basic State Pension might be affected. The employee is responsible for deciding whether to pay Voluntary National Insurance or not.

When employees are assigned overseas, the University will deduct PAYE/NIC in accordance with instruction as received by HM Revenue and Customs (HMRC). Employees who would wish to query the deductions being made are encouraged to contact the Reward Team in the first instance, and if required further advice/guidance could be sought from HMRC.

If HMRC believe that PAYE/NIC deductions should stop they will automatically issue the University with a tax code which stops these deductions. The University will review the individual circumstances in respect of National Insurance, and whether there are reciprocal social security arrangements in the country of travel, or these deduction may be ended in line with legislation. Your individual assignment letter will fully explain any details that relate to these deductions.

Whether or not the University has deducted PAYE/ NIC, employees remain responsible for ensuring they have paid the correct amount of Income Tax for each tax year. Further details in respect of your tax returns during the period of travel will be provided in your individual assignment letter.

Pensions – In line with the rules of the related pension schemes an employee working overseas may continue to have pension contributions taken from their pay. Within certain countries, the rules of the fund may limit the benefits available, and this will be addressed in your individual assignment letter, and fully explained.

11. Health and Safety

Brunel has a responsibility to make a suitable and sufficient risk assessment of the risks to the health and safety of employees. All employees are required to complete their Compliance Training, which includes Health, Safety and Environment.

Before an employee works overseas, it is important that a risk assessment is carried out to ensure that any risks are identified and that steps are taken to mitigate these risks. A more detailed risk assessment must be undertaken for working overseas that will involve greater risks, including postings to destinations/ areas where the Foreign and Commonwealth Office advises against travel ("all but essential" travel) or where the planned activities are deemed to be potentially hazardous.

Pre-existing medical conditions – Employees with pre-existing medical conditions should declare them to the Reward Team if the conditions could be worsened by travel. This may result in a referral to Occupational Health for guidance on any consideration or suitable alternatives to ensure safe travel.

Vaccination and Medication – Preventative medication is required for many countries. It is the employee's personal decision as to whether they wish to take any medication and to arrange this prior to travel. The NHS provides up-to-date information and guidance on vaccinations required and availability on the NHS on the Travel Vaccinations webpages. Brunel will pay for any work-related vaccines or medications recommended by the NHS Fit for Travel website.

12. Travel Itineraries

A full itinerary, including flight numbers, passport copy, hotel contact details, other travel arrangements and appointments should be lodged with the Reward Team and also with the University's travel partner. Itineraries should contain a personal contact who can be contacted by the University in case of an emergency. The personal contact should also receive a copy of the itinerary and the contact details of the Reward Team. Short notice changes to itineraries should be reported to the Reward Team as soon as practically possible.

13. Intellectual Property

Academic members of staff who work overseas and are based with a host institution are often asked to sign an Honorary/ Visitors contract stating that any intellectual property created belongs to the host institution. If you are expecting the outcomes of your collaboration to have commercial applicability, please speak to the Research Development Office (contact rsdo@brunel.ac.uk) which will offer advice on how you can ensure that Brunel University London (and you) do not lose any commercial rights that may accrue.

14. Data Protection

It should be noted that under the Data Protection Act, where personal data is transferred outside the European economic Area (EEA), Brunel must ensure that the recipient country provide adequate levels of protection for the data and that the data subject is aware that their personal information will be sent outside the EEA. Contact the Information Controller for more information.

15. Bribery 2010

As Brunel works internationally, employees are reminded to be extra vigilant when conducting business overseas as there may be greater risk of exposure to unethical activity. For more information, visit Brunel's anti-corruption and bribery webpages and the gov.uk information on overseas countries with high business risk.

16. Further Advice

Contact the Reward Team who are responsible for the Global Mobility processes for more advice and access to our specialists in Global Mobility, if appropriate.

Appendix 1:

Entitlements of the Global Mobility policy for Short term Assignments (including Flying Faculty) and Long term assignments

Overseas assignments will generally be unaccompanied. Where this is not the case, detailed discussions will need to be held with the line manager and HR and the assignment may be deemed uneconomic. This may include additional considerations such as home leave trips paid for by the University.

Definitions of Global Mobility

GLOBAL MOBILITY POLICY	SHORT TERM ASSIGNMENT INCLUDING FLYING FACULTY	LONG TERM ASSIGNMENT
Characteristics and key Issues	Applied to short projects which can lead to immigration and tax compliance issues particularly if either costs are recharged to host country or more than 183 days spent in host country. (c. 60 days Singapore/Hong Kong)	Used only for strategic moves. Employee relocates to host country where local infrastructure is insufficient to integrate into host country salary structure so secondment based on home country salary.
Employment Status	Remains a home company employee but is managed on a day to day basis by the host University with ultimate reporting line back to the home University.	Continues in home University employment but no guarantee of return to the same position after the assignment but continuity of service recognised.
Duration	Intended duration of up to one year	Intended duration of one to five years
Reason for Assignment	Project, skills, knowledge need or career development	Business driven moves.
Base Salary Structure	Home country salary continued (NB possible tax issues if recharged to host country)	Salary based on home country salary level and adjusted for differentials in cost of living
Payment Policy	Continue home currency on home payroll for base salary. Per diem protected in host country currency but usually expensed in home currency on home expenses system	Paid via home payroll if ongoing home country employment
Cost Charging	Where possible, all costs borne by the home country University including charge back of host University costs. Potential host country tax liability if host country pays assignment costs and/or reimburses home University for assignment salary.	All costs usually incurred by the host University including home country recharges
Pension	Home country pension scheme	Home country pension scheme on home salary
Social Security	Home country continuation	Home country where possible up to maximum time limit. Liability also for host country social security in non-reciprocal agreement countries
Taxation Policy	Tax equalisation - no better or worse off from a taxation perspective on employment income. Any host country tax reclaimed as foreign tax credit payable to company via home country returns.	Tax Equalised on employment income. Estimated hypothetical tax deducted from salary and adjusted for differentials such as cost of living and housing costs to produce guaranteed net which is grossed up for host tax. Final hypo tax reconciliation with home country tax return. Hypo tax deduction is used to fund home and host tax liabilities.
Assignment Notice Period	1 month by home country University in consultation with host country University	3 months by home country University if home employment continues in consultation with host country University
Performance Management	Home country system with feedback from host country	Host country system; undertaken by the Home Country line management

Entitlements / Benefits covered by the University during Global Mobility

GLOBAL MOBILITY POLICY	SHORT TERM ASSIGNMENT	LONG TERM ASSIGNMENT
PRE-DEPARTURE		
Immigration Support	External assistance to obtain work permit, unless employee has automatic right to work in host country (e.g. within EU)	External assistance to obtain work permit, unless employee has automatic right to work in host country (e.g. within EU). Also applies to partner where possible.
Taxation Services	University approved Tax Consultant completes tax return in home and host locations (where necessary) when host country tax liability is incurred	University approved Tax Consultant completes tax return in home and host locations (where necessary) for each year of assignment and completes final hypo tax reconciliation
Pre-Assignment Visit	No	No
Relocation Support	No	Relocation in line with the Relocation Policy This may be facilitated by the employee through the Global Mobility partners at the Employee's choice. This can be arranged through the Reward Team
Language Training	No	Provided as needed
RELOCATION	No	As per Relocation policy
Air Freight	No	In line with the Relocation Policy
Outbound Travel to Assignment	One air fare for employee as defined by business travel – as detailed in the Expenses policy	One air fare for employee as defined by business travel – as detailed in the Expense policy
ON ASSIGNMENT		
Temporary Living Expenses	Up to 2 weeks extendable to 4 if required in hotel while suitable temporary apartment found. Payment of Per Diem Allowance to cover daily living expenses or reimbursement of expenses against receipt.	Usually 30 days accommodation in hotel or serviced apartment if required or until permanent accommodation found. Payment of Per Diem Allowance to cover daily living expenses or reimbursement of expenses against receipt.
Cost of Living Adjustment	Not applicable	Salary related Cost of Living Adjustment (COLA) based on higher differential between home and host city with adjusted salary protected in host currency linked to exchange rates at time of COLA survey. Where there is a negative differential, no deductions will be made, however all COLA are reviewed annually.
Per Diem Allowance	Either Per Diem round sum allowance paid to cover daily living expenses for duration of short term assignment where tax dispensation approved or expenses reimbursable against receipt up to per diem limit.	Not applicable
Location (Hardship) Allowance	No	Applicable for those countries where the secondees are exposed to the hardship factors. Allowance subject to home country hypo tax deductions.
Medical Cover	Employee are covered under the Travel Insurance Policy – all Personal Health Care is payable by the Employee	Employee and accompanying family members are covered under host country Health Care Policy where possible
Sickness	Employee remains in home country sick pay scheme.	Employee remains in home country sick pay scheme.
Annual Leave	Home country annual leave policy	Home country annual leave policy
Public Holidays	Host country public holidays – but not more than as per the UK entitlement	Host country public holidays – but not more than as per the UK entitlement
Home Leave Travel	No	Usually one per annum for employee as per standard travel policy – Annual leave to be taken as per normal

GLOBAL MOBILITY POLICY	SHORT TERM ASSIGNMENT	LONG TERM ASSIGNMENT
<u>REPATRIATION / COMPLETION</u>		
Return Travel to Home Location	One air fare as per standard travel policy	One air fare as per standard travel policy per year
Return Shipment of Goods	Same excess baggage allowance as outbound	In line with the Relocation Policy
Claw Backs	No	In line with the Relocation Policy

INTERNATIONAL STRATEGY SUB-COMMITTEE - Terms of Reference 2023/24

1. Purpose

The International Strategy Sub-Committee advises the Strategic Planning Committee on the University's International Strategy. The International Strategy Sub-Committee will meet at least once per term. The members are responsible for the implementation and communication of the Academic Delivery Plan - International and other international activities across the University. The Committee uses smaller focused working groups to develop initiatives to be reviewed and agreed by the members. The International Strategy Sub-Committee will maintain an overview of all international activities involving the University, ensuring that developments are aligned to the University Strategy and Academic Delivery Plans, maximising synergies and avoiding duplication.

2. Membership

- Pro Vice Chancellor - International & Sustainability (Chair)
- Associate Director of Global Engagement (Secretary)
- 3 College Vice Deans (International)
- Director of Strategic Planning
- Deputy Director, Research Support and Development Office
- Senior Partnerships Officer (Contracts)
- Head of Development and Alumni Relations
- Head of International Student Recruitment
- Head of Student Services
- Compliance & Sponsorship Manager

To attend by invitation on occasion for specific items:

- TNE leads (3)
- RSDO staff responsible for risk management (RCAT, ATAS)
- HR Global Mobility and Immigration Manager

3. Terms of Reference

- To develop and oversee the implementation of the University's Academic Delivery Plan – International
- To ensure that relevant University policies are developed and updated to facilitate our international activities
- To monitor and report to the SPC on areas of risk that may impact on the University's international activities, and ensure that such risks are managed
- To consider collaborative models with overseas partners that will enhance the University's international reputation, have financial benefits and/or bring strategic benefits related to business engagement, education and/or research
- To oversee Transnational Education (TNE), including: (1) to consider proposals for new TNE activities; and (2) to monitor existing TNE in terms of legal matters, finance, student recruitment, staffing and the University's reputation
- To develop and monitor the effectiveness of international partnerships as a student recruitment mechanism
- To evaluate the academic impact and cost effectiveness of international partnerships
- To monitor the effectiveness of University's student mobility programmes (inward and outward), including international placements and internships
- To monitor the University's portfolio of international activities to ensure appropriate balances across the University and between global regions, and that these activities make sustainable financial contributions

- To review the International Annual Risk Report prepared by the PVC I&S
- To manage the University's international activities to minimise adverse environmental impacts and promote sustainability
- To receive regular reports from Colleges and Professional Services departments in respect of internationalisation. The reports provide information to inform the strategic work of the Sub-Committee on:
 - Internationalising learning, teaching and student experience
 - International student recruitment
 - International research collaborations
 - International partnership development, including transnational education (TNE)



Agreement on Cooperation in Running a School

Between

North China University of Technology

The People's Republic of China

And

Brunel University London

United Kingdom of Great Britain and Northern Ireland

4. JOINT MANAGEMENT COMMITTEE

4.1 The Parties will establish a Joint Management Committee (JMC) to be responsible for the management of the School. The JMC will have six (6) members from NCUT and five (5) members from BUL. The person in charge of the Communist Party Branch of the

School will be one of the members of the Joint Management Committee members on NCUT side. The list of members of the JMC and their relevant testimonial materials shall be subject to the approval of Chinese authorities.

- 4.2 It is intended that the JMC members will take a five-year term. NCUT and BUL each have the right to replace their appointees to the JMC for any reason without notifying the other Party of the specific reason. A Party shall notify the other Party in writing of such replacement 30 days in advance unless such change is caused by the sickness, death, dismissal or resignation of the original member, in which case, such written notice shall be submitted within seven (7) days of the change. Such change shall not affect the normal operation of JMC. The Chair and Vice-Chair of the JMC will be appointed by the Parties, with NCUT appointing the Chair and BUL appointing the Vice-Chair.
- 4.3 The JMC will hold a working conference at least once a year at either NCUT or BUL, or any other place agreed by the Parties. JMC will address the operational aspects of the School.
- 4.4 All decisions of the JMC should be approved by a minimum of two thirds of the members.
- 4.4.1 A "Deadlock" will occur where an item (or broadly the same item) that requires a two thirds resolution is proposed at three (3) consecutive JMC meetings or at three (3) JMC meetings held within any twelve (12) month period and the JMC is not able reach a two thirds decision on that item.
- 4.4.2 In the event of a Deadlock, either Party may cause its appointees on the JMC to prepare and circulate a written notice (a "Deadlock Notice") to the other Party setting out its position on the matter in dispute and its reasons for adopting such position. The Deadlock Notice shall be considered by a group comprising the Chair and the Vice-Chair (the "Deadlock Resolution Group"), who shall meet in person or by video conference within fifteen (15) days of receipt of the Deadlock Notice and use their reasonable endeavours to resolve the Deadlock within such fifteen (15) day period (the "Deadlock Resolution Period")
- 4.4.3 If, within the Deadlock Resolution Period, the Deadlock Resolution Group agrees that the relevant resolution shall be passed, then each Party shall direct its JMC appointees to vote as agreed by the Deadlock Resolution Group, either at the subsequent meeting of the JMC or by written resolution (as the Deadlock Resolution Group may direct);
- 4.4.4 If the Deadlock Resolution Group is not able to reach agreement within the Deadlock Resolution Period, then the Deadlock shall be deemed to be a "Dispute" for the purposes of Clause 13 and either Party may invoke the Dispute resolution procedures set out therein.

4.5 The powers of the JMC will include:

- 4.5.1 modification of the Articles of Association and formulating the School rules and bylaws;
- 4.5.2 formulation of development plans and approval of annual work plans of the School;
- 4.5.3 raising of operational funds, examination and approval of the budget and the final accounts of the School;
- 4.5.4 determination of staff arrangements and quotas for the School; and
- 4.5.5 the exercise of other powers specified by the Articles of Association.

5. SCHOOL MANAGEMENT OFFICIALS

- 5.1 The School shall have a Dean and a Vice-Dean. The Dean of the School will be recommended by NCUT and will be a citizen of the People's Republic of China. The Vice-Dean of the School will be recommended by BUL. The appointment of both the Dean and the Vice-Dean requires approval by the Joint Management Committee.
- 5.2 Other management roles may be appointed as appropriate for assisting the Dean with administrative affairs and student services, and the Vice-Dean with daily teaching management, as required to meet the operational needs of the School, in accordance with the requirements of both Chinese and United Kingdom educational authorities.



Operational Agreement in Running a Joint School

Between

North China University of Technology
The People's Republic of China

And

Brunel University London
The United Kingdom

THIS OPERATIONAL AGREEMENT is made on: th26 January 2021 ("Effective Date")

BETWEEN

1. NORTH CHINA UNIVERSITY OF TECHNOLOGY (hereinafter referred to as "NCUT"), a higher education institute registered with the government of the People's Republic of China and maintaining its principal office at No. 5 Jinyuanzhuang Road, Shijingshan District, Beijing, 100144, the People's Republic of China and its Legal Representative is the President.

AND

2. BRUNEL UNIVERSITY LONDON (hereinafter referred to as "BUL"), a higher education institution established by Royal Charter (Company No. RC000079) whose main address is at Kingston Lane, Uxbridge, London UB8 3PH, United Kingdom and its representative is the Vice-Chancellor and President;

who may together hereafter be referred to as the "Parties" or in the singular as a "Party". Brunel University London School, North China University of Technology is hereinafter referred to as "School".

WHEREAS

- (A) The Parties entered into an agreement on cooperation in running a joint school dated 10th January 2020 (hereinafter "Cooperation Agreement").
- (B) The Parties have agreed to supplement the Cooperation Agreement by the provisions of this Operational Agreement.
- (C) Further specific arrangements for the delivery of each Programme, including the delivery of English Language teaching, will be included as Appendices to this document. Changes to these Appendices will be notified to and approved by the Joint Management Committee of the School.

OPERATIONAL PROVISIONS

1. Definitions

In this agreement, unless the context otherwise provides:

“FYP” means Final Year Project

“JMC” means the Joint Management Committee of the School as defined in the Cooperation Agreement.

“Programmes” means Bachelor degree programmes as listed in the Cooperation Agreement.

“FHEQ” means The Framework for Higher Education Qualifications of UK

“IELTS” means The International English Language Testing System

“Senate Regulations” are the rules which apply to the studies of students of Brunel University London

(<https://www.brunel.ac.uk/about/administration/governance-and-university-committees/senate-regulations>)

In this Operational Agreement, expressions defined in the Cooperation Agreement and used in this Operational Agreement have the meaning set out in the Agreement

2. Organisation

2.1 Committees that meet the requirements of both Parties are to be established and operated by the School, including the School Education Committee (SCHEC), Boards of Examiners (BoE), and Student Experience Committee (SEC).

2.2 School Education Committee (SCHEC)

- 2.2.1 The School will set up a SCHEC and formulate relevant responsibilities and regulations for this Committee.
 - 2.2.2 The Chair of the SCHEC will be the Dean of the School. The memberships of the SCHEC will include the Vice-Deans, Programme directors, module leaders from both Parties, academic assistant, directors of Student Experience Committee from both Parties, and class tutors.
 - 2.2.3 Members may participate in the SCHEC meetings via video conferencing. NCUT should be responsible to provide certain facilities for onsite meeting of SCHEC if required, e.g. meeting room, video phone.
 - 2.2.4 The SCHEC will report to Joint Management Committee (JMC) which will be formed by the two Parties.
- 2.3 Board of Examiners (BoE)
- 2.3.1 The School will set up a separate BoE for each Programme in accordance with Senate Regulation 4 of BUL and NCUT regulations. BoE memberships include members from the SCHEC, one external examiner which will be appointed by BUL of a single Programme, and representatives from the two Parties.
 - 2.3.2 BoEs make decisions about the progression of individual students and make degree award recommendations to Senate. BoE will be chaired jointly by the two Parties. For BUL degree awards, BoE will be chaired by BUL. For NCUT degree awards, BoE will be chaired by NCUT.
 - 2.3.3 The schedules for BoE will be jointly agreed by the two Parties and the venue will be agreed by the two Parties.
 - 2.3.4 Members may participate in BoE meetings via video conferencing. NCUT should be responsible to provide certain

facilities for onsite meeting of BOE if required, e.g. meeting room, video phone.

- 2.3.5 For BUL awards, BoE is conducted on behalf of Senate. For NCUT awards, BoE will report to the SCHEC.

2.4 Student Experience Committee (SEC)

- 2.4.1 The School will set up a SEC in accordance with Senate Regulation 1 of BUL and develop a way of working/operating that meets the regulations of both BUL and NCUT.

- 2.4.2 The members will mainly consist of student representatives, representatives of teaching, academic and administrative staff. The Chair will be a member of the academic staff of the School. The Co-Chair will be an elected student representative based in NCUT. The student representatives will be elected by students and drawn from students in each year of their studies.

- 2.4.3 Members may participate in SEC meetings using video conferencing.

- 2.4.4 The SEC will report to the SCHEC.

3. **Teaching Activities**

- 3.1 The staffing of the School and modes of delivery herein are based on normal circumstances relating to the availability and risks associated with international travel, visa requirements, and public health restrictions imposed by the UK or Chinese governments. Where these circumstances vary, due to Covid-19, or other emergencies in future, the Parties will work together to ensure continuity of teaching and learning and to maintain the student experience.

Should unforeseen circumstances mean that BUL is unable to deliver a Programme as planned, BUL will ensure that the Programme is delivered in full by increasing the amount of online teaching. In the event of such

circumstances, NCUT will be responsible for providing additional teaching assistance in China, if required by BUL, to ensure the teaching quality of BUL's modules.

- 3.2 The School at NCUT will manage academic affairs via NCUT's online platform for academic affairs management. Its principal functions include information management of students, academic staff and academic affairs. BUL will manage teaching and learning materials on Brunel Blackboard.
- 3.3 In principle, the School will arrange its teaching activities in accordance with the academic calendar of NCUT, having Weeks 1-16 as teaching weeks and Weeks 17-18 as examination weeks.
- 3.4 In accordance with the teaching schedule, NCUT and BUL will independently decide on the teaching staff for the subjects to be delivered by each party. The two Parties shall confirm teaching activities for the next semester in Weeks 8–9 of the current semester.
- 3.5 Before the end of Week 18 at NCUT, once approved by BUL module leaders and Vice-Deans for academic affairs from both Parties, teaching staff will send the information regarding the selected textbooks to the Academic Assistant of NCUT. The information should include title, publisher, author(s), edition and other information as required.
- 3.6 At least one week before the academic semester, teaching staff will send the module materials to the Academic Assistant of NCUT and complete the academic calendar within two weeks. BUL staff will enter the module materials onto BUL Blackboard.
- 3.7 In principle, teaching staff of BUL shall be aware of the facilities available at NCUT in preparation of their module materials. Decisions on module outlines will be made by module leaders with special cases to be decided by JMC and the SCHEC.
- 3.8 Teaching plans should be completed before a Programme starts, which shall include the lecture topics to be covered and the schedules in delivery of the materials.

- 3.9 Both Parties agree not to deviate from the published Programme specifications and module outlines when delivering the Programmes, except where approved by relevant committees such as SCHEC and where any changes are for the benefit of students.

4. Exam and Coursework Assessment

- 4.1 In principle, final examinations take place in Weeks 17-18. Once approved by the School, final examinations may take place during regular lecture sessions in Week 16 by special arrangement.
- 4.2 BUL staff will lead in assessment of the modules they are teaching. NCUT will assign teaching assistants to the BUL taught modules in help of the delivery of tutorials, seminars and assignments.
- 4.3 BUL will lead the approval of the examination papers and coursework assignments in line with BUL processes, which will involve scrutiny by external examiners appointed by BUL. NCUT teaching staff will help with marking examination papers and assignments. The work marked by NCUT staff will be moderated by BUL staff. All the documents related to examinations and assignments will be archived by the School for further references.
- 4.4 Re-sit exams will be held once a semester one week prior to start of the new semester.

5. Final Year Projects (FYP, Graduation Dissertations)

- 5.1 Teaching staff from both Parties can supervise FYPs, following the guidelines provided by BUL, with a reference to the guidelines provided by NCUT.
- 5.2 Topics will be made available to students in the first semester of Year 4 for students to select topics.
- 5.3 BUL teaching staff should supervise at least 50% of the FYPs in each Programme.

6. Teaching Quality Supervision System

- 6.1 The education and teaching quality provided by the School should meet the relevant standards set by both Parties.
- 6.2 The School will operate its teaching quality supervision system in accordance with BUL Senator Regulation 2 (SR2) and SR4, together with the relevant regulations set by NCUT.
- 6.3 Teaching staff should conduct the teaching activities according to Programme specifications and module descriptors. Teaching staff shall follow the Code of Conducts of the two Parties and China's laws and regulations.
- 6.4 Teaching and Learning Quality Monitoring
 - 6.4.1 The two Parties agree that the collaboration needs to comply with the UK Office for Students' Regulatory Framework and QAA's Quality Code for Higher Education, the relevant regulations required by Chinese Education Authorities, such as, Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools (2003) and Implementation Measures for Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools (2004), as well as relevant requirements set forth by Beijing Municipal Government for the review and assessment of undergraduate level teaching in Higher Education Institutions (HEIs).
 - 6.4.2 Teaching and learning quality monitoring will be conducted through a set of activities defined by BUL and agreed by NCUT including module review, annual programme review, external review report, online student feedback and periodic review.

- 6.4.3 Teaching inspection conducted by NCUT include teaching preparation, expert supervision, peer review, student seminar, online assessment of teaching staff, exam paper and assessment.
- 6.5 Programme Directors from BUL will be responsible for the annual report on the teaching of BUL modules and submittal of the annual report to JMC.
- 6.6 Teaching Staff Assurance
- 6.6.1 BUL will provide the School with sufficient staff resources to ensure smooth delivery of each Programme, including staff stationed at NCUT, flying staff and staff for on-line teaching.
- 6.6.2 Teaching staff assigned by BUL are qualified academic members of the university. Early career staff will undertake the Academic Professional Apprenticeship at BUL, leading to Fellowship of Advance HE. This programme is aligned with the UK Professional Standards Framework for teaching and supporting learning in higher education.
- 6.6.3 More than 40% of the teaching staff assigned by BUL should be associate professors and above.
- 6.6.4 The teaching assistants designated by NCUT shall assist with class activities, laboratory sessions and workshops. Their curricula vitae (CVs) should be sent to BUL for qualification checking prior to commencing teaching, following the BUL policy for appointing recognised supervisors and recognised teachers.
- 6.6.5 All the lectures of BUL modules will be led by BUL staff. Teaching assistants of NCUT shall help with the delivery of lecture modules using BUL materials. In unforeseen situations,

some modules could be delivered online or using pre-recorded lectures supported by live face to face tutorial sessions.

- 6.6.6 Academic assistants designated by NCUT must demonstrate qualified English proficiency equivalent to an overall IELTS score of 6.5 or qualified by Brunel Language Centre. Trainings at BUL (or online) for NCUT teaching assistants to familiarise themselves with BUL system will be arranged.

7. Administration

7.1 Administrative staff

- 7.1.1 The School will assign administrative staff for the daily operation of the SCHEC.
- 7.1.2 BUL will assign administrative staff to enter students' exam results into BUL's student record database (currently SITS) and to assist the School with other teaching management activities.
- 7.1.3 Supporting staff from NCUT will enter results of the final examinations to NCUT's online platform for academic affairs management. It is expected that these results will be finalised within three weeks of completion of the final exams at NCUT.
- 7.1.4 BUL will provide the School's administrative staff with relevant training support. The training schedule will be jointly determined by both Parties.

7.2 Internet Service Support

- 7.2.1 NCUT will provide BUL teaching staff with NCUT intranet accounts
- 7.2.2 BUL will support student enrolment and registration within the first two weeks of each academic year. Students will complete online registration and enrolment, currently via eVision.

7.2.3 BUL will provide the designated NCUT staff and students with BUL accounts for access to necessary BUL systems such as Blackboard, eVision and Wiseflow.

7.2.4 BUL will provide students with BUL's transcript-printing service.

8. **Student Rights**

8.1 The School's Student Handbook will be jointly formulated by both Parties.

8.2 Degree Award

8.2.1 Students who successfully complete all the requirements of a Programme will be eligible for degree awards from both Parties, subject to each Party's normal governance procedures. Students ineligible for a NCUT degree will also be ineligible for a BUL degree.

8.2.2 The award of the BUL degree will be in accordance with the relevant Programme specification and Senate Regulations 2 and 4.

8.2.3 Students' matriculation and graduation ceremonies will be held by NCUT, and BUL will arrange multiple representatives to attend.

8.2.4 Students who cannot complete in full the requirement for a BUL degree can carry on their studies and be awarded NCUT graduate certificates and degrees when they meet NCUT's requirements for graduation and degree awarding.

8.3 As regulated by NCUT, students can apply to be transferred into the School if they meet the requirements set in *Implementation Measures for Undergraduates' Programme Transfer of North China University of*

Technology and the entry requirements jointly set by the two Parties for their intended Programmes.

- 8.4 Both Parties shall allocate staff resources based on the target intake numbers for the Programmes. Should student numbers exceed these targets significantly, the two Parties shall consider allocating additional staff resources as are required to maintain teaching quality and to ensure prompt assessment and feedback to the students.

8.5 Study Programmes at BUL

- 8.5.1 Both Parties agree that the students in the School can choose to study at BUL in their fourth (4th) academic year subject to relevant conditions set by the two Parties. During their study at BUL, these students shall pay their tuition fee to BUL with a 30% discount from the normal overseas student fee. BUL will review the tuition fees when the number of student transfers increases dramatically. For those TNE students who choose to study at BUL in their fourth (4th) academic year, they will additionally pay the School the same amount of tuition fee as that of non-TNE students for administration of their studies.

- 8.5.2 Under normal circumstances, BUL will provide students with 3-4 weeks' short exchange programmes (summer schools) during the summer holiday period. Students can choose whether to apply to this programme. BUL will charge students to cover relevant costs, and the charges will be determined by BUL and notified to NCUT no later than 6 months prior to the start of the programme. Such exchange programmes are optional, not requisite for obtaining degree from NCUT and BUL.

- 8.5.3 If students choose to attend the exchange programmes, separate agreements will be developed for the programmes.

- 8.6 Graduates of the Programmes are eligible to apply for relevant Master's programmes at BUL, for which a 2:2 degree or above is the normal minimum entry requirement.
- 8.7 Students can only progress to the next FHEQ level when they meet the progression requirements set by BUL. For English language requirements, progressing from Year 3 to Year 4, students must have achieved an IELTS score of 5.5 or above (in each component), or a Brunel English language test of 55 or above (in each component). Before graduation, students must have achieved an IELTS score of 6.0 or above (in each component), or a Brunel English language test of 58 or above (in each component).
- 8.8 BUL will consider offering top graduates from all the Programmes with the opportunity to enter PhD programmes. The number of such offers depends on the results of the students and the provision of full and/or partial scholarships will be considered by BUL.

9. **Financial Arrangements**

9.1 Compensation for Teaching Costs

- 9.1.1 The initial tuition fee per student per calendar year is 65,000RMB. According to students' assistance policy for higher educational institutions (HEI) stipulated by Beijing Municipal Government, every HEI should spend 10% of its revenue from tuition fees in student assistance. Therefore, both Parties shall set aside 10% and jointly agree on how the 10% is spent in support of student activities, scholarships, competitions and awards. With the purpose of compensating the teaching costs from both Parties, the rest of the revenue from tuition fees will be spent as financial compensation in the following ways.

Based on the estimated workload and the associated cost agreed between the two parties, the Teaching Cost Percentage of BUL for 2020-2021 academic year is 65%, i.e. $\text{RMB}65,000 * 90\% * 65\% = \text{RMB}38,025$ per capita; and

the Teaching Cost Percentage for academic year 2021-2022 and future academic years is 60%, i.e. RMB65,000 *90%* 60% = RMB35,100 per capita. Teaching Cost Percentage may be adjusted upon mutual agreement by both Parties.

9.1.1.1 Teaching Cost Percentage will be reviewed by both Parties when tuition fees are adjusted as specified in 6.1.3 of the Cooperation Agreement or there are changes in teaching load.

9.1.2 Compensation will be reviewed by both Parties when tuition fees are adjusted, as specified in 6.1.3 of the Cooperation Agreement.

9.1.3 Students who need to retake any module(s) will not pay an extra fee.

9.1.4 Tuition fee for students only eligible for NCUT degree will be 65,000 RMB per person per academic year. Compensation will be made to BUL pro rata based on the number of modules provided by BUL.

9.2 Other Costs

9.2.1 As is requested by the QAA and relevant regulations set by BUL, external examiners for the Programmes will be appointed by BUL. BUL will cover the costs and expenditure of external examiners.

9.2.2 When the School applies for accreditation for any Programmes, BUL will be responsible for the application fees and NCUT will cover necessary board and lodging costs as well as transportation incurred by relevant accreditation activities in Beijing, China.

9.2.3 NCUT will provide BUL teaching staff with on-campus accommodation without charge. BUL will cover staff flight tickets, visa fees, and other incidental costs. Accommodation

costs for any BUL staff who choose not to stay at NCUT accommodation will be paid by BUL.

- 9.2.4 A staff handbook will be provided jointly by BUL and NCUT providing information related to visa application, personal taxation, insurance, travel, accommodation, catering, medical care, emergency procedures and other issues as required.

9.3 Payments to BUL

- 9.3.1 BUL will issue invoices to NCUT before the end of December each year in accordance with the amount agreed by both parties herein. Invoices will be issued in British Pounds (GBP), and will be calculated in the exchange rate provided by the Bank of England on the day on which the invoice is issued.

- 9.3.2 NCUT will settle accounts before 31st March of the next year.

NCUT will remit the sum in GBP to BUL's designated account according to the invoice issued by the BUL. Any taxes payable by an individual Party in respect of this agreement under any applicable laws shall be paid by that Party. NCUT will withhold relevant taxes in accordance with the Chinese tax law on behalf of BUL before its payment and remittance to BUL.

NCUT shall provide its best efforts to assist BUL or its appointed agent in obtaining all necessary licenses and approvals from the relevant authorities of China to facilitate remittance of BUL's entitlement to the overseas bank account. In no event will NCUT represent BUL in discussing the tax position or submitting documents with the tax authorities without prior consent from BUL.

- 9.3.3 Both parties shall not consider the gains or losses in currency exchange caused by exchange rate fluctuations.

- 9.3.4 BUL bank details:

Sort Code:
Account Name:
Account Number:
IBAN:
Branch BIC



BUL bank address:



NCUT bank details:

Bank Account Number: [REDACTED]

North China University of Technology

Bank Name: [REDACTED]

Branch Bank Name: [REDACTED]

Branch Bank Address: [REDACTED]
[REDACTED]

RECEIVER: NORTH CHINA UNIVERSITY OF
TECHNOLOGY

RECEIVER ADDRESS: JINYUANZHUANG ROAD,
SHIJINGSHAN DISTRICT, BEIJING, CHINA

SWIFT CODE: PCBCCNBJBJX

10. Marketing

- 10.1 NCUT will be responsible for marketing campaigns for the Programmes, with the marketing materials jointly approved by both Parties. BUL should submit all comments on any proposed marketing materials to NCUT no later than five working days after NCUT's submission of draft materials to

BUL. In the absence of any such comments within such period, such marketing materials will be deemed to have been approved by BUL.

10.2 Each Party and a granted third party shall be entitled to use for the Term, for the proper purposes of conducting its business as contemplated by this Operative Agreement, any marketing materials in accordance with this Operative Agreement.

10.3 Website

10.3.1 NCUT shall develop and maintain a website for the School (the "School Website") in accordance with relevant laws in China. The School Website shall not be launched without the approval of BUL. NCUT is entitled to make changes to the School Website which are consistent with the agreement accepted by both Parties.

10.3.2 NCUT hereby grants BUL permission to connect to the School Website at [bls.ncut.edu.cn] from BUL's official website at [www.brunel.ac.uk] and agrees to incorporate prominent links to BUL on the School Website.

10.3.3 BUL hereby grants NCUT permission to connect the BUL's relevant links to the School Website at [bls.ncut.edu.cn] and agrees to incorporate prominent links to the School Website on the BUL's official website.

11. **Trademarks Granting**

11.1 In this agreement, the following terms have the following meanings

11.1.1 **NCUT Trademarks** means the marks included in Schedule 1 Part 1;

11.1.2 **NCUT Name** means [North China University of Technology];

11.1.3 **BUL Trademarks** means the mark included in Schedule 1 Part 2;

11.1.4 **BUL Name** means Brunel University London

11.2 NCUT Trademarks and NCUT Name

- 11.2.1 NCUT grants to BUL a non-exclusive, worldwide, royalty-free licence for the Term to use NCUT Trademarks and NCUT Name solely in connection with the performance of its obligations and the exercise of its rights under or as contemplated by this Operational Agreement.
- 11.2.2 To the extent that BUL is otherwise permitted to use NCUT Trademarks or NCUT Name, BUL will observe at all times any directions given by NCUT as to the representation of NCUT Trademarks or NCUT Name, and their manner and disposition on documentation (whether in hard copy or electronic form) and products.
- 11.2.3 The rights granted to BUL by NCUT are not transferable in any manner and BUL will not sub-license or create a third party right over the rights granted to it.

11.3 BUL Trademarks and BUL Name

- 11.3.1 BUL grants to NCUT a non-exclusive, worldwide, royalty-free licence for the Term to use BUL Trademarks and BUL Name solely in connection with the performance of its obligations and the exercise of its rights under or as contemplated by this Operational Agreement.
- 11.3.2 To the extent that NCUT is otherwise permitted to use BUL Trademarks or BUL Name, BUL will observe at all times any directions given by BUL as to the representation of BUL Trademarks or BUL Name, and their manner and disposition on documentation (whether in hard copy or electronic form) and products.
- 11.3.3 The rights granted to NCUT by BUL are not transferable in any manner and NCUT will not sub-license or create a third party right over the rights granted to it.

12. Reputation

- 12.1 NCUT agrees that it will not do anything to bring the reputation of BUL into disrepute or which is calculated or reasonably likely to bring the reputation of BUL into disrepute; and it will do everything it reasonably can to protect and promote the name and reputation of BUL.
- 12.2 BUL agrees that it will not do anything to bring the reputation of NCUT into disrepute or which is calculated or reasonably likely to bring the reputation of NCUT into disrepute; and it will do everything it reasonably can to protect and promote the name and reputation of NCUT.
- 12.3 The agreement is subject to the UK Bribery Act 2010 and the UK Data Protection Act 2018 and other relevant laws with respect to the processing of personal data of the participants. Meanwhile, the parties should also comply with all applicable laws and regulations of the People's Republic of China (PRC) relating to anti-bribery, corruption and improper payments (including but not limited to the PRC Criminal Law 1997 and its amendments and the PRC Anti-Unfair Competition Law) as well as data protection, the processing of personal data and privacy. NCUT warrants that the students have given their express consents for the transfer and use of such students' personal data to facilitate the introduction of the students to BUL under this contract.

13. Research and Innovation Institute

- 13.1 Both Parties agree that a joint institute shall be established with an aim to conduct collaborative research and innovation activities. Details on setting up the institute will be followed up by the two Parties.

14. Termination

- 14.1 This agreement shall terminate automatically on termination of the Cooperation Agreement for any reason. In the event of termination, both

Parties agree to use their best endeavours to ensure no detrimental impact on existing School students.

15. Amendment

- 15.1 Based on both Parties' periodic review of the Programmes, necessary amendments to teaching activities, routine operation, financial arrangements, etc. in this Operational Agreement may be made on the condition that they fully meet the requirements of running of the School, including but not limited to regulations set by China's educational authorities, such as Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools (2003) and Implementation Measures for Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools (2004), and also regulations applicable to BUL including, but not limited to, the OfS Regulatory Framework and QAA's UK Quality Code for Higher Education.

16. Interpretation

- 16.1 Unless the context otherwise requires words and expressions used in this Operational Agreement shall bear the same meaning as in the Cooperation Agreement.
- 16.2 In this agreement:
- 16.2.1 any reference to a "clause" or "Schedule" is, unless the context otherwise requires, a reference to a clause or Schedule of this agreement; and
- 16.2.2 clause and Schedule headings are for ease of reference only.
- 16.3 Clauses 15, 16, 17, 18, 19, 20, 21, 22 and 23 of the Cooperation Agreement shall apply to this Operational Agreement and this agreement shall be read and construed as though they were set out in full in this agreement.
- 16.4 In the event of any conflict between a definition used in this Operational Agreement and the Cooperation Agreement, this Operational Agreement shall prevail.

- 16.5 The rules of interpretation of the Cooperation Agreement shall apply to this agreement as if set out in this agreement save that references in the Cooperation Agreement to "this agreement" shall be construed as references to this Operational Agreement.
- 16.6 Special notes will be provided for any references to items in Cooperative Agreement in this Operational Agreement.
- 16.7 Any regulations applying to the School formulated by either Party form part of this Operational Agreement once approved by both Parties and will have the same force and effect as if expressly set out in the body of this Operational Agreement
- 16.8 The term of this Operational Agreement can be extended via the form of written agreement by both Parties after the 10th (tenth) anniversary of coming into force of the Cooperation Agreement.

This agreement will come into force on the date of signing from duly authorised representatives by both Parties

Signed for and on behalf of
North China University of Technology

Name of Signatory in Print

[Redacted Signature]

Professor [Redacted]
Vice President

Date: 26th January 2021

Signed for and on behalf of
Brunel University
London

Name of Signatory in Print

[Redacted Signature]

Professor [Redacted]
Vice Chancellor and President

Date: 20th January 2021

SENATE REGULATION 2: Undergraduate Programmes (2024 onwards) *(effective from September 2024 onwards for students first registering in or after September 2024)*

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SR2 (2024 onwards) – UNDERGRADUATE PROGRAMMES (effective from September 2024 onwards for students first registering in or after September 2024)

A note on the application of this Regulation

The University is currently operating two sets of regulations for undergraduate programmes and awards. This Regulation ('SR2 (2024 onwards)') applies from the academic year 2024/25 to all students on undergraduate programmes who first entered FHEQ¹ Level 4 of an undergraduate programme in or after September 2024. For students who first entered an undergraduate programme at FHEQ Level 5, these regulations will apply to students entering in or after September 2025; and for students who first entered an undergraduate programme at FHEQ Level 6, these regulations will apply for students entering in or after September 2026.

Paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme delivered by the Brunel Medical School, and Appendix F should be referred to.

Awards of the University

1. These regulations apply to awards leading to the following undergraduate qualifications of the University.

Foundation Degree

FdA	Foundation Degree of Arts
FdSc	Foundation Degree of Science
FdEng	Foundation Degree of Engineering

Honours Bachelors Degrees and Ordinary Bachelors Degrees

BA	Degree of Bachelor of Arts
BASc	Degree of Bachelor of Arts and Science
BEng	Degree of Bachelor of Engineering
BMus	Degree of Bachelor of Music
BSc	Degree of Bachelor of Science
LLB	Degree of Bachelor of Laws

Integrated Masters Degrees

MEng	Degree of Master of Engineering
MMath	Degree of Master of Mathematics
MSci	Degree of Master of Science
MDes	Degree of Master of Design

Medical Degrees

MBBS	Bachelor of Medicine, Bachelor of Surgery
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Other undergraduate qualifications

CertHE	Certificate of Higher Education
DipHE	Diploma of Higher Education

¹ FHEQ = Framework for Higher Education Qualifications

GradCert	Graduate Certificate
GradDip	Graduate Diploma

2. An award is a combination of a qualification with a title associated with an approved programme of study and assessment. A 'qualification' is a generic title assigned to an award, defining its level and volume of assessment. A programme of study and assessment (or 'programme') is a combination of study (teaching and learning), and assessment associated with an award. Undergraduate awards of the University and their associated programmes of study and assessment, including the programme learning outcomes, are approved by Senate in accordance with its procedures for programme approval.

3. As set out in these Regulations, students shall be admitted to, and registered for, a programme of study and assessment leading to a named award approved by Senate. A student who, in accordance with these regulations, successfully completes an approved programme of study and assessment will be eligible to receive the relevant award. Alternatively, the authorised member of staff may permit applicants to enrol as an associate student for individual specified assessment block/s which are offered under these regulations, and the associated study block/s.

4. Students will not normally be permitted to register at the same time for more than one programme of study and assessment leading to an award offered under these regulations.

5. A normal period of study will be approved for each mode of study for each programme of study and assessment. Each year of full-time study shall normally be equivalent to 120 credits of assessment.

Assessment Blocks and Credits

6. An assessment block is a discrete assessment, or discrete group of assessment elements, to which a credit-rating and Level are assigned. For all aspects of summative assessment, modular blocks, containing both study and assessment, shall be synonymous with assessment blocks in this Regulation. The volume of assessment and achievement associated with each award will be defined in terms of assessment blocks. The number of credits assigned to a defined assessment block may not vary from programme to programme. A summary of the requirements and arrangements for each assessment block shall be set out in an approved outline. The credit value of an assessment block or modular block shall normally be defined as a multiple of 15 credits.

7. Each element will either be assessed using marks or grades or will be assessed on a pass / fail basis. In the case of an assessment block consisting of two or more elements assessed using marks or grades, each element will be assigned an individual weighting within the assessment block, which will be expressed by a percentage. An element of assessment assessed on a pass /fail basis shall have no weighting. Each assessment block must include at least one element assessed using marks or grades.

8. Each element of assessment may take the form of a written or viva voce examination, coursework, or another form or combination of forms as set out in the relevant approved outline. The form and schedule of assessment shall be notified to the student at the start of the academic year by the Department providing the associated assessment block.

9. The Levels and volumes of credits of the assessment blocks associated with an award shall normally conform to the Levels and volumes of credits set out below:

CertHE	120 credits at FHEQ Level 4
DipHE	240 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 or above
DipHE with Placement (<i>including thick, thin and 'compressed' sandwich degrees</i>)	360 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits of placement-associated assessment, normally at FHEQ Level 5
DipHE with Internship	At least 240 credits, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 or above and an associated internship block.
Foundation Degree	240 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5
Ordinary Bachelors Degree	300 credits in total, including at least 60 credits at FHEQ Level 6 achieved at D- or above
Ordinary Bachelors Degree with Placement (<i>including thick, thin and 'compressed' sandwich degrees</i>)	420 credits in total, including 120 credits of placement-associated assessment, normally at FHEQ Level 5 and at least 60 credits at FHEQ Level 6 achieved at D- or above
Ordinary Bachelors Degree with Internship	300 credits in total, including at least 60 credits at FHEQ Level 6 achieved at D- or above, and an associated internship block.
Honours Bachelors Degree	360 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6
Honours Bachelors Degree with placement year (<i>including thick, thin and 'compressed' sandwich degrees</i>)	480 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits of placement associated assessment, normally at FHEQ Level 5 and 120 credits at FHEQ Level 6
Honours Bachelors Degree with Internship)	360 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6, and an associated internship block.
Graduate Certificate	At least 45 credits at FHEQ Level 6
Graduate Diploma	At least 90 credits at FHEQ Level 6
Integrated Masters Degree	480 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 120 credits at FHEQ Level 7
Integrated Masters Degree with Placement Year (<i>including thick, thin and 'compressed' sandwich degrees</i>)	600 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 120 credits of placement associated assessment,

	normally at FHEQ Level 6 and 120 credits at FHEQ Level 7
Integrated Masters Degree with Internship	480 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 120 credits at FHEQ Level 7, and an associated internship block.
Medical Degree	600 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 240 credits at FHEQ Level 7.

10. Senate may permit programme specifications, for progression and award purposes only, to treat the credit associated with a defined assessment block as equivalent to credit at one Level higher or lower than that defined in the assessment block outline. Senate will permit credit to be counted in this way only where it is satisfied that to do so is consistent with the learning outcomes for the relevant award.

11. Where approved by Senate, programmes may be offered with the addition of an integrated foundation year. Successful completion of the foundation year will permit progression to FHEQ Level 4 of a programme leading to an award.

12. Senate may approve awards which exceed these normal expectations with regard to the total volume and / or the Level of credit.

Programmes and Programme Specifications

13. There shall be an approved programme specification, which will set out a summary of information, for each approved programme of study and assessment leading to an award of the University. Each new programme specification shall be subject to the approval of Senate. Detailed policy on the procedures for the approval and modification of programmes shall be published by the University Education Committee.

14. The programme specification shall define which assessment blocks are optional and which are compulsory for the associated award(s). A compulsory assessment block is one which all students registered for the relevant programme are required to attempt. A compulsory assessment block must be attempted as part of a programme of study and assessment leading to a specified award. An optional assessment block is one which students may select and attempt as part of the assessment for the award.

15. For the purposes of determining the outcomes of assessment, the programme specification shall also specify which assessments are core assessments and which are non-core for the associated award(s) of the University.

16. Honours Bachelors degree programmes must include at least one FHEQ Level 6 assessment block designated as the project assessment block. Integrated Masters degree programmes must include at least one FHEQ Level 6 assessment block and at least one FHEQ Level 7 assessment block designated as the project assessment blocks. The project assessment blocks defined herein shall be both compulsory and core and be between 30 to 60 credits in volume. †

17. The appropriate programme specification will be issued to each student at initial registration and students must be given due notice if it is changed during their period of registration.

Admission, recognition of prior learning or credit, registration and enrolment of students

General considerations

18. Additional policy and/or guidance on the admission, recognition of prior learning and credit and enrolment of students will be published by the University Education Committee.

19. The authorised member of staff shall prescribe, in accordance with the relevant policies agreed by Senate, the minimum qualifications normally required for admission to each programme of study and assessment leading to an award (hereafter referred to as the 'programme'). The University may admit to a programme those applicants who meet the prescribed entry requirements for the programme and who are recommended for admission by the authorised member of staff.

20. A formal offer of a place on a programme, with or without conditions, may only be made by the Registrar or equivalent officer of the University to applicants whom he or she is satisfied should be permitted to register for a programme. Such offers will not normally be made after the second week of any academic year for admission in that year.

21. Applicants shall normally be admitted to follow a programme by one of the modes of study specified in the programme specification.

22. Each student registering for a programme shall be assigned a home Department and a tutor.

23. Following initial registration, each student shall be required to enrol annually, normally at the start of the academic session, until such time as an award is made or until the maximum period of registration for the programme is reached. Unless taking an agreed period of abeyance students shall be required to enrol for assessment blocks to be taken during the session.

Recognition of Prior Learning and Higher Education Credit

24. Senate may recognise certificated or experiential prior learning (not recognised by higher education award or credit) or higher education credit (whether undertaken at the University or elsewhere, including prior associate study with the University) for the purposes of exemption from the requirements of specified assessment blocks and / or requirements relating to the teaching and learning associated with the programme. For exemption, the prior learning or higher education credit must represent the applicant's current knowledge and abilities and will not normally be more than five years old.

25. Senate shall approve a policy defining the requirements for the granting of exemptions in all programmes.

26. Exemptions shall normally only be approved for whole assessment blocks and not for individual elements of assessment within an assessment block. An exception may be made in the case of placement assessment, where exemptions may be made from individual elements of assessment within an assessment block.

- 27.** Exemptions from any assessment requirements of a programme shall be made on the basis of evidence of prior achievement of the learning outcomes associated with the relevant assessment block/s and the currency of that prior achievement.
- 28.** Exemption may be either 'graded' or 'ungraded' as defined below.
- 29.** For graded exemption, the agreed grades shall be included in grade profiles and calculations when determining progression and award decisions in the programme in the place of the exempted assessment block/s.
- 30.** For ungraded exemption, no grade shall be assigned to the exempted assessment block/s. Ungraded exemption credit shall be excluded from all calculations of GPA and volume of grade credit.
- 31.** Exemptions (other than those based on Brunel credit) may not be applied to the following parts of programmes, which students must therefore normally attempt: (i) any FHEQ Level 6 or FHEQ Level 7 assessments in an ordinary bachelors, honours bachelors, medical degrees, or Integrated Masters degree programme; (ii) more than 50% of the assessed credit of non-degree undergraduate awards.
- 32.** Exemptions from requirements associated with teaching and learning will normally reflect approved assessment exemptions.
- 33.** Where appropriate, the period of study may be reduced *pro rata* for students granted exemption from assessment blocks in recognition of prior learning or higher education credit.
- 34.** A formal record shall be made of the exemptions accorded to such applicants when they were admitted, and of any grades assigned for the purposes of calculating the outcomes of awards. Such applicants shall also be notified in writing regarding the exemption decisions.
- 35.** Where a prior award of the University is used to provide partial exemption from a new award's requirements, the prior award must normally be rescinded before conferral of the new award. Where only partial credit of the prior award is used in this way, the Academic Registrar shall advise on the need to rescind the prior award.

Individual variations to programmes, changes to modes of study and transfers, extensions and abeyances

- 36.** Additional guidance on variations to programmes, changes to modes of study and transfers, extensions and abeyances is published by the University Education Committee.
- 37.** The authorised member of staff shall be accountable to Senate, through the College Education Committee, for ensuring that each student registered for a programme of study leading to an award follows a programme of study and assessment, which is either set out in an approved programme specification or is a variation approved in accordance with these regulations.
- 38.** The initial maximum period of registration for an undergraduate programme shall be the normal period of study for the programme for which the student is registered plus three calendar years. The maximum period of registration shall be inclusive of periods of study as set out in the programme specification, periods of exceptional extension to study (for example in the event of delayed study and assessment due to extenuating circumstances) and any periods of agreed abeyance. Requests for extensions to the maximum period of registration shall be considered by Senate.

39. Students may, subject to approval, seek to change the programme for which they are registered, or their mode of attendance, normally not later than the end of the second week of any academic year. Students may seek to change the blocks for which they are enrolled not later than the end of the second week of any year. Any such changes should be approved by the authorised member of staff in the Department offering the new or continuing programme.

40. College Education Committees may, on behalf of Senate, vary the programme of study and assessment of an individual student from the programme set out in the programme specification provided that the revised programme of study still enables the student to demonstrate the learning outcomes of the relevant award.

41. Students wishing to enter a period of abeyance must apply to the College Education Committee for approval. Having been advised by the authorised member of staff regarding the next or most appropriate point for return to the programme following abeyance, the student will confirm to them the date of return from abeyance. The University will not normally agree to periods of abeyance of more than one calendar year in the first instance. Students in abeyance shall remain registered for their programme. Senate shall determine the entitlement of students in abeyance to the use of the University's resources.

Placement learning, professional training and degree awards with placement learning and assessment

42. One or more periods of formal placement learning or professional training may form a required part of a programme. The assessment associated with such formal placement learning or professional training shall be reflected in the learning outcomes of the award. The nature, frequency and duration of the required period(s) of placement learning or professional training, and any alternative arrangements that may be made in satisfaction of the requirements, shall be summarised in the programme specification. The assessment associated with each period shall be specified in one or more assessment blocks and summarised in the relevant assessment block outline/s. For the purposes of award and classification, the weighting of the credit associated with these assessment blocks shall be specified in the relevant programme specification.

43. Each period of formal placement learning or professional training shall be subject to relevant policies approved by the University Education Committee. The arrangements for these periods, including the student's employment status with the placement or training provider, the arrangements for finding a placement or training, and the detailed arrangements for the assessment of the placement or training, may vary at a local level in line with this policy. These arrangements, together with the responsibilities of the University, of the student and of the provider concerning the placement or training, shall be set out by College or Department in the relevant documentation.

44. Where a programme is designated 'with Placement', the typical period of placement learning will be defined in the University's Placement Learning Policy and shall be recognised by an additional 120 credits of assessment associated with the placement which shall be a core assessment block requirement for any award 'with Placement'. Where a programme is designated 'with Internship', the typical period of placement learning will be defined in the University's Placement Learning Policy and the associated assessment credit will be listed in the relevant programme specification, and defined as a core assessment block. Placement activity may be organised into one or more separate periods of activity, which may be scheduled over one or more academic years, as specified by the programme for the relevant award. In the case of programmes not designated as 'with Placement' or 'with Internship', any placement learning and professional training will not normally require an additional commitment of time from the student during the year over the normal

expectation, unless made available on an optional basis. Where such an additional commitment of time forms part of an approved programme, the expectations placed on the students shall be set out in relevant programme documentation.

Assessment of students

Assessments and Assessment Blocks

45. The arrangements for the assessment of foundation years are set out in the relevant programme specification. The following regulations pertain to assessment at FHEQ Level 4, 5 and 6, and FHEQ Level 7 assessment where this forms part of an undergraduate programme offered under these regulations.

46. Each element of assessment (other than those assessed on a pass / fail basis) shall be assessed as follows:

Indicative Mark Band	Degree class equivalent	Grade	Grade Point
90 and above	1	A*	17
80-89	1	A+	16
73-79	1	A	15
70-72	1	A-	14
68-69	2.1	B+	13
63-67	2.1	B	12
60-62	2.1	B-	11
58-59	2.2	C+	10
53-57	2.2	C	9
50-52	2.2	C-	8
48-49	3	D+	7
43-47	3	D	6
40-42	3	D-	5
38-39	Fail	E+	4
33-37	Fail	E	3
30-32	Fail	E-	2
29 and below	Fail	F	1

In the case of a student being recommended for an aegrotat award, a grade AE may be assigned where extenuating circumstances have been accepted for an assessment.

47. The grade or mark assigned should be in accordance with the generic grade descriptors approved by Senate and published as an appendix to these regulations. Any discipline-specific articulations of the generic grade descriptors shall be subject to approval by Senate.

48. Following the attempt by a student of all the elements of an assessment block, and again after any reassessment to which a student may be entitled, a Panel of Examiners will, in accordance with these Regulations, review the performance of each student attempting the assessment block. †

49. The overall grade in an assessment block will be determined with reference to the weightings assigned to each element of assessment in the approved outline, and in accordance with the University's [Rounding Policy](#).

50. Failure to meet the requirements to achieve a pass in any element of assessment which is assessed on a pass / fail basis will result in a grade of F being assigned for the assessment block overall for that attempt, regardless of the standard achieved in the other element/s of assessment.

51. The designation 'core' indicates an element of assessment or assessment block in which a specified grade must be achieved or surpassed as part of the programme of study and assessment leading to a specific award, as set out in the relevant programme specification. For assessments at FHEQ Levels 4, 5 and 6, the specified grade is D-; for assessments at FHEQ Level 7 under these regulations, the specified grade is C-. A non-core assessment block for an award is one which, if taken, does not have to be passed at the specified grade, but the achieved grade must be better than F, in order for the student to be eligible for the award. For the avoidance of doubt, all grades below D- in a core element assessment shall be defined as Grade Point 1 for the purposes of transcripts. †

Review of progress and progression between levels of programmes: general considerations

52. A Board of Examiners shall normally, at the first opportunity at the end of a student's programme at each Level (below the final Level), and again following any reassessment to which the student is entitled, and at least once in each calendar year, review the progress of each student registered for a programme under these regulations. The Board of Examiners shall consider whether a student registered for an undergraduate award under these regulations has successfully completed the current Level, or their progress towards the successful completion of the Level, and take actions in accordance with Regulation 58, below.

53. A profile of grades for their current Level will be prepared for each student. The weighting applied to each assessment block in that profile shall be derived from its credit value (as set out in the outline of each assessment block). The requirements for progression between Levels of programmes leading to awards which are offered under these regulations are set out in an appendix to these regulations.

54. When considering each student's progress and whether that student may commence the next Level of a programme, the Board of Examiners may determine one of the following:
†

- a) that the student has satisfactorily completed the current Level in accordance with the requirements at that Level for the programme award for which they are registered and may progress to the next Level of the programme;
- b) that the student has not satisfactorily completed the current Level but is entitled to reassessment;
- c) that a decision regarding the completion of the Level should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);
- d) that the student has not satisfactorily completed the current Level, is not entitled to reassessment (or further reassessment) and must withdraw from the programme.

55. Where a student is withdrawn from a programme, the student's transfer to another programme may be authorised in accordance with paragraph 2.39.

56. In accordance with the relevant provisions of Senate Regulation 4 and the University Coursework Submission Policy, a student who fails to complete any assessment or reassessment by the defined date, or fails to be present at any test or examination, without presenting at the due time extenuating circumstances acceptable to the Board, shall be assigned a grade NS in that assessment or reassessment.

57. Unless the programme specification specifies other conditions for progression, students will not be permitted to commence study at a higher Level before they have satisfactorily completed their current Level.

Completion of Final Level and recommendation for Awards: general considerations

58. A student may, at any time before completing the requirements of the award, write to the Board of Examiners responsible for the award to which their programme leads, stating that he or she wishes to withdraw from the programme. In these circumstances, the Board of Examiners shall, in accordance with these regulations and at the next opportunity, consider the student's eligibility for an award and make recommendations as appropriate to Senate.

59. If the maximum period of registration (including any approved extension/s) has been reached before the student has fulfilled the requirements for the award to which their programme leads, the relevant Board of Examiners shall, in accordance with these regulations and at the next opportunity, confirm the withdrawal of the student from the programme, consider their eligibility for the highest award to which they are entitled, and make recommendations as appropriate to Senate.

60. The relevant Board of Examiners shall normally, at the first opportunity following the conclusion of a student's study at the final Level of their programme, and again following any reassessment to which the student is entitled under these regulations, consider a student's eligibility to be recommended for an award. The requirements for individual awards offered under these regulations are set out in an Appendix to these regulations.

61. Having considering a student's eligibility to be recommended for an award, the Board of Examiners shall with reference to the award-specific regulations below, determine one of the following actions: †

- a) That the student has satisfactorily completed the final Level in accordance with the requirements for the programme for which they are registered and may be considered for an award;
- b) that the student has not satisfactorily completed the final Level but is entitled to reassessment;
- c) that a decision regarding the completion of the final Level should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);
- d) that the student has not satisfactorily completed the final Level and is not entitled to reassessment (or further reassessment) but may be considered by the Board for another award for which they fulfil the requirements. Alternatively the Board may, as appropriate, refer the case to another Board of Examiners for consideration;

- e) that, due to extenuating circumstances the student fulfils the requirements for an aegrotat award, as set out under Senate Regulation 4;
- f) that the student has not satisfactorily completed the final Level and is not entitled to reassessment and shall be withdrawn from the programme.

62. Where a student fulfils the requirements for more than one award under these regulations, the Board of Examiners will normally only recommend the award of the highest qualification for which they are eligible.

Reassessment: general considerations

63. At FHEQ Level 4, a student who, after first assessment meets the minimum requirement for progression (see appendices), is not entitled to reassessment in any assessment block and shall progress to the next level. †

64. At FHEQ Level 4, a student who, after the first assessment does not meet the minimum requirements for progression, is normally entitled to reassessment in any assessment blocks where s/he has failed to achieve a grade D- or better. †

65. At FHEQ Levels 5, 6 and 7, a student will be permitted reassessment in any blocks or core assessments (failed elements of assessments only) that do not meet the threshold grade (D- for levels 5 and 6; C- for level 7), unless the Board of Examiners has evidence of non-engagement over a long period of time. †

66. Where reassessment is undertaken for an assessment block, it shall be on one occasion only, and be required only for the failed elements. †

67. The maximum grade which will be awarded in any assessment block subject to reassessment is the threshold grade (D- in FHEQ Level 4, 5 and 6 and C- in FHEQ Level 7 assessment). If a reassessment involves direct assessment of threshold attainment, this shall be indicated on the transcript. †

68. Where a student achieves a lower standard in reassessment than in first assessment, the higher grade shall be counted when a Board of Examiners considers the student's eligibility for an award. †

69. At each FHEQ Level, students are permitted a maximum of 60 credits of reassessment within the current academic year. Students being reassessed in assessment blocks totaling more than 60 credits shall be required to repeat the relevant blocks (failed assessment elements only) with attendance in the next academic year. †

70. Students at any level who, after any reassessment to which they are entitled, do not meet the minimum requirements for satisfactory completion of a level, shall be required to withdraw from the programme. †

71. Other policies apply when a student is permitted to take delayed assessment due to accepted extenuating circumstances (See Senate Regulation 4). †

72. The schedule and arrangements for reassessment shall be approved by the relevant Board of Examiners in accordance with these Regulations. †

73. Notwithstanding regulations 2.71 and 2.72 above, students undertaking 'with placement year' programmes as defined in 2.9 and 2.44, and who have completed the defined minimum period of placement, shall have the right to be reassessed in the associated placement learning assessment block(s) on one occasion only where they have

failed to achieve grade D- or better in the assessment block(s) at the first attempt. Boards of Examiners shall set appropriate and reasonable deadlines for such reassessment on an individual student basis. †

APPENDICES: REGULATIONS FOR PROGRESSION AND AWARD (Award-specific)

APPENDIX A: Honours Bachelors Degrees

Progression requirements

A1. The requirements for progression from the Foundation Year are set out in the programme specification for the relevant undergraduate degree programme.

A2. The minimum requirement for the satisfactory completion of a Level of an honours bachelors degree is:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Completion of Final Level and recommendation for Awards

A3. A profile of grades and a grade-point average (GPA) will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each Assessment Block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

A4. For honours bachelors degrees, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/3;
- FHEQ Level 6: 2/3.

A5. The requirements for the award of an honours bachelors degree and for each classification of degree are defined below:

Honours Bachelors Degree Classifications		
Class	Standard award requirement	Borderline Mechanism where student has at least 50% of grades (weighted) in Class or better
	Minimum weighted GPA	Minimum weighted GPA
1 st	14	13.5
2.1	11	10.5
2.2	8	7.5
3 rd	N/A	N/A

Where a student's weighted GPA does meet the minimum standard award requirement for a particular classification, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined above)

A6. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected by the exercise of discretion. Discretion may not be exercised in determining whether to recommend the award of a 3rd class degree. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

A7. Where a student registered for a programme leading to an honours bachelors degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award either of an ordinary bachelors degree (if available), or Diploma of Higher Education or Certificate of Higher Education, as set out the programme specification for the relevant honours bachelors degree.

A8. Where, in accordance with Regulation 4, a Board of Examiners determines to recommend the award of an *aegrotat* degree, the award shall not be classified.

APPENDIX B: Integrated Masters Degrees

Progression requirements (Foundation Year)

B1. The requirements for progression from the Foundation Year are set out in the programme specification for the relevant Integrated Masters degree programme.

Progression requirements (FHEQ Level 4)

B2. The minimum requirement for the satisfactory completion of FHEQ Level 4 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Progression requirements FHEQ Level 5

B3. The **minimum** requirement for the satisfactory completion of FHEQ Level 5 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;
- A minimum GPA of 9 in FHEQ Level 5.

B4. Any requirement for progression from FHEQ Level 5 to FHEQ Level 6 of an Integrated Masters degree which exceeds the minimum requirements shall be set out and approved in the relevant programme specification.

Progression requirements (FHEQ Level 6)

B5. The minimum requirement for the satisfactory completion of FHEQ Level 6 of an Integrated Masters degree will be to reach a standard which is at least equivalent to the requirements across FHEQ Levels 5 and 6 for an honours bachelors degree at 2.ii class, as set out in Appendix A regulations B, C and D above.

B6. Any requirement for progression from FHEQ Level 6 to the FHEQ Level 7 of an Integrated Masters degree which exceeds the minimum requirements shall be set out and approved in the relevant programme specification.

Completion of Final Level and recommendation for Awards

B7. A profile of grades and a grade-point average will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each assessment block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

B8. For an integrated masters degree, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/5;
- FHEQ Level 6: 2/5;
- FHEQ Level 7: 2/5.

B9. The requirements for the award of an integrated masters degree and for each classification of degree are defined below:

Integrated Masters Degree Classifications		
Class	Standard award requirement	Borderline Mechanism where student has at least 50% of grades (weighted) in Class or better
	Minimum weighted GPA	Minimum weighted GPA
1 st	14	13.5
2.1	11	10.5
2.2	8	7.5
3 rd	N/A	N/A

Where a student's weighted GPA does meet the minimum standard award requirement for a particular classification, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined above)

B10. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected by the exercise of discretion. Discretion may not be exercised in determining whether to recommend the award of a 2.2 class degree. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

B11. Where a student registered for a programme leading to an integrated masters degree does not fulfil the requirements for the award under these Regulations the relevant Board of Examiners will normally consider the eligibility of a student for the award either of an honours bachelors degree (if available), or an ordinary bachelors degree (if available), or a Diploma of Higher Education or Certificate of Higher Education, as set out the programme specification for the relevant integrated masters degree.

B12. Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an *aegrotat* degree, the award shall not be classified.

APPENDIX C: Ordinary Bachelors Degrees

Progression requirements: entry to FHEQ Level 5

C1. Students shall not register for FHEQ Level 4 of a programme leading to an ordinary bachelors degree.

C2. An honours bachelor's degree student who does not meet the requirements for progression from Level 5 to level 6 may be transferred onto an ordinary bachelor's degree if they have at level 5 a profile of 90 credits with no grade at F and no more than 30 credits at E.

C3. An ordinary bachelor's degree student at level 6 will be eligible for their award if they have a profile of 180 credits from FHEQ level 5 and Level 6 which meets the following requirements:

- A minimum of 60 credits at level 6 achieved at D- or above
- No more than 30 credits in the E band at level 5
- No more than 30 credits in the E band at level 6
- No credit at grade F

C4. An honours degree student who has failed to achieve their honours degree at level 6 will be eligible for an ordinary bachelor's degree if they have achieved at least 60 credits at D- or above at level 6.

C5. For the award of an ordinary bachelors degree, the project assessment block as defined in 2.16, if undertaken, shall not be a core assessment.

C6. The ordinary bachelor's degree award shall not be classified.

C7. Where a student registered for a programme leading to an ordinary bachelor's degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award either of a Diploma of Higher Education or a Certificate of Higher Education, as set out the programme specification for the relevant ordinary bachelor's degree.

APPENDIX D: Diploma of Higher Education and Certificate of Higher Education

Completion of Final Level and recommendation for award

D1. A profile of credit at each Level studied shall be prepared for each student, derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block).

D2. The requirements for an award of Certificate of Higher Education shall be a profile of 120 Credits at FHEQ Level 4 or above, which includes:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D- .

D3. The requirements for the award of Diploma of Higher Education shall be 240 credits which includes:

- A profile of 120 Credits at level 4 which includes:
 - No credit at Grade F;
 - No more than 30 credits achieved in Grade Band E (E+, E, E-);
 - No core credit below D-.
- A profile of 120 Credits at level 5 or above which includes:
 - No credit at Grade F;
 - No more than 30 credits achieved in Grade Band E (E+, E, E-);
 - No core credit below D-.

APPENDIX E: Foundation Degrees

Progression requirements (FHEQ Level 4)

E1. The minimum requirement for the satisfactory completion of FHEQ Level 4 of a Foundation degree is:

- No credit at Grade F;
- No more than 30 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Completion of Final Level and recommendation for Awards

E2. A profile of grades and a grade-point average (GPA) will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each assessment block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

E3. For Foundation degrees, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: 1/3;
- FHEQ Level 5: 2/3;

E4. The minimum requirements for the award of a Foundation degree and for each classification of degree are defined as follows:

Foundation Degree Classifications		
Class	Standard award requirement	Borderline Mechanism where student has at least 50% of grades (weighted) in Class or better
	Minimum weighted GPA	Minimum weighted GPA
Distinction	14	13.5
Merit	11	10.5
Pass	N/A	N/A

Where a student's weighted GPA does meet the minimum standard award requirement for a particular classification, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined above)

E6. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected. Discretion may not be exercised in determining whether to recommend the award of a Pass. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

E7. Where a student registered for a programme leading to a Foundation degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award of a Certificate of Higher Education, as set out the programme specification for the relevant Foundation degree.

E8. Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an aegrotat degree, this shall be noted on the certificate and transcript for the award. An aegrotat degree cannot be awarded with merit or distinction.

APPENDIX F: Medical Degrees (MBBS)

F1. As noted throughout this Regulation, paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme. This Appendix defines specific regulations relating to the MBBS.

Assessments and Assessment Blocks

F2. Completion of a level of study is recognised through an associated 120-credit assessment block, which will result in one of the following outcomes:

- Pass
- Fail

F3. The Competence Level for an assessment block is based on performance in all elements of assessment undertaken within the level, and students will also receive a competence level for the domains of Professional Knowledge, and Professional Skills, and Professional Values and Behaviours. Criteria for determining competence levels is provided in the MBBS Progression and Awards Policy.

F4. Assessment elements are marked, and map to the competence levels as follows:

Indicative Mark Band	Grade	MBBS Competence Level Equivalency
90 and above	A*	Competence Level 1 (Satisfactory)
80-89	A+	
73-79	A	
70-72	A-	
68-69	B+	
63-67	B	
60-62	B-	
58-59	C+	
53-57	C	
50-52	C-	
48-49	D+	Competence Level 2 (Borderline)
43-47	D	
40-42	D-	
38-39	E+	Competence Level 3 (Unsatisfactory)
33-37	E	
30-32	E-	
29 and below	F	

F5. Students will undertake a Student Selected Component (SSC) in years 2, 3, 4 and 5. The SSC will be graded on a pass/fail basis and undertaken in place of a 40-credit project.

Review of Progression

F6. Student progress will be reviewed by the Academic Progress Panel at the end of each academic term. The Academic Progress Panel will determine an interim competence

level for each student within the competence domains, Knowledge, Skills and Professional Values and Behaviours. There shall be no compensation between domains. Interim competence levels will be based on performance in all elements of assessment undertaken within the academic term, combined with a review of aggregated synoptic assessment scores for each domain.

F7. At the end of each year the Academic Progress Panel will confirm the competence level for each student in each domain. These outcomes will be presented to the Board of Examiners at the end of each academic year.

F8. When considering each student's progress and whether that student may progress to the next year of study, the Board of Examiners, after review of recommendations from the Academic Progress Panel, may determine one of the following:

- a) that the student has satisfactorily completed the current level (in all three competence domains) and may progress to the next year of the programme;
- b) that the student has completed the current year with required improvements (in one or more of the competence domains) and may progress with conditions to the next year of the programme;
- c) that the student has not satisfactorily completed the current year and is required to repeat (subject to F21) the most recent academic year;
- d) that the student has not satisfactorily completed the current year and is not entitled to a repeat (or further repeat) of the year (see F21), and must withdraw from the programme;
- e) that a decision regarding the student's completion of the year should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4).

F9. The Information regarding the requirements for satisfactory progression between years are presented in the MBBS Progression and Awards Policy.

F10. The Academic Progress Panel and the Board of Examiners will meet mid-way through Year 5 for the purpose considering student progression to the Medical Licensing Assessment (MLA). The Academic Progress Panel will confirm the competence level for each student in each domain. The Board of Examiners, after review of recommendations from the Academic Progress Panel, may determine one of the following:

- a) that the student has satisfactorily met the requirements of the year so far and may undertake the MLA;
- b) that the student has not satisfactorily met the requirements of the year so far and must go into abeyance for the remainder of the year, and repeat Year 5;
- c) that the student has not satisfactorily met the requirements of the year so far and is not entitled to a repeat (or further repeat) of the year, and must **withdraw** from the programme;

Completion of Final Year and recommendation for Awards

F11. Having considered a student's eligibility to be recommended for an award, the Board of Examiners shall determine one of the following actions:

- a. that the student has satisfactorily completed the year, including the MLA, and may be considered for an **award**;
- b. that the student has not satisfactorily completed the level and is entitled to **reassessment**;
- c. that the student has not satisfactorily completed the level and must **repeat** (subject to F21) Year 5;
- d. that the student has not satisfactorily completed the final Level and is not entitled to a reassessment/repeat (or further reassessment/repeat) of the year (see F21), but may be considered by the Board for **another award** for which they fulfil the requirements. Students who do not fulfil the requirements for another award will be required to withdraw;
- e. that a decision regarding the student's completion of the final Level should be **deferred** because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);
- f. that, due to extenuating circumstances the student fulfils the requirements for an **aegrotat award**, as set out under Senate Regulation 4;

F12. Exit awards of Certificate of Higher Education and Diploma of Higher Education will be as per Senate Regulation 2, Appendix D.

F13. Exit awards of an Honours Bachelor's degree must meet the minimum credit requirement as defined in Appendix A. A profile of marks will be prepared for each student, derived from the marks assigned by the assessors and assured by the relevant Academic Assessment Panel. The weighting applied to each assessment in the profile shall be determined in the MBBS Progression and Awards Policy. The weighting of Levels in the profile, for the determination of classification, shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/3;
- FHEQ Level 6: 2/3.

Where a student exiting with an Honours Bachelor's degree, has completed all of Year 4 (120 credits at FHEQ Level 7) the Board of Examiners has the discretion to take this credit into account in determining the classification. In such instances, the weighting of Levels in the profile, for the determination of Senate Regulation 2 (2019 onwards) Page 25 of 23 March 2020 classification, shall either be as shown above, or:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/5;
- FHEQ Level 6: 2/5.
- FHEQ Level 7: 2/5

F14. The award of an MBBS degree is unclassified.

F15. For each academic year, the Board of Examiners will recognise students whose achievement is at a Distinction or Merit standard, according to weightings of assessments defined in the MBBS Progression and Awards Policy and the following:

Indicative Mark Band	Grade	End of Year Standard	
90 and above	A*	Distinction	70-100%
80-89	A+		
73-79	A		
70-72	A-		
68-69	B+	Merit	60-69.9%
63-67	B		
60-62	B-		

In a cohort year where less than 20% of students are eligible for a distinction or merit based on the above criteria, the Board of Examiners has the discretion to recognise students' achievement using the following norm referenced approach for up to the top 20% of the cohort.

Student position based on the overall mark for the year	End of Year Standard
Top 10%	Distinction
Next 10%	Merit

F16. The standard of Distinction or Merit is not reflected in the MBBS degree outcome.

Reassessment

F17. The programme provides continuous, in-year assessments throughout each term with cumulative end-of-term assessments aligned to reassess the same content, therefore, additional in-year reassessment opportunities are not provided. Where reassessment is required, this will be undertaken as a repeat year, where all assessments for that year will be undertaken again.

F18. Where reassessment is required for the MLA or post-MLA assessments these will be undertaken in-year, at the next available opportunity.

F19. All reassessment marks will be uncapped.

F20. Where a student achieves a lower standard in reassessment than in first assessment, the reassessment grade shall be counted when a Board of Examiners considers progression or award.

F21. Students are entitled to repeat each level on one occasion only, to a maximum of two repeated years in total.

Updated January 2024

SENATE REGULATION 2: Undergraduate Programmes **(2019 onwards)** *(effective from September 2019 onwards for students first registering in or after September 2019)*

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SR2 (2019 onwards) – UNDERGRADUATE PROGRAMMES (effective from September 2019 onwards for students first registering in or after September 2019)

A note on the application of this Regulation

The University is currently operating two sets of regulations for undergraduate programmes and awards. This Regulation ('SR2 (2019 onwards)') applies from the academic year 2019/20 to all students on undergraduate programmes who first entered FHEQ¹ Level 4 of an undergraduate programme in or after September 2019. For students who first entered an undergraduate programme at FHEQ Level 5, these regulations will apply to students entering in or after September 2020; and for students who first entered an undergraduate programme at FHEQ Level 6, these regulations will apply for students entering in or after September 2021.

Paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme delivered by the Brunel Medical School, and Appendix F should be referred to.

Awards of the University

1. These regulations apply to awards leading to the following undergraduate qualifications of the University.

Foundation Degree

FdA	Foundation Degree of Arts
FdSc	Foundation Degree of Science
FdEng	Foundation Degree of Engineering

Honours Bachelors Degrees and Ordinary Bachelors Degrees

BA	Degree of Bachelor of Arts
BASc	Degree of Bachelor of Arts and Science
BEng	Degree of Bachelor of Engineering
BMus	Degree of Bachelor of Music
BSc	Degree of Bachelor of Science
LLB	Degree of Bachelor of Laws

Integrated Masters Degrees

MEng	Degree of Master of Engineering
MMath	Degree of Master of Mathematics
MSci	Degree of Master of Science
MDes	Degree of Master of Design

Medical Degrees

MBBS	Bachelor of Medicine, Bachelor of Surgery
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Other undergraduate qualifications

CertHE	Certificate of Higher Education
DipHE	Diploma of Higher Education

¹ FHEQ = Framework for Higher Education Qualifications

GradCert	Graduate Certificate
GradDip	Graduate Diploma

2. An award is a combination of a qualification with a title associated with an approved programme of study and assessment. A 'qualification' is a generic title assigned to an award, defining its level and volume of assessment. A programme of study and assessment (or 'programme') is a combination of study (teaching and learning), and assessment associated with an award. Undergraduate awards of the University and their associated programmes of study and assessment, including the programme learning outcomes, are approved by Senate in accordance with its procedures for programme approval.

3. As set out in these Regulations, students shall be admitted to, and registered for, a programme of study and assessment leading to a named award approved by Senate. A student who, in accordance with these regulations, successfully completes an approved programme of study and assessment will be eligible to receive the relevant award. Alternatively, the authorised member of staff may permit applicants to enrol as an associate student for individual specified assessment block/s which are offered under these regulations, and the associated study block/s.

4. Students will not normally be permitted to register at the same time for more than one programme of study and assessment leading to an award offered under these regulations.

5. A normal period of study will be approved for each mode of study for each programme of study and assessment. Each year of full-time study shall normally be equivalent to 120 credits of assessment.

Assessment Blocks and Credits

6. An assessment block is a discrete assessment, or discrete group of assessment elements, to which a credit-rating and Level are assigned. For all aspects of summative assessment, modular blocks, containing both study and assessment, shall be synonymous with assessment blocks in this Regulation. The volume of assessment and achievement associated with each award will be defined in terms of assessment blocks. The number of credits assigned to a defined assessment block may not vary from programme to programme. A summary of the requirements and arrangements for each assessment block shall be set out in an approved outline. The credit value of an assessment block or modular block shall normally be defined as a multiple of 5 credits.

7. Each element will either be assessed using marks or grades or will be assessed on a pass / fail basis. In the case of an assessment block consisting of two or more elements assessed using marks or grades, each element will be assigned an individual weighting within the assessment block, which will be expressed by a percentage. An element of assessment assessed on a pass /fail basis shall have no weighting. Each assessment block must include at least one element assessed using marks or grades.

8. Each element of assessment may take the form of a written or viva voce examination, coursework, or another form or combination of forms as set out in the relevant approved outline. The form and schedule of assessment shall be notified to the student at the start of the academic year by the Department providing the associated assessment block.

9. The Levels and volumes of credits of the assessment blocks associated with an award shall normally conform to the Levels and volumes of credits set out below:

CertHE	120 credits at FHEQ Level 4
DipHE	240 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5
DipHE with Placement (<i>including thick, thin and 'compressed' sandwich degrees</i>)	360 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits of placement-associated assessment, normally at FHEQ Level 5
DipHE with Internship	At least 240 credits, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and an associated internship block.
Foundation Degree	240 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5
Ordinary Bachelors Degree	300 credits in total, including at least 100 credits at FHEQ Level 5, and 80 credits at FHEQ Level 6
Ordinary Bachelors Degree with Placement (<i>including thick, thin and 'compressed' sandwich degrees</i>)	420 credits in total, including at least 100 credits at FHEQ Level 5 and 120 credits of placement-associated assessment, normally at FHEQ Level 5 and 80 credits at FHEQ Level 6
Ordinary Bachelors Degree with Internship	300 credits in total, including at least 100 credits at FHEQ Level 5, and 80 credits at FHEQ Level 6, and an associated internship block.
Honours Bachelors Degree	360 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6
Honours Bachelors Degree with placement year (<i>including thick, thin and 'compressed' sandwich degrees</i>)	480 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits of placement associated assessment, normally at FHEQ Level 5 and 120 credits at FHEQ Level 6
Honours Bachelors Degree with Internship)	360 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6, and an associated internship block.
Graduate Certificate	At least 40 credits at FHEQ Level 6
Graduate Diploma	At least 80 credits at FHEQ Level 6
Integrated Masters Degree	480 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 120 credits at FHEQ Level 7
Integrated Masters Degree with Placement Year (<i>including thick, thin and 'compressed' sandwich degrees</i>)	600 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 120 credits of placement associated assessment,

	normally at FHEQ Level 6 and 120 credits at FHEQ Level 7
Integrated Masters Degree with Internship	480 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 120 credits at FHEQ Level 7, and an associated internship block.
Medical Degree	600 credits in total, including 120 credits at FHEQ Level 4 and 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6 and 240 credits at FHEQ Level 7.

10. Senate may permit programme specifications, for progression and award purposes only, to treat the credit associated with a defined assessment block as equivalent to credit at one Level higher or lower than that defined in the assessment block outline. Senate will permit credit to be counted in this way only where it is satisfied that to do so is consistent with the learning outcomes for the relevant award.

11. Where approved by Senate, programmes may be offered with the addition of an integrated foundation year. Successful completion of the foundation year will permit progression to FHEQ Level 4 of a programme leading to an award.

12. Senate may approve awards which exceed these normal expectations with regard to the total volume and / or the Level of credit.

Programmes and Programme Specifications

13. There shall be an approved programme specification, which will set out a summary of information, for each approved programme of study and assessment leading to an award of the University. Each new programme specification shall be subject to the approval of Senate. Detailed policy on the procedures for the approval and modification of programmes shall be published by the University Education Committee.

14. The programme specification shall define which assessment blocks are optional and which are compulsory for the associated award(s). A compulsory assessment block is one which all students registered for the relevant programme are required to attempt. A compulsory assessment block must be attempted as part of a programme of study and assessment leading to a specified award. An optional assessment block is one which students may select and attempt as part of the assessment for the award.

15. For the purposes of determining the outcomes of assessment, the programme specification shall also specify which assessments are core assessments and which are non-core for the associated award(s) of the University.

16. Honours Bachelors degree programmes must include at least one FHEQ Level 6 assessment block designated as the project assessment block. Integrated Masters degree programmes must include at least one FHEQ Level 6 assessment block and at least one FHEQ Level 7 assessment block designated as the project assessment blocks. The project assessment blocks defined herein shall be both compulsory and core and be normally at least 40 credits in volume. †

17. The appropriate programme specification will be issued to each student at initial registration and students must be given due notice if it is changed during their period of registration.

Admission, recognition of prior learning or credit, registration and enrolment of students

General considerations

- 18.** Additional policy and/or guidance on the admission, recognition of prior learning and credit and enrolment of students will be published by the University Education Committee.
- 19.** The authorised member of staff shall prescribe, in accordance with the relevant policies agreed by Senate, the minimum qualifications normally required for admission to each programme of study and assessment leading to an award (hereafter referred to as the 'programme'). The University may admit to a programme those applicants who meet the prescribed entry requirements for the programme and who are recommended for admission by the authorised member of staff.
- 20.** A formal offer of a place on a programme, with or without conditions, may only be made by the Registrar or equivalent officer of the University to applicants whom he or she is satisfied should be permitted to register for a programme. Such offers will not normally be made after the second week of any academic year for admission in that year.
- 21.** Applicants shall normally be admitted to follow a programme by one of the modes of study specified in the programme specification.
- 22.** Each student registering for a programme shall be assigned a home Department and a tutor.
- 23.** Following initial registration, each student shall be required to enrol annually, normally at the start of the academic session, until such time as an award is made or until the maximum period of registration for the programme is reached. Unless taking an agreed period of abeyance students shall be required to enrol for assessment blocks to be taken during the session.

Recognition of Prior Learning and Higher Education Credit

- 24.** Senate may recognise certificated or experiential prior learning (not recognised by higher education award or credit) or higher education credit (whether undertaken at the University or elsewhere, including prior associate study with the University) for the purposes of exemption from the requirements of specified assessment blocks and / or requirements relating to the teaching and learning associated with the programme. For exemption, the prior learning or higher education credit must represent the applicant's current knowledge and abilities and will not normally be more than five years old.
- 25.** Senate shall approve a policy defining the requirements for the granting of exemptions in all programmes.
- 26.** Exemptions shall normally only be approved for whole assessment blocks and not for individual elements of assessment within an assessment block. An exception may be made in the case of placement assessment, where exemptions may be made from individual elements of assessment within an assessment block.
- 27.** Exemptions from any assessment requirements of a programme shall be made on the basis of evidence of prior achievement of the learning outcomes associated with the relevant assessment block/s and the currency of that prior achievement.
- 28.** Exemption may be either 'graded' or 'ungraded' as defined below.

- 29.** For graded exemption, the agreed grades shall be included in grade profiles and calculations when determining progression and award decisions in the programme in the place of the exempted assessment block/s.
- 30.** For ungraded exemption, no grade shall be assigned to the exempted assessment block/s. Ungraded exemption credit shall be excluded from all calculations of GPA and volume of grade credit.
- 31.** Exemptions (other than those based on Brunel credit) may not be applied to the following parts of programmes, which students must therefore normally attempt: (i) any FHEQ Level 6 or FHEQ Level 7 assessments in an ordinary bachelors, honours bachelors, medical degrees, or Integrated Masters degree programme; (ii) more than 50% of the assessed credit of non-degree undergraduate awards.
- 32.** Exemptions from requirements associated with teaching and learning will normally reflect approved assessment exemptions.
- 33.** Where appropriate, the period of study may be reduced *pro rata* for students granted exemption from assessment blocks in recognition of prior learning or higher education credit.
- 34.** A formal record shall be made of the exemptions accorded to such applicants when they were admitted, and of any grades assigned for the purposes of calculating the outcomes of awards. Such applicants shall also be notified in writing regarding the exemption decisions.
- 35.** Where a prior award of the University is used to provide partial exemption from a new award's requirements, the prior award must normally be rescinded before conferral of the new award. Where only partial credit of the prior award is used in this way, the Academic Registrar shall advise on the need to rescind the prior award.

Individual variations to programmes, changes to modes of study and transfers, extensions and abeyances

- 36.** Additional guidance on variations to programmes, changes to modes of study and transfers, extensions and abeyances is published by the University Education Committee.
- 37.** The authorised member of staff shall be accountable to Senate, through the College Education Committee, for ensuring that each student registered for a programme of study leading to an award follows a programme of study and assessment, which is either set out in an approved programme specification or is a variation approved in accordance with these regulations.
- 38.** The initial maximum period of registration for an undergraduate programme shall be the normal period of study for the programme for which the student is registered plus three calendar years. The maximum period of registration shall be inclusive of periods of study as set out in the programme specification, periods of exceptional extension to study (for example in the event of delayed study and assessment due to extenuating circumstances) and any periods of agreed abeyance. Requests for extensions to the maximum period of registration shall be considered by Senate.
- 39.** Students may, subject to approval, seek to change the programme for which they are registered, or their mode of attendance, normally not later than the end of the second week of any academic year. Students may seek to change the blocks for which they are enrolled not later than the end of the second week of any year. Any such changes should be

approved by the authorised member of staff in the Department offering the new or continuing programme.

40. College Education Committees may, on behalf of Senate, vary the programme of study and assessment of an individual student from the programme set out in the programme specification provided that the revised programme of study still enables the student to demonstrate the learning outcomes of the relevant award.

41. Students wishing to enter a period of abeyance must apply to the College Education Committee for approval. Having been advised by the authorised member of staff regarding the next or most appropriate point for return to the programme following abeyance, the student will confirm to them the date of return from abeyance. The University will not normally agree to periods of abeyance of more than one calendar year in the first instance. Students in abeyance shall remain registered for their programme. Senate shall determine the entitlement of students in abeyance to the use of the University's resources.

Placement learning, professional training and degree awards with placement learning and assessment

42. One or more periods of formal placement learning or professional training may form a required part of a programme. The assessment associated with such formal placement learning or professional training shall be reflected in the learning outcomes of the award. The nature, frequency and duration of the required period(s) of placement learning or professional training, and any alternative arrangements that may be made in satisfaction of the requirements, shall be summarised in the programme specification. The assessment associated with each period shall be specified in one or more assessment blocks and summarised in the relevant assessment block outline/s. For the purposes of award and classification, the weighting of the credit associated with these assessment blocks shall be specified in the relevant programme specification.

43. Each period of formal placement learning or professional training shall be subject to relevant policies approved by the University Education Committee. The arrangements for these periods, including the student's employment status with the placement or training provider, the arrangements for finding a placement or training, and the detailed arrangements for the assessment of the placement or training, may vary at a local level in line with this policy. These arrangements, together with the responsibilities of the University, of the student and of the provider concerning the placement or training, shall be set out by College or Department in the relevant documentation.

44. Where a programme is designated 'with Placement', the typical period of placement learning will be defined in the University's Placement Learning Policy and shall be recognised by an additional 120 credits of assessment associated with the placement which shall be a core assessment block requirement for any award 'with Placement'. Where a programme is designated 'with Internship', the typical period of placement learning will be defined in the University's Placement Learning Policy and the associated assessment credit will be listed in the relevant programme specification, and defined as a core assessment block. Placement activity may be organised into one or more separate periods of activity, which may be scheduled over one or more academic years, as specified by the programme for the relevant award. In the case of programmes not designated as 'with Placement' or 'with Internship', any placement learning and professional training will not normally require an additional commitment of time from the student during the year over the normal expectation, unless made available on an optional basis. Where such an additional commitment of time forms part of an approved programme, the expectations placed on the students shall be set out in relevant programme documentation.

Assessment of students

Assessments and Assessment Blocks

45. The arrangements for the assessment of foundation years are set out in the relevant programme specification. The following regulations pertain to assessment at FHEQ Level 4, 5 and 6, and FHEQ Level 7 assessment where this forms part of an undergraduate programme offered under these regulations.

46. Each element of assessment (other than those assessed on a pass / fail basis) shall be assessed as follows:

Indicative Mark Band	Degree class equivalent	Grade	Grade Point
90 and above	1	A*	17
80-89	1	A+	16
73-79	1	A	15
70-72	1	A-	14
68-69	2.1	B+	13
63-67	2.1	B	12
60-62	2.1	B-	11
58-59	2.2	C+	10
53-57	2.2	C	9
50-52	2.2	C-	8
48-49	3	D+	7
43-47	3	D	6
40-42	3	D-	5
38-39	Fail	E+	4
33-37	Fail	E	3
30-32	Fail	E-	2
29 and below	Fail	F	1

In the case of a student being recommended for an aegrotat award, a grade AE may be assigned where extenuating circumstances have been accepted for an assessment.

47. The grade or mark assigned should be in accordance with the generic grade descriptors approved by Senate and published as an appendix to these regulations. Any discipline-specific articulations of the generic grade descriptors shall be subject to approval by Senate.

48. Following the attempt by a student of all the elements of an assessment block, and again after any reassessment to which a student may be entitled, a Panel of Examiners will, in accordance with these Regulations, review the performance of each student attempting the assessment block. †

49. The overall grade in an assessment block will be determined with reference to the weightings assigned to each element of assessment in the approved outline, and in accordance with the University's [Rounding Policy](#).

50. Failure to meet the requirements to achieve a pass in any element of assessment which is assessed on a pass / fail basis will result in a grade of F being assigned for the assessment block overall for that attempt, regardless of the standard achieved in the other element/s of assessment.

51. The designation 'core' indicates an element of assessment or assessment block in which a specified grade must be achieved or surpassed as part of the programme of study and assessment leading to a specific award, as set out in the relevant programme specification. For assessments at FHEQ Levels 4, 5 and 6, the specified grade is D-; for assessments at FHEQ Level 7 under these regulations, the specified grade is C-. A non-core assessment block for an award is one which, if taken, does not have to be passed at the specified grade, but the achieved grade must be better than F, in order for the student to be eligible for the award. For the avoidance of doubt, all grades below D- in a core element assessment shall be defined as Grade Point 1 for the purposes of transcripts. †

Review of progress and progression between levels of programmes: general considerations

52. A Board of Examiners shall normally, at the first opportunity at the end of a student's programme at each Level (below the final Level), and again following any reassessment to which the student is entitled, and at least once in each calendar year, review the progress of each student registered for a programme under these regulations. The Board of Examiners shall consider whether a student registered for an undergraduate award under these regulations has successfully completed the current Level, or their progress towards the successful completion of the Level, and take actions in accordance with Regulation 58, below.

53. A profile of grades for their current Level will be prepared for each student. The weighting applied to each assessment block in that profile shall be derived from its credit value (as set out in the outline of each assessment block). The requirements for progression between Levels of programmes leading to awards which are offered under these regulations are set out in an appendix to these regulations.

54. When considering each student's progress and whether that student may commence the next Level of a programme, the Board of Examiners may determine one of the following: †

- a) that the student has satisfactorily completed the current Level in accordance with the requirements at that Level for the programme award for which they are registered and may progress to the next Level of the programme;
- b) that the student has not satisfactorily completed the current Level but is entitled to reassessment;
- c) that a decision regarding the completion of the Level should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);
- d) that the student has not satisfactorily completed the current Level, is not entitled to reassessment (or further reassessment) and must withdraw from the programme.

55. Where a student is withdrawn from a programme, the student's transfer to another programme may be authorised in accordance with paragraph 2.39.

56. In accordance with the relevant provisions of Senate Regulation 4 and the University Coursework Submission Policy, a student who fails to complete any assessment or reassessment by the defined date, or fails to be present at any test or examination, without presenting at the due time extenuating circumstances acceptable to the Board, shall be assigned a grade NS in that assessment or reassessment.

57. Unless the programme specification specifies other conditions for progression, students will not be permitted to commence study at a higher Level before they have satisfactorily completed their current Level.

Completion of Final Level and recommendation for Awards: general considerations

58. A student may, at any time before completing the requirements of the award, write to the Board of Examiners responsible for the award to which their programme leads, stating that he or she wishes to withdraw from the programme. In these circumstances, the Board of Examiners shall, in accordance with these regulations and at the next opportunity, consider the student's eligibility for an award and make recommendations as appropriate to Senate.

59. If the maximum period of registration (including any approved extension/s) has been reached before the student has fulfilled the requirements for the award to which their programme leads, the relevant Board of Examiners shall, in accordance with these regulations and at the next opportunity, confirm the withdrawal of the student from the programme, consider their eligibility for the highest award to which they are entitled, and make recommendations as appropriate to Senate.

60. The relevant Board of Examiners shall normally, at the first opportunity following the conclusion of a student's study at the final Level of their programme, and again following any reassessment to which the student is entitled under these regulations, consider a student's eligibility to be recommended for an award. The requirements for individual awards offered under these regulations are set out in an Appendix to these regulations.

61. Having considering a student's eligibility to be recommended for an award, the Board of Examiners shall with reference to the award-specific regulations below, determine one of the following actions: †

- a) That the student has satisfactorily completed the final Level in accordance with the requirements for the programme for which they are registered and may be considered for an award;
- b) that the student has not satisfactorily completed the final Level but is entitled to reassessment;
- c) that a decision regarding the completion of the final Level should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);
- d) that the student has not satisfactorily completed the final Level and is not entitled to reassessment (or further reassessment) but may be considered by the Board for another award for which they fulfil the requirements. Alternatively the Board may, as appropriate, refer the case to another Board of Examiners for consideration;
- e) that, due to extenuating circumstances the student fulfils the requirements for an aegrotat award, as set out under Senate Regulation 4;

- f) that the student has not satisfactorily completed the final Level and is not entitled to reassessment and shall be withdrawn from the programme.

62. Where a student fulfils the requirements for more than one award under these regulations, the Board of Examiners will normally only recommend the award of the highest qualification for which they are eligible.

Reassessment: general considerations

63. Students who at first assessment do not meet the minimum requirement for satisfactory completion of a Level (including the final Level) of a programme may be entitled to reassessment in one or more assessment elements. Students at any Level who, after any reassessment to which they are entitled, do not meet the minimum requirements for satisfactory completion of a Level, shall be required to withdraw from the programme. †

64. The maximum grade which will be awarded in any assessment block subject to reassessment is the threshold grade (D- in FHEQ Level 4, 5 and 6 and C- in FHEQ Level 7 assessment). If a reassessment involves direct assessment of threshold attainment, this shall be indicated on the transcript. †

65. Where a student achieves a lower standard in reassessment than in first assessment, the higher grade shall be counted when a Board of Examiners considers the student's eligibility for an award. †

66. Other policies apply when a student is permitted to take delayed assessments due to accepted extenuating circumstances (See Senate Regulation 4). †

67. The schedule and arrangements for reassessment shall be approved by the relevant Board of Examiners in accordance with these regulations. †

68. At FHEQ Level 4, a student who, after first assessment meets the minimum requirement for satisfactory completion of the Level, is not entitled to reassessment in any assessment block and shall progress to the next Level. †

69. At FHEQ Level 4, a student who, after first assessment does not meet the minimum requirements for satisfactory completion of the Level, is normally entitled to reassessment in any assessment blocks where s/he has failed to achieve a grade of D- or better. †

70. The timing of reassessments is at the discretion of the Board of Examiners. FHEQ Level 4 students being reassessed in assessment blocks totalling normally not more than 40 credits shall be reassessed on one occasion only, in failed assessments within the current academic year. FHEQ Level 4 students being reassessed in assessment blocks totalling more than 40 credits shall be reassessed on one occasion only in failed assessments, normally in the next academic year. They shall be permitted to commence FHEQ Level 5 on meeting the minimum requirements for satisfactory completion of FHEQ Level 4 (as set out above). †

71. At FHEQ Levels 5 and 6, a student who at first assessment has failed to achieve a grade of at least D- in an assessment block or in any core assessment, is entitled to reassessment in any assessments where s/he has failed to achieve a grade of D- or better, provided that the total credit value of the assessment blocks which are reassessed (in whole or in part) in the Level is no more than 40 credits. If the total credit value of the assessment blocks which would require reassessment under this regulation exceeds 40 credits in the Level, the student shall not be entitled to reassessment and shall be required to withdraw from the programme. †

72. At FHEQ Level 7, a student who at first assessment has failed to achieve a grade of at least C- in an assessment block or in any core assessment, is entitled to reassessment in any assessments where s/he has failed to achieve a grade of C- or better, provided that the total credit value of the assessment blocks which are reassessed (in whole or in part) in the Level is no more than 40 credits. If the total credit value of the assessment blocks which would require reassessment under this regulation exceeds 40 credits in the Level, the student shall not be entitled to reassessment and shall be required to withdraw from the programme. †

73. A student being reassessed in FHEQ Levels 5, 6, or 7 shall be reassessed on one occasion only, normally within the current academic year. †

74. Notwithstanding regulations 2.71 and 2.72 above, students undertaking 'with placement year' programmes as defined in 2.9 and 2.44, and who have completed the defined minimum period of placement, shall have the right to be reassessed in the associated placement learning assessment block(s) on one occasion only where they have failed to achieve grade D- or better in the assessment block(s) at the first attempt. Boards of Examiners shall set appropriate and reasonable deadlines for such reassessment on an individual student basis. †

APPENDICES: REGULATIONS FOR PROGRESSION AND AWARD (Award-specific)

APPENDIX A: Honours Bachelors Degrees

Progression requirements (Foundation Year)

A1. The requirements for progression from the Foundation Year are set out in the programme specification for the relevant undergraduate degree programme.

A2. The minimum requirement for the satisfactory completion of a Level of an honours bachelors degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Completion of Final Level and recommendation for Awards

A3. A profile of grades and a grade-point average (GPA) will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each Assessment Block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

A4. For honours bachelors degrees, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/3;
- FHEQ Level 6: 2/3.

A5. The minimum requirements for the award of an honours bachelors degree and for each classification of degree are defined as follows:

Honours Bachelors Degree Classifications						
Class	Maximum credit volume of Grade F	Maximum credit volume of assessment blocks containing core assessments below D-	Maximum credit volume (not Level-weighted) of non-core Grade Band E (E+, E, E-)			Minimum weighted GPA*
			FHEQ Level 5	FHEQ Level 6	FHEQ Levels 5 + 6	
1 st	0	0	0	0	0	14.0
2.1	0	0	20	0	20	11.0
2.2	0	0	40	20	40	8.0
3 rd	0	0	40	40	60	NA

* The borderline mechanism, for cases where the Minimum Weighted GPA requirement has not been met, is defined in A6 below.

A6. Where a student has met all requirements for the award of a particular classification of an honours bachelors degree other than the minimum GPA requirement, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined in 2.46 above) or better, such that the Minimum Weighted GPA requirement for each classification is modified as follows:

Honours Bachelors Degree Classification Borderline Mechanisms			
Volume of grades (weighted by assessment block credit value <u>and</u> by Level weighting) in Class or better	Class		
	1 st	2.1	2.2
	Minimum weighted GPA		
At least 50% of grades (weighted) in Class or better	13.5	10.5	7.5

A7. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected by the exercise of discretion. Discretion may not be exercised in determining whether to recommend the award of a 3rd class degree. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

A8. Where a student registered for a programme leading to an honours bachelors degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award either of an ordinary bachelors degree (if available), or Diploma of Higher Education or Certificate of Higher Education, as set out the programme specification for the relevant honours bachelors degree.

A9. Where, in accordance with Regulation 4, a Board of Examiners determines to recommend the award of an *aegrotat* degree, the award shall not be classified.

APPENDIX B: Integrated Masters Degrees

Progression requirements (Foundation Year)

B1. The requirements for progression from the Foundation Year are set out in the programme specification for the relevant Integrated Masters degree programme.

Progression requirements (FHEQ Level 4)

B2. The minimum requirement for the satisfactory completion of FHEQ Level 4 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Progression requirements FHEQ Level 5

B3. The **minimum** requirement for the satisfactory completion of FHEQ Level 5 of an Integrated Masters degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;
- A minimum GPA of 9 in FHEQ Level 5.

B4. Any requirement for progression from FHEQ Level 5 to FHEQ Level 6 of an Integrated Masters degree which exceeds the minimum requirements shall be set out and approved in the relevant programme specification.

Progression requirements (FHEQ Level 6)

B5. The minimum requirement for the satisfactory completion of FHEQ Level 6 of an Integrated Masters degree will be to reach a standard which is at least equivalent to the requirements across FHEQ Levels 5 and 6 for an honours bachelors degree at 2.ii class, as set out in Appendix A regulations B, C and D above.

B6. Any requirement for progression from FHEQ Level 6 to the FHEQ Level 7 of an Integrated Masters degree which exceeds the minimum requirements shall be set out and approved in the relevant programme specification.

Completion of Final Level and recommendation for Awards

B7. A profile of grades and a grade-point average will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each assessment block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

B8. For an integrated masters degree, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/5;
- FHEQ Level 6: 2/5;
- FHEQ Level 7: 2/5.

B9. The minimum requirements for the award of an integrated masters degree and for each classification of degree are defined as follows:

Integrated Masters Degree Classifications					
Class	Maximum credit volume of Grade F	Maximum credit volume of assessment blocks containing core assessments below D-	Maximum credit volume (not Level-weighted) of non-core Grade Band E (E+, E, E-)		
		FHEQ Levels 5 + 6	FHEQ Level 5	FHEQ Level 6	FHEQ Levels 5 + 6
1 st	0	0	0	0	0
2.1	0	0	20	0	20
2.2	0	0	40	20	40
Class	Maximum credit volume of assessment blocks containing core assessments below C-	Maximum credit volume (not Level-weighted) of non-core Grade Band D (D+, D, D-)	Minimum Weighted GPA*		
	FHEQ Level 7				
1 st	0	0	14.0		
2.1	0	20	11.0		
2.2	0	40	8.0		

* The borderline mechanism, for cases where the Minimum Weighted GPA requirement has not been met, is defined in B10 below.

B10. Where a student has met all requirements for the award of a particular classification of an integrated masters degree other than the minimum GPA requirement, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined in 2.46 above) or better, such that the Minimum Weighted GPA requirement for each classification is modified as follows:

Integrated Masters Degree Classification Borderline Mechanisms			
Volume of grades (weighted by assessment block credit value <u>and</u> by Level weighting) in Class or better	Class		
	1 st	2.1	2.2
	Minimum weighted GPA		
At least 50% of grades (weighted) in Class or better	13.5	10.5	7.5

B11. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected by the exercise of discretion. Discretion may not be exercised in determining whether to recommend the award of a 2.2 class degree. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

B12. Where a student registered for a programme leading to an integrated masters degree does not fulfil the requirements for the award under these Regulations the relevant Board of Examiners will normally consider the eligibility of a student for the award either of an honours bachelors degree (if available), or an ordinary bachelors degree (if available), or a Diploma of Higher Education or Certificate of Higher Education, as set out the programme specification for the relevant integrated masters degree.

B13. Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an *aegrotat* degree, the award shall not be classified.

APPENDIX C: Ordinary Bachelors Degrees

Progression requirements: entry to FHEQ Level 5

C1. Students shall not register for FHEQ Level 4 of a programme leading to an ordinary bachelors degree. The requirements in FHEQ Level 4 for transfer to an ordinary bachelors degree will be set out in the programme specification for the relevant ordinary bachelors degree.

Progression requirements: FHEQ Level 5 to FHEQ Level 6

C2. The minimum requirement for the satisfactory completion of FHEQ Level 5 of an ordinary bachelors degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;

Completion of Final Level and recommendation for award

C3. A profile of credit at FHEQ Level 6 and shall be prepared for each student, derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block).

C4. For the award of an ordinary bachelors degree, the project assessment block as defined in 2.16, if undertaken, shall not be a core assessment.

C5. The minimum requirement for the satisfactory completion of FHEQ Level 6 of an ordinary bachelors degree is:

- No credit at Grade F;
- No more than 20 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-;

C6. A student who has completed the requirements of both FHEQ Levels 5 and 6 of an ordinary bachelors degree is eligible to be recommended for award. The ordinary bachelors degree award shall not be classified.

C7. Where a student registered for a programme leading to an ordinary bachelors degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award either of a Diploma of Higher Education or a Certificate of Higher Education, as set out the programme specification for the relevant ordinary bachelors degree.

APPENDIX D: Diploma of Higher Education and Certificate of Higher Education

Completion of Final Level and recommendation for award

D1. A profile of credit at each Level studied shall be prepared for each student, derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block).

D2. The requirements for an award of Certificate of Higher Education shall be a profile of 120 Credits at FHEQ Level 4, which includes:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D- .

D3. The requirements for the award of Diploma of Higher Education shall be a profile of 120 Credits at each Level (240 credits in all), which at each Level includes:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

APPENDIX E: Foundation Degrees

Progression requirements (FHEQ Level 4)

E1. The minimum requirement for the satisfactory completion of FHEQ Level 4 of a Foundation degree is:

- No credit at Grade F;
- No more than 40 credits achieved in Grade Band E (E+, E, E-);
- No core credit below D-.

Completion of Final Level and recommendation for Awards

E2. A profile of grades and a grade-point average (GPA) will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each assessment block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.

E3. For Foundation degrees, the weighting of Levels in the profile of grades and grade-point average for the determination of award and classification shall be:

- FHEQ Level 4: 1/3;
- FHEQ Level 5: 2/3;

E4. The minimum requirements for the award of a Foundation degree and for each classification of degree are defined as follows:

Foundation Degree Award Requirements				
Foundation Degree Award Class	Maximum Credit volume of Grade F	Maximum credit volume of assessment blocks Containing core assessments below D -	Maximum credit volume of non-core Grade Band E (E+, E, E -) (across FHEQ Levels 4 and 5)	Minimum GPA*
Distinction	0	0	0	14.00
Merit	0	0	20	11.00
Pass	0	0	40	N/A

* The borderline mechanism, for cases where the Minimum Weighted GPA requirement has not been met, is defined in E5 below.

E5. Where a student has met all requirements for the award of a particular classification of a Foundation degree other than the minimum GPA requirement, a strict borderline mechanism will be employed that takes into account the weighted credit volume of grades in the class (as defined in 2.46 above) or better, such that the Minimum Weighted GPA requirement for each classification is modified as follows:

Foundation Degree Class Borderline Mechanism		
Volume of grades (weighted by assessment block credit value <u>and</u> by Level weighting) in Class or better, where Class corresponds to the following Grades: Distinction: A-, A, A+, A++ Merit: B-, B, B+	Class	
	Distinction	Merit
	Minimum Weighted GPA	
At least 50% of grades (weighted) in Class or better	13.5	10.5

E6. A Board of Examiners may, in exceptional circumstances, exercise discretion in determining the class of degree to be recommended, when it recognises that equity of treatment of students and/or confidence in standards will be protected. Discretion may not be exercised in determining whether to recommend the award of a Pass. The reasons for discretionary recommendations shall be individually recorded by the Board of Examiners.

E7. Where a student registered for a programme leading to a Foundation degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award of a Certificate of Higher Education, as set out the programme specification for the relevant Foundation degree.

E8. Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an aegrotat degree, this shall be noted on the certificate and transcript for the award. An aegrotat degree cannot be awarded with merit or distinction.

APPENDIX F: Medical Degrees (MBBS)

F1. As noted throughout this Regulation, paragraphs identified with a † do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme. This Appendix defines specific regulations relating to the MBBS.

Assessments and Assessment Blocks

F2. Completion of a level of study is recognised through an associated 120-credit assessment block, which will result in one of the following outcomes:

- Pass
- Fail

F3. The Competence Level for an assessment block is based on performance in all elements of assessment undertaken within the level, and students will also receive a competence level for the domains of Professional Knowledge, and Professional Skills, and Professional Values and Behaviours. Criteria for determining competence levels is provided in the MBBS Progression and Awards Policy.

F4. Assessment elements are marked, and map to the competence levels as follows:

Indicative Mark Band	Grade	MBBS Competence Level Equivalency
90 and above	A*	Competence Level 1 (Satisfactory)
80-89	A+	
73-79	A	
70-72	A-	
68-69	B+	
63-67	B	
60-62	B-	
58-59	C+	
53-57	C	
50-52	C-	
48-49	D+	Competence Level 2 (Borderline)
43-47	D	
40-42	D-	
38-39	E+	Competence Level 3 (Unsatisfactory)
33-37	E	
30-32	E-	
29 and below	F	

F5. Students will undertake a Student Selected Component (SSC) in years 2, 3, 4 and 5. The SSC will be graded on a pass/fail basis and undertaken in place of a 40-credit project.

Review of Progression

F6. Student progress will be reviewed by the Academic Progress Panel at the end of each academic term. The Academic Progress Panel will determine an interim competence

level for each student within the competence domains, Knowledge, Skills and Professional Values and Behaviours. There shall be no compensation between domains. Interim competence levels will be based on performance in all elements of assessment undertaken within the academic term, combined with a review of aggregated synoptic assessment scores for each domain.

F7. At the end of each year the Academic Progress Panel will confirm the competence level for each student in each domain. These outcomes will be presented to the Board of Examiners at the end of each academic year.

F8. When considering each student's progress and whether that student may progress to the next year of study, the Board of Examiners, after review of recommendations from the Academic Progress Panel, may determine one of the following:

- a) that the student has satisfactorily completed the current level (in all three competence domains) and may progress to the next year of the programme;
- b) that the student has completed the current year with required improvements (in one or more of the competence domains) and may progress with conditions to the next year of the programme;
- c) that the student has not satisfactorily completed the current year and is required to repeat (subject to F21) the most recent academic year;
- d) that the student has not satisfactorily completed the current year and is not entitled to a repeat (or further repeat) of the year (see F21), and must withdraw from the programme;
- e) that a decision regarding the student's completion of the year should be deferred because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4).

F9. The Information regarding the requirements for satisfactory progression between years are presented in the MBBS Progression and Awards Policy.

F10. The Academic Progress Panel and the Board of Examiners will meet mid-way through Year 5 for the purpose considering student progression to the Medical Licensing Assessment (MLA). The Academic Progress Panel will confirm the competence level for each student in each domain. The Board of Examiners, after review of recommendations from the Academic Progress Panel, may determine one of the following:

- a) that the student has satisfactorily met the requirements of the year so far and may undertake the MLA;
- b) that the student has not satisfactorily met the requirements of the year so far and must go into abeyance for the remainder of the year, and repeat Year 5;
- c) that the student has not satisfactorily met the requirements of the year so far and is not entitled to a repeat (or further repeat) of the year, and must **withdraw** from the programme;

Completion of Final Year and recommendation for Awards

F11. Having considered a student's eligibility to be recommended for an award, the Board of Examiners shall determine one of the following actions:

- a. that the student has satisfactorily completed the year, including the MLA, and may be considered for an **award**;
- b. that the student has not satisfactorily completed the level and is entitled to **reassessment**;
- c. that the student has not satisfactorily completed the level and must **repeat** (subject to F21) Year 5;
- d. that the student has not satisfactorily completed the final Level and is not entitled to a reassessment/repeat (or further reassessment/repeat) of the year (see F21), but may be considered by the Board for **another award** for which they fulfil the requirements. Students who do not fulfil the requirements for another award will be required to withdraw;
- e. that a decision regarding the student's completion of the final Level should be **deferred** because the student is permitted to a further assessment opportunity/ies due to accepted extenuating circumstances (see Senate Regulation 4);
- f. that, due to extenuating circumstances the student fulfils the requirements for an **aegrotat award**, as set out under Senate Regulation 4;

F12. Exit awards of Certificate of Higher Education and Diploma of Higher Education will be as per Senate Regulation 2, Appendix D.

F13. Exit awards of an Honours Bachelors degree must meet the minimum credit requirement as defined in Appendix A. A profile of marks will be prepared for each student, derived from the marks assigned by the assessors and assured by the relevant Academic Assessment Panel. The weighting applied to each assessment in the profile shall be determined in the MBBS Progression and Awards Policy. The weighting of Levels in the profile, for the determination of classification, shall be:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/3;
- FHEQ Level 6: 2/3.

Where a student exiting with an Honours Bachelors degree, has completed all of Year 4 (120 credits at FHEQ Level 7) the Board of Examiners has the discretion to take this credit into account in determining the classification. In such instances, the weighting of Levels in the profile, for the determination of Senate Regulation 2 (2019 onwards) Page 25 of 23 March 2020 classification, shall either be as shown above, or:

- FHEQ Level 4: no weighting;
- FHEQ Level 5: 1/5;
- FHEQ Level 6: 2/5.
- FHEQ Level 7: 2/5

F14. The award of an MBBS degree is unclassified.

F15. For each academic year, the Board of Examiners will recognise students whose achievement is at a Distinction or Merit standard, according to weightings of assessments defined in the MBBS Progression and Awards Policy and the following:

Indicative Mark Band	Grade	End of Year Standard	
90 and above	A*	Distinction	70-100%
80-89	A+		
73-79	A		
70-72	A-		
68-69	B+	Merit	60-69.9%
63-67	B		
60-62	B-		

In a cohort year where less than 20% of students are eligible for a distinction or merit based on the above criteria, the Board of Examiners has the discretion to recognise students' achievement using the following norm referenced approach for up to the top 20% of the cohort.

Student position based on the overall mark for the year	End of Year Standard
Top 10%	Distinction
Next 10%	Merit

F16. The standard of Distinction or Merit is not reflected in the MBBS degree outcome.

Reassessment

F17. The programme provides continuous, in-year assessments throughout each term with cumulative end-of-term assessments aligned to reassess the same content, therefore, additional in-year reassessment opportunities are not provided. Where reassessment is required, this will be undertaken as a repeat year, where all assessments for that year will be undertaken again.

F18. Where reassessment is required for the MLA or post-MLA assessments these will be undertaken in-year, at the next available opportunity.

F19. All reassessment marks will be uncapped.

F20. Where a student achieves a lower standard in reassessment than in first assessment, the reassessment grade shall be counted when a Board of Examiners considers progression or award.

F21. Students are entitled to repeat each level on one occasion only, to a maximum of two repeated years in total.

Updated April 2022

SENATE REGULATION 3 (2020 onwards): Taught Postgraduate Programmes *(effective from September 2020 onwards for students first registering in or after September 2020)*

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SENATE REGULATION 3 (2020 onwards): Taught Postgraduate Programmes (effective from September 2020 onwards for students first registering in or after September 2020)

A note on the application of this Regulation

The University is currently operating two sets of regulations for postgraduate taught programmes and awards. This Regulation ('SR3 (2020 onwards)') applies from the academic year 2020/1 to all students on postgraduate taught programmes who first entered that programme in or after September 2020.

Awards of the University

1. These regulations apply to awards leading to one of the following postgraduate qualifications of the University:

Masters Degrees

MA

MBA

MSc (including MSc by Research)

MRes (including MRes by Research)

LLM

MMus

MTech

MPH

Other Postgraduate qualifications

PGDip

PGCert

PGCE

Other associated postgraduate qualifications

GradCert

GradDip

2. An award is a combination of a qualification with a title associated with an approved programme of study and assessment. A 'qualification' is a generic title assigned to an award, defining its level and volume of assessment. A programme of study and assessment (or 'programme') is a combination of study (teaching and learning), and assessment associated with an award. Postgraduate taught awards of the University and their associated programmes of study and assessment, including the programme learning outcomes, are approved by Senate in accordance with its procedures for programme approval.

3. As set out in this Regulation, students shall be admitted to, and registered for, a programme of study and assessment leading to a named award approved by Senate. A student who, in accordance with this Regulation, successfully completes an approved programme of study and assessment will be eligible to receive the relevant award.
4. The authorised member of staff may permit applicants to enrol as an associate student for individual specified assessment block/s which are offered under these regulations, and the associated study block/s. An associate student may not be recommended for any award until he or she has been admitted to an approved programme of study and assessment in accordance with the policies on exemptions set out below in this Regulation. To contribute towards the requirements for an award under this Regulation, achievement gained through associate study must conform to the same normal requirements as achievement gained while registered for a programme of study and assessment leading to the award, including with regard to the number of attempts permitted at assessment and reassessment.
5. Students will not normally be permitted to register at the same time for more than one programme of study and assessment leading to an award offered under this Regulation.
6. A normal period of study will be approved for each mode of study for each programme of study and assessment.

Assessment Blocks and Credits

7. An assessment block is a discrete assessment, or discrete group of assessment elements, to which a credit-rating and Level are assigned. For all aspects of summative assessment, modular blocks, containing both study and assessment, shall be synonymous with assessment blocks in this Regulation. The volume of assessment and achievement associated with each award will be defined in terms of assessment blocks. The number of credits assigned to a defined assessment block may not vary from programme to programme. An assessment block may comprise one or more individual elements of assessment. A summary of the requirements and arrangements for each assessment block shall be set out in an approved outline. The credit value of an assessment block or modular block shall normally be defined as a multiple of five credits.
8. Each element of assessment will either be assessed using marks or grades or will be assessed on a pass / fail basis. In the case of an assessment block consisting of two or more elements assessed using marks or grades, each element of assessment will be assigned an individual weighting within the assessment block, which will be expressed by a percentage. An element of assessment assessed on a pass /fail basis shall have no weighting. Each assessment block must include at least one element assessed using marks or grades.
9. Each element of assessment may take the form of a written or viva voce examination, coursework, or another form or combination of forms as set out in the relevant approved outline. The form and schedule of assessment shall be notified to the student at the start of the academic year by the Department providing the associated assessment block.
10. The volumes of credits of the assessment blocks associated with an award shall normally conform to the Levels and volumes of credits set out below:

PGCert

60 credits at FHEQ Level 7

PGCert with Placement	60 credits at FHEQ Level 7, and an associated placement block
PGCert with Internship	60 credits at FHEQ Level 7, and an associated internship block
PGDip	120 credits at FHEQ Level 7
PGDip with Placement	120 credits at FHEQ Level 7, and an associated placement block
PGDip with Internship	120 credits at FHEQ Level 7, and an associated internship block
Masters Degree	At least 180 at FHEQ Level 7 and shall include a dissertation assessment block comprising at least 60 credits at FHEQ Level 7
Master of Arts by Research (MA)/Master of Science by Research (MSc)	At least 180 at FHEQ Level 7 and shall include a dissertation assessment block comprising typically 120 credits at FHEQ Level 7
Masters Degree with Placement	At least 180 at FHEQ Level 7 and shall include a dissertation assessment block comprising at least 60 credits at FHEQ Level 7, and an associated placement block.
Masters Degree with Internship	At least 180 at FHEQ Level 7 and shall include a dissertation assessment block comprising at least 60 credits at FHEQ Level 7, and an associated internship block.

Appendix D provides regulation and guidance regarding placement learning and assessment for postgraduate awards.

In addition to the awards noted above, some postgraduate programmes permit the following awards when students do not demonstrate Masters Level achievement (See Appendix C):

Graduate Certificate	60 credits of assessment set at FHEQ Level 7
Graduate Diploma	120 credits of assessment set at FHEQ Level 7

11. Where approved by Senate, programmes include an integrated programme element at pre-Masters level. This is defined as postgraduate in time but not at Masters level. Where a student undertakes a programme element at pre-Masters level, the student must meet the requirements for successful completion of the programme element, as set out in the programme specification, in order to progress to the FHEQ Level 7 parts of the programme. However, pre-Masters level credit shall not be included in any profile or calculation used to determine the eligibility for any award available under these Regulations or the eligibility of any other award offered by the University.

12. Senate may approve variations to the volume of credit and requirements for award of qualifications under this regulation. All such variations shall be set out in the relevant programme specification.

Programmes and Programme Specifications

13. There shall be an approved programme specification, which will set out a summary of information, for each approved programme of study and assessment leading to an award of the University. Each new programme specification shall be subject to the approval of

Senate. Detailed guidance on the procedures for the approval and modification of programmes shall be published by the University Education Committee

14. The programme specification shall, in addition to the award to which the programme leads, specify any intermediate awards which may be available to students for successful completion of part of the specified programme. It shall also define which assessment blocks are optional and which are compulsory for the associated award(s). A compulsory assessment block is one which all students registered for the relevant programme are required to attempt. A compulsory assessment block must be attempted as part of a programme of study and assessment leading to a specified award. An optional assessment block is one which students may select and attempt as part of the assessment for the award. The programme specification shall set out the credit volume of any programme element (a discrete set of assessment, study and modular blocks) at pre-Masters level which may form part of the programme, the requirements for the successful completion of any pre-Masters programme element and progression from it to the FHEQ Level 7 parts of the programme, and entitlements to reassessment associated with each pre-Masters programme element.

15. The programme specification may specify a sequence of study and assessment blocks for the programme for each mode of study normally offered.

16. For the purposes of determining the outcomes of assessment, the programme specification shall also specify which assessments are core assessments and which are non-core for the associated award(s) of the University.

17. The appropriate programme specification will be made available to each student at initial registration and students must be given due notice if it is changed during their period of registration.

Admission, Recognition of Prior Learning or Credit, Registration and Enrolment of Students

General considerations

18. Additional policy and/or guidance on the admission, recognition of prior learning and credit and enrolment of students will be published by the University Education Committee.

19. A programme of study and assessment (hereafter referred to as a 'programme') may have more than one approved normal point of admission (for example to a programme element at pre-Masters level, or to the FHEQ Level 7 parts of a programme). Senate shall prescribe the minimum qualifications normally required for admission to each programme, or the minimum qualifications normally required at each normal point of admission in the case of a programme with more than one normal point of admission. The University may admit to a programme those applicants who meet the prescribed entry requirements for the programme at the relevant point of admission and who are recommended for admission by the authorised member of staff.

20. A formal offer of a place on a programme, with or without conditions, may only be made with the approval of the Registrar or equivalent Officer of the University to applicants whom he or she is satisfied should be permitted to register for a programme. Such offers will not normally be made after the second week of any academic year for admission in that year.

21. Applicants shall normally be admitted to follow a programme by one of the modes of study specified in the programme specification.

22. Each student registering for a programme shall be assigned a home Department and a tutor.

23. Following initial registration, each student shall be required to enrol annually, normally at the start of the academic session, until such time as an award is made or until the student withdraws from the programme. Unless taking an agreed period of abeyance students shall be required to enrol for assessment blocks to be taken during the session.

Recognition of Prior Learning and Higher Education Credit

24. Senate may recognise certificated or experiential prior learning (not recognised by higher education award or credit) or higher education credit (whether undertaken at the University or elsewhere, including prior associate study with the University) for the purposes of exemption from the requirements of specified assessment blocks and / or requirements relating to the teaching and learning associated with the programme. For exemption, the prior learning or higher education credit must represent the applicant's current knowledge and abilities and will not normally be more than 5 years old.

25. Senate shall approve a policy defining the requirements for the granting of exemptions in all programmes.

26. Exemptions shall normally only be approved for whole assessment blocks and not for individual elements of assessment within an assessment block. An exception may be made in the case of placement assessment, where exemptions may be made from individual elements of assessment within an assessment block.

27. Exemptions from any assessment requirements of a programme shall be made on the basis of evidence of prior achievement of the learning outcomes associated with the relevant assessment block/s and the currency of that prior achievement.

28. Exemption may be either 'graded' or 'ungraded' as defined below.

29. For graded exemption, the agreed grades shall be included in grade profiles and calculations when determining progression and award decisions in the programme in the place of the exempted assessment block/s. For ungraded exemption, no grade shall be assigned to the exempted assessment block/s. Ungraded exemption credit shall be excluded from all calculations of GPA and volume of grade credit

30. Exemptions (other than those based on Brunel credit) may not be applied to more than 50% of the taught part assessed credit of any FHEQ Level 7 degree or other award offered under this Regulation.

31. Exemptions from requirements associated with teaching and learning will normally reflect approved assessment exemptions.

32. Where appropriate, the period of study may be reduced *pro rata* for students granted exemption from assessment blocks in recognition of prior learning or higher education credit.

33. A formal record shall be made of the exemptions accorded to such applicants when they were admitted, and of any grades assigned for the purposes of calculating the outcomes of awards. Such applicants shall also be notified in writing regarding the exemption decisions.

34. Where a prior award of the University is used to provide partial exemption from a new award's requirements, the prior award must normally be rescinded before conferral of the

new award. Where only partial credit of the prior award is used in this way, the Registrar shall advise on the need to rescind the prior award.

Individual variations to programmes, changes to modes of study and transfers, extensions and abeyances

35. Additional guidance on variations to programmes, changes to modes of study transfers, and abeyances is published by University Education Committee.

36. The authorised member of staff shall be accountable to Senate, through the College Education Committee, for ensuring that each student registered for a programme of study leading to an award follows a programme of study and assessment, which is either set out in an approved programme specification or is a variation approved in accordance with these regulations.

37. Unless otherwise agreed by Senate, for each mode of study in which a programme is offered, the maximum period of registration shall be the normal period of study plus two years up to a maximum period of registration for any programme of five years. The maximum period of registration shall include all approved periods of extension due to extenuating circumstances and any periods of agreed abeyance. Requests for extensions to the maximum period of registration shall be considered by the Senate.

38. Students may, subject to approval, seek to change the programme for which they are registered, or their mode of attendance, normally not later than the end of the second week of his or her study year. Students may seek to change the blocks for which they are enrolled not later than the end of the second week of his or her study year. Any such changes should be approved by the authorised member of staff in the Department offering the new or continuing programme.

39. College Education Committees may, on behalf of Senate, vary the programme of study and assessment of an individual student from the programme set out in the programme specification provided that the revised programme of study still enables the student to demonstrate the learning outcomes of the relevant award.

40. Students wishing to enter a period of abeyance must apply to the College Education Committee for approval. Having been advised by the authorised member of staff regarding the next or most appropriate point for return to the programme following abeyance, the student will confirm to them the date of return from abeyance. The University will not normally agree to periods of abeyance of more than one calendar year in the first instance. Students in abeyance shall remain registered for their programme. Senate shall determine the entitlement of students in abeyance to the use of the University's resources.

Assessment of students

Assessments and Assessment Blocks

41. Each element of assessment (other than those assessed on a pass / fail basis) shall be assessed as follows:

Indicative Mark Band	Grade	Grade Point
90 and above	A*	17
80-89	A+	16
73-79	A	15
70-72	A-	14

68-69	B+	13
63-67	B	12
60-62	B-	11
58-59	C+	10
53-57	C	9
50-52	C-	8
48-49	D+	7
43-47	D	6
40-42	D-	5
38-39	E+	4
33-37	E	3
30-32	E-	2
29 and below	F	1

In the case of a student being recommended for an *aegrotat* award, a grade 'AE' may be assigned where extenuating circumstances have been accepted for an assessment.

42. The grade or mark assigned should be in accordance with the generic grade descriptors approved by Senate and published as an appendix to these regulations. Any discipline-specific articulations of the generic grade descriptors shall be subject to approval by Senate.

43. Following the attempt by a student of all the elements of an assessment block, and again after any reassessment to which a student may be entitled, a Panel of Examiners will, in accordance with these Regulations, review the performance of each student attempting the assessment block.

44. The overall grade in an assessment block will be determined with reference to the weightings assigned to each element of assessment in the approved outline, and in accordance with the University's [Rounding Policy](#).

45. Failure to meet the requirements to achieve a pass in any element of assessment which is assessed on a pass / fail basis will result in a grade of F being assigned for the assessment block overall for that attempt, regardless of the standard achieved in the other element/s of assessment.

46. The designation 'core' indicates an element of assessment or assessment block in which a grade of C- or better must be achieved as part of the profile for the determination of any FHEQ Level 7 award, as set out in the relevant programme specification. A non-core assessment for an award is one which, if taken, does not have to be passed at grade C- or better, but the achieved grade must be D- or better, in order for the student to be eligible for the award.

47. For all Masters degrees, the dissertation shall be designated a core assessment block.

Reviews of progress by Board of Examiners: general considerations

48. A Board of Examiners shall normally review the progress of each student registered for a programme under these regulations:

- at the first opportunity at the end of any programme element at pre-Masters level;

- at the end of the taught part of the student's programme;
- following any reassessments offered;
- at least once in each calendar year.

49. When considering each student's progress, the Board of Examiners may determine one of the following:

- a) that no action is required in relation to the student's profile of achievement at the present time;
- b) that a student undertaking a programme element at pre-Masters level has fulfilled the requirements for the successful completion of that programme element and may progress to the FHEQ Level 7 blocks of the programme;
- c) that a student on a programme element at pre-Masters level has not fulfilled the requirements for the successful completion of that programme element but, in accordance with the rules for reassessment set out in the relevant Programme Specification, is entitled to further opportunities for reassessment and/or is entitled to further opportunities for assessment or reassessment due to accepted extenuating circumstances (see Senate Regulation 4);
- d) that a student at FHEQ Level 7 can potentially fulfil the minimum requirements for an award of the programme for which he or she is registered, including intermediate awards, and is entitled under the Regulations to further opportunities for reassessment and/or to further opportunities for assessment or reassessment due to accepted extenuating circumstances (see Senate Regulation 4). In the case of part-time students, the Board of Examiners shall consider whether an opportunity for reassessment is essential or advisory when determining whether to refer the student for that reassessment at the present time;

50. Where a student is withdrawn from a programme, the student's transfer to another programme may be authorised in accordance with paragraph 3.38.

51. In accordance with the relevant provisions of Senate Regulation 4 and the University Coursework Submission Policy, a student who fails to complete any assessment or reassessment by the defined date (including assessment or reassessment of the dissertation), or fails to be present at any test or examination, without presenting at the due time extenuating circumstances acceptable to the Board, shall be assigned a grade NS in that assessment or reassessment.

52. A student may, at any time before completing the requirements of the award, write to the Board of Examiners responsible for the award to which their programme leads, stating that he or she wishes to withdraw from the programme. In these circumstances, the Board of Examiners shall, in accordance with these regulations and at the next opportunity, consider the student's eligibility for an award and make recommendations as appropriate to Senate. A student who has withdrawn in this way may apply for re-admission to the programme with recognition of prior certificated learning, in accordance with the procedure set out in this Regulation.

Completion of the programme of study and recommendation for award: general considerations

53. If the maximum period of registration (including any periods of approved extension or abeyance) has been reached before the student has fulfilled the requirements for the award to which their programme leads, the relevant Board of Examiners shall, in accordance with these regulations and at the next opportunity, confirm the withdrawal of the student from the programme, consider their eligibility for the highest award to which they are entitled, and make recommendations as appropriate to Senate.

54. The relevant Board of Examiners shall normally, at the first opportunity following the completion of all the assessment blocks in the programme consider a student's eligibility to be recommended for an award. The requirements for individual awards offered under these regulations are set out in an Appendix to these regulations.

55. Having considering a student's eligibility to be recommended for an award, the Board of Examiners shall with reference to the requirements for individual awards below, determine one of the following actions:

- a) that the student has satisfactorily completed all the requirements for his or her intended award and may be recommended for an award;
- b) that the student has not satisfactorily completed all the requirements for his or her intended award, but is entitled to reassessment or to further assessment or reassessment due to accepted extenuating circumstances (see Senate Regulation 4);
- c) that the student has not satisfactorily completed all the requirements for his or her intended award and is not entitled to further assessment or reassessment, but should be considered by the Board for another award for which they fulfil the requirements;
- d) that, due to extenuating circumstances, the student fulfils the requirements for an *aegrotat* award, as set out under Senate Regulation 4;
- e) that the student has not satisfactorily completed all the requirements for his or her intended award, is not entitled to further assessment or reassessment, and should be withdrawn from the programme.

56. Where a student fulfils the requirements for more than one award under these regulations, the Board of Examiners will normally only recommend the award firstly of the highest qualification, secondly of the award with the greatest volume of credit, for which they are eligible.

Reassessment: general considerations

57. Unless Senate has approved different rules for reassessment, a student is entitled to reassessment on one occasion in FHEQ Level 7 taught part assessment blocks totalling up to a maximum of 60 credits where the student:

- fails to achieve at the first attempt at least a grade of C- in any taught part assessment block, including any assessment blocks designated 'core' under this Regulation; or fails to achieve a 'pass' in any 'pass' / 'fail' assessment blocks;
- fails to achieve at the first attempt at least a grade of C- in any element of assessment designated as 'core' under this Regulation; or fails to achieve a 'pass' in any 'pass' / 'fail' element of assessment.

Reassessment in the taught part in assessment blocks totalling up to 45 credits shall normally be undertaken within thirteen months of commencing FHEQ Level 7 study, where a student is undertaking a one-year full-time programme leading to a Masters degree.

58. A student who has not achieved a grade of C- in the first attempt is entitled to revise and resubmit an FHEQ level 7 dissertation on one occasion.

59. Entitlement to reassessment in pre-Masters level assessment blocks shall be set out in the relevant programme specification.

60. The maximum grade which will be awarded in any FHEQ Level 7 assessment block (including the dissertation) subject to reassessment is C- (the threshold grade).

61. If a reassessment involves direct assessment of threshold attainment, this shall be indicated on the transcript.

62. Where a student achieves a lower standard in reassessment than in first assessment, the higher grade shall be counted when a Board of Examiners considers the student's eligibility for an award.

63. Other policies apply when a student is permitted to take delayed assessments due to accepted extenuating circumstances, as set out below.

Variations to this Regulation

64. Variations to this Regulation approved by Senate shall be set out in the relevant programme specification.

APPENDICES: REGULATIONS FOR PROGRESSION AND AWARD

APPENDIX A: Requirements for the award of Masters Degree

Progression requirements

- A1.** Any progression requirements for individual programmes leading to awards shall be approved by Senate and set out in the relevant Programme Specification. Where a student undertakes a pre-Masters level programme element, the student must meet the requirements for successful completion of the pre-Masters level programme element, as set out in the relevant programme specification, in order to progress to the FHEQ Level 7 parts of the programme.

Requirements for Award

- A2.** The assessment blocks which shall be included in the profile for an individual award shall be set out in the relevant Programme Specification. Pre-Masters level credit shall not be included in any profile or calculation used to determine the eligibility for any Masters degree award.
- A3.** Where the credit value of the assessment blocks included in the profile for an individual Masters degree award is greater than 180, this shall be set out in the relevant Programme Specification.
- A4.** Where a student reaches the required standard as set out under these regulations, the award of a Masters degree may be made with merit or distinction. The minimum requirements for award are defined below:

Masters Degree Award Requirements					
Masters Award Class	Taught part				Dissertation
	Maximum credit volume of Grades E+, E, E-, F	Maximum credit volume of assessments blocks containing core assessments below C-	Maximum credit volume of non-core grades D+, D, D-	Minimum Taught Part Weighted GPA * (weighted by assessment block credit value)	Minimum Dissertation grade
Distinction	0	0	0	14.0	A-
Merit	0	0	0	11.0	B-
Pass	0	0	30	NA	C-

* The borderline mechanism, for cases where the Minimum Weighted GPA requirement has not been met, is defined in A5 below.

- A5.** Where a student has met all requirements for the award of a particular class of Masters degree other than the Minimum Taught Part GPA requirement, a strict borderline mechanism will be employed **that takes into account the credit volume of grades in the class or better**, such that the Minimum Taught Part Weighted GPA requirement for each class is modified as follows:

Masters Degree Class Borderline Mechanism		
Overall volume of grades including the dissertation (weighted by assessment block credit value) in Class or better, where Class corresponds to the following Grades: Distinction: A-, A, A+, A++ Merit: B-, B, B+	Class	
	Distinction	Merit
	Minimum Taught Part Weighted GPA	
At least 57% of grades (weighted) in Class or better	13.5	10.5

- A6.** Where an award includes an assessment block which has zero credits, the achievement required in that assessment block for the successful completion of any award shall be set out in the relevant programme specification.
- A7.** Where a student registered for a programme leading to a Masters degree does not fulfil the requirements for the award under these Regulations, the relevant Board of Examiners will normally consider the eligibility of a student for the award either of a Postgraduate Diploma or a Postgraduate Certificate, as set out the programme specification for the relevant Masters degree.
- A8.** Where, in accordance with Senate Regulation 4, a Board of Examiners determines to recommend the award of an *aegrotat* degree, this shall be noted on the certificate and transcript for the award. An *aegrotat* degree cannot be awarded with merit or distinction.

APPENDIX B: Requirements for the award of Postgraduate Diploma or Postgraduate Certificate

Progression requirements

B1. Any progression requirements for individual programmes leading to awards shall be approved by Senate and set out in the relevant Programme Specification. Where a student undertakes a pre-Masters level programme element, the student must meet the requirements for successful completion of the pre-Masters level programme element, as set out in the relevant programme specification, in order to progress to the FHEQ Level 7 parts of the programme.

Requirements for award

B2. The assessment blocks which shall be included in the profile for an individual Postgraduate Diploma or Certificate award shall be set out in the relevant Programme Specification. Pre-Masters level credit shall not be included in any profile or calculation used to determine the eligibility for any Postgraduate Diploma or Postgraduate Certificate award.

B3. Where the credit value of the assessment blocks included in the profile for an individual Postgraduate Diploma award is greater than 120, or an individual Postgraduate Certificate award is greater than 60, this shall be set out in the relevant Programme Specification.

Requirements for a Postgraduate Diploma

<i>Maximum volume of assessment blocks (excluding dissertation) permitted in the taught part</i>			
<i>Grade Bands A, B and C (A++, A+, A, A-, B+, B, B-, C+, C, C-)</i>	<i>Grade band D (D+, D, D-)</i>	<i>Grade bands E and F (E+, E, E-, F)</i>	<i>With grade below C- in any core block or core element of assessment</i>
Any	30	0	0

B4. Where it is permitted to include the dissertation in the profile for a Diploma award, this shall be set out in the relevant Programme Specification.

Requirements for a Postgraduate Certificate

<i>Maximum volume of assessment blocks (excluding dissertation) permitted in the taught part</i>			
<i>Grade Bands A, B and C (A++, A+, A, A-, B+, B, B-, C+, C, C-)</i>	<i>Grade band D (D+, D, D-)</i>	<i>Grade bands E and F (E+, E, E-, F)</i>	<i>With grade below C- in any core block or core element of assessment</i>
Any	15	0	0

B5. Where an award includes an assessment block which has zero credits, the achievement required in that assessment block for the successful completion of any award shall be set out in the relevant programme specification.

APPENDIX C: Requirements for the award of Graduate Diploma or Graduate Certificate

Requirements for award

C1. The assessment blocks which shall be included in the profile for an individual Graduate Diploma or Certificate award shall be set out in the relevant Programme Specification. Pre-Masters level credit shall not be included in any profile or calculation used to determine the eligibility for any Graduate Diploma or Graduate Certificate award.

C2. The relevant Programme Specification shall define the minimum profile for any Graduate Diploma or Graduate Certificate award, but shall not include any credit below grade D-.

Appendix D: Placement learning and assessment for Postgraduate Awards

D1. One or more periods of formal placement learning or professional training may form a required part of a programme. The assessment associated with such formal placement learning or professional training shall be reflected in the learning outcomes of the award. The nature, frequency and duration of the required period(s) of placement learning or professional training, and any alternative arrangements that may be made in satisfaction of the requirements, shall be summarised in the programme specification. The assessment associated with each period shall be specified in one or more assessment blocks and summarised in the relevant assessment block outline/s. Where applicable, for the purposes of award and classification, the weighting of the credit associated with these assessment blocks shall be specified in the relevant programme specification.

D2. Each period of formal placement learning or professional training shall be subject to relevant policies approved by the University Education Committee. The arrangements for these periods, including the student's employment status with the placement or training provider, the arrangements for finding a placement or training, and the detailed arrangements for the assessment of the placement or training, may vary at a local level in line with this policy. These arrangements, together with the responsibilities of the University, of the student and of the provider concerning the placement or training, shall be set out by College or Department in the relevant documentation.

D3. Where a programme is designated 'with Placement' or 'with Internship', the typical period of placement learning will be defined in the University's Placement Learning Policy and the associated assessment credit will be listed in the relevant programme specification, and defined as a core assessment block. Placement activity may be organised into one or more separate periods of activity, which may be scheduled over one or more academic years, as specified by the programme for the relevant award. In the case of programmes not designated as 'with Placement' or 'with Internship', any placement learning and professional training will not normally require an additional commitment of time from the student during the year over the normal expectation, unless made available on an optional basis. Where such an additional commitment of time forms part of an approved programme, the expectations placed on the students shall be set out in relevant programme documentation.

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SENATE REGULATION 4: Assessment of Students on Taught Programmes

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Prefatory Note:

Senate Regulation 6 covers matters relating to student misconduct, including plagiarism and other academic offences.

This regulation applies only to summative assessment, defined as “any assessment which is taken into account when considering progression or award”.

SECTION A: ASSESSMENT

1. Each student shall be assessed in accordance with the approved programme specification and associated modular/assessment block outlines.
2. Students are expected to present themselves for all summative examinations and tests and submit all other summative assessments which contribute to a modular/assessment block grade according to the published schedule.
3. Departments should refer to the Senate-approved generic grade descriptors and relevant learning outcomes when developing assessment criteria and examination guidance for student work, which must be published to both students and staff and made available to External Examiners.
4. All summative assessments shall be subject to the approval of the appropriate Panel of Examiners, following scrutiny by a group designated by the Panel. With the exception of reassessments, approval of an External Examiner must be sought for all assessments which contribute to the classification of an award, including any relevant pass/fail assessments. Changes proposed by the External Examiner(s) should only be rejected with good reason after discussion with him/her. The Panel should seek assurance that assessments:
 - a) are expressed clearly;
 - b) adequately assess the intended learning outcomes;
 - c) are in accordance with the overall assessment strategy for the programme;
 - d) are of an appropriate standard;
 - e) are associated with appropriate assessment criteria.

Coursework

5. Coursework, including the Dissertation and Final Year Project, shall be completed by the student in accordance with the requirements published in the approved programme specification and associated modular/assessment block outlines and to notified deadline(s).
6. Where a summatively assessed task requires a student to engage in groupwork, the summative assessment shall be of each individual student's achievement of the defined learning outcomes. Guidance on the design and implementation of summative assessment in groupwork is provided by the University.
7. Wherever possible and appropriate, candidates shall be identified on all assessed work by student number, and not name, in order to preserve anonymity.
8. A student who fails to submit any required coursework by the defined deadline shall be subject to the penalties as defined in the University's Policy for Coursework Submission.

University scheduled examinations

9. Examinations, which may include practical work conducted under examination conditions, shall be held according to a timetable which shall be available to students normally not less than four weeks before the main examination period is due to begin. The timetable shall show the date, time, duration and location of each examination.
10. Examination papers and all examination stationery shall be held in a secure environment until the time for their release to the candidates.
11. An authorised member of staff shall be responsible for notifying candidates of any materials and equipment that are permitted in the examination room. This shall also be specified in the rubric of the examination paper. Candidates are required to provide their own writing implements.
12. The author(s) of an examination paper shall normally be available at the examination venue for immediate consultation before, and for at least the first half-hour of, the examination. The author(s) shall further remain contactable for the duration of the examination.
13. Examinations shall normally be supervised. Invigilation arrangements are set out in the University Examinations Policy. Candidates who fail to comply with the instructions given by the invigilator or who otherwise disturb or impede the examination may be required to leave the examination room by the invigilator who shall submit a report to an authorised member of staff. Such a candidate may be subject to disciplinary action under Senate Regulation 6.
14. Candidates shall be identified on examination scripts by student number, and not name, to preserve anonymity.
15. A student who does not undertake any test or examination indicated in the published schedule, shall be deemed to have failed the assessment(s), in the absence of accepted extenuating circumstances.

College-scheduled examinations

16. Colleges shall publish a schedule of examinations and other assessment events which are not scheduled within the University examination sessions. Any such examinations and assessments shall comply with this Regulation and the University Examinations Policy.

Viva Voce

17. Unless approved as part of the assessment method for an individual modular/assessment block, a viva voce may not be used during either undergraduate or taught postgraduate programmes to determine progression or award classification. A viva voce may be used as part of the procedures for determining whether a piece of work is that of the student.

Reassessment

18. An authorised member of staff shall be responsible, in accordance with the decision of the Board of Examiners, for notifying students in good time of the arrangements for any reassessments and for making provision for such arrangements as the setting of questions, location, invigilation and marking of work.

Students with Additional Needs

19. Students shall normally notify an authorised member of staff in good time and in writing, normally five weeks prior to the assessment, of any disabilities that may require reasonable adjustments to be made for the conduct of any assessment. The advice of a professionally qualified assessor and the University's Disability and Dyslexia Service should be sought where appropriate. The Department should then notify Academic Services so that appropriate arrangements can be made.

20. The arrangements to be made in light of information submitted by students in this manner shall be considered by an authorised member of staff on behalf of the relevant Panels and Boards of Examiners. The nature of the assessment task should be taken into account when determining the arrangements to be made for an individual student.

Grading/Marking/Moderation of Work

21. Assessors shall assign either provisional marks or grades to student work in accordance with Department/Division policy, that are aligned with the standards set out in the relevant University Grade Descriptors, and the assessment criteria.

22. Heads of Departments are responsible for ensuring that all Assessors are fully informed of relevant grading/marketing criteria and standards when assessing or internally moderating work, and that appropriate reference is made to generic or specific criteria.

23. All assessed work on all taught degree programmes shall be internally moderated or blind double-marked in accordance with the Policy for Internal Moderation and Double-Marking. Departments should maintain full records of the moderation and double-marking process and outcomes and provide these to the External Examiners.

Feedback to students

24. Provisional grades shall be released to students once the process for internal moderation or blind-double assessment has been concluded. The College Education Manager/Head of Department is responsible for ensuring that provisional grades are released to students in a timely manner. Students shall be advised that such provisional grades are subject to moderation and ratification by Panels of Examiners and as such may change before they are confirmed.

25. Feedback on all assessed coursework shall be provided to students, in accordance with the University guidelines. Oral feedback shall be provided to students on all formal written examinations on request.

SECTION B: EXTENUATING CIRCUMSTANCES

This section should be read in conjunction with the detailed guidance issued to students (Extenuating Circumstances – Guidance for Students) and staff (Extenuating Circumstances – Guidance for EC Panels and Boards of Examiners). For coursework extensions, please see the Coursework Submission Policy. For guidance in relation to Brunel Medical School, please see equivalent BMS documents.

26. An 'extenuating circumstance' is a significant event which negatively affects a student's ability to submit work, attend an assessment or perform to their usual standard in an assessment of any type. It should be unavoidable, unexpected and beyond the control of the student. Actions taken in response to accepted extenuating circumstances by Boards of Examiners should ensure that students are as far as possible not disadvantaged in their

assessment as a result of the event which occurred, while also preserving the integrity of standards and awards.

27. Submissions from students concerning extenuating circumstances are reviewed by an Extenuating Circumstances Panel, normally chaired by a Senior Tutor. The Chair and members (minimum 3) of the Panel shall be appointed by the Head of Department, and supported by a secretary.

28. An Extenuating Circumstances Panel shall determine whether a submission made by a student concerning extenuating circumstances should be accepted. Where extenuating circumstances are accepted, the Panel will report to the relevant Board(s) of Examiners (with the student's name anonymised) the assessments affected, and the likely impact on the student's performance.

29. An Extenuating Circumstances Panel may exercise discretion to a considerable extent in determining whether submissions concerning extenuating circumstances should be accepted. In reaching a decision they should operate according to the following principles:

- An acceptable extenuating circumstance should be unforeseen;
- Students should provide as much supporting evidence as possible;
- Students are required to describe the impact of the extenuating circumstance on them and on the assessment concerned ;
- Students who submit retrospective extenuating circumstances are required to set out their reason(s) for attempting the assessment(s) in question; +
- Requests for extenuating circumstances to be considered shall normally be submitted through the defined process.

30. The adjustment of deadlines for the submission of assessed work affected by extenuating circumstances shall be determined in accordance with the University's Policy for Coursework Submission.

31. All information of a personal nature relating to a student and disclosed to an Extenuating Circumstances Panel is confidential to the Panel. All documentation should be kept in line with the University's Records Management Policy.

Responsibilities of students relating to extenuating circumstances

32. Responsibility for notifying the University of possible extenuating circumstances lies with the student, who should make their submission in written form to an authorised member of staff, normally **not later than five working days after the assessment event or assessment submission deadline to which it pertains**.

33. Students should not wait until grades or marks have been issued to them before submitting a case for extenuating circumstances as neither the Board of Examiners nor the Academic Appeals Committee is bound to take into account extenuating circumstances submitted more than five working days after the assessed activity to which they refer.

34. Submissions by students concerning their extenuating circumstances should, wherever possible, be supported by documentary evidence which can be verified by the University through contact with a third party. The University may routinely determine to confirm the authenticity of documents by contacting directly the organisation which issued

the document concerned. The provision of non-authentic documents by students may be subject to action under Senate Regulation 6.

35. Students whose extenuating circumstances are private and sensitive, are encouraged to discuss their situation with the Chair of the Extenuating Circumstances Panel, in confidence, who will advise on the appropriate course of action.

36. Students should be advised that reluctance to provide supporting evidence in a timely manner, or the inability of the University to verify the authenticity of documents submitted, may mean that the Extenuating Circumstances Panel has insufficient information either to accept extenuating circumstances or judge fully their severity.

Procedures of Boards of Examiners relating to Extenuating Circumstances

37. Full consideration shall be given to reports on accepted extenuating circumstances referred by an Extenuating Circumstances Panel at the meeting of the relevant Board of Examiners. Where a student's performance was affected in a range of subjects, the Board of Examiners for the award is also responsible for ensuring that due account has been taken of the student's situation overall in determining any decision on progression or recommendation for an award.

38. The anonymised report of the Extenuating Circumstances Panel relating to each accepted instance of extenuating circumstances shall be available to the Board. Full details of all student submissions concerning extenuating circumstances shall be available to the Chair and the External Examiner(s) in attendance at the meeting of the Board.

39. The existence of extenuating circumstances for a student must be clearly shown on the grade/mark sheet presented to the Board (for example by the letters EC). Instances of extenuating circumstances at all previous Levels of study leading to the award must also be indicated to the Board of Examiners when making recommendations for an award.

For students studying under SR3 (2006-2012) and SR3 (2013 onwards) only (4.40 to 4.42)

40. The Board of Examiners may determine to take any of the following actions in respect of accepted extenuating circumstances:

- a) Where a student has failed one or more affected assessments, the Board may set aside any grade/mark already assigned, and allow the student a new attempt in the relevant assessment(s) according to an appropriate schedule to be determined by the Board. If the assessment(s) affected was a first attempt, the student will be eligible for an uncapped grade or mark in the affected block;
- b) Where a student has failed the affected assessment(s), the Board may determine to waive the affected assessment(s), but only if the programme learning outcomes have been met through the student's other assessments;
- c) Where a student has passed the affected assessment(s), the Board should note the ECs and at the final Board where the student's award is considered, the ECs should be taken into consideration when determining the classification of the final award, and if appropriate, use SR4.41 to agree an increased classification; +

- d) Exceptionally, where a student has passed the affected assessment(s) and the Board has determined that there has been a significant impact of the ECs, the Board may set aside any grade/mark already assigned and allow the student a new attempt in the relevant assessment(s) according to an appropriate schedule to be determined by the Board. If the assessment(s) affected was a first attempt, the student will be eligible for an uncapped grade or mark in the affected block; +
- e) Exceptionally, the Board may assign grades to elements of assessment where extenuating circumstances have been accepted. Guidance on arriving at an appropriate grade is provided. Grades will not normally be assigned in this manner unless there are result(s) available in at least one other element of assessment in the same assessment block to guide the Board, and only if the programme learning outcomes have been met through the student's other assessments. Grades will not normally be assigned by Boards in this manner in assessment blocks totalling more than one third of the credits at any given Level;
- f) Where a student is discontinuing with a programme and neither a new attempt nor the assigning of a grade is appropriate or possible, the Board may assign a grade P in element(s) of assessment in order to enable a student to achieve an *aegrotat* award of a CertHE, DipHE, PGCert or PGDip, or an unclassified degree award. Proceeding in this manner should reflect the judgement of the examiners that, on the basis of the evidence available to them, the student would have achieved at least a threshold standard in the relevant elements of assessment had these not been affected by extenuating circumstances. Credit assigned a P grade will normally not be recognised by the University as part of an application for admission with accreditation of prior learning. *Aegrotat* awards shall be clearly presented as such and will **not** be assigned a classification where this is normally available.

41. Where a Board considers that, in the light of the extenuating circumstances, the constraints set out in this Regulation are not appropriate, the Board should present its recommendations to the Chair of the University Education Committee for consideration and approval on behalf of Senate.

42. Grades assigned due to extenuating circumstances or credits assigned to enable an *aegrotat* pass shall be indicated as such in student transcripts.

SECTION C: PANELS AND BOARDS OF EXAMINERS

Meetings of Panels and Boards of Examiners

43. Each meeting of a Panel or Board of Examiners shall have a formal agenda, which should normally be circulated in advance, together with the minutes of the previous meeting. The relevant Senate Regulations and any regulations approved by Senate for individual programmes shall be available at the meeting.

44. The Chair of the Panel or Board of Examiners shall be responsible for ensuring that the Panel or Board has available to it full and clear documentation, as defined by the University, to allow the meeting to conduct its business effectively. Grade/mark sheets shall identify individual students by student number only; the names of students shall not be included on the paperwork for either Panels or Boards. The Chair and the Chair of the Extenuating Circumstances Panel, or in their absence a named Panel representative, may have grade/mark sheets that contain student names.

- 45.** All papers giving grades/marks or recommendations or other information about a student's performance shall remain confidential, unless the Chair authorises otherwise, and shall be returned at the end of the meeting. All papers from Award Boards shall be stored centrally by the Awards team on behalf of Senate.
- 46.** A record of the decisions and/or recommendations of a Panel or Board of Examiners shall be made by the Chair or his/her nominee.
- 47.** A meeting of a Panel or Board shall be adjourned if it is established that the members present at the meeting collectively do not have sufficient expertise to enable the Panel or Board to discharge all of its duties, as set out in these Regulations. All such adjournments shall be reported to the Academic Registrar (or equivalent officer) by the Chair of the Panel or Board.
- 48.** Where none of the External Examiners appointed for a subject or programme is able to attend a scheduled meeting of a Panel or Board, the Chair may allow the meeting to proceed, provided that full moderation of the assessments by the External Examiner(s) has taken place and any formal approval required by an External Examiner is to be obtained.
- 49.** Where an External Examiner is unable to be present at a meeting of a Panel or Board he/she is required to submit written comments on the performance of candidates and the overall standard of the programmes or modular/assessment blocks, prior to the relevant meeting, so that his/her views may be taken into account. The paperwork for the meeting shall be sent to the External Examiner for information after the meeting.
- 50.** In reaching its decisions and recommendations, the Panel or Board shall pay particular regard to the views of the External Examiner(s) in any discussion regarding grades/marks or awards. Final responsibility for any decisions or recommendations rests with the Panel or Board as a whole.

Panels of Examiners

- 51.** The Dean of College shall be responsible for establishing appropriate Panel(s) of Examiners for each subject grouping or cognate group of modular/assessment blocks contributing to a programme leading to an award of the University. The relevant Panel is responsible for determining the grades/marks to be assigned to individual students who have attempted the assessment for each assessment block.
- 52.** Each Panel shall comprise a Chair and Deputy Chair appointed by the Vice-Provost and Dean of College from among the academic staff; internal examiners (relevant modular/assessment block leaders); internal moderators; and External Examiner(s) appointed by Senate. The Panel is quorate and competent to transact its business with representation as described above.
- 53.** The Panel of Examiners shall be responsible to Senate for:
- a) notifying all relevant Boards of the date by which recommended grades/marks will be available;
 - b) considering the academic performance of students on each modular/assessment block within its purview;
 - c) confirming the integrity and fairness of the assessment process, including the marking/grading and moderation, for the modular/assessment blocks within its purview, taking into account records and reports of the assessment process;

- d) submitting to the appropriate Board(s) of Examiners confirmed grades/marks for each student in each modular/assessment block, together with such other information, as the Board(s) may require by the due date.

54. A Panel of Examiners shall not confirm grades/marks for modular/assessment blocks until it is satisfied with the integrity and fairness of the assessment(s) leading to the grades/marks. Where the Panel of Examiners has insufficient confidence in the integrity and fairness of the outcomes of an assessment, it shall take appropriate action in order to achieve sufficient confidence. The Panel of Examiners may require the reconsideration by assessors of the grades/marks for the complete cohort of students taking an assessment. Only in very exceptional circumstances may the Panel scale grades/marks for a particular assessment and must then record the justification and rationale for the adjustment. Grades/marks for an individual student may not be adjusted, unless they have been wrongly recorded or additional information is presented.

55. The Chair of the appropriate Panel(s) of Examiners shall be responsible for publishing the schedule for the release of grades/marks to each appropriate Board of Examiners and for presenting all recommended grades/marks and other paperwork, and an account of the proceedings of the Panel which shall indicate how and whether special circumstances were taken into account by the Panel in relation to particular students or particular assessments. The Chair is also responsible for ensuring that an appropriate record of the proceedings is promptly placed on file.

Boards of Examiners

56. A Board of Examiners shall be constituted by the Vice-Provost and Dean of College for a programme or groups of programmes leading to awards of the University to consider the status and confirmed grades of students, actions to be taken in respect of accepted extenuating circumstances, undergraduate progression between Levels and recommendations for award.

57. Each Board shall comprise a Chair independent of the delivery of the programme(s) under consideration; the Chair or nominated member of the Extenuating Circumstances Panel; the Chair or Deputy Chair of all relevant Panels; relevant Programme or Course Directors; and one or more External Examiners appointed by Senate. The Board is quorate and competent to transact its business with representation as described above.

58. The Board of Examiners shall be responsible to Senate for decisions to be taken about the academic performance and progression of students, including, where appropriate, recommendations to Senate for awards and their classification in accordance with relevant Regulations and approved programme specifications. Senate, or its Academic Appeals Committee or a Misconduct or Professional Suitability Panel may require a Board of Examiners to reconsider a decision or recommendation in respect of a student or students.

59. The Board of Examiners shall meet as required, but at least annually, to consider the progress of all students registered for its programmes and, as appropriate, their progression, reassessment and award.

60. A Board of Examiners may:

- in light of the report of the Extenuating Circumstances Panel, take action under Regulation 4.41 or 4.45 above in respect of accepted extenuating circumstances;

- not adjust the grade/mark assigned to any student by a Panel of Examiners, except for assigning grades in the case of accepted extenuating circumstances under Regulation 4.41 or 4.45 above;
- defer making a progression decision or award recommendation if it has insufficient evidence about a student's performance available to it.

61. The Chair shall ensure that the proceedings of a Board of Examiners are carried out in accordance with Senate Regulations and the approved programme specification. The Chair will report to Quality Assurance in any case where irregularities occurred in the Board's procedures and which were not remedied at the time, or where the External Examiner was absent, or where one or more External Examiners expressed dissatisfaction with the proceedings or decisions or recommendations of the Board, as soon as possible after the meeting of the Board.

62. Decisions of Boards constitute the recommendations to Senate for awards and shall be recorded by the Board. This list shall be the definitive record against which results are entered into the Student Record, and notified to students. A record of the meeting of a Board of Examiners shall be lodged with the Chair of the Board and the Department and must be presented to members at the next meeting.

63. Recommendations to Senate, or other decisions about the performance and progress of students, may normally only be made at a meeting of the Board, but the Board may empower the Chair, in consultation with the appropriate External Examiner(s), to take such action as he or she sees fit at a later date where decisions are deferred in accordance with these Regulations.

64. Where a student is eligible for an intermediate award, the decision to make such a recommendation to Senate may, if no meeting of the Board is scheduled within a reasonable time, be made by the Chair of the appropriate Board of Examiners and reported to the next meeting of the Board.

65. The proceedings of a Board of Examiners shall be confidential to members of the Board, the Senate and other members of staff permitted to attend the meeting concerned. The Academic Appeals Committee, appointed by Senate and the Misconduct and Professional Suitability Board appointed by Senate in accordance with Senate Regulation 6 may require that any material presented to the Board, or any notes or record of its proceedings, be made available to their members to assist in the academic appeals or the misconduct and professional suitability processes.

Publication of results

66. An authorised member of staff shall notify each student of his or her confirmed results for each modular/assessment block and the decisions or recommendations of the Board, as soon as possible after the meeting of the Board.

SECTION D: EXTERNAL EXAMINERS

Appointment

67. Senate shall appoint at least one External Examiner for any credit-bearing programme offered by the University under the Senate Regulations. The number of External Examiners appointed to a programme or group of programmes and associated awards shall be determined by the need to provide adequate external scrutiny across the range of subjects within a programme.

68. An External Examiner shall normally be appointed for a period of four years, but the appointment may be extended by Senate for one further year. An extension would be appropriate if, for example:

- a) the programme is new;
- b) the programme has alternate year intakes;
- c) some overlap between incoming and outgoing External Examiners would be helpful.

Criteria for appointment

69. Each External Examiner shall normally be a senior member of the academic staff of another higher education institution, member of a professional body with appropriate standing, or member of another recognised authority in the appropriate discipline. External Examiners should be drawn from a wide variety of institutional or professional contexts and traditions in order that the University's programmes benefit from wide-ranging external scrutiny.

70. All academic External Examiners should have recent learning, teaching and assessment experience relevant to the level of the programme for which they are being appointed, and an understanding of academic standards in other institutions sufficient to enable them to assist with national comparisons of standards.

71. There must be at least one academic External Examiner appointed for each undergraduate or taught postgraduate programme. Where necessary, External Examiners with professional expertise and experience should be appointed to ensure that the team as a whole is able to discharge their duties.

72. In considering nominations for appointment as External Examiners, Senate shall also have regard to the following criteria:

- a) External Examiners may not be current students or members of staff of the University nor lecturers at the University for the subject(s) or programme(s) to which they are appointed. Former staff of the University may not be appointed as External Examiner for the University within a period of five years immediately following the cessation of their contract of employment with the University. Former students of the University may not be appointed as External Examiner for the University within a period of five years from completion of their studies at the University;
- b) Examiners should not be over-extended by their external examining duties;
- c) If the proposed examiner has no previous examining experience at the appropriate level, the application should provide evidence of external examining experience at another level, extensive internal examining experience, or other relevant and recent experience likely to support the External Examiner role;
- d) The proposed External Examiner should present evidence of relevant current expertise in the subject and a current understanding of quality and standards issues in higher education which is commensurate with the role;

- e) An interval of at least five years must separate any two periods of appointment as an External Examiner to the University.

73. Normally Senate will not approve a nomination where it would result in:

- a) there being more than one examiner from the same institution in the team of External Examiners;
- b) reciprocal external examining between programmes or Departments in two institutions;
- c) replacement of an outgoing External Examiner by an individual from the same institution or an External Examiner from an institution which has been the source of Examiners for taught programmes in the subject area in the recent past (normally five years).

Process for appointment

74. The proposed External Examiner should be consulted informally by the Head of Department before a nomination is submitted, or an extension to a period of service is proposed, to the Chair of the College Education Committee.

75. Formal recommendations for the appointment of External Examiners, or for the extension of a period of service, should be submitted by the Chair of the College Education Committee on the appropriate nomination form to the Quality Assurance Office at least three months before the start date.

76. Nominations are considered in the first instance by the Registrar (or equivalent officer) or their delegated nominee, and then if deemed appropriate submitted to the Provost for approval on behalf of Senate.

77. Following Senate approval, the Registrar (or equivalent officer) or their delegated nominee will write on behalf of Senate formally appointing the External Examiner.

78. Departments are required to make available to newly appointed External Examiners subject and programme specific information, to include:

- a) information about the Department e.g. staff roles and responsibilities, list of programmes, noting those that are accredited, students numbers etc.;
- b) relevant handbooks;
- c) programme specifications and modular/assessment block outlines;
- d) the most recent programme annual monitoring review and Academic Programme Review report for the programme and Department;
- e) the name, details and responsibilities of other external examiners appointed to the programme if applicable;
- f) a set of examination papers and coursework titles for previous session;
- g) generic grade descriptors and assessment criteria/mark schemes;
- h) the previous External Examiners' report for the programme(s);

- i) the schedule of examinations and other assessments, meetings and dates when work will be sent out for the first year;
- j) copies of the appropriate sections of the University regulations and associated policies.

Role and responsibilities

79. The roles, powers and responsibilities of an External Examiner shall be as specified by Senate from time to time.

80. The role of the External Examiner(s) is to provide informative comment and recommendations whether:

- a) An institution is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications, applicable subject benchmark statements and relevant professional and statutory bodies;
- b) The assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the institution's policies and regulations;
- c) The academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiner has experience.

81. The University also expects External Examiners to provide informative comment and recommendations on:

- a) Good practice and innovation relating to learning, teaching and assessment;
- b) Opportunities to enhance the quality of the learning opportunities provided to students.

82. External Examiners should have access to any available material they deem necessary to reach the judgments required by their position. External Examiners are requested to discuss the type of information or materials they would need with an authorised member of staff in the Department at an early stage.

External Moderation of student assessments

83. Departments must agree a schedule for the scrutiny of assessment with the External Examiner(s). With the exception of reassessments, the following should be made available to the External Examiners, ensuring sufficient time for external scrutiny:

- A sample of assessed student work for blocks which contribute to the classification of an award, including any relevant pass/fail assessments.
- Full set of provisional grades/marks for all students attempting the assessment;
- All internal moderation or double marking records.

84. External Examiners are not required to study each piece of work in detail, but are required to satisfy themselves that the work is of the appropriate standard, comparable with that of other United Kingdom higher education institutions and that the marks assigned reflect the published marking criteria and intended learning outcomes.

85. The total number of sample pieces of assessed work sent to an External Examiner in each academic year should not exceed 320 individual pieces. Departments will normally make no less than 10% of assessments for each modular/assessment block available to the External Examiner(s) except where the sample size would result in a sample size less than ten, where everything would be made available. Samples of work made available to the External Examiner(s) for a modular/assessment block should represent the full range of student achievement.

86. The External Examiner(s) should review no less than 20% of the postgraduate taught dissertations or undergraduate final year project reports, unless the cohort size is 10 or fewer, in which case all assessments should be made available. The sample should represent the full range of student achievement.

87. External Examiners should be consulted about the external moderation of non-written assessments. They should be invited to attend any live assessment events, displays etc., or should be offered the opportunity to see video recordings. External Examiners should receive proper briefings and explicit marking criteria/schemes for such assessments.

88. An External Examiner may be required to moderate the assessment of students' performance during their assessed school experience, clinical or other professional work-placement, irrespective of the location.

89. All assessed material should be available to the External Examiners on the day of the meeting of the Panel, or on request.

90. Examiners may also be:

- a) consulted about proposed changes to the curriculum or the Department;
- b) invited to visit the Department to talk to staff and students outside the examination periods.

The role of External Examiners at Panels and Boards

91. Each External Examiner shall be notified in advance of, and are expected to attend, meetings of any Panel or Board of Examiners of which he/she is a member, and are entitled to take part in any vote(s) that should arise as part of the business of the meetings. Final responsibility for any decisions or recommendations rests with the Panel or Board as a whole.

92. The responsibilities of an External Examiner at a meeting of a Panel of Examiners are to:

- a) fully participate in discharging the responsibilities of the Panel as set out in 4.56;
- b) comment on specific assessment tasks;
- c) contribute to the quality assurance of the assessment process as it relates to individual modular/assessment blocks.

93. The responsibilities of an External Examiner at a meeting of a Board of Examiners are to:

- a) fully participate in discharging the responsibilities of the Board as set out in 4.61;
- b) comment and give advice on the structure, content and assessments of programmes as they deem appropriate;
- c) comment on the overall conduct of the assessment process, the performance of candidates and matters relating to the programme as a whole.

94. External Examiners do not have the power to raise or lower individual or group marks/grades. They should however, raise any concerns regarding the integrity or fairness of the assessment process and/or outcomes, and make any recommendations to, the Panel or Board of Examiners as appropriate.

95. Each External Examiner present at a meeting of a Board of Examiners shall report to the Board, as per the University's External Examiners for Taught Programmes Policy.

96. Where an External Examiner has serious concerns about the decisions of a Panel or Board, he or she should make the reasons for concern clear to the Chair and write to the Vice-Chancellor.

97. Departments are expected to provide External Examiners with opportunities for meetings with staff. External Examiners have the right to meet groups of students by request.

Reporting

98. External Examiners are required to submit a report annually to the Vice-Chancellor using the approved form. Departments are required to respond formally to External Examiners reports, through the approved process.

99. A scale of fees for External Examiners' duties is issued periodically by Senate. No payment of fees due shall be made until the annual report has been received by the Vice-Chancellor.

100. An External Examiner may also write in confidence to the Vice-Chancellor at any time during his or her period of appointment about any matter relating to his or her duties.

Termination of Appointment

101. An External Examiner may terminate their appointment at any time by writing to the Vice-Chancellor.

102. The Vice-Chancellor may terminate the appointment of an External Examiner at any time. Premature termination of the appointment may take place if the External Examiner fails to fulfil the responsibilities of the role of the External Examiner as defined by the University. A letter terminating the appointment will be sent by the Registrar.

103. Termination of appointments will be reported to Senate at the next opportunity.

APPENDIX A: MBBS Programme

- A1.** As noted throughout this Regulation, paragraphs identified with a + do not apply to the Bachelor of Medicine, Bachelor of Surgery (MBBS) programme. This Appendix defines specific regulations relating to the MBBS.
- A2.** All references in these regulations to Head of Department apply to the Dean of Brunel Medical School.
- A3.** Brunel Medical School will have an Academic Progress Panel in place of a Panel of Examiners. All references in these regulations to Panels of Examiners will apply to the Academic Progress Panel.
- A4.** The Dean of Brunel Medical School shall be responsible for establishing an Academic Progress Panel for each cohort of students. The Panel is responsible for determining the grades/marks to be assigned to individual students who have attempted the assessment for each assessment block.
- A5.** Each Academic Progress Panel shall comprise a Chair and Deputy Chair appointed by the Dean of Brunel Medical School from among the academic staff; internal examiners (relevant modular/assessment block leaders); internal moderators; and External Examiner(s) appointed by Senate. The Panel is quorate and competent to transact its business with representation as described above.
- A6.** All reference in these regulations to the Senior Tutor apply to the Director of Medical Education.
- A7.** In the case of accepted extenuating circumstances, the Board of Examiners will normally only allow a new attempt for the relevant assessment in order to avoid a repeat year or withdrawal from the course, not to improve the academic profile of the student.
- A8.** Extenuating circumstances do not apply to team-based learning (TBL); any absences are subject to the BMS Attendance and Leave of Absence policy.

(Updated April 2023)

SENATE REGULATION 5: Research Degrees

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POSTGRADUATE RESEARCH DEGREE PROGRAMMES

These Regulations are effective from 1 September 2017 for all research degree students and should be read in conjunction with the Code of Practice for Research Degrees which sets out mandatory policies and procedures under Senate Regulation 5.

Standards

1. Doctoral degrees (FHEQ level 8) are awarded to candidates who have demonstrated:

- a) the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- b) a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- c) the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust project design in the light of unforeseen problems;
- d) a detailed understanding of applicable techniques for research and advanced academic enquiry.

2. Research Masters degrees (FHEQ level 7) are awarded to candidates who have demonstrated:

- a) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or professional practice;
- b) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- c) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- d) a conceptual understanding that enables a critical evaluation of current research, advanced scholarship and methodologies in the discipline; and where appropriate, to propose new hypotheses.

3. A candidate for any research degree is required to demonstrate appropriate organisation and presentation of his/her material in the thesis, including clarity of expression and written style. It must be in the English language, and must be suitable for publication, either as submitted or suitably abridged.

4. A candidate for a research degree may present evidence of knowledge, understanding and, in the case of doctoral candidates, originality, through the medium of creative work. This might include, but is not limited to, the submission of, for example, a portfolio of substantial musical composition; an original literary text written specifically for the degree; evidence of research in the form of practical performance in drama and/or dance; or an artefact. In all such cases, the submission must be supported by a scholarly text indicating how the creative work fulfils, or contributes towards, the requirements for award.

5. Before recommending that a candidate be awarded the appropriate degree, Examiners are required to certify that:
- a) they have satisfied themselves that the thesis is a satisfactory record of research undertaken by the candidate and is genuinely the work of the candidate;
 - b) the FHEQ descriptors set out in 5.1 (Doctoral award) or 5.2 (Research Masters award) are met in full;
 - c) the thesis is satisfactory in its literary presentation;
 - d) the thesis is suitable for publication (by placing an electronic copy in the Brunel University Research Archive) as a work approved for a higher degree of Brunel University.

Admission and Registration

6. The University may admit to programmes of research those applicants who meet the prescribed entry requirements and who are recommended for admission by the authorised member of staff.

7. The general University entrance requirement for registration for a research degree applicable from 1 March 2017 is normally a First or Upper Second Class Honours degree. The required level of English Language competence for those applicants whose first language is not English, is published by the University.

8. A candidate for a research degree may be registered in either full-time or part-time mode, and may also be registered as an external (off-campus) student in either of these modes. Initial registration may be for whichever mode and award deemed appropriate by the University.

9. Programmes of study for a research degree may lead to the following awards:

Master of Philosophy (MPhil)

LLM by Research (LLM)

Doctor of Education (EdD)

Doctor of Engineering (EngD)

Doctor of Philosophy (PhD)

Doctor of Public Health (DrPH)

10. The minimum and maximum duration of candidature for a research programme shall be as follows:

	<u>Minimum duration</u> <u>(in months)</u>	<u>Maximum duration</u> <u>(in months)</u>
<u>Full-time</u>		
PhD/EdD	24	48
MPhil/LLM	12	24

EngD/PhD by new route	36	60
DrPH	30	60
<u>Part-time</u>		
PhD/EdD	48	96
MPhil/LLM	24	48
DrPH	48	84

11. The period of candidature shall be determined from the date of registration and registration will lapse at the end of the maximum period of candidature, after which no submission can be made unless recommended by the Deputy Dean Academic Affairs authorised by the Pro Vice Chancellor Education.

12. In exceptional circumstances (e.g.: illness, family crisis or unforeseeable problems beyond the candidate's control) and as authorised by the University, candidates may be permitted to suspend their studies for normally not more than a total of 12 months (full-time) or 24 months (part-time). In addition, the University will comply with any statutory obligations, for example in relation to maternity/paternity leave. Such periods of abeyance do not count towards the maximum period of candidature. In the case of Research Council or sponsor-funded candidates, due regard should be given to Research Council or sponsor rules governing suspension of studies.

13. Candidates may not normally be registered simultaneously for more than one degree unless exceptional circumstances apply, for example, where a candidate wishes to register for a programme of research before formal confirmation of the award of a taught postgraduate degree is available.

Supervision

14. Each candidate shall work under the general supervision of a supervisory team approved by the University. One supervisor will be defined as the principal supervisor. All supervisors must be members of academic staff of the University or have Recognised Supervisor Status. Where candidates are registered off-campus, at least one member of the supervisory team must be a local supervisor.

Progress of candidates

15. Each candidate registered for a research degree shall be required to attend such lectures, courses and colloquia as may be specified by the authorised member of staff. A candidate may be required to complete and pass all or part of a taught postgraduate programme or formal training in research methods as part of the research programme.

16. The progress of each candidate for a research degree shall be reviewed within four weeks of initial registration, and at least annually thereafter to ensure that the registration status of individual candidates remains appropriate. The membership of each progression panel shall be appointed by the candidate's Head of Department. The panel shall not include the candidate's supervisors but shall include the candidate's Researcher Development Advisor. The appointed panel shall, at the outcome of the review, make one of the recommendations set out in paragraph 17 or 18 below to the Vice-Dean (Education) of the candidate's College.

17. A candidate registered for a doctoral degree who fails to pass progression points either through poor performance in assessed work or by lack of satisfactory progress or attendance in his or her programme of research, may be:

- a) confirmed in registration for the award, subject to such conditions as may be prescribed;
- b) transferred to registration for another award and may be required to take further formal assessments;
- c) required to withdraw.

18. A candidate registered for a research Masters award who fails to pass progression points either by poor performance in assessed work or by lack of satisfactory progress or attendance in his or her programme of research may be:

- a) confirmed in registration for the award, subject to such conditions as may be prescribed;
- b) required to withdraw.

The Thesis

19. Each candidate for a research degree shall be required to submit a thesis on a topic approved by the authorised member of staff.

20. The thesis must have been completed during the candidature with the University, under supervisory arrangements approved by the University. The thesis may include published papers by the candidate which must be acknowledged in the text of the thesis. A student may not submit written work which s/he has submitted for a degree of this or any other University or other recognised award-granting body. All work that is not the candidate's own must be acknowledged.

21. The thesis must be presented in the manner prescribed in the Code of Practice for Research Degrees.

22. When the candidate for a research degree is ready to submit, the thesis shall be submitted with the required form to the authorised member of staff.

23. The final version of the thesis, approved by the examiners, will be published by being stored electronically in the Brunel University Research Archive. The British Library will electronically harvest theses stored in this manner.

24. The University may agree that a thesis should be held under confidential cover for a specified period of time, up to a maximum of three years. Exceptionally, this period may be extended, upon expiry of the initial period. The copyright of the thesis will be protected by a copyright declaration in the thesis.

Appointment of Examiners

25. The Examiners and Independent Chair ('Examination Panel') for a research degree shall be appointed by Senate on the recommendation of the authorised member of staff. The Independent Chair shall oversee the examination process but will not act as an examiner.

26. All candidates for a research degree will be examined by at least two Examiners, one of which must be external to the University. Candidates who are current or recent members of the staff of the University must be examined by at least two External Examiners and one Internal Examiner. "Current" members of staff are defined as anyone employed by the University at any point since the date of their registration for the research degree and up to the date of their viva voce examination. The only exception to the requirement for two external examiners is where a candidate becomes employed by the University after submission of their thesis. In these circumstances, the Head of Quality Assurance may approve an exception to the requirement to appoint two external examiners". "Recent" in this context shall mean members of staff who have ceased employment with the University within the last five years.

27. Each External Examiner for a research degree should normally hold a position in a UK university as Professor, Reader or Senior Lecturer. The External Examiner(s) should possess specialist current knowledge in an appropriate field. If an External Examiner does not hold such a position, a case for their appointment must be made. Any prior relationship between the External Examiner(s) and the candidate or any prior knowledge of the candidate's work must be declared. The same person should not be asked to serve as an External Examiner for a research degree examination for the University within a twelve month period without the prior approval of Senate.

28. Members of the candidate's recorded supervisory team may not be appointed as an Internal Examiner or Independent Chair for a research degree.

29. Former members of Brunel staff may not be appointed as an External Examiner for a research degree of the University before a period of at least five years has elapsed since s/he was a member of staff of the University. Former members of staff of the University may not be appointed as External Examiners for a research degree of the University if they have had any previous connection with the candidate, including being in post during the candidate's period of registration for any degree of the University. Should a former member of Brunel staff be appointed as an External Examiner, Senate will determine if a second External Examiner or second Internal Examiner should be appointed as an additional safeguard.

30. Senate will appoint Designated Officers to resolve any disagreements which may arise between Examiners. Such Designated Officers shall be a member of the senior academic staff of the University (i.e. an Executive Dean or Pro Vice Chancellor). In the rare case of Examiners disagreeing, the matter shall be referred to an appropriate Designated Officer.

The Examination

31. The examination of the thesis is deemed to have commenced once the thesis is submitted to the University, and to have been completed when the recommendation of the Examiners has been accepted by the University.

32. Each External and Internal Examiner shall independently complete and submit a preliminary written report prior to the *viva voce* examination, or, in cases where a viva is not to be held, prior to the determination by the Examiners of the award to be recommended. Each preliminary report:

- a) shall be between 300 and 500 words in length;
- b) shall assess the strengths and weaknesses of the thesis and indicate the main lines of enquiry to be followed in the *viva voce*;

- c) shall, if appropriate, set out reasons why no *viva voce* should be held;
- d) shall be confidential to the Examination Panel members;

33. *Viva voce* examinations shall normally take place within three months of the date of the submission of the thesis. The candidate will be required to present themselves for the *viva voce* examination.

Recommendations of the Examiners

34. The Examiners shall make a joint written report to Senate on the examination of the candidate and may make any of the following recommendations:

- a) Where all the Examiners are in agreement that the thesis does not meet the standards for the award and that the degree not be awarded, in exceptional circumstances, they may make a recommendation to that effect, without requiring the candidate to defend the thesis in a *viva voce*.
- b) If the thesis meets the standards for the award, and the candidate has satisfied the Examiners at the *viva voce* examination, the Examiners may recommend the award of the relevant degree.
- c) If the thesis meets the standards for award but requires minor amendments, and if the candidate satisfies the Examiners in all other parts of the examination, the Examiners may, in writing, require the candidate to make such amendments to the thesis as will satisfy them within a maximum period of six months. Extensions to the maximum amendment period may be approved by the College if there are accepted extenuating circumstances. The examiner(s) will normally complete the review of the amended thesis within 20 working days of the re-submission.
- d) If the thesis does not meet the standards for the award, the Examiners may allow the candidate the opportunity to resubmit the thesis in a revised form for re-examination within twelve months, with a further *viva voce* examination. Exceptionally, where the Examiners, following receipt of the revised thesis, agree the re-submitted thesis meets the required standard, and where they were satisfied with the candidate's performance in the *viva voce* in the first examination, the Examiners may determine that a second *viva voce* is not required. Extensions to the twelve-month period may be approved by the College if there are accepted extenuating circumstances. The examination of the revised thesis will normally be completed within three months of the re-submission.
- e) If the thesis is judged by the Examiners to have met the standards for the award, but the candidate fails to satisfy the Examiners at the *viva voce* examination, the candidate may be allowed to re-submit the same thesis for re-examination at a second *viva voce* examination within three months.
- f) In the case of a *viva voce* for a doctoral award, if the thesis is judged by the Examiners to be of an insufficient standard for a doctoral award, the Examiners may allow the candidate the opportunity to be re-examined, with a further *viva voce* examination, on a resubmitted thesis, following appropriate revisions, for the award of a research masters, within six months. Exceptionally, where the Examiners, following receipt of the revised thesis, agree the re-submitted thesis meets the required standard for a research masters, and where they were satisfied with the candidate's performance in the *viva voce* examination, the Examiners may determine that a second *viva voce* examination is not required.

Extensions to the six-month period may be approved by the College if there are accepted extenuating circumstances. The examination of the revised thesis will normally be completed within three months of the re-submission.

- g) The Examiners may, upon consideration of the thesis and the candidate's performance at the *viva voce*, make the recommendation that the degree not be awarded.

35. At the conclusion of the *viva voce* examination the appropriate report form should be completed, signed by all Examiners. Where all Examiners agree in their recommendations, they should submit a joint report, although each may, in addition, make separate written statements on any matter concerned with the examinations.

36. If the Examiners disagree on their recommendations, they should submit separate reports. Disagreement between Examiners will be resolved by a Designated Officer (as set out in para 30) who will make such arrangements as are necessary to resolve the disagreement. Outcomes mediated or adjudicated by the Designated Officer shall constitute an examination decision and hence be subject to appeal.

37. The final report(s), including the preliminary reports, of the Examiners will be issued to the candidate.

38. Following submission of the thesis no candidate for a research degree may be assessed on more than two occasions, except where the second examination is a re-examination for a doctoral award, following which the Examiners may, if appropriate, recommend that the candidate be examined on a third occasion for a research masters.

39. Any re-examination is normally conducted by the same Panel of Examiners in accordance with the requirements set out in 5.25-5.36.

Appeals

40. Appeals against the decisions of the Examiners shall only be permitted in accordance with Senate Regulation 12.

DOCTOR OF PHILOSOPHY BY PUBLISHED WORKS

41. 'Published works' shall be defined as work, written, performed or displayed, in the public domain (or accepted as such) and for which there is a retrievable record.

42. The degree of PhD may be awarded on the basis of published works, accompanied by a critical review, which provide proof of a significant contribution to original thought. The work submitted for such a PhD shall contain an overarching theme, and shall not consist solely of a collection of published papers, or of a single book, musical composition, artefact or performance. The standard of works submitted should be the same as that expected for the award of a PhD by the submission of a thesis as defined in paragraphs 5.1.

43. A candidate for a PhD degree by this means must have held a post as a member of the academic staff of the University for a period of at least three years continuously at the date on which a submission is made. Candidates shall be members of staff at the time of the submission.

- 44.** No person may normally make a submission for the PhD degree by published works if s/he has previously been awarded a doctoral degree, or is concurrently enrolled on another award-bearing programme in this or any other University/Institution.
- 45.** An applicant for registration for the degree of PhD on the basis of published works must in the first instance submit a list of the published works to be considered, together with a list of the applicant's contribution to any multi-authored papers/collaborative work to the relevant Head of Department. If the applicant meets the conditions for eligibility specified in SR5.42 and 5.43, the Head of Department, in consultation with the Executive Dean of College, shall determine whether the candidate shall be registered for the degree.
- 46.** A candidate shall be required to complete a minimum period of candidature of six months and a maximum of one year from the date of registration, during which the candidate will prepare the submission for examination.
- 47.** Two supervisors shall be appointed for the candidate, at least one of which (the principal supervisor) must be a full-time member of the academic staff of the University. The candidate shall provide each of the supervisors with a copy of each of the published works which s/he proposes to submit. The role of the supervisors shall be to support and advise on:
- a) the standard of work expected for the award;
 - b) the development of the critical review;
 - c) the coherence of the body of work to be submitted;
 - d) preparation for the *viva voce* examination.
- 48.** When the candidate is ready to submit, the written submission as set out in paragraph 5.49 (3 copies) shall be submitted with the required form to the authorised member of staff.
- 49.** The candidate shall be required to provide the following information along with the final submission for examination:
- a) a declaration that the submission is not substantially the same as any that s/he has previously made or is currently making, either in published or unpublished form, for an award of any university or similar institution;
 - b) a statement regarding which, if any, parts of the submission have previously been submitted for any such award;
 - c) a declaration that, until the outcome of the current submission is known, the works submitted will not be submitted for any such award at any other university or similar institution.
- 50.** All written works submitted for examination shall be in English and shall comprise:
- a) an abstract of no more than 300 words that provides a summary of the main concepts and conclusions of the published work;
 - b) a summary sheet listing all of the published work submitted together with a statement of the extent of the candidate's contribution to multi-authored work, substantiated by all the co-authors;
 - c) a copy of each publication numbered in accordance with point b) above;

- d) A critical review of between 10,000 and 15,000 words. In particular the critical review shall:
- outline the themes that give the works their defining coherence;
 - show how the works make a significant and coherent contribution to knowledge;
 - provide an assessment of the impact of the works contained in the submission;
 - justify the overarching approach and methodologies used for the works.

Examination and Recommendations of Examiners

51. The regulations set out in paragraphs 5.25-5.39 applies with the exception of 5.33f and paragraph 38. No recommendation for re-submission for the award of a research masters can be made.

52. In the event that the Examiners recommend that the degree be not awarded, the candidate will not normally be permitted to make a further submission until a period of one year has elapsed since the date of that recommendation being made. Following the initial submission, no candidate for the degree of PhD by published works may be examined on more than two occasions.

53. One copy of the submission will be retained by Brunel University London Library.

HIGHER DOCTORATES

54. The degree of Doctor of Laws (LLD), Doctor of Letters (DLitt), Doctor of Science (DSc) and Doctor of Technology (DTech) shall be awarded on the basis of distinguished original work which has established a candidate's position as an authority in his or her field of study. The title of the higher doctorate shall appropriately reflect the candidate's field of study. The original work can be demonstrated in the form of either (a) published material or (b) scientific or technological innovation, development, or achievement. The submission may contain material certified as refereed and accepted for publication by a reputable learned journal.

55. A candidate for the degree must hold another degree of the University or be a current member of the University staff. Retired members of the full-time staff may submit for the degree after the normal date of retirement, provided that the greater part of the work submitted was carried out while the candidate was employed by the University.

56. Candidates for an award should seek informal advice from a senior member of the University staff, usually the Head of a relevant academic unit, before proceeding with a formal application.

57. The candidate should forward to the Registrar and Director of Governance, Legal, Academic and Student Services, for initial consideration:

- a) a *curriculum vitae*;
- b) a list detailing each publication to be submitted in support of the formal application;

- c) a short statement outlining the main themes of the publications and the overall contribution to the advancement of knowledge;
- d) a statement of the candidate's contribution to any publication under joint authorship;
- e) a note of work submitted for any other degree.

58. The Pro Vice Chancellor Education and the Head of the relevant academic unit, in consultation with other senior academic staff with appropriate expertise in Brunel or at another University, shall review the preliminary submission.

59. The University shall then advise the candidate whether to delay submission or to proceed with a full submission. If a full submission is invited, three Examiners, of which at least two shall be external to the University, shall be appointed by Senate.

60. The candidate shall present three sets of the application to the Registrar. The application shall include:

- a) A copy of each of the candidate's published books submitted in support of the application. Teaching text books and popular books or articles should not be submitted unless they show considerable originality of material or approach;
- b) A copy of all papers submitted, normally collected together within A4 boards. The front covers should indicate clearly the applicant's full name. Photocopies of papers are acceptable, but extracts mounted on backing sheets are not. If the submission includes papers accepted for publication but not yet published, a statement certifying that the paper(s) have been refereed for, and accepted by, named journal(s) should be submitted, countersigned by either the Internal Examiner or the Head of the relevant academic unit;
- c) A *curriculum vitae*, including details of research experience, degrees and other qualifications held (with the class of degree, subject, year of the award and the name of the awarding institution). Full particulars necessary to establish the candidate's eligibility under paragraph 5.53 above should be stated;
- d) A statement briefly outlining the main theme or themes of the candidate's publications and indicating those areas which s/he considers contain an original and significant contribution to the advancement and/or application of knowledge;
- e) A list of the submitted publications grouped according to subject and numbered consecutively. For books, the title, publisher and year of publication should be listed. For published papers or chapters in books, etc., the title of the paper or contribution, full details of the publication in which each appeared, the year, volume number, and the first and last page should be given. A full list of authors should be given in each case;
- f) A declaration on any work which has been done in collaboration, indicating precisely the share which the candidate personally has taken in each case and the name(s) of the collaborator(s);
- g) A statement whether the work or any part of it has been submitted, successfully or unsuccessfully, for a degree of this or any other university or educational institution.

61. On receipt of the formal submission, the candidate's submission will be forwarded to each Examiner. Examiners will not be told each other's identity in order to facilitate

independent assessment. In their evaluation of a submission, Examiners shall be empowered to make such enquiries as they think fit.

62. If all Examiners recommend the award of the degree, their reports together with a recommendation for the conferment of the award shall be submitted to the Vice-Chancellor, as Chairman of Senate. If the Examiners' reports do not unanimously recommend the award of the degree, the Pro Vice Chancellor shall consult the Vice-Chancellor and take appropriate action.

63. The anonymised final report(s) of the Examiners will be issued to the candidate.

64. One copy of the published works submitted in evidence for the award of the degree shall be retained by the University Library.

SR5(b) JOINT RESEARCH DEGREES

Award of the Joint Degree

65. The University may approve arrangements for a candidate to register on a programme leading to a joint award of the degree of Master of Philosophy or Doctor of Philosophy with a specific named institution, in accordance with the University's procedures for approving collaborative partnerships and the procedures established for such degrees.

66. A joint research degree programme leading to a joint award with another named institution shall be governed by a Memorandum of Agreement approved and signed by the authorised signatories of the University and the other named Institution participating in the award.

67. In addition to the Memorandum of Agreement every candidate for the award of the degree of PhD under these regulations shall enter into an Individual Doctoral Agreement signed by authorised signatories of the University and the other named Institution and the candidate's supervisors which sets out the terms and conditions governing the joint award.

68. The degree of Doctor of Philosophy (PhD) may be awarded by Senate to postgraduate students who have successfully pursued a programme of study jointly with another approved institution, as prescribed below and have satisfied any other requirements to the satisfaction of the relevant academic authorities of both institutions concerned.

Admission

69. For candidates applying for admission to a higher degree by research programme offered jointly with another institution, the application must be approved by the appropriate academic authorities in both institutions and must satisfy the formal entry requirements for both institutions.

70. The procedures for admission will be specified in the Memorandum of Agreement.

Candidature

71. The programme to be followed shall be one of full-time supervised study, including research training which will be generic and subject specific, together with generic skills training.

72. Candidates will normally be formally registered and enrolled at both institutions throughout the period of candidature unless otherwise specified in the Memorandum of Agreement. If a candidate is not enrolled at both institutions throughout the period of candidature, periods of separate enrolment at either institution in the partnership shall be counted as equivalent for the purposes of determining the overall period of candidature for the degree of PhD.

73. Candidates will be subject to the regulations, rules, policies and practices of the institutions with which they are registered. Procedures for dealing with breaches of the aforesaid will be specified in the Memorandum of Agreement.

74. The minimum period of candidature to be spent at each institution and the expected division of the period of candidature between institutions will be specified in the Memorandum of Agreement.

75. A candidate for the degree of PhD may be permitted at any time prior to submission of the thesis to transfer to a programme leading to the degree of MPhil, except in cases

where a candidate is registered for a joint award with an institution which does not offer an MPhil degree. In such cases the candidate may be given the option to transfer to a programme leading to the degree of MPhil from Brunel University London only.

Supervision and Progress

76. Candidates registered on a programme leading to a joint award shall have a supervisory team which includes at least one supervisor from each institution. The supervisor from Brunel University shall be an academic member of University staff. One supervisor in the team shall be designated as the principal supervisor. If appropriate, the principal supervisor may change depending upon the institution in which the candidate is physically located. The supervisory team may include other supervisors and/or independent mentors and should normally include at least one additional member from the institution at which a candidate is physically located, to provide additional support. The supervisors appointed shall satisfy the academic criteria for the appointment of supervisors at both institutions, and shall be approved by the normal academic route in both institutions.

77. The responsibilities of the supervisory team and of the candidate shall be set out in writing in the Memorandum of Agreement and in the Individual Doctoral Agreement provided to and signed by the supervisors and the candidate, and approved by the University.

78. Every candidate will take part in an individualised assessment of their research training needs or equivalent with their supervisor(s) at the commencement of their studies. Candidates will also be required to take part in a postgraduate student research training programme which will include generic and subject specific research training, together with generic skills training and may include a range of elements which are compulsory, optional or conditions of funding. Research training may take place at any or all of the institutions party to the joint degree, as agreed by the supervisory team and the candidate in a written training agreement. It is the responsibility of the supervisor from the University to ensure that the candidate undertakes a programme which meets all the training requirements.

79. The progress review points of an individual candidate will be set out in the Memorandum of Agreement. The outcome of such reviews will normally be in accordance with Senate Regulation 5.17.

Duration

80. The duration of the programme shall be specified in the relevant Memorandum of Agreement. The minimum period of candidature shall be not less than 24 months and shall be spent in supervised study. The maximum period of candidature shall normally be 48 months, excluding periods of abeyance. Where applicable the period spent in candidature for the degree of MPhil to the point of transfer will be counted towards the period of candidature required for the degree of PhD.

81. The period of candidature ends when the thesis is submitted. A candidate who fails to submit a thesis by the end of the agreed maximum period of candidature shall be deemed to have withdrawn from the programme.

Abeyance

82. Candidates must continue in registration for the degree until such time as they submit their thesis or withdraw, except that abeyance of candidature may be permitted in extenuating circumstances (e.g.: illness, family crisis or unforeseeable problems beyond the candidate's control), with the agreement of the supervisory team and approval through the relevant academic authorities at both institutions as specified in the Memorandum of

Agreement. In addition, the University will comply with any statutory obligations, for example in relation to maternity/paternity leave. The maximum period of abeyance should be stipulated and will normally be in accordance with Senate Regulation 5.12. In the case of Research Council or sponsor-funded candidates, due regard should be given to Research Council or sponsor rules governing suspension of studies. Periods of abeyance shall not count towards the maximum period of study.

83. While based at Brunel, candidates in abeyance should not receive supervision and normally should not have access to services.

Extension of candidature

84. The minimum and maximum periods of candidature specified in the Memorandum of Agreement should be strictly adhered to. The University's regulations on extension of candidature (Senate Regulation 5.11) will apply unless otherwise specified in the Memorandum of Agreement. Any requests for an extension must be approved through the relevant academic procedures in both institutions.

Submission of Thesis

85. After completion of the necessary period of study, a thesis shall be submitted for examination. Procedures for submission will be specified in the Memorandum of Agreement.

Examination

86. The examination process for research students registered for a degree jointly awarded with another University will be based on the principles described below:

- No member of the supervisory team may be appointed as an examiner; nor may they take part in the judgement of the thesis under consideration in any other way;
- The research student will be expected to submit a written thesis (or equivalent) and to defend this in some form of oral examination;
- The panel of examiners will consist of at least two examiners, one of whom will be an examiner external to the Universities awarding the degree.

For degrees examined jointly with an international partner, additional members of the examining panel beyond two will be part of the negotiations when setting up the agreement.

87. The examination will be conducted jointly by both institutions.

88. The arrangements for examination will be specified in the Memorandum of Agreement.

Outcome of the Examination

89. The outcomes of the examination will be as set out in paragraph 5.33 unless otherwise specified in the Memorandum of Agreement.

90. The award must be approved by the relevant academic authorities at both institutions. For Brunel, the award will be made by Senate on the recommendation of the Examiners concerned.

91. A candidate who fails to submit a corrected or revised thesis by the date set by the examiners shall normally be regarded as having failed the examination and the recommendations of the examiners shall lapse. In exceptional circumstances a revised date for submitting corrections may be approved by the partner institutions.

92. Where the examiners recommend that the degree be not awarded and that submission of a revised thesis be not permitted, the candidate may ask for the case to be reviewed in accordance with procedures set out in the Memorandum of Agreement.

(Updated June 2023)

Job Description Attributes and Competencies for all Non-Academic, Academic Related and Professional Posts

Department	Post Ref No
College of Engineering, Design and Physical Sciences	

Post Title
Senior Education Operations Manager

Contract Type (Permanent or Fixed Term – If Fixed-Term, please specify the duration)
Permanent

Hours of Work (If Part-Time or Semester, please specify hours and/or weeks per year)
Full-Time

Grade and Salary (Pro-rata for part-time)
H3

Purpose of the Role
<p>To support the Associate Director (Education Operations) in providing a front-facing student provision through the effective delivery of academic programme administration.</p> <p>Accountable to: Associate Director (Education Operations)</p> <p>Accountable for: Student Programmes Administration Teams</p> <p>Key Internal Relationships: Director of College Operations, Vice-Dean Education, Associate Deans, College Services Manager and University Service Departments.</p> <p>Key External Relationships: AUA , HEA, QAA</p>

Work of the Role
<p>Supporting the Associate Director (Education Operations), Vice-Dean (Education) and Deputy Dean (Academic Affairs) in managing administrative staff to ensure the effective and efficient delivery of student records, quality assurance, teaching timetabling, internal control and audit, student engagement and compliance, business continuity, governance and human resource planning consistently across all departments.</p>

Main Duties

Student Engagement, Student Support and Welfare

Take a leading role with the CEM in ensuring a student-focussed service delivery is consistently maintained across all aspects of provision.

- To ensure the effective management of the administration of student attendance and engagement routines; supporting the Associate Director (Education Operations), Departmental Directors of Teaching and Learning and Senior Tutors in the identification of risks to engagement and in addressing risk and early intervention.
- To ensure that accurate and timely records are kept of Tier 4 student engagement and to lead the preparation of material within the TPOs for internal and external audits of Tier 4 monitoring records.
- Responsible for the oversight of the work of the College Appeals, Complaints and Student Misconduct Manager in his/her work in coordinating and monitoring academic appeals, student misconduct and professional suitability cases, and student complaints with reference to University Regulations, policies and procedures and the requirements of the OIA, OfS and QAA.
- To ensure processes and procedures such as monitoring of attendance and engagement; instigating remedial and pastoral student activities; closely liaising with and oversight of the support services available; complaints; academic appeals; academic misconduct hearings; Extenuating Circumstances are implemented consistently by Taught Programmes Offices across the College, working closely with the Associate Director (Education Operations), Deputy Dean, Vice-Deans, Associate Deans and Heads of Department.

Student and Programme Administration

- Take a leading role in coordinating the Professional, Statutory and Regulatory Bodies (PSRB) accreditation of the College UG/PGT programmes.
- Develop and implement policies and procedures consistently across the College by working closely with the Associate Director (Education Operations), Associate Dean (Quality Assurance) and Deputy Dean (Academic Affairs).
- Assist the Associate Director (Education Operations) in the effective management of student facing administration functions including; timetabling, induction, registration and enrolment, assessment processes, working closely with the Head of Q&S to ensure that College policies and procedures meet University Regulations.
- To be accountable for the College's documentation and support materials related to the UG and PGT programmes and PGR, including student and staff handbooks.
- To ensure all department committees including the Departmental Education Committee; Boards of Study; Student Experience Committees; Panels and Boards are properly managed and supported in accordance with the University policy and procedures. To support the Vice Dean Education in the preparation of reports, minutes and information for Senate.
- To act as the Vice Chancellor's Representative at meetings of Boards of Examiners other than those within the post-holder's own College as required by the Secretary to Senate. Provide accurate, and where required, specialist advice and guidance on the University's academic regulations in order that exam boards and other processes are carried out in accordance with the ordinances and regulations of the University.
- To assist the Associate Director (Education Operations), Deputy Dean (Academic Affairs) and Associate Dean (Quality Assurance) in the preparation for quality assurance activities such as TEF, QAA preparation, annual monitoring and regulatory audits.

Academic Administration Strategy

- With the Associate Director (Education Operations), play a leading role with the Vice-Dean Education, Heads of Department and Departmental Directors of Teaching and Learning and PGR Directors in defining, developing and implementing their overarching Education Plan. Take a leading role in the monitoring of the Plans, performance measures and risks in line with University policies and procedures.

- Assist the Vice-Dean Education and Associate Director (Education Operations) in the strategic direction of the College's education portfolio. To provide support, advice and guidance to the Vice-Dean Education on all matters related to the Quality Assurance Agency (QAA) and best practice.
- To have an overview of the design and development of college programmes, ensuring they meet the College's strategic plan, Senate regulations and best practice as set out by QAA.

Resource Planning and Management

Within the remit of the role and framework of Human Resources and University policies and procedures:

- To manage the annual performance development reviews of managerial staff ensuring departmental and personal objectives are aligned to the College strategy ensuring the process is carried out in a professional, transparent and timely manner. Ensure training and development needs are captured and managed appropriately.
- Work with the CEM and Student Programme Managers to identify gaps in short term resource planning that detrimentally impact business continuity.
- To work with the CEM and Student Programme Managers to ensure the provision of timely and relevant induction, programme and module information for timetabling.
- To work in other areas/Departments within the College as required.
- To ensure the dissemination of appropriate information received through a variety of mediums.

Data and Record Management

- To assist the Associate Director (Education Operations) in ensuring that academic staff in departments have a clear understanding of the role and responsibilities of TPOs that support programme delivery in their departments.
- To ensure that data integrity routines are established in TPOs enabling data quality standards to be part of day to day routines.
- To ensure the delivery of timely management information to the Associate Director (Education Operations) and other members of the College/Departmental senior management team as necessary. Providing effective and efficient data analysis such as planning and trend analysis in order to support remedial action and make recommendations for enhancement.
- To oversee the maintenance and housekeeping of College/Departmental student and provision related documentation and any other records as appropriate, and where necessary, sending to archive.

Communication and Networking

- To create and maintain constructive working relationships with:
 - Academic staff
 - the University Quality Team, SITS Development,
 - the University Planning Team
 - OSCCA
 - Education Office
 - Union of Brunel Students
- With the Associate Director (Education Operations), represent the College on various policy committees and working groups within the University as and when requested to ensure that views from the College are taken into consideration and to provide feedback to the College.

General

- To prepare reports, analysis, responses and other papers on behalf of the Associate Director (Education Operations), Vice Dean (Education) and Deputy Dean (Academic Affairs).

- To undertake other project work within the College as required by the Associate Director (Education Operations) and/or Vice-Dean Education and Deputy Dean (Academic Affairs) to ensure that projects are managed effectively and on time.
- Any other duties appropriate to the grade as directed by the Associate Director (Education Operations).

Effective Behaviours

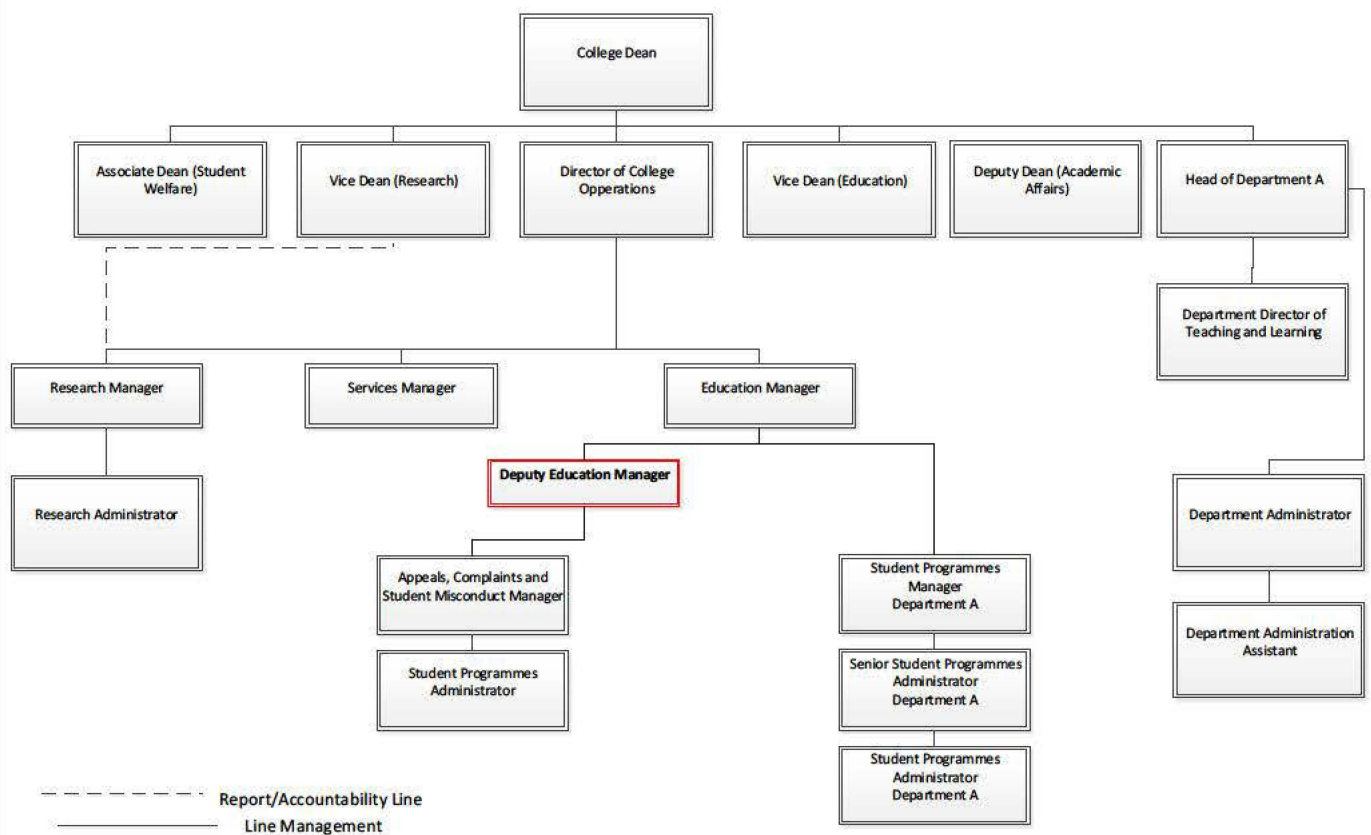
- Timeliness
- Meeting Deadlines
- Communication and Networking (Relationships with BEEC and SPD)
- Networking group across colleges
- Ability to negotiate and influence
- Cover for Associate Director (Education Operations) and/or other Student Programmes Manager(s) in their absence
- Participate in meetings and attend training events as necessary, supporting the College with any introduction to new technologies, enhancements to process or changes to day to day management of administration

University Policy on the Employment of Staff

- Undertake any other reasonable duties as required commensurate with the grade of the position.
- Adhere to and comply with the provisions of the Data Protection Act and the Health and Safety at Work Act in accordance with the University's policies.
- Undertake all duties and responsibilities in compliance with the rules and regulations encompassing equal opportunities.
- Adhere, comply and work in accordance with University and Departmental policies, procedures and codes of conduct.
- Promote the University's Environmental Policy and demonstrate commitment to it through actions and decision making
- Actively participate in on-going professional development activities as requested.

Organisational Chart

The organisational chart comprises of the role, the manager of the role and any direct reports to the role



Person Specification / Competencies

Disabled applicants meeting the Essential criteria will be guaranteed an interview as part of the University's commitment to the Disability Confident Scheme.



1. Education: Qualifications & Training	University Undergraduate Degree or candidates without a first degree should be able to demonstrate transferable skills - such as analytical, interpersonal, problem-solving and self-management skills - at an appropriate level.	E	D
		X	
2. Knowledge	Evidence of relevant professional experience and ongoing development.	X	
	A broad knowledge of administrative procedures in a large organisational setting	X	
	An understanding of GDPR regulations and compliance	X	
	An understanding of UKVI regulations and compliance	X	
	A general understanding of the needs of an academic unit	X	

	Awareness of key issues in Higher Education	X	
	Understanding of SITS student record system		x
3. Experience	Experience of working in a managerial administrative role	x	
	Experience of Higher Education administration		x
	Experience in resource planning and project management	x	
4. Skills & Abilities	Analytical, interpersonal, problem-solving and self-management skills	x	
	Experience and skill in use of full suite of Microsoft Office applications	x	
	Excellent communication skills	x	
	High level of administrative and organisational skills	x	
	High level of IT literacy, numeracy and literacy	x	
	Excellent team working skills	x	
5. Additional Attributes Required (Not Incorporated Above)	Ability to deal sensitively with confidential matters concerning staff and students	x	
	Ability to co-ordinate and motivate an administrative team, where members have a high degree of individual responsibility and autonomy	x	
	Ability to work with staff at all levels	x	
	Ability to negotiate with staff and students	x	
	Ability to work effectively and calmly when working to tight/conflicting deadlines	x	
	Flexibility and ability to use initiative and discretion	x	
	Flexibility and willingness to work beyond normal office hours at times of peak workload	x	
6. Additional Requirements	Manual Handling, lift up to 15kg on a regular basis	x	
	Prolonged sitting e.g. 1 hour plus	x	

Post Description

Position	Student Programmes Manager	Position No.	For new positions the number will be generated by CHIME
Directorate/College/Research Institute	College of Engineering, Design and Physical Sciences		
Grade	H2		
Contract type	Full Time / Permanent		
Accountable to	Associate Director (Education Operations)		
Reports	Student Programmes Administration team		
Internal stakeholders	College Research Manager, College Services Manager, Deputy Dean (Academic Affairs), Senior Tutors, University Services Departments (including Student Centre)		
External stakeholders	AUA, External Examiners, PSRBs, national and international external programme delivery partners		
Date reviewed	November 2018		

Main accountabilities:

To manage on a day to day basis the administrative staff to ensure the effective and efficient delivery of student records, quality assurance, timetabling, business continuity and human resource planning consistently across the Department(s).

Key duties and responsibilities:

Student Engagement, Student Support and Welfare

- To ensure a culture of a student-focussed service delivery is consistently maintained across all aspects of provision.
- To manage on a day to day basis the administration of student attendance and engagement routines; supporting the Associate Director (Education Operations), Departmental Directors of Education and Senior Tutors in the identification of risks to engagement and in addressing risk and early intervention.
- To implement procedures consistently across the College, working closely with the Associate Dean (Student Experience), such as monitoring of attendance and engagement; instigating remedial & pastoral student activities; closely liaising with and oversight of the support services available; complaints; internal resolution / disciplinary hearings; appeals; Extenuating Circumstances (ECs)

Academic Administration Strategy

- To support the Associate Director (Education Operations) with their work with the Deputy Dean (Academic Affairs), Vice-Dean Education, Heads of Department and Departmental Directors of Education in defining, developing and implementing their overarching Education Plan and accompanying partnership and business engagement plans, ensuring appropriate monitoring of the plans, design and monitor action plans, performance measures and risks in line with University policies and procedures

Student and Programme Administration

- To effectively manage student facing administration functions on a day-to-day basis including timetabling, induction, registration and enrolment, bursary, transition and progression, supervisor allocation, assessment processes, managing examination arrangements and final assessment processes in accordance with procedures. Working closely with the Education Manager to ensure procedures meet the Regulations as laid down by Senate.
- To oversee the co-ordination of assignment deadlines across multiple programmes, submission routines, mark sheet administration and effective moderation procedures.
- To provide support with the design and development of college programmes ensuring on behalf of the Associate Director (Education Operations) that they meet the College's strategic plan and Senate regulations
- To provide support to programme evaluation and modifications to modules as well as ensuring the College's definitive record of programme and modules specifications are accurately maintained and timely stored in University's online repository.
- To provide support for the College's documentation and support materials related to the UG and PGT programmes including student handbooks.
- To ensure Department committees including Boards of Study; Student Experience Committees; Panels and Boards are properly managed and supported in accordance with the University policy and procedures, ensuring that actions arising are promptly dealt with and the results of the actions fed back at the next available opportunity.
- To support the Associate Director (Education Operations) in the preparation and provision of reports, minutes and information for the College Boards, in a timely fashion. Ensuring the process of gathering programme and module feedback from students at the appropriate times of the year are managed and the results made available in a timely manner.
- To ensure adequate College support to student marketing & recruitment, admissions, induction & registration, placement activity, graduation and other University led events and activities.
- To act as the Vice Chancellor's Representative at meetings of Boards of Examiners other than those within the post-holder's own College as required by the Secretary to Senate. Provide accurate and where required specialist advice and guidance on the University's academic regulations in order that exam boards and other processes are carried out in accordance with the ordinances and regulations of the University.
- To manage and prepare for quality assurance activities such as annual monitoring and Tier 4 compliance.
- To liaise with external examiners/assessors and other key external bodies as appropriate.

Resource Planning and Management

Within the remit of the role and framework of Human Resources and University policies and procedures:

- To manage on a day to day basis the general HR processes, such as absence monitoring
- To manage the annual performance development reviews ensuring departmental and personal objectives are aligned to the College strategy ensuring the process is carried out in a professional, transparent and timely manner. Ensure training and development needs are captured and managed appropriately.
- To identify gaps in short term resource planning that detrimentally impact business continuity and escalate to the Associate Director (Education Operations) for resolution.
- To ensure the College Services Manager has timely and relevant programme and module information for timetabling.
- To ensure that the programmes administration team has good working relationships with colleagues across College(s) and University service departments, negotiating and influencing where necessary if processing is impacted by delays to decision making
- To work in other areas/Departments within the College as required
- To ensure the dissemination of appropriate information received through a variety of mediums.

Data and Record Management

- To take appropriate measures to ensure staff reporting to the role have a high level of operational knowledge across all aspects of the student SITS record in order to support the administrative processes across both the student and programme lifecycle, especially student programme data for modules, assessments, results, reassessment and annual progression; production of transcripts (HEAR) and Tier 4 compliance
- To manage the recording of student records and data, ensuring the student record content is recorded accurately in a timely manner in accordance with regulatory and statutory compliance and return deadlines.
- Using Business Objects (SITS reporting tool) to establish data integrity routines for College record administration enabling data quality standards to be part of day to day routines. Provide the team with information to enable the measurement of accurate record keeping and performance; specifically, student programme data for modules, assessments, results, reassessment, annual progression, mitigating circumstances and production of transcripts.
- To deliver timely management information to the Associate Director (Education Operations), Deputy Dean (Academic Affairs), Associate Dean (Student experience) and other members of the College/Departmental senior management team as necessary. Providing effective and efficient data analysis such as planning and trend analysis in order to support remedial action and make recommendations for enhancement.
- To ensure the maintenance and housekeeping of College/Departmental student- and provision-related documentation and any other records as appropriate, and where necessary, sending to archive.

Effective Behaviours

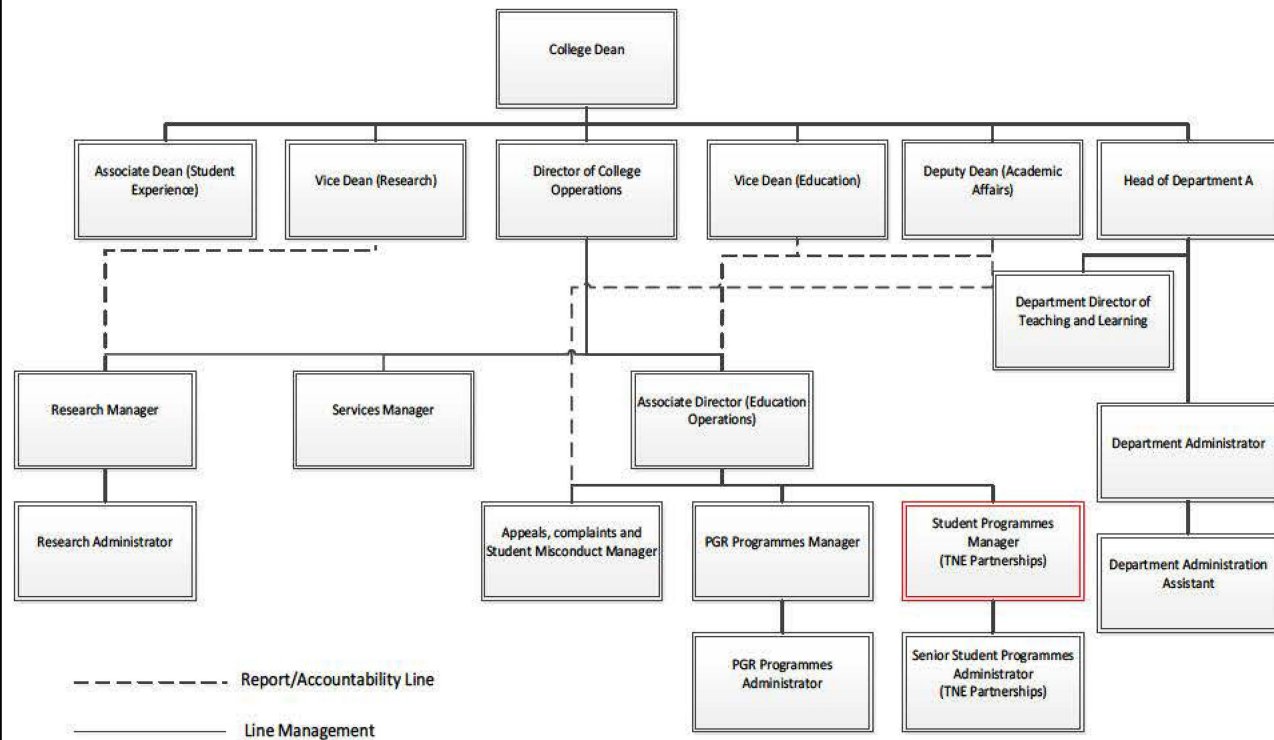
- Timeliness
- Meeting Deadlines
- Communication and Networking
- Networking group across colleges
- Ability to negotiate and influence
- Cover for Associate Director (Education Operations) and/or other Student Programmes Manager(s) in their absence
- Participate in meetings and attend training events as necessary, supporting the College with any introduction to new technologies, enhancements to process or changes to day to day management of administration

University Employment Policy:

1. Undertake any other reasonable duties as required and commensurate with the grade of post.
2. Adhere to and comply with the provisions of the Data Protection Act and the Health and Safety at Work Act in accordance with University policies.
3. Undertake all duties and responsibilities in compliance with the rules and regulations encompassing equal opportunities to help foster a diverse workforce.
4. Adhere, comply and work in accordance with University and Departmental policies, procedures and codes of conduct.
5. Promote the University's Environmental Policy and demonstrate commitment to it through actions and decision making.
6. Actively participate in on-going professional development activities as requested

Organisational Chart

The organisational chart comprises of the role, the manager of the role and any direct reports to the role.



Disabled applicants meeting the Essential criterion will be guaranteed an interview as part of the University's commitment to the Disability Confident Scheme.



Person Specification

Attributes	Criteria	Essential /Desirable	How measured
Education, qualifications & training	University Undergraduate Degree or candidates without a first degree should be able to demonstrate transferable skills - such as analytical, interpersonal, problem-solving and self-management skills - at an appropriate level.	E	Application form – Qualification certificates will be checked
	Evidence of relevant professional experience and ongoing development.	E	
Experience	Experience of working in a managerial administrative role	E	Application form Interview
	Experience of Higher Education administration	D	Application form Interview
Knowledge, skills and abilities	A knowledge of administrative procedures in a large organisational setting	E	Application form, interview
	A general understanding of the needs of an academic unit	E	Application form, interview
	Awareness of key issues in Higher Education	E	Interview
	Understanding of SITS student record system	E	Interview
	Experience and skill in use of full suite of Microsoft Office applications	E	Interview
	Excellent communication skills	E	Interview
	Good level of administrative and organisational skills	E	Interview
	Good level of IT literacy, numeracy and literacy	E	Interview
	Excellent team working skills	E	Interview

Additional Attributes Required (not included above)	Ability to deal sensitively with confidential matters concerning staff and students	E	Interview
	Ability to co-ordinate and motivate an administrative team, where members have a high degree of individual responsibility and autonomy	E	Application form and interview
	Ability to work with staff at all levels	E	Application form and interview
	Ability to negotiate with staff and students	E	Interview
	Ability to work effectively and calmly when working to tight/conflicting deadlines	E	Interview
	Flexibility and ability to use initiative and discretion	E	Interview
	Flexibility and willingness to work beyond normal office hours at times of peak workload	E	Interview

Job Hazard Assessment Form (JHF)

This form is completed by the Recruiting Manager as part of the Job Description as it is essential that any identified hazards have undergone appropriate Risk Assessments. The Health & Safety office should be contacted for advice if required.

Position title: Student Programmes Manager		Department: Taught Programmes Office		College: CEDPS	
Start date: 20 December 2021		Contact number: N/A		Recruiting Manager: XXXXXXXXXX Associate Director (Education Operations)	
Job description attached (must incorporate identified hazards)					
Please tick all relevant workplace hazards identified with this position. Currently the University, as a minimum runs Health Surveillance programmes for staff working with skin and respiratory sensitizers, Biological Agents Class 2 and above and GMOs.					
<input checked="" type="checkbox"/> Display screen equipment	<input type="checkbox"/> Manual handling	<input type="checkbox"/> Prolonged standing e.g. 1 hour plus	<input checked="" type="checkbox"/> Prolonged sitting e.g. 1 hour plus		
<input type="checkbox"/> Biological agents: Class 2 and above and GMO Class 1	<input type="checkbox"/> Human blood, tissue or fluids	<input type="checkbox"/> Respiratory sensitizers or laboratory allergens e.g. animals	<input type="checkbox"/> Skin Irritant/Chemicals		
<input type="checkbox"/> Work in confined places	<input type="checkbox"/> Ionising radiation	<input type="checkbox"/> Noise (more than 80 dba-8 hrs. taw)	<input type="checkbox"/> Lone working		
<input type="checkbox"/> Use of dangerous machinery	<input type="checkbox"/> Electrical hazards	<input type="checkbox"/> Shift work/night work	<input type="checkbox"/> Work outdoors		
<input type="checkbox"/> Neck & arm vibrating equipment	<input type="checkbox"/> Fork lift truck driving	<input type="checkbox"/> Work at heights	<input type="checkbox"/> Lasers		
Any other hazards (e.g. food handling) please specify and ensure that appropriate guidance has been received from the Health & Safety office:					
Physical demand of the job:	<input type="checkbox"/> Lifting	<input type="checkbox"/> Carrying	<input type="checkbox"/> Bending	<input type="checkbox"/> Pushing	
If lifting/carrying duties expected, please give details of heights/weight load(s) the individual is expected to lift/carry and frequency:					
Travel/Off-site working:	% of time:	<input type="checkbox"/> UK	<input type="checkbox"/> Overseas		
Driving for work:	<input checked="" type="checkbox"/> None/Occasionally	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly		
Management responsibility:	<input checked="" type="checkbox"/> Supervisor	<input type="checkbox"/> Non-supervisory			
Hours of work:	<input checked="" type="checkbox"/> Full time	<input type="checkbox"/> Part time	hours		
<input type="checkbox"/> Non-standard contractual hours? (evenings/weekends)			<input type="checkbox"/> Night work		
Frequency, number of hours, type of work outside standard hours:					
Other – including occasional or possible work hazards (please specify nature and frequency):					

The hazards outlined in this form are all subject to prior departmental risk assessment and may also be subject to provision of health surveillance, immunisation or training organised initially by the manager by contacting the Health and Safety Department and/or Staff Development. As the line manager, you are responsible for ensuring that the Health and Safety Induction and appropriate risk assessments for new employees are carried out (as required). The Induction will cover the arrangements for Health and Safety Management at Brunel University London, to ensure that all new employees are aware of the risks from work activities and their environment and establish the means by which those risks are avoided or minimised.

I confirm that the appropriate risk assessments have been undertaken and relevant advice received from the Health & Safety office and that these are fully outlined in the Job Description/Person Specification:

Printed name.....

Signed.....Date.....1/11/2021.....