



## 1. Principles

1.1. We value our reputation as a higher education institution that delivers high quality academic courses, awards, and student experience. These Regulations allow us to protect the value of our awards by setting out the minimum threshold standards to be achieved and the associated process of assessment.

1.2. We offer the following courses:

- A. Undergraduate courses (with or without integrated Foundation).
- B. Taught Postgraduate courses.
- C. Doctoral courses (validated by external partners).

The authority for Regent's University London to grant taught awards has been ordered by the Office for Students per the Higher Education and Research Act 2017. Although we may deliver courses with collaborative partners, Regent's University London's authority may not be used in any manner without our prior approval (e.g. through the validation of a specific course or courses).

1.3. In relation to our courses, this section of the academic regulations explains:

- D. Registration and Attendance.
- E. Recognition of prior and experiential learning.
- F. Minimum and maximum periods of registration.
- G. Assessment, passmarks, condonement, and progression.
- H. Marking and moderation.
- I. Assessment Boards.
- J. Study Abroad.
- K. Alternative Assessment.
- L. Course completion and awards.
- M. Classification calculation and weighting

1.4. Our approach to course assessment and awards regulation is:

- A. Clear and accessible. This means this section of the Regulations is widely available and written in such a way that you should not need additional support in understanding the marking process, what must be achieved for named awards, and how prior learning is recognised.
- B. Confidential, impartial, and fair. This means that our assessment is fair and inclusive, and marked free from bias. Where reasonable adjustments as a result of a disability are identified, these will be applied in a way that upholds and maintains the academic standards of our awards whilst removing avoidable barriers. Our processes for marking, internal moderation and external moderation are rigorous and, where possible, carried out without knowledge of your identity. Our levels of study align with the UK [Framework for Higher Education Qualifications](#) (FHEQ).
- C. Timely, flexible, and proportionate. This means that we will work efficiently to mark your assessed work and provide proportionate feedforward comments to assist development. Where you are not successful at an assessment attempt, we will let you know, tell you the implications of the result, and identify the next opportunity for you to attempt the assessment again (where further assessment attempts are allowed).
- D. Embedded and informative. This means we offer formative assessment opportunities and use the experience of assessments and award conferment to

inform enhancements and improvements to our processes and awards. We do this through our formal committees.

- 1.5. Throughout this section of the Regulations, we refer to courses and modules. However, our collaborative partners may use different terminology such as programmes and/or units. Schedule A details Collaborative Partners' exemptions, including, as relevant, marks conversion information.

## 2. **Registration and Attendance**

- 2.1. Entry requirements to our courses can be [found here](#).
- 2.2. You may not be enrolled on any other higher education course whilst enrolled at Regent's University London.
- 2.3. Registration is the process where you formally agree to be a student at the University. By registering, you agree to be bound by our Academic Regulations, terms and conditions, and accept liability for fee payments.
- 2.4. Applicants who do not meet the criteria and/or conditions as confirmed by the Admissions team (including, for example, not providing original certificates and transcripts) will not be permitted to register.
- 2.5. Registration completes the enrolment process and takes place through our SITs: E-Vision portal. If you have not completed registration by the end of week 3 of the new academic year you will be withdrawn from the course for non-enrolment.
- 2.6. You must clear all outstanding debts from any previous study before starting a new course. You will be required to clear outstanding debts from previous levels of study before being allowed to re-enrol and progress. Exceptionally, our Finance Team may agree a repayment plan with you.
- 2.7. We use registration and annual re-enrolment to check and update your key personal information. In-year you are responsible for updating your personal details through the E-Vision portal.
- 2.8. The standard teaching/learning is as follows:
  - A. Foundation courses are normally a total of 24 weeks per year including assessment periods. However, variations to the standard patterns are permitted where specified within the validated course documentation.
  - B. Undergraduate courses normally consist of 1,200 notional learning hours divided over a total of 24 weeks per year followed by assessment periods. However, variations to the standard patterns are permitted where specified within the validated course documentation, for example, courses beginning in January have a Summer term of teaching that is normally ten weeks.
  - C. Postgraduate courses are divided into terms and consist of 1,800 notional learning hours including assessment periods and the period for writing up of a dissertation.
- 2.9. We expect you to attend 100% of your classes. The minimum average level of attendance is 75%: if your attendance falls below 75% in any term-time period you will be referred through our Student Attendance Policy.

2.10. If you have been allowed an Interruption of Studies, you must complete all conditions of your interruption before you can resume your studies. Maximum registration periods (as set out below) are not extended because of any period of Interrupted Study.

### 3. **Recognition of Prior and Experiential Learning (RPL)**

3.1. Recognition of prior or experiential learning is the use of any learning that has been or will be awarded as a recognised qualification for exemption from a requirement of a course. RPL can only be used to exempt a whole level at undergraduate level (not part of a level), or one-third of a masters course. Please refer to the Admissions Policy for further information.

3.2. We may decide to recognise prior academic credit to exempt you from modules on the course you are applying to. We cannot apply RPL after you have enrolled on a course of study. We will not grant RPL for any module that is a condoned pass from another institution. To apply for RPL you must provide confirmation that the academic credit has been achieved (usually through a transcript and relevant marking scheme) and evidence of the module content and learning outcomes to be considered.

3.3. Our decision to recognise prior learning is based on an academic judgment about whether the learning already achieved is a suitable equivalent for a specific module or modules on the course you are applying to. Equivalence is determined by considering the learning outcomes for our modules compared to the learning outcomes of the awarded credit. We will also review the marking scheme and academic standard of the awarding body. Academic credit must have been achieved within the previous three years to be eligible for RPL.

3.4. The maximum credit value that can be exempted through RPL is:

- A. Undergraduate course (BA/BSc) with no integrated Foundation – none.
- B. Direct entry into Level 5 of an undergraduate course (BA/BSc) with no integrated Foundation – 120 credits at FHEQ Level 4. Other equivalent qualifications are acceptable.
- C. Direct entry into Level 6 of an undergraduate course (BA/BSc) with no integrated Foundation – 120 credits at FHEQ Level 4 and 120 credits at FHEQ level 5. Other equivalent qualifications are acceptable.
- D. Foundation Certificate in Psychotherapy and Counselling – none.
- E. PGCHE – none.
- F. MA Psychotherapy and Counselling – up to 60 credits at FHEQ level 7.
- G. MA/MSc courses – up to 60 credits at FHEQ level 7.
- H. DPsych – none.

### 4. **Minimum and Maximum Periods of Registration**

4.1. Unless otherwise set out in the relevant validated Course Specification, the minimum periods of study where no RPL has been granted are:

- A. Undergraduate course (BA/BSc) with no integrated Foundation – three years.
- B. Undergraduate course (BA/BSc) with integrated Foundation – four years.
- C. Foundation Certificate in Psychotherapy and Counselling – one year.
- D. PGCHE – 18 months.
- E. MA Psychotherapy and Counselling – three years.
- F. MA/MSc courses – one year.
- G. DPsych – three years.

- 4.2. Unless otherwise set out in the relevant validated Course Specification, the minimum periods of study where RPL has been granted are:
- A. Direct entry into Level 5 of an undergraduate course (BA/BSc) – two years.
  - B. Direct entry into Level 6 of an undergraduate course (BA/BSc) – one year.
  - C. Direct entry into Level 7 of a postgraduate course (MA/MBA/MSc) – one year.
- 4.3. Unless otherwise set out in the relevant Course Specification, the normal course lengths where no RPL has been granted are:
- A. Undergraduate course (BA/BSc) with no integrated Foundation – three years.
  - B. Undergraduate course (BA/BSc) with integrated Foundation – four years.
  - C. Foundation Certificate in Psychotherapy and Counselling – one year.
  - D. PGCHE – 18 months.
  - E. MA Psychotherapy and Counselling – three years.
  - F. MA/MSc courses – one year.
  - G. DPsych – three years.
- 4.4. Unless otherwise set out in the relevant Course Specification, or as determined by UKVI requirements, the maximum period of study is:
- A. Undergraduate course (BA/BSc) with no integrated Foundation – five years.
  - B. Undergraduate course (BA/BSc) with integrated Foundation – six years. This is comprised of up to two years for completion of the Foundation, followed by up to four years for completion of the undergraduate award.
  - C. Foundation Certificate in Psychotherapy and Counselling – two years.
  - D. PGCHE – two years.
  - E. MA Psychotherapy and Counselling – five years.
  - F. MA/MSc courses – three years.
  - G. DPsych – six years.
- 4.5. Unless otherwise set out in the relevant validated Course Specification, the maximum periods of study where RPL has been granted are:
- A. Direct entry into Level 5 of an undergraduate course (BA/BSc) – three years.
  - B. Direct entry into Level 6 of an undergraduate course (BA/BSc) – two years.
  - C. Direct entry into Level 7 of an undergraduate course (BA/BSc) – two years.
- 4.6. We do not guarantee the length for which a course or its modules shall be available.
5. **Assessment, Passmark, Condonement, and Progression**
- 5.1. You will normally own the Intellectual Property rights (including copyright) in any assessment work you create while studying with us. However, through acceptance of our Terms and Conditions, and in recognition of the education provided, you have granted us a non-exclusive, royalty-free and perpetual licence to use the Intellectual Property in the work you created during a course of study. This licence is for non-commercial administrative, promotional, educational, quality control, assessment and teaching purposes including, but not limited to, digitisation of the work.
- 5.2. Our courses are well designed, provide a high-quality academic experience, and require you to develop and demonstrate subject-specific and general skills. These will include technical proficiency in written English (typically spelling, punctuation, and grammar) in most cases.

- 5.3. The Student Wellbeing & Disability team will confirm arrangements for students with a disability or specific learning requirement requiring reasonable adjustment.
- 5.4. Assessment is conducted at module level and at course level. External Subject Boards ratify and confirm marks for each module. Progression and Finalist Boards receive marks from the External Subject Boards and determine progression and when relevant, the award.
- 5.5. All assessment work (except for live assessments and physical artefacts) should be submitted through TurnItIn via our Virtual Learning Environment Blackboard. All assessment work (whether live, coursework, or artefact, and whether formative or summative) is subject to the Academic Regulations: Academic Misconduct.
- 5.6. If you begin a live assessment or submit assessment work, you have declared yourself fit to sit that assessment. See the [Academic Regulations: Exceptional Circumstances](#).
- 5.7. Live assessments (e.g., performances, presentations) should be audio-visually recorded and (where relevant) made available to the External Examiner.
- 5.8. All assessments will have a marking scheme and marking criteria.
- 5.9. Where possible all relevant assessments will be submitted anonymously and for in-class tests, it is the responsibility of the Module Leader to ensure fairness and transparency.
- 5.10. Assessment work can be marked on a pass/fail basis or using a numerical marking scale of 0% - 100%. Markers should use the full range of the scale where the numerical marking scale is used. To pass a module you must achieve a minimum Total Module Mark (TMM), which is the weighted calculation of the grades achieved for all assessment components. Where the numerical marking scale is used, your work must achieve the following relevant passmark as a minimum, to be deemed a pass:
  - A. Level 3, 4, 5, and 6 – 40%.
  - B. Level 7 – 50%.
- 5.11. Modules may have more than one assessment component. Subject to condonement (see below) all assessment components must be passed at the relevant passmark to achieve a pass in the module. If the TMM is below the passmark, you will have failed the module and be required to resit the failed component(s). If you subsequently fail the resit, you will be required to retake the module. The maximum number of retakes permitted is one per module. Therefore, the maximum number of permitted assessment attempts is three: a first attempt, a resit attempt (if the first attempt was a fail), a retake (if the resit attempt was a fail).
- 5.12. If you are an undergraduate and your TMM is 39.4% or below, your TMM will not be rounded up. Where your TMM is borderline, rounding up to the next whole number is permitted. Borderline marks are:
  - A. 39.5 - 39.9%. These will be rounded up to 40%.
  - B. 49.5 - 49.9%. These will be rounded up to 50%.
  - C. 59.5 - 59.9%. These will be rounded up to 60%.
  - D. 69.5 - 69.9%. These will be rounded up to 70%.

- E. 79.5 - 79.9%. These will be rounded up to 80%.
- F. 89.5 - 89.9%. These will be rounded up to 90%.
- G. 99.5 - 99.9%. These will be rounded up to 100%.

- 5.13. If you are a postgraduate and your TMM is 49.4% or below, your TMM will not be rounded up. Where your TMM is borderline at 49.5% or above, rounding up to the next whole number is permitted as shown above.
- 5.14. Resit and retake assessments are capped at the relevant passmark (as above) or, in the case of pass/fail basis, a 'pass' grade.
- 5.15. Submission deadlines are the last possible point for submitting assessment work. You should plan your workload to submit all assessments by the official submission deadline as set by the Module Leader.
- 5.16. First attempt assessment work submitted to Blackboard after the submission deadline has passed is late. Late work submitted up to three days after the deadline will be accepted and marked but will be subject to a cap at the relevant passmark. Resit and/or retake assessment work submitted after the deadline has passed is deemed to be a non-submission and given a mark of 0% or fail. Any assessment not eligible for late submission will be noted in the course specification/assignment brief.
- 5.17. You are not permitted to resit or retake any assessment or module if passed at the first attempt (or condoned) to try to achieve a higher mark.
- 5.18. Resits are automatically scheduled for the next available opportunity following an assessment board. This will normally be in the next term; the submission deadline will be set by the Module Leader. Resit assessments will normally involve revisions to (or reworking of) the first attempt submission.
- 5.19. Retakes are automatically scheduled for the next available opportunity following an assessment board. This may be the next term. However, where retaking a module at the next opportunity would require a forced Interruption of Studies, we will explore whether we can place you on Directed Studies for the retake. Retake assessments will normally involve completion of a new assessment than the first attempt submission. If you are required to retake a module you may not carry forward a passing grade from any previous assessment component for that module.
- 5.20. There may be course requirements that mean you have to achieve a pass mark for each assessable component to be deemed as passing the module. The course specification will note this requirement. However, where permitted, condonement is a way for us to allow a small number of failed modules in certain circumstances so you can achieve your award. Condonement is permitted by a Progression and Finalist Board:
- A. Where the module is eligible for condonement. Level 3 modules and those identified in an individual course specification as being ineligible cannot be condoned.
  - B. Where you have attempted all components for the module(s), to ensure that all learning outcomes are assessed. This means you must have sufficiently engaged with the module and the course learning outcomes have been met elsewhere.

- C. Where you have achieved an overall module mark of between 35-39% (for undergraduate modules) or 45-49% (for postgraduate modules).
- D. Up to a maximum of 24 credits in any Level. This can be for one 20- or 24-credit module or two 10- or 12- credit modules. This means that up to 24 credits can be condoned at Level 4, 24 credits can be condoned at Level 5, and 24 credits can be condoned at Level 6.

5.21. Condoned modules are recorded as a condoned pass and credit is awarded (note the grade/mark is not changed). The original grade/mark will be included, as necessary, in the calculation of the final degree classification and shown on the transcript.

5.22. General progression between modules may be set by prerequisites, details of which will be noted in the course and module specifications where they apply. This means that you cannot be scheduled to undertake a module unless you have successfully completed all prerequisites or have RPL agreed.

5.23. The specific progression requirements are as follows:

- A. For courses with an integrated **Foundation**, a minimum of 120 credits must be successfully achieved at level 3 before progressing to level 4.
- B. For **undergraduate courses that began before the 2023/2024 academic year**, a minimum of 96 credits must be achieved at level 4 before progressing to level 5; a minimum of 120 credits at level 4 and 96 credits at level 5 must be achieved before progressing to level 6. Outstanding credits from level 4 may not be carried into level 6. If you have more than 24 outstanding credits the Progression and Finalist Board may deny you the opportunity to resit and retake modules. This means you will be withdrawn from the course with the highest award you are eligible to receive.
- C. For **undergraduate courses that began in or after the 2023/2024 academic year**, a minimum of 100 credits must be achieved at level 4 before progressing to level 5; a minimum of 120 credits at level 4 and 100 credits at level 5 must be achieved before progressing to level 6. Outstanding credits from level 4 may not be carried into level 6. If you have more than 20 outstanding credits the Progression and Finalist Board may deny you the opportunity to resit and retake modules. This means you will be withdrawn from the course with the highest award you are eligible to receive.
- D. **Postgraduate courses** (except where professional accreditation does not permit) have a single progression point at the entry to a dissertation or capstone module. To progress to the dissertation or capstone module the prerequisite module must be successfully completed (where such a prerequisite module exists), and there should be no more than 20 other credits outstanding.
- E. A maximum of 80 credits can be studied in a term. Resits do not count to the credit load for a term.

5.24. A Progression and Finalist Board may withdraw you for academic failure. This includes if you:

- A. Fail a retake.
- B. Have not made any academic progress over an academic year. This usually means if you have failed to pass at least one module in an academic year.

5.25. If you can meet any of the available grounds in the [Academic Regulations: Academic Appeals](#) section, you may be able to appeal the decision to withdraw you for academic failure.

5.26. If withdrawn for academic failure, you cannot reapply to recommence the same course you were withdrawn from. However, you may apply for a new course after a period of 12 months following the withdrawal date. The application will be considered in line with the Admissions process and policy.

## 6. **Marking and Moderation**

1.6. All modules must be assessed in accordance with the module's published assessment methods, intended learning outcomes, and marking criteria.

1.7. Unless marking on a pass/fail basis, no artificial measures are applied to numerical marks awarded. We therefore use merit-based marking across the full range of marks (0-100%): we do not mark on a curve or exclude use of 'hanging 9s' (that is marks ending in '9', e.g., 09%, 19%, 29%, 39%, 49%, etc.).

6.1. We aim to provide your grade and feedback no more than three working weeks following the submission deadline.

6.2. The role of the **first marker** includes to:

- A. Provide a numerical or pass/fail grade and a rationale for how the grade was reached.
- B. Write substantive comments as part of the feedback. This may not apply in cases where it is not appropriate for the assessment, such as short answer, multiple choice, listening tests or mathematical-based tests.
- C. Enter student details on the relevant moderation form.
- D. Ensure accurate marks have been entered into the SITs system.

6.3. All dissertations or equivalent within the course will be second marked independently prior to the first and second marker meeting. Where the first and second marker cannot reach an agreement, a third marker will be selected by the Course Leader. In the event of a disagreement the Director (Content) will act as final arbiter and may choose to seek the opinion of the External Examiner.

6.4. As marking is normally undertaken by the same marker/marketing team as at the first (moderated) attempt, resit work does not require moderation.

6.5. The role of the **internal moderator** is to:

- A. Review a sample of assessments to ensure consistency of marking standards, fairness, and equity of marks/grades. The sample size is noted below. The moderator should see the grade and comments made by the first marker.
- B. Update the moderation form to indicate which assessment work has been moderated and whether:

1.8. The marking is consistent with the marking criteria or scheme, particularly where there are multiple markers for an assessment.

1. The resulting total mark is appropriate for the level.
2. All the marks for the assessment are appropriate in their distribution and representative of the full classification range.
3. There are any anomalies across all the marks and what reasons are behind them.
4. The work meets the necessary objectives and learning descriptors.
5. The feedback is constructive and comprehensive for the student to know what was well done and what was poorly done.



- 1.9. Therefore, the internal moderator should be a member of staff who is able to use their relevant and related subject and/or discipline knowledge to exercise an academic judgment about 6.7.B.1-6 (above). Identification of moderators will normally require involvement from the module leader, course leader, Director (Content), and Director (People) to take account of academic expertise, and workload allocation.
- 1.10. The expectation is that internal moderation will result in an agreed mark. Where the internal moderator agrees with the first marker, the moderation form should be updated by the internal moderator to indicate this agreement (there is no requirement for the internal moderator to enter a mark). Moderation is complete.
- 1.11. If, due to unavailability of first marker or moderator, it has not been possible to complete moderation, the first marker will refer the student work, relevant assessment information, moderation form and any other relevant information to the Course Leader. The Course Leader will identify a second marker who will mark the sampled work without the first marker or internal moderator's comments or proposed marks. The outcomes of such unseen second marking of the sample will be the agreed mark and recorded on the moderation form as such. Moderation is complete.
- 6.6. Internal moderators do not provide additional feedback to students.
- 6.7. Grades and feedback should only be disclosed to the student when moderation is complete, and all grades have been agreed.
- 6.8. Minimum sample sizes for moderation are determined as follows:
- A. At Foundation level and level 4, all work for an assessment component worth at least 20% of the TMM that fails following first marking will be internally moderated.
  - B. At levels 5 and 6, all firsts, fails, and 10% of the remaining cohort work will be internally moderated. Where there are fewer than ten pieces of assessment work, all will be internally moderated.
  - C. At Postgraduate level, all distinctions, merits, fails, and 10% of the remaining cohort work will be internally moderated. Where there are fewer than ten pieces of assessment work, all will be internally moderated.
7. **External Moderation**
- 7.1. In consultation with Registry, Module Leaders for all level 5, 6 and 7 modules are required to construct a sample of internally moderated work, to be externally moderated by the relevant External Examiner(s). The sample is normally the same as the internal moderation sample.
- 7.2. The role of the **External Examiner** is to externally moderate assessment work:
- A. At levels 5 and 6, all firsts, fails, and 10% of the remaining cohort work will be externally moderated. Where there are fewer than ten pieces of assessment work, all will be externally moderated.
  - B. At Postgraduate level, all distinctions, merits, fails, and 10% of the remaining cohort work will be externally moderated. Where there are fewer than ten pieces of assessment work, all will be externally moderated.

7.3. External Examiners have the right to view all assessments in a module or course for which they are responsible. Although External Examiners may not change individual marks within a sample, they may identify any error and recommend appropriate action.

## 8. **Assessment Boards**

8.1. All assessment boards are responsible for making judgments on student performance within approved regulations.

8.2. External Subject Boards ratify and confirm marks for each module, and the Progression and Finalist Boards receive marks from the External Subject Boards and determine progression (pass, resit, retake) and when necessary, the award.

8.3. Where an External Subject Board confirms a deferral per the [Exceptional Circumstances](#) Regulations, the subsequent mark achieved will not be subject to a capped mark unless submitted late after the deferral submission deadline.

8.4. The Progression and Finalist Board will consider each student's overall performance at the completion of modules. The Board will receive marks awarded and make decisions regarding progression and awards. Where eligible for an award, the Board will determine the award and, as relevant, the classification, according to the regulations for the award.

## 9. **Study Abroad**

9.1. Study Abroad is available for undergraduate students as detailed in the course specification along with any minimum language level and any other requirements.

9.2. On the return from a Study Abroad period you must meet our progression regulations.

9.3. If you fail a module whilst on an outgoing Study Abroad period, the following will be explored, but will be dependent on the partner institution:

- A. Completion of a resit with the partner institution. The failed module will be capped at the pass mark; modules passed at the first attempt will not be capped, but converted to a numeric mark based on the relevant conversion table for the country in which the Study Abroad credits were taken.
- B. If a resit with the partner institution is not possible, the Course Leader or Study Abroad Period Academic Adviser will identify a module for the student to take on their return to Regent's from the Study Abroad period. Although new to the student, the module will be capped at the pass mark in reference to the failed module(s) whilst on Study Abroad.
- C. However, if more than 24 credits are failed at the partner institution, the student will be required to retake equivalent modules at Regent's during the next term following their return.
- D. Reviewing whether the Study Abroad term can be condoned.

## 10. **Alternative Assessment**

10.1. There may be occasions when - as a reasonable adjustment for a disability - an alternative method of assessment is required. The Student Wellbeing & Disability team will liaise with the Associate Provost Learning and Teaching (who will work in conjunction with the relevant Director (Content)) and the Quality team to confirm the assessment, whilst ensuring that the relevant learning outcomes are achieved.

## 11. Course Completion and Awards

- 11.1. To successfully complete a course, you must achieve the learning outcomes set out in the validated Course Specification. The course specification will detail any other requirement which needs to be completed for an award to be granted, for example work placement. You may only receive one award in respect of any course of study.
- 11.2. The Progression and Finalist Board will confirm an award upon your completion of the course or review the eligibility of an exit or interim award following your withdrawal from the course.
- 11.3. If you accept an exit or interim award, you may not return to the original course of study nor apply to transfer those credits to another Regent's University London course unless you qualify for [Readmission](#).
- 11.4. For any award, credit at a higher level can count in place of a credit at a lower level but cannot be counted again towards a subsequently taken higher award.
- 11.5. If you have completed a course and are eligible to receive an award you may not submit additional work for assessment for the purpose of improving an award classification.
- 11.6. Credits gained for a module may be counted towards only one named degree award.
- 11.7. Variation to the University framework for degree classification must only be under extraordinary circumstances to meet professional, statutory and/or regulatory body requirements as specified in the course specification.
- 11.8. Award certificates are issued within three months following the date of the Progression and Finalist Board.
- 11.9. To evidence and confirm your study with us, you may request any of the following documents: these documents are not in themselves awards, although they may accompany awards:
  - A. Record of attendance.
  - B. Record of credit.
  - C. Record of achievement.
  - D. Transcript of modules taken and results of any assessments.Equivalent documents will be available from the relevant institution for collaborative provision.
- 11.10. Completion of an integrated Foundation level does not result in the conferment of an award. However, completed credit is recorded on a transcript.
- 11.11. Award criteria are as follows:
  - A. A **Certificate of Higher Education** requires successful completion of at least 120 credits at Level 4 or higher and completion of any other requirement for Level 4 as specified within the course specification, for example work placement. A Certificate of Higher Education is not classified.
  - B. A **Diploma of Higher Education** requires successful completion of at least 240 credits including 120 at Level 5 or higher and completion of any other requirements for Levels 4 and 5 as specified within the course specification, for example work placement. Where Level 6 credits have been counted towards a

Diploma of Higher Education, they may not also be counted separately towards a subsequently taken higher award. A Diploma of Higher Education is not classified.

- C. A **Non-Honours Degree (Ordinary Degree)** requires successful completion of at least 300 credits overall, including at least 120 credits at Level 4 and 120 credits at Level 5 and a minimum of 60 credits at Level 6 and completion of all other requirements as specified within the course specification, for example work placement. The Non-Honours award is an unclassified degree.
- D. An **Honours Degree** requires successful completion of at least 360 credits overall, including at least 120 credits at Level 5 and 120 credits at Level 6 and completion of all other requirements as specified within the course specification, for example work placement. The Honours Degree is subject to classification as set out below.
- E. A **Postgraduate Certificate** requires successful completion of at least 60 Level 7 credits with at least 50% in each module defined in the schedule of assessment. A Postgraduate Certificate is not subject to classification other than pass/fail.
- F. A **Postgraduate Diploma** requires successful completion of at least 120 Level 7 credits with at least 50% in each module defined in the schedule of assessment. A Postgraduate Diploma is not subject to classification other than pass/fail.
- G. A **Master's Degree** requires successful completion of at least 180 Level 7 credits with at least 50% in each module defined in the schedule of assessment and completion all other requirements of the award as specified in the course specification. The Master's Degree is subject to classification as set out below.

## 12. Classification Calculation and Weighting

12.1. In determining the classification of an Honours degree award, only Level 5 and Level 6 modules count towards the final degree classification. The method for determining is based on a calculation of the TMM results, weighted as follows:

- A. Level 5: 30% towards final classification
- B. Level 6: 70% towards final classification

12.2. Award classifications are calculated as follows:

- A. For **undergraduate courses that began before the 2023/2024 academic year**, all modules are split into 12 credit modules, therefore a 24-credit module is split into two 12 credit modules and the mark will be counted twice. The average of all the 12 credit modules at level 6 is calculated and multiplied by 0.7 (to give the 70% weighting). The average of all the 12 credit modules at Level 5 is calculated and multiplied by 0.3 (to give the 30% weighting). The two weighted marks are combined to give the final degree classification.
- B. For **undergraduate courses that began in or after the 2023/2024 academic year** all modules are split into 10 credit modules, therefore a 30-credit module is split into three 10 credit modules and the mark will be counted three times. A 20-credit module is split into two 10 credit modules and the mark will be counted twice. The average of all the 10 credit modules at level 6 is calculated and multiplied by 0.7 (to give the 70% weighting). The average of all the 10 credit modules at Level 5 is calculated and multiplied by 0.3 (to give the 30% weighting). The two weighted marks are combined to give the final degree classification.
- C. For direct entry into Level 6 the Regent's award will be calculated using only the marks for our Level 6 modules.

- D. Where a course (whether undergraduate or postgraduate) contains a Study Abroad period, all grades received at an international partner university or college will be converted to an equivalent Regent's University London grade, in accordance with the institutional grading scale and grade conversion table. Once converted, the grades will be included in the calculation of the degree classification, as required.
- E. For **postgraduate awards** all modules are split into 10 credit modules, therefore a 30-credit module is split into three 10 credit modules and the mark will be counted three times. A 20-credit module is split into two 10 credit modules and the mark will be counted twice. For courses that include modules graded on a pass/fail basis, those modules are not included in the final classification. No more than 40 credits at Level 7 in a single Masters' course may be graded as pass/fail. The average of all the 10 credit modules is calculated to give the final classification of the degree. Where a student has RPL credits from a course or modules not validated by Regent's University London, only the credits are imported onto the course. The final classification is based only on marks achieved at Regent's University London.

12.3. Considering the above, undergraduate degree classifications, where permitted, are as follows based on overall credit weightings:

- A. 70 - 100%: First Class
- B. 69.5% - 69.9% will be rounded up to 70%.
- C. 60 - 69.4%: Upper Second Class
- D. 59.5 - 59.9% will be rounded up to 60%.
- E. 50 - 59.4%: Lower Second Class.
- F. 49.5 - 49.9% will be rounded up to 50%.
- G. 40 - 49.4%: Third Class.
- H. 39.5 - 39.9% will be rounded up to 40%.
- I. 0 - 39.4%: Fail.

12.4. Considering the above, postgraduate degree classifications, where permitted, are as follows based on overall credit weightings:

- A. 70 - 100%: Distinction.
- B. 69.5% - 69.9% will be rounded up to 70%.
- C. 60 - 69.4%: Merit.
- D. 59.5 - 59.9% will be rounded up to 60%.
- E. 50 - 59.4%: Pass.
- F. 49.5 - 49.9% will be rounded up to 50%.
- G. 0 - 49.4%: Fail.

12.5. An aegrotat award may be conferred where a Finalist Board decides there is sufficient evidence of a student's performance to award a degree with pass or honours classification as the student would have achieved the required standards but for certified illness/absence/other valid reason. The award will be dependent upon the student's level as follows:

- A. Level 4 Certificate of Higher Education.
- B. Level 5 Diploma of Higher Education.
- C. Level 6 Honours Degree.
- D. Postgraduate Certificate.
- E. Postgraduate Diploma.
- F. Master's Degree.

- 12.6. As aegrotat awards are unclassified, before such an award is made you must indicate willingness to accept the award and understand that this implies waiving the right to be reassessed.
- 12.7. Any award listed in the course specification may be conferred posthumously by the Progression and Finalist Board and accepted on the student's behalf by an appropriate individual.
- 12.8. The Vice-Chancellor or their nominee may rescind any University award per the Academic Policy on Rescinding Credit.
- 12.9. Where students have incorrectly progressed and/or where academic misconduct was subsequently found to have taken place, they must be required to retake or take those modules which they either passed or were compensated for under false pretences.
- 12.10. Current collaborative arrangements to offer research degree opportunities for students at Regent's University London comprise of the following:
- A. Open University (OU) awards: currently on teach out. Professional Doctorate in Counselling Psychology (DPsych), accredited by BPS and HCPC. This programme is governed by the Open University regulations.
  - B. University of Wales awards: currently on teach out. Professional Doctorate in Counselling Psychology or Doctor of Philosophy in Psychotherapy and Counselling studies (MPhil/PhD).
  - C. University of Northampton awards: Doctor of Philosophy in various disciplines (MPhil/PhD).
- 12.11. Course specific regulations are detailed in the course specifications.

### 13. Schedule A

These Academic Regulations (set out above) apply to Regent's University London provision delivered directly at Regent's University London or through our Collaborative Partners except as detailed below:

#### **DOMUS Academy**

13.1. Students will follow the registration process set out by Domus Academy.

13.2. The following marks conversion applies for masters' students:

Italian mark	UK mark	Band	Class	Descriptor
30L	90 – 100	8	Distinction	Exceptional
30	80 – 89	7	Distinction	Outstanding
29	70 – 79	6	Distinction	Excellent
26 – 28	60 – 69	5	Merit	Very good
22 – 25	55 – 59	4	Pass	Good
18 – 21	50 – 54	3	Pass	Pass
13 – 17	36 – 49	2	Fail	Fail
8 – 12	21 – 35	1	Fail	Fail
0 – 7	0 – 20	0	Fail	Fail

13.3. This is a unique conversion table for Domus Academy students who are studying on a Regent's University London master's course. This has been benchmarked against, for example, similar arrangements between UK universities and Italian partner institutions.

13.4. In the UK, the minimum passing mark on a master's course is 50% or 50/100. This corresponds to 18/30 in the Italian system. All dual degree students at Domus Academy Milan must have a passing mark on each module/unit in order to receive credit for each module/unit.

#### **Istituto Marangoni (London)**

13.5. The following paragraphs are replaced by:

- A. Paragraph 2.1 –Istituto Marangoni (London) has its own Student Recruitment and Admissions Policy detailing the applicable admissions criteria.
- B. Paragraph 2.9 –Istituto Marangoni (London) has its own Attendance Policy which applies.
- C. Paragraph 3.3 – Istituto Marangoni (London) will be responsible for RPL decisions in respect of applications for entry to Istituto Marangoni (London) courses. Istituto Marangoni (London)'s RPL Policy, as set out in its Admissions Policy, will apply.
- D. Paragraph 5.19.D – the maximum credit that can be condoned by a Progression and Finalist Board of 24 credits is set aside and replaced by a maximum of 30 credits for Istituto Marangoni (London) courses. This is to prevent disadvantage to Istituto Marangoni (London) students in recognition of Istituto Marangoni (London) standard module credit size (30 credits or above).
- E. Paragraph 12.2.A – regarding 12 credit multiples, does not apply to Istituto Marangoni (London) courses.

#### **Istituto Marangoni (Paris)**

13.6. This section of the Academic Regulations is replaced by Istituto Marangoni's Undergraduate and Postgraduate Assessment Regulations.

#### **MACROMEDIA**

13.7. The Regent's University London regulations will apply.