DE MONTFORT UNIVERSITY LEICESTER

2023/24

Academic regulations

for taught programmes

In effect for 2023/24.

Applies to postgraduate students who enrolled prior to September 2023, and undergraduate students in levels 6 and 7 in September 2023.

Everything you need to know about the regulations affecting student registration and academic study at DMU, from assessment and progression, through to awards and beyond.

Introduction

Who do these regulations apply to?

These regulations apply to the following students:

- Undergraduate students who first registered with the university before September 2022 and are continuing on to levels 6 and 7
- Taught postgraduate students who first registered with the university before September 2023

Please visit the academic regulations webpage to access separate regulations which apply to students not listed above.

How the regulations are managed

The academic regulations are managed by the university's Quality Sub-Committee, with support from the Department of Academic Quality (DAQ).

The regulations are reviewed and re-issued on an annual basis at the start of each academic session. Content that is new or different from the previous edition is flagged in the margin:

What if changes have to be made?

The university may sometimes need to make changes to these regulations. Changes are approved by the university's Academic Board. An annual digest of regulatory changes is available on the academic regulations webpage.

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

What happens when programmes have different regulations?

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

How to use this document

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

The document is intended to be accessible to all users, particularly those with disabilities, specific learning styles or needs. It has been written following the principles of the plain English campaign, which strives for clear and concise public information for the benefit of all. The regulations have been organised and presented adopting best practice to improve ease of reading. Markers have been added to help identify regulations that apply specifically to different types of provision. These are PG for postgraduate programmes and APP for apprenticeships.

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

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

Department of Academic Quality (DAQ), September 2023

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Section 1: Undergraduate and taught postgraduate study

Undergraduate and taught postgraduate study: In brief

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

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

Where do I go for more information?

For further information about your DMU programme, please see the module and programme information on LearningZone, the university's Virtual Learning Environment (VLE). A glossary is available should you need an explanation of the terminology used within this document.

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

Introduction to programmes

1. Programmes are coherent groups of modules which lead to a specified academic award. The majority of students who enter the university enrol on a programme. Programmes are sometimes also known as courses.
2. Joint honours programmes are where a student chooses a programme which is formed of two separate subjects, for example economics and politics. Students must study an equal volume of module credits at each level in each subject to gain a joint honours award. The university also offers a small number of major/minor programmes. This is where one subject is the key focus of study worth 90 credits, and 30 credits is allocated to a second subject.
3. Some programmes offer year-long work placements. At undergraduate level the year placement is normally taken between levels 5 and 6 of the Office for Students sector-recognised standards. On return from a placement a student will be subject to the regulations and programme structure which apply to the student cohort they are joining.

Students enrolled on individual modules

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

6. Each module is a stand-alone learning package worth a number of credits at a specific level of study. Although they are stand-alone, sometimes one or more modules must be studied before a student can enrol on a further module; these are called pre-requisite modules.

7. For each credit, a student should expect to study for 10 hours. This includes taught sessions, self-directed study and assessments. For example, the hours for a 15-credit module might look like this:

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

8. Modules are often used on more than one programme. Within the context of a particular programme a module may be designated as must-take (compulsory). This means that students must study this module to be eligible to gain their intended award.

9. Undergraduate modules can also be designated as must-pass within a programme. This means that students must pass the module to be eligible to gain their intended award; compensation is not available for must-pass modules.

10. Undergraduate modules are set at levels 4, 5 or 6 of the Office for Students sector-recognised standards. The standard undergraduate module is worth 30 credits. Other sizes available include 15, 45 and 60 credits.

PG 11. Postgraduate modules are set at level 7 of the Office for Students sector-recognised standards. Standard postgraduate modules are worth 15 credits. Other sizes available include 30, 45 and 60 credits. The postgraduate dissertation, design work or major project is worth 60 credits. 5 and 10 credit modules are also available as stand-alone modules for continuing professional development (CPD) purposes.

APP 12. Other module sizes may be required for apprenticeship programmes to accommodate integrated and integrated/aligned End Point Assessments (EPAs). The credit weighting of EPA modules is determined by the relevant apprenticeship standard's assessment plan.

13. Some modules, normally relating to professional practice in programmes such as nursing, are zero-credit modules, which means that they don't have a credit weighting.

Section 2: Assessment

Assessment: In brief

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

Sometimes students may experience difficulties with their assessments due to unforeseen circumstances, significant personal or medical issues. The university offers several options for students in such situations, which are detailed in section 5.

Where do I go for more information?

Further information about assessment can be found in the university's assessment and feedback policy. The policy also includes undergraduate and postgraduate mark descriptors which describe what a student must achieve to receive a mark in a particular mark range.

Please see the module and programme information on LearningZone, the university's Virtual Learning Environment (VLE) for more information about assessment on your programme. A glossary is available should you need an explanation of the terminology used within this document.

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

Module assessment

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

Passing a module

18. The pass mark for an undergraduate module is 40 per cent
19. The pass mark for a postgraduate module is 50 per cent.
20. Some modules don't have a percentage mark but are marked as pass or fail.
21. Normally a student is required to achieve at least the pass mark to pass a module. In some modules each individual assessment task must also be passed.

Compensation

22. Compensation is available for module failure in undergraduate programmes, provided a student meets the following criteria:
    - An overall module mark of 30-39 per cent has been achieved
    - The remaining number of credits at that level have been passed
    - The average mark for the level is 40 per cent or above
23. Compensation is limited to the following maximum number of credits per level of study:

	Maximum compensated credits		
Award	**Level 4**	**Level 5**	**Level 6**
Integrated master's degree with 30 credit sandwich placement	30	30	30
Integrated master's degree	30	30	30
Honours degree with 30 credit sandwich placement	30	30	30
Honours degree	30	30	30
Graduate diploma (GradDip)			30
Non-honours degree	30	45 credits across levels 5 and 6, with no more than 25 per cent at level 6	
Graduate certificate (GradCert)			15
Foundation degree (Fd)	30	30	
Diploma of higher education (DipHE)	30	30	
Higher National Diploma (HND)	30	30	
Higher National Certificate (HNC)	30		
Certificate of higher education (CertHE)	30		
University Certificate of Professional Development (UCPD)	15 credits		

24. Where the above criteria is met and compensated credit is given, students can progress between levels of study and gain their award without being required to take reassessment in the compensated module(s).
25. Where the average mark for the level is 39 per cent or below, students are required to take reassessment in the failed modules to gain the average mark required for the level.

26. Compensation is not permitted in 'must pass' modules or in some programmes which are governed by a Professional, Statutory or Regulatory Body – these requirements are defined in the programme-specific regulations.

27. Compensation is not available on postgraduate programmes.

Unauthorised late submission of assessments

28. If an assessment is submitted later than the deadline without an approved extension or deferral the mark received will be capped.

29. If an assessment is submitted 1-10 university working days late the mark for the work will be capped at the pass mark of 40 per cent for undergraduate modules or 50 per cent for postgraduate modules.

30. If an assessment is submitted beyond 10 university working days late the work will receive a mark of zero per cent.

31. The above applies to a student's first attempt at the assessment. If work submitted as a reassessment of a previously failed assessment task is submitted later than the deadline the work will immediately be given a mark of zero per cent.

32. If an assessment which is marked as pass/fail rather than given a percentage mark is submitted later than the deadline, the work will immediately be marked as a fail.

Reassessment of failure

33. Should a student fail a module, they may only be reassessed in the failed assessment components. Students cannot be reassessed in assessment components or modules which have already been passed.

34. On most undergraduate programmes, including levels 4 to 6 of integrated master's programmes, students can be reassessed in up to 60 credits of modules per level of study. Exceptions to this are as follows:

    - Graduate certificate where students can be reassessed in a maximum of 30 credits
    - Non-honours degree where it is an intended award aim, not an exit award, where students can be reassessed in a maximum of 30 credits, or 45 credits if no compensation is available
    - University Certificate of Professional Development (UCPD) where students cannot be reassessed more than twice in any one module

    Reassessment credits can be used in any combination of module sizes, for example two separate reassessments in the same 30 credit module or a reassessment in two 15 credits and one 30 credit module.

35. For undergraduate programmes which do not allow compensation of up to 30 credits for marks between 30-39 per cent, students can be reassessed in up to 90 credits of modules per level of study.

36. Students taking the 30-credit undergraduate sandwich placement module can be reassessed once in the module.

37. On postgraduate programmes, including level 7 of integrated master's programmes, students can be reassessed once in each module.

38. Where a student is studying individual modules and is not enrolled on a programme, they can be reassessed once in each module.

39. Where a student is studying a zero-credit academic module, whether as an individual module or as part of a programme, they can be reassessed once in each zero-credit module.

40. Where a student has been reassessed in one or more assessment tasks within a module, the mark for the overall module will normally be capped at the pass mark. The mark for an assessment task which has been reassessed will not be capped and the full range of marks should be used when marking the component. In the case of extenuating circumstances please refer to section 5 of these regulations.

41. Where a student has been assessed more than once in the same module but has still failed it, the highest mark achieved will be shown on the student's record.

42. Students will be automatically registered to take reassessments at the first opportunity provided. If a student is unable to do this, a deferral must be requested.

43. If a student does not submit a reassessment when expected, the student will be recorded as having failed the reassessment.

44. Students may be required to re-study a failed module with attendance prior to submitting reassessments. In such cases the student must pay the appropriate module fee.

45. On undergraduate programmes students awarded compensation are not required to be reassessed in the compensated module unless there is a Professional, Statutory or Regulatory Body (PSRB) requirement to pass the module. If a student wants to try to improve their module result to a pass, they can choose to do so if they meet all of the following requirements:

    - Have reassessment opportunities available
    - Have no failed modules with marks below 30 per cent
    - Have no outstanding deferrals in modules
    - Are not at their intended point of graduation

46. Where a student has opted to take reassessment in a compensated module, but has failed the reassessment, the best overall module mark will be calculated and used.

47. Where a student has used all their reassessment opportunities but is still unable to progress or achieve their award their registration with the university will be ended. The student will be provided with a record of any modules passed and an exit award if eligible. If a student in this position is on an apprenticeship programme they will be required to withdraw from the apprenticeship.

APP

48. Where a student cannot progress directly to the next level of study and must take reassessments with or without attendance before progressing, they will normally be subject to the regulations and programme structure which apply to the student cohort they are joining.

Reassessment with mandatory attendance

49. Students may choose to re-study a failed module with attendance prior to submitting reassessments.

50. A reassessment with attendance counts as one of the available reassessment opportunities.

51. Undergraduate students who have failed more than 60 credits of a level of study at the point of the reassessment board (normally September) will be not be able to progress to

the next level of study. Students in this situation will be required to undertake reassessment in the module(s) with attendance.

52. Student Route (including Tier 4) students sponsored by the university cannot choose to re-study a failed module. They will only be eligible to undertake reassessment with attendance where it is academically necessary as defined in regulation 51 and can be undertaken in line with Home Office Student Route regulations.

53. When being reassessed in a failed module with attendance a student must pay the appropriate module fee.

Reassessment in postgraduate dissertation, major project or design work

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

Substitution of failed modules

55. A student who has failed a module, and who has assessment opportunities remaining, may exceptionally substitute a different module to replace the failed module. This regulation should be used when the programme leader feels it would be in the best interests of the student to study a different module from the one failed or when the original module is no longer available. The approval of the programme leader and the faculty's Associate Dean (Academic) or nominee is required. The decision of the Associate Dean (Academic) or nominee is final.

56. This means that the student will take a year out from their programme to study the substitute module with attendance and take the module assessments, subject to the following:

- That if the failed module is a must-pass or must-take within the student's programme, a substitute module can only be used if the content is sufficiently similar that it contributes appropriately to the programme's outcomes as defined in the programme specification
- That the substitute module is of the same credit value and level as the failed module
- The substitute module's suitability and availability within the student's programme
- That timetable and resource constraints don't prevent the student from studying the module
- That the student pays the module tuition fees
- That the student enrols on the substitute module at the next available opportunity

57. In taking a substitute module:

- The student will be using up a reassessment opportunity
- The overall module result will be capped at the pass mark
- If the student fails the substitute module, it can only be reassessed if the student has reassessment opportunities remaining

Reassessment in modules which have changed or been withdrawn

58. Where a module has been withdrawn from the programme, a maximum of three opportunities to take the reassessment will be made available. Students should be

aware that modules change over time. If the first reassessment opportunity is not taken, changes may be made which impact on the module's assessment tasks.

59. If a student is unable to take the reassessment within the limits outlined above, a replacement module may be studied. This will be subject to the regulations for substitution of failed modules.

Confirmation of module results

60. While coursework assessment marks and feedback will be provided to students in accordance with the Assessment and Feedback Policy, the marks are provisional until confirmed by the assessment board.

Use of proof-readers

61. All work submitted for assessment must be the student's own work. However, a student may have assistance with proof-reading.

62. A proof-reader ensures that the meaning of the assessment is not misrepresented because of the quality and standard of the English used.

63. A proof-reader may only correct spelling, grammar and punctuation.

64. A proof-reader must not:

- Change the text to clarify or develop an argument
- Significantly alter the length of the assessment
- Assist with academic referencing
- Correct factual information
- Translate the work into English

65. A statement must be included with the assessment confirming that a proof-reader was used. A copy of the original unedited assessment must be available on request.

Section 3: Progression through the programme of study

Progression through the programme of study: In brief

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

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

Where do I go for more information?

A glossary is available should you need an explanation of the terminology used within this document.

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

Undergraduate progression

Progression between undergraduate levels of study

66. Students must have passed at least 90 credits of modules to progress to the next level of undergraduate study. The university will award compensation in up to 30 credits of modules for module marks between 30-39 per cent inclusive to allow students to progress. Exceptions to this apply for some awards – please refer to the compensation section for details.

67. The university won't normally allow students to progress into the next level of study if they have failed modules in which they must be reassessed. However, assessment boards may decide to exceptionally allow students to progress if they have achieved at least 75 credits with the remaining credits in the 30-39 per cent range. Each decision will be at the discretion of the relevant assessment board and will be based on the board's confidence in the individual student's competence to progress.

68. The maximum credits in each category for progression between undergraduate levels of study (as stated above) is summarised as follows:

Progression scenario	Passed (40% and above)	Compensation band (30-39%)	Failed (29% and below)
Standard	90 credits	30 credits	0 credits
Exceptional	75 credits	45 credits	0 credits

69. The university may exceptionally allow students with deferred (delayed) assessments, which they have not yet taken, to progress between levels.

Progression of part-time undergraduate students in year

70. Part-time students must have passed at least 30 credits within an academic year to progress to the next academic year. Part-time students may take level 4 and 5 modules or level 5 and 6 modules within the same academic year. The normal progression between undergraduate levels of study regulations apply to part-time students.

Progression to and from an undergraduate sandwich placement

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

Progression to a non-honours award

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

Delayed progression

73. A student who does not progress to the next level of study with their student cohort will normally return to the programme structure in operation when they resume their studies. They will be subject to the regulations which apply to the student cohort they are joining. Such delays may be caused by reassessment with or without attendance, leave of absence/gap year, sandwich placement or year abroad.

PG Postgraduate progression

74. Students must have passed 60 credits before starting their dissertation, major project or design work.

75. Students who have successfully completed their intended award of postgraduate certificate or postgraduate diploma may continue on to a higher award, if available, without delay. A student must return any previous certificates before a certificate and record of achievement is issued on successful completion of the higher award. The exception to this is where the original award gained is a recognised professional qualification. The new certificate and record of achievement will reflect the whole of the student's studies.

APP Progression within apprenticeship programmes to End Point Assessment

76. Progression to the End Point Assessment (EPA) is only allowed following completion of the Gateway requirements as outlined in the relevant apprenticeship standard's assessment plan.

Section 4: Awards

Awards: In brief

When students have accumulated sufficient credits they become eligible to be given an award of the university. Credits are awarded by passing modules or to compensate for a marginal fail (undergraduate programmes only). Some awards are classified. This means that rather than just confirming that a student has passed, students can be given recognition for the marks they've achieved, either through the honours degree classification system or via the award of merit or distinction.

Where do I go for more information?

More information can be found in the Assessment and Feedback Policy. The policy also includes undergraduate and postgraduate mark descriptors which describe what a student must achieve to receive a mark in a particular mark range.
A glossary is available should you need an explanation of the terminology used within this document.

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

Credit-based academic awards

77. The majority of students studying at the university will be enrolled on a programme which will lead to an academic award.
78. The most common awards of the university are outlined below. To gain an award a student must obtain a certain number of academic credits. The number of credits required and any additional criteria for gaining each award type are detailed below.
79. Credits are awarded either by passing a module or by being compensated for a marginal fail (undergraduate programmes only).
80. Academic credits are defined at different levels, indicating the challenge of study and the skills and knowledge which a student will need to show to be successful at that level. Higher education levels of study are nationally defined in the Office for Students sector-recognised standards.

Re-use of credit

81. Credits for a completed award cannot normally be used to count towards a second award of the same type eg honours degree in a similar subject to the first award. For example, a student who has gained a BSc (Hons) in pre-registration nursing who goes on to study post-registration nursing at honours degree level will be awarded a graduate diploma on the accumulation of 120 level 6 credits.

Minimum credits required for awards

82. The minimum credits needed to gain a university award are outlined in the table below:

	Credits				
Award	**Level 4**	**Level 5**	**Level 6**	**Level 7**	**Total**
Master's degree			30	150	**180**
Postgraduate diploma (PgDip)			30	90	**120**
Postgraduate certificate (PgCert)			15	45	**60**
Integrated master's degree with sandwich placement	120	150	120	120	**510**
Integrated master's degree	120	120	120	120	**480**
Honours degree with 30 credit sandwich placement	120	150	120		**390**
Honours degree	120	120	120		**360**
Graduate diploma (GradDip)			120		**120**
Non-honours degree	120	120*	60*		**300**
Graduate certificate (GradCert)			60		**60**
Foundation degree (Fd)	120	120			**240**
Diploma of higher education (DipHE)	120	120			**240**
Higher National Diploma (HND)	120	120			**240**
Higher National Certificate (HNC)	120				**120**
Certificate of higher education (CertHE)	120				**120**
University Certificate of Professional Development (UCPD)	60 credits at levels 4, 5 or 6				**60**

* the total number of credits at level 5 and level 6 may vary for a non-honours degree as long as a minimum of 60 credits are achieved at level 6; for example a student may achieve 60 credits at level 5 and 120 credits at level 6.

Classification of awards

83. The table shows the classification bands for the university's awards. The following regulations show how the classification of each individual award is calculated. Examples of degree classification for each award are available.

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

Classification band	Postgraduate awards	Integrated master's Honours degree	Foundation degree HNC/HND UCPD
Below 40%	Fail	Fail	Fail

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

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

Postgraduate awards

Eligibility criteria for postgraduate awards

85. The university will make a postgraduate award if a student has met all of the following criteria:
    - Gained the minimum number of credits needed for that award, as outlined in the credit table
    - Achieved an average mark of at least 50 per cent across the modules studied at the level of the award.

Methods for calculating postgraduate award classifications

Please see the example postgraduate award outcome calculations for a full step-by-step breakdown of how the method for calculating postgraduate award classifications is applied in practice.

86. The methods for calculating the classification of postgraduate awards are provided for each award type based upon the classification table above. The outcome of this classification calculation is called the average for classification. Where 'major/final piece' is referred to, this means the culmination of the students' studies eg dissertation, major project or design work.

87. Where students have taken a level 6 undergraduate module as part of their programme the module will be marked according to the undergraduate mark descriptors and will be excluded from the calculation.

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

See example master's degree classification calculation

88. Subject to gaining a minimum of 180 credits (with at least 150 level 7 credits and no more than 30 level 6 credits), a student will be awarded a:
    a. **Master's degree** with **distinction** if:
        - The major/final piece is 70 per cent or above, **and either:**
        - A minimum of 120 credits **or** the overall average mark is 70 per cent or above.
    b. **Master's degree** with **merit** if:
        - The major/final piece is 60-69 per cent, **and either:**
        - A minimum of 120 credits **or** the overall average mark is 60 per cent or above.
    c. **Master's degree** with **pass** if all modules have been passed with a mark of at least 50 per cent but the requirements for distinction or merit are not met.

Postgraduate diploma (PgDip)

See example postgraduate diploma classification calculation

89. Subject to gaining a minimum of 120 credits (with at least 90 level 7 credits and no more than 30 level 6 credits), a student will be awarded a:

    a. **Postgraduate diploma** with **distinction** if **either** a minimum of 90 credits **or** the overall average mark of the passed modules (or average mark of the best 120 credits of passed modules if this is an exit award) is 70 per cent or above.

    b. **Postgraduate diploma** with **merit** if **either** a minimum of 90 credits **or** the overall average mark of the passed modules (or average mark of the best 120 credits of passed modules if this is an exit award) is 60-69 per cent.

    c. **Postgraduate diploma pass** if all modules have been passed (or at least 120 credits have been passed if this is an exit award) with a mark of at least 50 per cent but the requirements for distinction or merit are not met.

Postgraduate certificate (PgCert)

See example postgraduate certificate classification calculation

90. Subject to gaining a minimum of 60 credits (with at least 45 level 7 credits and no more than 15 level 6 credits), a student will be awarded a:

    a. **Postgraduate certificate** with **distinction** if **either** a minimum of 45 credits **or** the overall average mark of the passed modules (or average mark of the best 60 credits of passed modules if this is an exit award) is 70 per cent or above.

    b. **Postgraduate certificate** with **merit** if **either** a minimum of 45 credits **or** the overall average mark of the passed modules (or average mark of the best 60 credits of passed modules if this is an exit award) is 60-69 per cent.

    c. **Postgraduate certificate pass** if all modules have been passed (or at least 60 credits have been passed if this is an exit award) with a mark of at least 50 per cent but the requirements for distinction or merit are not met.

Undergraduate awards

Eligibility criteria for undergraduate awards

91. The university will make an undergraduate award if a student has met all of the following criteria:

    - Gained the minimum number of credits needed for that award, as outlined in the credit table. This may include a proportion of passed and compensated credits at each level, as detailed in the compensation table. The requirements for each award are provided below.
    - Achieved an average mark of at least:
        - 40 per cent across the modules studied at the level of the award for all undergraduate awards
        - 50 per cent across the modules studied at level 7 for integrated master's degrees.

Methods for calculating undergraduate award classifications

Please see the example undergraduate award outcome calculations for a full step-by-step breakdown of how the method for calculating undergraduate award classifications is applied in practice.

92. The methods for calculating the classification of undergraduate awards are based upon the classification table. The outcome of this classification calculation is called the average for classification and will determine which classification band a student will be awarded, in conjunction with the consideration band if applicable. Where 'best' credits are referred to, this means module credits with the highest marks.

93. Where joint honours awards are made the two subjects studied will be listed on the student's certificate in alphabetical order. In order to be eligible for a joint honours award a student must have studied 60 credits at each level in each of the two subjects.

Consideration band for integrated master's and honours degrees

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

Classification	Classification band	Consideration band
First class honours	70% and above	68-69%
Upper second (2:1)	60-69%	58-59%
Lower second (2:2)	50-59%	48-49%

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

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

96. There is no consideration band between fail and third class honours. This means that a level average of 39 per cent or below is a fail. There is no 'consideration' to increase this to a third class honours.

Integrated master's degree with 30 credit sandwich placement (MDes, MPhys etc)

See example integrated master's degree with sandwich placement classification calculator

97. A student will be awarded an integrated master's degree with 30 credit sandwich placement if they have:

- Gained 510 credits, passing a minimum of:
  - 90 credits with a maximum of 30 credits of compensation at levels 4 and 6
  - 120 credits with a maximum of 30 credits of compensation at level 5
  - 120 level 7 credits **and**:
- Achieved an average mark of at least 50 per cent across the level 7 modules studied.

98. Classification of the integrated master's degree with 30 credit sandwich placement is based on the:
    - Best 240 credits of the 270 studied at levels 5 and 6, single-weighted, **and the:**
    - Best 105 credits of the 120 studied at level 7, triple-weighted.

Integrated master's degree (MDes, MPhys etc)

See example integrated master's degree classification calculation

99. A student will be awarded an **integrated master's degree** if they have:
    - Gained 480 credits, passing a minimum of:
        - 90 credits with a maximum of 30 credits of compensation at levels 4, 5 and 6
        - 120 level 7 credits **and:**
    - Achieved an average mark of at least 50 per cent across the level 7 modules studied.
100. Classification of the integrated master's degree is based on the:
    - Best 225 credits of the 240 studied at levels 5 and 6, single-weighted, **and the:**
    - Best 105 credits of the 120 studied at level 7, triple-weighted.
101. If the outcome of the above classification calculation is within two per cent of the next classification band, then the consideration band rules will be applied.

Honours degree with 30 credit sandwich placement

See example honours degree with 30 credit sandwich placement classification calculation

102. A student will be awarded an **honours degree with 30 credit sandwich placement** if they have:
    - Gained 390 credits, passing a minimum of:
        - 90 credits with a maximum of 30 credits of compensation at levels 4 and 6,
        - 120 credits with a maximum of 30 credits of compensation at level 5, **and:**
    - Achieved an average mark of at least 40 per cent across the level 6 modules studied.
103. Classification of the honours degree with sandwich placement is based on the:
    - Best 120 credits of the 150 studied at level 5, single-weighted, **and the:**
    - Best 105 credits of the 120 studied at level 6, triple-weighted.
104. If the outcome of the above classification calculation is within two per cent of the next classification band, then the consideration band rules will be applied.

Honours degree (BA/BSc/LLB)

See example honours degree classification calculation

105. A student will be awarded an **honours degree** if they have:
    - Gained 360 credits, passing a minimum of 90 credits with a maximum of 30 credits of compensation per level, **and:**
    - Achieved an average mark of at least 40 per cent across the level 6 modules studied.

106. Classification of the honours degree is based on the:
    - Best 105 credits of the 120 studied at level 5, single-weighted, **and the:**
    - Best 105 credits of the 120 studied at level 6, triple-weighted.
107. If the outcome of the above classification calculation is within two per cent of the next classification band, then the consideration band rules will be applied.

Non-honours (ordinary) degree

108. A student will be awarded a **non-honours (ordinary) degree** if they have:
    - Gained 300 credits including a minimum of 60 credits at level 6, passing a minimum of:
        - 90 credits with a maximum of 30 credits of compensation at level 4
        - 135 credits at levels 5 and 6 with a maximum of 45 credits of compensation across the levels. Compensation cannot constitute any more than 25 per cent of the credits passed at either level 5 or 6, **and:**
    - Achieved an average mark of at least 40 per cent across the level 6 modules contributing to the final award.

    Non-honours degrees are not classified.
109. Where a non-honours degree is awarded as an exit award, passed modules may need to be traded down in order to reach the minimum number of credits required at each level for the award.

Graduate diploma (GradDip)

110. A student will be awarded a **graduate diploma** if they have:
    - Gained 120 level 6 credits, passing a minimum of 90 credits with a maximum of 30 for credits of compensation, **and**:
    - Achieved an average mark of at least 40 per cent across the modules studied.

Graduate certificate (GradCert)

111. A student will be awarded a **graduate certificate** if they have:
    - Gained 60 level 6 credits, passing a minimum of 45 credits with a maximum of 15 credits of compensation, **and**:
    - Achieved an average mark of at least 40 per cent across the modules studied.

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

See example foundation degree/HND classification calculation

112. Subject to gaining 240 credits, passing a minimum of 90 credits with a maximum of 30 credits of compensation per level, a student will be awarded a:
    a. **Foundation degree/HND** with **distinction** if they have an average of 70 per cent or above across the 120 level 5 credits studied.
    b. **Foundation degree/HND** with **merit** if they have an average of 60-69 per cent across the 120 level 5 credits studied.
    c. **Foundation degree/HND pass** if they have an average mark of at least 40 per cent across the 120 level 5 credits studied, but the requirements for distinction or merit are not met.

Diploma of higher education (DipHE)

113. A student will be awarded a **diploma of higher education** if they have:
    - Gained 240 credits, passing a minimum of 90 credits with a maximum of 30 credits of compensation per level, **and**:
    - Achieved an average mark of at least 40 per cent across the 120 level 5 credits studied.

Higher National Certificate (HNC)

See example HNC classification calculation

114. Subject to gaining 120 credits, passing a minimum of 90 credits with a maximum of 30 credits of compensation, a student will be awarded a:
    a. **HNC** with **distinction** if they have an average of 70 per cent or above across the 120 credits studied.
    b. **HNC** with **merit** if they have an average of 60-69 per cent across the 120 credits studied.
    c. **HNC pass** if they have an average mark of at least 40 per cent across the modules studied, but the requirements for distinction or merit are not met.

Certificate of higher education (CertHE)

115. A student will be awarded a **certificate of higher education** if they have:
    - Gained 120 credits, passing a minimum of 90 credits with a maximum of 30 credits of compensation, **and**:
    - Achieved an average mark of at least 40 per cent across the 120 credits studied.

University Certificate of Professional Development (UCPD)

See example UCPD classification calculation

116. Subject to gaining 60 credits, passing a minimum of 45 credits with a maximum of 15 credits of compensation, a student will be awarded a:
    a. **UCPD** with **distinction** if either a minimum of 45 credits or the overall average mark of the modules studied is 70 per cent or above.
    b. **UCPD** with **merit** if either a minimum of 45 credits or the overall average mark of the modules studied is 60-69 per cent.
    c. **UCPD pass** if they have an average mark of at least 40 per cent across the 60 credits studied, but the requirements for distinction or merit are not met.

Exit awards

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

Award	Exit awards
Master's degree	Postgraduate diploma Postgraduate certificate
Postgraduate diploma (PgDip)	Postgraduate certificate

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

118. In making an exit award passed modules at higher levels of study may be traded down to offset module failure at lower levels, in order to reach the minimum number of credits required at each level for the award. Where credits are traded down from a higher level, the normal rules about compensation for failure apply.

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

Aegrotat awards

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

121. Aegrotat awards may be made at any level of study as appropriate, but are not classified. They are made based on the availability of evidence of work being successfully undertaken at the level of the award, indicating that the student would have achieved the award if the extenuating circumstances did not occur.

122. Aegrotat awards are unlikely to be acceptable to a professional body to convey licence to practice.

123. Before an aegrotat award is made consultation will take place with the student, if appropriate, or next-of-kin if the student is deceased or unable to make a decision. The

student or next-of-kin will be asked to decide whether to accept the aegrotat award. If a student does not accept the aegrotat award they may undertake the required assessments to gain the award or may leave the university with an exit award.

124. A student who accepts an aegrotat award may apply to return to the university via the Recognition of Prior Learning (RPL) process to complete their intended award. On achieving the intended award the aegrotat certificate must be returned to the university.

Section 5: Deadline extensions, deferrals, leave of absence and repeat study

Deadline extensions, deferrals, leave of absence and repeat study: In brief

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

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

Where do I go for more information?

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

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

Extending assessment deadlines

125. Students may request an extension to an assessment deadline using the extension to coursework application form. The request should be made to the module leader in advance of the deadline. The module leader has the discretion to grant an extension of up to 10 university working days. Guidance on granting extensions and supporting evidence can be found in Appendix 3.

126. If a deadline extension is approved the module leader will sign the completed extension form and confirm the revised deadline date. The student should submit this form with the assessment.

127. The Associate Dean (Academic) or nominee may exceptionally approve longer extensions of up to 10 university working days from the date of an already approved extension deadline. A further extension request form with timely supporting evidence (covering the current extension period) should be submitted by the student to the module leader, who will seek the approval of the Associate Dean (Academic) or nominee. The outcome will be communicated to the student by the module leader. If approved, regulation 126 applies. If not approved there is no right to appeal the decision

Deferring assessments

128. Students may request a deferral (delay) in submitting assessments or sitting formal examinations. This means that a student can take the assessment at a later date than scheduled without it having an effect on reassessment opportunities. It is treated as a first attempt and the module mark is not capped. Normally, students will be automatically registered to take deferred assessments at the first opportunity provided.

129. A deferral should only be requested if a student's performance in assessment(s) is likely to be seriously affected by personal or medical circumstances and should be supported by evidence. Periods of suspension, debt hold or debt exclusion will not be accepted as valid reasons for seeking a deferral. Deferral requests are made on the appropriate deferral form available from the Student Advice Centre and considered by a faculty or university panel.

130. Chapter 5 of the general regulations and procedures affecting students outlines the deferral process and the evidence required to support a deferral application.

Leave of absence

131. Students who are experiencing significant personal or medical issues may wish to consider requesting a leave of absence. This request should be made on the leave of absence agreement form to the faculty Associate Dean (Academic) or nominee and supported by third party documentary evidence.

132. Leave of absence is different from requesting an extension to a deadline or a deferral because it is a longer-term measure which is not meant to resolve a specific issue about one or more assessments. It relates to a student's status; during a period of leave of absence a student will not attend the university or take assessments. However, students on a leave of absence may access LearningZone, the university's virtual learning environment.

133. Students going on maternity leave may with the agreement of the faculty Associate Dean (Academic) or nominee, maintain some engagement with their studies. The DMU policy and procedure for student pregnancy, maternity, secondary carer (paternity) and adoption leave provides further information.

134. A leave of absence of no more than one year may be granted in the first instance, which will be included within a student's maximum period of registration. A shorter leave of absence than a year may be agreed to suit a student's circumstances and if a suitable point to return to study is identified.

135. The timing and conditions of a student's return from a leave of absence will be provisionally agreed when the leave of absence is approved and recorded on an interruption agreement form.

136. A student returning from a leave of absence will normally be subject to the regulations and programme structure which apply to the student cohort they are joining.

APP 137. For apprenticeship programmes, a leave of absence is the equivalent of an apprenticeship break in learning. If an apprentice is required to take a break in learning they will also be considered to be on a leave of absence. A combined leave of absence and break in learning agreement form should be completed.

138. A student may request to take a gap year from their studies by using the leave of absence form. Evidence will not be required to support such a request. A gap year of no more than one year may be granted, normally on successful completion of a student's current academic level of study and at the latest by the end of week two of teaching of the next academic year. The gap year will be included within a student's

maximum period of registration. Gap years are not permitted on apprenticeship programmes.

Repeating an undergraduate level of study

139. Repeating a level of study is not normally allowed. The university will only consider requests from students to repeat their level of study in very extenuating circumstances. A written request should be submitted, supported by strong third-party documentary evidence that spans the academic year, to the faculty's Student Advice Centre in the first instance. The decision of the Associate Dean (Academic) or nominee is final. A repeat year opportunity, if agreed, may only be offered once.

140. The student has a right to appeal the outcome and must submit their appeal in writing to the Academic Support Office within 10 university working days of receiving their outcome. The Academic Support Office will review the appeal and once this is complete and an outcome issued to the student, the university's procedure will be concluded and the university will issue a Completion of Procedures letter.

141. Where a student repeats a level, none of their module marks from their previous attempt at the level will be carried forward.

142. Where a student is going to repeat a level of study a repeat year agreement form should be completed.

Section 6: Student registration

Student registration: In brief

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

Where do I go for more information?

A glossary is available should you need an explanation of the terminology used within this document.

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

Student registration

143. Students register on a programme which leads to an award eg BA (Hons) English.

144. Students must register at the latest by the end of week two of teaching.

Students enrolled on the 30-credit undergraduate sandwich placement module

145. Students enrolled on the 30-credit undergraduate sandwich placement module can start the placement up to two weeks after the formal start date.

146. Exceptionally, subject to the approval of the Associate Dean (Academic) or nominee, a student enrolled on the 30-credit undergraduate sandwich placement module can withdraw from the module and enter level 6 by week two of teaching.

Maximum periods of registration

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

Award	Full-time	Part-time
Master's degree with year placement	4 years	7 years
Master's degree	3 years	6 years
Postgraduate diploma (PgDip)	2 years	4 years
Postgraduate certificate (PgCert)	1 year	2 years
Integrated master's degree with year placement	8 years	10 years
Integrated master's degree	7 years	9 years
Honours degree with year placement	7 years	9 years

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

148. Maximum periods of registration include any deferrals, reassessments, leave of absence, gap years, placement years/years abroad, disciplinary (non-academic) suspensions or periods of exclusion due to non-payment of debt.

149. The regulations are applied pro rata for students who transfer between full-time and part-time study and for students who are awarded credits for prior achievement. They are also applied pro rata where students pass an initial award and move on to a related award, for example postgraduate certificate to postgraduate diploma.

150. If a student reaches the maximum period of registration without gaining an award, their registration with the university will normally be ended. The student will be provided with a record of any modules passed and an exit award if eligible.

Changing programmes

151. A student may request to change their programme by the end of week two of teaching.

152. Students may request to transfer to another programme after the first two weeks of teaching. If accepted, they will normally start at the beginning of the new programme in the next academic session unless there is commonality between the modules within the programmes. The request to change programme, and the level to which this relates, will be subject to approval by the receiving programme leader.

153. If a student decides mid-year that they wish to transfer programmes, they must take a leave of absence and join the new programme at the start of the next academic session.

154. All programme changes require approval of the receiving programme leader.

APP

155. Students on apprenticeship programmes cannot change their programme as outlined in this regulation.

Changing modules

156. A student may request to change modules, up to a maximum of 30 credits, by the end of week two of teaching.

APP

157. A student on an apprenticeship programme may not change modules.

Withdrawing from a module

158. A student may withdraw from a module up to the end of week two of teaching without the penalty of failing the module. Students wishing to withdraw from a module are advised to seek guidance to ensure they can achieve sufficient credits to gain their award.

Withdrawing from study

159. Students may withdraw from their studies at any time. A student considering withdrawal should seek advice on the academic and financial implications. It is the student's responsibility to inform the Associate Dean (Academic) or nominee and complete the relevant form. If a student wishes to return to the university at a later date, they may apply for admission using the Recognition of Prior Learning (RPL) process.

160. In exceptional circumstances the university may refuse a student's application to withdraw from their studies pending the outcome of a disciplinary, fitness to practice or academic offence investigation.

APP

Withdrawing from study on an apprenticeship programme

161. Apprentices may withdraw from their studies and are advised to seek guidance about the implications for their employment.

162. Apprentices who leave or are dismissed from their employment may be required to withdraw from their programme. A new supportive employer must be in place within 13 weeks to avoid withdrawal from the programme. Where the new employment is not in place within 30 days, a break in learning must be recorded.

163. Apprentices who are made redundant will be given 12 weeks to find a new supportive employer to continue their training. If unemployed after 12 weeks they will be withdrawn from the programme. If they are made redundant within six months of the end day of their training or when they have completed 75 per cent of the training (not End Point Assessment) they can complete the programme without finding a new employer.

164. Apprentices who leave, are dismissed or made redundant from their employment, may transfer to a standard university programme if appropriate and if they secure alternative funding.

Returning following withdrawal from study

165. A student may re-enter the university to achieve a first or higher award following their withdrawal from studies. A student should apply to return using the RPL process but would not be subject to the normal constraints on maximum volumes of RPL credits. Return would be at the discretion of the programme leader and/or admissions tutor.

166. Students' previous marks would be carried forward if registering on the same programme and they should return any previous certificates awarded by the university before the higher award is made. Students are not required to return the certificate where the original award gained is a recognised professional qualification.

Returning following academic failure

167. A student may re-enter the university to achieve a first or higher award following the ending of their studies due to academic failure under the same process outlined above

in terms of withdrawing from study. A student's return would not normally be to their previous programme. If returning to the same programme the above would apply with regards to students' previous marks.

168. Students re-entering the university following academic failure are subject to a time delay before they can return unless exceptional circumstances can be shown.

PG 169. For postgraduate programmes the time delay will be at least one calendar year from the point a student's original registration was ended.

170. For undergraduate programmes the time delay will be at least two calendar years from the point a student's original registration was ended. A student may apply to an academic partner institution, without a time delay, if an equivalent DMU-validated programme is available.

APP 171. Students previously on an apprenticeship programme are not eligible to return as an apprentice on the same apprenticeship programme, unless exceptional circumstances can be demonstrated, but may apply for entry to a standard university programme or a different apprenticeship programme.

Returning following registration ending due to fitness to practice

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

Expulsion from the university

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

Section 7: Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL): In brief

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

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

Where do I go for more information?

Further information about RPL and an application form can be found here.

A glossary is available should you need an explanation of the terminology used within this document.

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

What is Recognition of Prior Learning (RPL)?

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

175. The university also recognises work-based or other experiential learning which is equivalent to the learning outcomes of module(s) of a student's DMU programme.

RPL process

176. The process of applying for exemption from studying module(s) is provided in the Guide to Recognition of Prior Learning. This includes an application form. The process is open to both applicants to the university and current students who may be part-way through their studies.

177. Applications must be made before beginning to study the module(s) the RPL request relates to.

178. The RPL process can only be used to grant exemption from studying whole modules, not parts of modules.

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

Volume of RPL credit which can be allowed

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

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

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

Reassessment opportunities

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

Calculation of award for students entering with RPL

183. Calculation of award classification is based only on modules studied at the university.

184. For master's degrees classification is calculated via the average of the marks for modules studied at the university or as calculated in the table below:

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

185. Where a student enters a postgraduate diploma with 30 credits of RPL a merit or distinction will be awarded if 60 credits are in the merit or distinction band or if the average of the marks for modules studied at the university is in the merit or distinction band.

186. For integrated master's degrees classification is calculated as follows:

RPL scenario	Classification calculation
Direct entrants into level 6	Classification is based on the best 105 credits at level 6, single-weighted, and the best 105 credits at level 7, triple-weighted
Direct entrants part-way through level 5	Classification is based on the average for all the level 5 modules studied and the best 105 credits at level 6, single-weighted and the best 105 credits at level 7, triple-weighted.
Direct entrants at the start of level 5	The normal classification rule applies

187. For undergraduate honours degrees classification is calculated as follows:

RPL scenario	Classification calculation
Direct entrants into level 6 who study more than 120 credits	Please refer to the programme-specific regulations
Direct entrants into level 6	Classification is based on the average of the module marks in the best 105 credits from the 120 studied
Direct entrants into level 6 who study fewer than 120 credits	Classification is based on the mark average for all modules studied

RPL scenario	Classification calculation
Direct entrants part-way through level 5	Classification is based on the average of the module marks in the best 105 credits from the 120 studied at level 6, triple-weighted, and the mark average for all the level 5 modules studied, single-weighted
Direct entrants at the start of level 5	The normal classification rule applies

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

Maximum periods of registration

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

Section 8: Studying abroad

Studying abroad: In brief

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

Where do I go for more information?

A glossary is available should you need an explanation of the terminology used within this document.

Need help?

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

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

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

190. There is a recognised credit transfer system across Europe which is called the European Credit Transfer and Accumulation System (ECTS). This is used where DMU students undertake study at a European institution.

191. Where a student has been awarded credit via ECTS the credit gained will be converted to the equivalent UK higher education credit. One ECTS credit is equivalent to two UK higher education credits.

192. The credits awarded by the European institution will replace the credits which would otherwise have been obtained through study at DMU. These arrangements must be agreed between the university and the participating institution in advance of the student undertaking study abroad.

193. Students studying under the ECTS system will also receive grades for the modules successfully completed. The ECTS Users' Guide provides information on how to convert institutions' grading schemes into DMU marks.

Studying at institutions which don't use the ECTS

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

Student exchange year abroad

195. Students may, with the permission of their programme leader, study abroad for a full academic year as part of their degree. The year abroad will take place between level 5 and level 6 study. This will be recognised by adding 'with year abroad' to the degree certificate. A student returning from a year abroad will be subject to the regulations and programme structure which apply to the student cohort they are joining.

196. Students must have passed 120 level 4 credits and a minimum of 90 credits at level 5 to proceed to the student exchange year abroad. Where a student has undertaken the year abroad, the normal regulations for progressing into level 6 apply.

197. Students will study modules during their year abroad, as outlined on the learning agreement approved by the programme leader. The year abroad will receive an outcome of pass or fail and no module marks or credits will be brought back to DMU. There is no opportunity to repeat the year abroad and if it is not successfully completed it will not be recorded on a student's degree certificate or Higher Education Achievement Report (HEAR).

198. A student may withdraw from the year abroad up to the end of week two of teaching and may progress instead to level 6. A student who withdraws from the year abroad later than week two of teaching will be required to take a leave of absence.

APP

199. Apprentices are not able to undertake a study abroad year or shorter period of study abroad due to the nature of apprenticeship programmes, their links to employment and the relevant apprenticeship standard.

Students from overseas institutions studying at DMU

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

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

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

Glossary

<table>
<tr><th>Term</th><th>Definition</th></tr>
<tr><td>Academic offence</td><td>An academic offence is where a student commits any act which is intended to evade and undermine the university's processes for rigorous and fair assessment.

Academic offences include plagiarism, cheating, collusion, copying work and reuse of your own work, among others.</td></tr>
<tr><td>Anonymous marking</td><td>Anonymous marking is where students' work is marked without the marker having access to the students' names. Some assessment tasks cannot be anonymously marked, for example performances, production of artefacts, major projects and dissertations.</td></tr>
<tr><td>Apprenticeship</td><td>Higher and degree apprenticeships provide an academic or professional programme to learners in the workplace to support them to develop knowledge, skills and behaviours to enhance their career. They are funded by the employer and/or the government and consist of 80 per cent on-the-job training and 20 per cent off-the-job training.</td></tr>
<tr><td>Assessment</td><td>Assessment is the way that students' learning and understanding is tested, and the way in which the university is assured that students have met the module learning outcomes.

Each module has one or more assessment tasks, linked to one or more of the module's learning outcomes.

Successful completion of module assessment tasks, as measured by a pass mark in the module, leads to the award of credit.
For more information is provided here.</td></tr>
<tr><td>Assessment board</td><td>Assessment boards are convened to confirm students' module results and make decisions about progression, awards and degree classification outcomes.</td></tr>
<tr><td>Assessment tasks/methods</td><td>These are the types of assessments which are used to test students' knowledge and understanding. Examples include essay, examination, presentation, portfolio, and laboratory.</td></tr>
<tr><td>Assessment weightings</td><td>These define how much each module assessment task is 'worth' in the module. For example, a module's assessment weightings might be as follows:
<table><tr><th>Activity</th><th>Assessment weighting</th></tr><tr><td>Essay</td><td>30%</td></tr><tr><td>Group presentation</td><td>20%</td></tr><tr><td>Portfolio</td><td>50%</td></tr></table>The marks achieved for each assessment task would be weighted to calculate the overall module mark.</td></tr>
</table>

Term	Definition
Associate Dean (Academic)	A senior academic member of staff who provides faculty-wide leadership in academic management, student support and enhancing the student experience.
Award	When students have accumulated sufficient credits they become eligible to be given an award of the university eg BA (Hons) English, MSc Computing. Some awards are classified. This means that rather than just confirming that a student has passed, students can be given recognition for the marks they've achieved, either through the honours degree classification system or via the award of merit or distinction.
Classification	Some awards are classified, which means that students' performance above the threshold standard to pass the award is recognised and rewarded. Common methods are the degree classification system (first class, upper second class etc) and the pass/merit/distinction model. An average mark for classification is determined according to set mathematical rules, and an award is made based on what classification band a student's average for classification falls within.
Compensation	Compensation is the award of credit in an undergraduate programme where a module has been marginally failed, but a student has passed all their other modules. Compensating credit is not awarded against the failed module, but against the level of study, up to a maximum of 30 credits. This allows a student to progress or gain their award without having to be reassessed in a marginal failure (30-39 per cent). Compensation is not permitted in 'must pass' modules or in some programmes which are governed by a Professional, Statutory or Regulatory Body – these are defined in the programme-specific regulations.
Course	See glossary entry for programme.
Consideration band	The consideration band is a two per cent band used in the calculation of integrated master's and honours degrees. It provides additional scrutiny where a student's average for classification falls close to a degree classification band boundary. It is rules-based and uses a student's performance at the culmination of their studies (level 6, or level 7 for an integrated master's degree) to decide whether the student should be awarded a degree in the higher classification band.
Coursework	This is a generic term for assessment tasks which are not formal exams.
Credit	Credit is a way of quantifying student achievement in terms of the volume of study undertaken, and the level of challenge of the study. Credit is associated to modules which have both a credit

Term	Definition
	value and level eg 30 credits at level 6. Credit is awarded to a student on successful completion of the module and can be accumulated to gain an award. The levels of credit are defined by the Office for Students sector-recognised standards. Levels 4, 5 and 6 equate to an undergraduate study and level 7 denotes postgraduate study. See glossary entry for Office for Students. Compensating credit Compensating credits are awarded at the level of study not in relation to particular modules (see compensation). General credit General credit is the total amount of credit a student may be awarded through RPL. General credit may have no validity for the purpose of transferring to another programme. Specific credit Specific credit for a module is awarded for a pass mark (40 per cent) or above). Specific credit is also the amount of credit which is recognised when a student is admitted by Recognition of Prior Learning to a particular programme.
Deferral	Deferral of assessment occurs when a student has permission from the university to take an assessment at a later date than scheduled, without it having an effect on his or her re-sit opportunities. This will be when the assessment is next normally offered, or, in the case of coursework or assignments, as determined by the relevant panel.
End Point Assessment (EPA)	End Point Assessment is an independent assessment of the knowledge, skills and behaviours which have been learned through an apprenticeship, and tests the apprentice's ability to apply them in the workplace. EPA may be incorporated into the credit forming the academic award or may be separate, depending on the requirements of the relevant apprenticeship assessment plan.
European Credit Transfer and Accumulation System (ECTS)	A system of credit accumulation based on students' workloads and achievement of learning outcomes, with the aim of gaining an academic award. ECTS facilitates the transfer of credits which students earn abroad during their studies into credits which can be counted towards their degree. One ECTS credit is the equivalent of two DMU credits. See more information here.
Exam	An exam is a time-limited assessment usually occurring at the end of the module. Exams can be seen, where the student is provided with the question(s) in advance, or unseen.

Term	Definition
Exit award	An award which is made if a student is unable, for academic or personal reasons, to achieve their intended award. The exit award is made based on the number of credits a student has passed at specific levels of study.
Extension to a deadline	An extension to an assessment deadline of no more than 10 university working days can be granted to a student on production of evidence supporting their need to have more time to complete the assessment.
External examiner	External examiners are subject experts appointed from other universities or from industry to review the assessment process and students' work. They ensure that the university's awards are comparable in standard to awards granted by other institutions and confirm that they comply with national threshold standards and that the assessment of students is fair.
Feedback	Feedback is provided to students either verbally or in writing on the assessments they have submitted. Feedback is intended to explain the mark which the student has achieved and to highlight strengths and areas for improvement. See the Assessment and Feedback Policy for more information.
Gap year	A gap year is where a student takes a break from their studies at the end of an academic session to pursue other interests.
Leave of absence	A leave of absence is where a student takes a break from their studies of no more than a year in the first instance, due to significant personal or medical difficulties. A leave of absence is supported by evidence provided by the student.
Levels	Levels of study are defined using outcomes which reflect the amount of intellectual challenge required in order to be successful at that level. Levels can be seen as a series of sequential stages with level 4 equating to the first year of an undergraduate programme, through to level 7 being taught postgraduate study. The levels are outlined in the Office for Students sector-recognised standards.
Mark descriptors	Mark descriptors are criteria which explain the requirements a student should meet in their assessed work in order to achieve a mark in a particular band eg 50-59 per cent, 60-69 per cent. Mark descriptors can be contextualised to make them more relevant to a specific academic subject.
Module	A standalone learning package with defined content, learning outcomes and one or more assessment tasks. Each module is set at the appropriate level of the Office for Students sector-recognised standards.

Term	Definition
	Must-take module A module which a student must take within their programme. Must take modules are eligible for compensation. Must-pass module A module which a student does not necessarily have to take within their programme. However, if a student chooses to take a module of this type, it must then be passed. Compensation is not allowed. Optional module A module which may be taken by a student within their programme. However, the student is not obliged to take or pass the module. Optional modules are eligible for compensation. Pre-requisite module A pre-requisite module must be successfully completed before a student may begin to study another specified module within a programme.
Module leader	Each module has a module leader. Module leaders are responsible for the academic leadership, management and assessment for their module(s).
Module learning outcomes	Module learning outcomes define the things which students should be able to do on successful completion of the module – for example the application of specific skills and knowledge. They are linked to the module assessment tasks which test students' ability to meet the learning outcomes.
Module specification	A document which provides various information about a module, including its title, level and credit size, outline content, learning outcomes and assessment tasks.
Office for Students sector-recognised standards	A publication by the Office for Students (OfS) which outlines the credit volumes and levels (academic challenge) associated with academic awards.
Personal tutor	A student's personal tutor is an academic member of staff who is a key point of contact and support. Personal tutors provide guidance on academic and professional issues and can signpost other university services for support with personal issues.
Programme	A programme is a collection of modules at defined levels of study which form a coherent learning experience. Successful completion of a programme leads to the conferment of an award, eg BA (Hons) English, MSc Computing. Programmes may also be called courses.
Programme leader	Each programme has a programme leader. Programme leaders are responsible for the academic leadership, management and assessment for their programme.

Term	Definition
Programme specification	A document which provides various information about a programme, including its title, award and exit awards, characteristics and intended outcomes, plus details of the modules which are taught within the programme.
Progression	Progression means allowing a student to move from one academic level to the next or from one stage of a programme to the next. Progression decisions are based on how many modules a student has passed and whether they have failed any modules.
Reassessment	When a student fails one or more assessment components within a module, they will be required to take reassessment in the failed component(s) in order to achieve an overall pass mark for the module. Following reassessment, the module mark is capped at the pass mark.
Reassessment with mandatory attendance	Reassessment with mandatory attendance is where students have significant volumes of module failure and are not able to progress to the next level of their studies. They are therefore required to re-study the modules, including attending all timetabled teaching activities, before taking the reassessments.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning (RPL) is a process which can be used to determine whether a student may be exempt from studying one or more modules on their DMU programme because of equivalent previous learning or experience. Previous learning may have been recognised by the award of academic credit of qualifications, but could also be formal learning which doesn't lead to the award of academic credit.
Sandwich placement	A sandwich placement is a year of work experience, taking place between levels 5 and 6 of an undergraduate programme (years 2 and 3 for full-time students). The sandwich placement is a credit-weighted module, worth 30 credits at level 5, and students undertake a work-related assessment in order to achieve the credit.
Student Advice Centre (SAC)	Each faculty has a Student Advice Centre (SAC) run by faculty professional services staff. SACs support and advise students on all learning support and non-academic enquiries.
Subject	An academic area of study, for example, a recognised discipline such as politics, or a professional area of study such as nursing.

Appendix 1: Assessment board terms of reference

Establishment

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

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

Terms of reference

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

a. Arrangements and processes for module assessment and moderation, including draft examination papers, coursework assignments, project briefs, work experience programmes (where intrinsic to studies), schedules for submission of assessed work etc.

b. The assessment of modules for which the board has responsibility and determining of module marks.

c. Arrangements for the retrieval of failure.

d. The application of university and programme regulations relating to progression and eligibility for reassessment.

e. Reviewing, checking and approving assessment profiles leading to named awards and determining awards and degree classification for confirmation by the Registrar (Academic).

f. Ensuring compliance with professional, statutory and regulatory body requirements, where appropriate.

g. Making decisions regarding the suspension or ending of registration of students who do not meet progression or award requirements.

Conflicts of interest

A potential conflict of interest relates to where there is a risk that the official capacity of a member of the assessment board will be unduly influenced by a close connection, loyalty or vested interest in a student under consideration. There is a possibility a member's position may derive personal benefit and/or put into question whether their actions, judgement and/or decision-making in their official capacity can be unbiased.

It is assumed that all board members will execute their duties with the appropriate level of professionalism, integrity and trust expected. Addressing potential conflicts of interest is a precautionary measure to protect employees against criticism or compromise, and where recognised and disclosed, allows appropriate steps to be taken to avoid and manage them.

A connection which could constitute a potential conflict of interest includes (but is not limited to) a close personal or mutually-beneficial relationship such as friendship, family relative or work colleague (particularly hierarchical, where there is a difference in power between the parties, or perceived/actual vulnerability of one of the parties).

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

Constitution and quoracy for in person mode (default)

Constitution

Role	
Chair	Head of School or Department, or PVC/Dean's nominee
Deputy chair	Associate Dean (Academic) or PVC/Dean's nominee
Programme leader(s)	Programme leader(s)
Subject leader(s)	In faculties where this role exists
External examiner(s)	External examiner(s)
Representatives as nominated by the chair of the board	Programme and module teaching teams
In attendance	• Servicing officer/faculty administrative staff • Associate Dean (Academic) or nominee • Registrar (Academic) representative

Quoracy

To effect a quorum for in person assessment board, the following must be present:

- Chair or deputy chair
- Programme leader(s) for the programme(s) under consideration or their nominees
- Associate Dean (Academic) or their nominee (a senior academic who may have more than one role at the assessment board)
- Servicing officer
- Registrar (Academic) representative

Constitution and quoracy for virtual meeting mode (exceptionally)

Constitution

Role	
Chair	Senior academic from the faculty
Lead academic(s)	One representative from each subject/cognate area
External examiner(s)	External examiner(s)

Role	
In attendance	• Servicing officer/faculty administrative staff • Associate Dean (Academic) or nominee • Registrar (Academic) representative

Quoracy

To effect a quorum for virtual assessment boards, the following must be present:

- Chair
- Lead academic(s) for the programme(s) under consideration
- Associate Dean (Academic) or their nominee (a senior academic who may have more than one role at the assessment board)
- Servicing officer
- Registrar (Academic) representative

Note

The following roles reserve the right to attend any assessment board (regardless of whether their nominee or representative is in attendance):

- PVC/Dean
- Associate Dean (Academic)
- Registrar (Academic)

Appendix 2: Example award classification calculations

Minimum credits needed to gain a university award – overview

Award	Credits				
	Level 4	Level 5	Level 6	Level 7	Total
Master's degree			30	150	**180**
Postgraduate diploma (PgDip)			30	90	**120**
Postgraduate certificate (PgCert)			15	45	**60**
Integrated master's degree with 30 credit sandwich placement	120	150	120	120	**510**
Integrated master's degree	120	120	120	120	**480**
Honours degree with 30 credit sandwich placement	120	150	120		**390**
Honours degree	120	120	120		**360**
Graduate diploma (GradDip)			120		**120**
Non-honours degree	120	120	60		**300**
Graduate certificate (GradCert)			60		**60**
Foundation degree (Fd)	120	120			**240**
Diploma of higher education (DipHE)	120	120			**240**
Higher National Diploma (HND)	120	120			**240**
Higher National Certificate (HNC)	120				**120**
Certificate of higher education (CertHE)	120				**120**
University Certificate of Professional Development (UCPD)	60 credits at levels 4, 5 or 6				**60**

Classification of awards – overview

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

Consideration band – overview

Classification	Classification band	Consideration band
First class honours	70% and above	68-69%
Upper second (2:1)	60-69%	58-59%

Classification	Classification band	Consideration band
Lower second (2:2)	50-59%	48-49%

Go straight to example calculations:

Master's degree
Postgraduate diploma (PgDip)
Postgraduate certificate (PgCert)
Integrated master's degree with 30 credit sandwich placement
Integrated master's degree
Honours degree with 30 credit sandwich placement
Honours degree
Foundation degree (Fd)/Higher National Diploma (HND)
Higher National Certificate (HNC)
University Certificate of Professional Development (UCPD)

Postgraduate awards

Master's degree student profile

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

How the classification is calculated

Which classification banding does …	Pass	Merit	Distinction
The major/final piece (60 credit module) sit in? **and either:**		✓	
1) At least 120 credits sit in? **or**		✓	
2) The overall average mark for classification sit in?			✓

Outcome

Although the overall average mark for classification is at distinction level, the student is awarded a **master's degree with merit** as the mark for the major/final piece is in the merit band. The major/final piece is the first test for calculating the classification outcome, as an award in a higher band than the mark for the major/final piece cannot be made.

Postgraduate diploma (PgDip)

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

How the classification is calculated

Which classification banding does …	Pass	Merit	Distinction
1) At least 90 credits sit in? **or**		✓	
2) The overall average mark for classification sit in?			✓

Outcome

Although the student does not have the requisite 90 credits at distinction level, they are awarded a **postgraduate diploma with distinction** as the overall average mark for classification is at distinction level.

Postgraduate certificate (PgCert)

Credits Level 7	Counts towards classification	Module mark	Classification banding
15	x1	60%	Merit
15	x1	51%	Pass
30	x2	62%	Merit

Credits Level 7	Counts towards classification	Module mark	Classification banding
60	**4**	**235**	Overall average mark for classification calculation: 60 + 51 + 62 + 62 = 235 ÷ 4 = 58.7, rounded up to **59 (pass)**

How the classification is calculated

Which classification banding does …	Pass	Merit	Distinction
1) At least 45 credits sit in? **or**		✓	
2) The overall average mark for classification sit in?	✓		

Outcome

Although the overall average mark for classification is in the pass band at 59%, the student is awarded a **postgraduate certificate with merit** as they have 45 credits at merit level.

Undergraduate awards

Integrated master's degree with 30 credit sandwich placement

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	**0**	**N/A**	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x2	55%	Lower second (2:2)
30	x2	67%	Upper second (2:1)
30	x2	43%	Pass
30	x2	71%	First class honours
Level 6			
30	x2	63%	Upper second (2:1)
30	Discounted	40%*	Third class honours **capped after reassessment*
30	x2	73%	First class honours
30	x2	79%	First class honours
Level 6 – placement			
30	x2	62%	Upper second (2:1)
270	**16**	**1026**	
Level 7			

Credits	Counts towards classification	Module mark	Classification banding
30	x2	73%	First class honours
30	x1 (discount 15 credits)	66%	Upper second (2:1)
30	x2	88%	First class honours
30	x2	70%	First class honours
270	**7**	**528**	
420			

How the classification is calculated

Criteria	Average mark for classification calculation
1) Best 240 credits of the 255 studied at levels 5 and 6, single-weighted, and the:	Levels 5 and 6: 55 + 55 + 67 + 67 + 43 + 43 + 71 + 71 + 63 + 63 + 73 + 73 + 79 + 79 + 62 + 62 = 1026 ÷ 16 = 64.1, rounded down to 64 (upper second (2:1))
2) Best 105 credits of the 120 studied at level 7, triple-weighted	Level 7: 73 + 73 + 66 + 88 + 88 + 70 + 70 = 528 ÷ 7 = 75.4, rounded down to 75 (first class honours)
Level 5 and 6 single-weighted plus level 7 triple-weighted	Overall: 64 + 75 + 75 + 75 = 289 ÷ 4 = 72.2 rounded down to **72 (first class honours)**

Outcome

The student is awarded a **first class integrated master's degree** (with placement) as the overall average mark for classification is 72%.

Integrated master's degree

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

Credits	Counts towards classification	Module mark	Classification banding
30	x2	64%	Upper second (2:1)
30	x2	55%	Lower second (2:2)
240	**15**	**942**	
Level 7			
30	x1 (discount 15 credits)	66%	Upper second (2:1)
30	x2	88%	First class honours
30	x2	68%	Upper second (2:1)
30	x2	81%	First class honours
120	**7**	**540**	
480			

How the classification is calculated

Criteria	Average mark for classification calculation
1) Best 225 credits of the 240 studied at levels 5 and 6, single-weighted, and the:	Levels 5 and 6: 55 + 55 + 67 + 67 + 63 + 63 + 74 + 74 + 40 + 73 + 73 + 64 + 64 + 55 + 55 = 942 ÷ 15 = 62.8, rounded up to 63 (upper second (2:1))
2) Best 105 credits of the 120 studied at level 7, triple-weighted	Level 7: 66 + 88 + 88 + 68 + 68 + 81 + 81 = 540 ÷ 7 = 77.1, rounded up down to 77 (first class honours)
Level 5 and 6 single-weighted plus level 7 triple-weighted	Overall: 63 + 77 + 77 + 77 = 294 ÷ 4 = 73.5 rounded up to **74 (first class honours)**

Outcome

The student is awarded a **first class integrated master's degree** as the overall average mark for classification is 74%.

Honours degree with 30 credit sandwich placement

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	**0**	**N/A**	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	Discount	43%	Pass
30	x2	67%	Upper second (2:1)
30	x2	71%	First class honours

Credits	Counts towards classification	Module mark	Classification banding
30	x2	58%	Lower second (2:2)
Level 5 – placement			
30	x2	62%	Upper second (2:1)
150	**8**	**516**	
Level 6			
30	x2	63%	Upper second (2:1)
30	x1 (discount 15 credits)	40%*	Third class honours **capped after reassessment*
30	x2	73%	First class honours
30	x2	79%	First class honours
120	**7**	**470**	
390			

How the classification is calculated

Criteria	Average mark for classification calculation
1) Best 120 credits of the 150 studied at level 5, single-weighted, and the:	Level 5: 67 + 67 + 71 + 71 + 58 + 58 + 62 + 62 = 516 ÷ 8 = 64.5, rounded up to 65 (upper second (2:1))
2) Best 105 credits of the 120 studied at level 6, triple-weighted	Level 6: 63 + 63 + 40 + 73 + 73 + 79 + 68 = 470 ÷ 7 = 67.1, rounded down to 67 (upper second (2:1)
Level 5 single-weighted plus level 6 triple-weighted	Overall: 65 + 67 + 67 + 67 = 266 ÷ 4 = 66.5, rounded up to **67 (upper second (2:1)**

Outcome

The student is awarded an **upper second (2:1) honours degree** (with placement) as the overall average mark for classification is 67%.

Honours degree

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	**0**	**N/A**	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x2	75%	First class honours
30	x2	69%	Upper second (2:1)
30	x2	84%	First class honours

Credits	Counts towards classification	Module mark	Classification banding
30	x1 (discount 15 credits)	40%*	Pass **capped after reassessment*
120	**7**	**496**	
Level 6			
30	x2	73%	First class honours
30	x2	68%	Upper second (2:1)
30	x1 (discount 15 credits)	55%	Lower second (2:2)
30	x2	70%	First class honours
120	**7**	**477**	
360			

How the classification is calculated

Criteria	Average mark for classification calculation
1) Best 105 credits of the 120 studied at level 5, single-weighted, and the:	Level 5: 75 + 75 + 69 + 69 + 84 + 84 + 40 = 496 ÷ 7 = 70.8, rounded up to 71 (first class honours)
2) Best 105 credits of the 120 studied at level 6, triple-weighted	Level 6: 73 + 73 + 68 + 68 + 55 + 70 + 70 = 477 ÷ 7 = 68.1 rounded down to 68 (upper second (2:1))
Level 5 single-weighted plus level 6 triple-weighted	Overall: 71 + 68 + 68 + 68 = 275 ÷ 4 = 68.7, rounded up to **69 (upper second (2:1))**

Consideration band	2:2	2:1	First
Is the overall average mark for classification within two per cent of the next classification band? If so, which classification band does …			
1) The level 6 average mark across the 120 credits sit in? **or**		✓	
2) At least 50 per cent of the 120 level 6 credits sit in?			✓

Outcome

Although the overall average mark for classification is 69% (upper second (2:1)), the student is awarded a **first class honours degree**. This is because they fall into the consideration band and have more than 50 per cent of the 120 level 6 credits in the higher band.

Honours degree – with compensation

Student profile

Credits	Counts towards classification	Module mark	Classification banding
Level 4			

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

How the classification is calculated

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

Outcome

The student is awarded an **upper second (2:1) honours degree** award as the overall average mark for classification is 61% (upper second (2:1)).

Honours degree – direct entrant into level 6

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	**0**	**N/A**	120 credits granted under Recognition of Prior Learning (RPL)
Level 5			

Credits	Counts towards classification	Module mark	Classification banding
120	**0**	**N/A**	120 credits granted under Recognition of Prior Learning (RPL)
Level 6			
30	x2	68%	Upper second (2:1)
30	x2	49%	Third class honours
30	x1 (discount 15 credits)	47%	Third class honours
30	x2	63%	Upper second (2:1)
120	**7**	**407**	
360			

How the classification is calculated

Criteria	Average mark for classification calculation
1) Best 105 credits of the 120 studied at level 6	Level 6/overall: 68 + 68 + 49 + 49 + 47 + 63 + 63 = 407 ÷ 7 = 58.1, rounded down to **58 (lower second (2:2))**

Consideration band	2:2	2:1	First
Is the overall average mark for classification within two per cent of the next classification band? If so, which classification band does …			
1) The level 6 average mark across the 120 credits sit in? **or**	✓		
2) At least 50 per cent of the 120 level 6 credits sit in?		✓	

Outcome

Although the overall average mark for classification is 58% (lower second (2:2)), the student is awarded an **upper second (2:1) honours degree**. This is because they fall into the consideration band and have at least 50 per cent of the 120 level 6 credits in the higher classification band.

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

Credits	Counts towards classification	Module mark	Classification banding
Level 4			
120	**0**	**N/A**	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x2	63%	Merit
30	x2	67%	Merit

Credits	Counts towards classification	Module mark	Classification banding
30	x2	55%	Pass
30	x2	70%	Distinction
120	**8**	**510**	Overall average mark for classification calculation: 63 + 63 + 67 + 67 + 55 + 55 + 70 + 70 = 510 ÷ 8 = 63.7, rounded up to **64 (merit)**
240			

Outcome

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

Higher National Certificate (HNC)

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

Outcome

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

University Certificate of Professional Development (UCPD)

Credits Level 5	Counts towards classification	Module mark	Classification banding
30	x2	71%	Distinction
30	x2	65%	Merit
60	**4**	**272**	Overall average mark for classification calculation: 71 + 71 + 65 + 65 = 272 ÷ 4 = **68 (merit)**

Outcome

The student is awarded a **University Certificate of Professional Development (UCPD) with merit** as the overall average mark for classification is at merit level.

Appendix 3: Extensions to coursework deadlines guidance

The guidance below is to support students in making applications for an extension to a coursework deadline and to support module leaders (or other authorised persons) in considering the approval of a request.

Requests should be made on the coursework extensions request e-form in as timely a manner as possible. Requests received later than 24 hours before the date and time that the work is due to be submitted will not be considered.

Should an extension to a coursework deadline be granted, this does not guarantee the approval of any future extension requests.

Extensions to deadlines can only be granted up to a maximum of 10 university working days as outlined in section 5 of these regulations. However, please consider setting a shorter extension appropriate to the student's circumstances. The agreed deadline should be communicated to the student by email.

Relevant circumstances and evidence to support the request

The table below lists the circumstances in which an extension request is likely to be granted. The reason for the request and the evidence to support it should be timely and show clearly how the circumstance affects the student's ability to work in the days/weeks prior to the coursework submission date.

Evidence which does not cover the time period in question will not be accepted to support an extension request. Other evidence which will not be accepted includes self-certification, statements from family and friends, social media postings, illegible evidence and evidence in a language other than English.

If a student believes the university already holds relevant information which could be used as evidence, details should be provided on the request form.

Circumstance	Examples of evidence
Recent short-term physical illness, injury or mental health issue	• Dated and signed letter from doctor, consultant, hospital, dentist, counsellor or other external support service • Ambulance documentation • Letter of support/explanation from a support service in the university
Long-term or chronic physical or mental health condition which has recently worsened, temporarily or permanently	• Dated and signed letter from doctor, consultant, hospital, dentist, counsellor or other external support service • Ambulance documentation • Letter of support/explanation from a support service in the university
A hospital appointment which cannot reasonably be rescheduled and which directly conflicts	• Letter from hospital confirming appointment date and time

Circumstance	Examples of evidence
with a time-constrained coursework assessment	
An unexpected issue relating to pregnancy, maternity or paternity	• Dated and signed letter from doctor, midwife, consultant, hospital or other external support service
Recent bereavement or serious illness of a person with whom/ the student has a close relationship or a responsibility of care	• Dated and signed letter from doctor, consultant, hospital, dentist, counsellor or other external support service • Death certificate, public announcement, legal document or order of service as proof of bereavement
Recent breakdown in a long-term relationship	• Dated and signed letter from external support service • Letter of support/explanation from a support service in the university or De Montfort Students' Union
Emergencies involving dependents or caring responsibilities, including caring responsibilities for an adult family member/sibling	• Email/letter from organised carers to confirm the breakdown in normal arrangements eg school, nursery, care home; email/letter from doctor, Social Services or carers' charity
Being the victim of a crime which is likely to have significant emotional impact	• Crime reference number and crime report (if available)
Military conflict, natural disaster, major and exceptional travel disruptions or extreme weather conditions	• Flight, rail or coach disruption summary for significant travel issues
Recent significant personal incident such as house fire, homelessness	• Insurance letter • Letter from external support service
Appearance at court or jury service	• Solicitor's letter in relation to attendance at court as a witness, defendant or plaintiff • Bail information or charge sheet • Jury service letter
Recent and exceptional financial difficulties beyond the student's control	• Bank letters, Student Finance England letters, council letters, documentation from Citizens' Advice Bureau for significant financial issues • Support letter from the university or De Montfort Students' Union

Circumstances in which an extension request will not be approved

An extension to a coursework deadline will not be granted in circumstances which could be reasonably anticipated such as routine medical appointments, holidays, weddings, moving

house, sporting events, acts of religious observance and other similar circumstances which are foreseeable.

Minor short-term illnesses or injury such as a common cold would not have a significant adverse ability on a student's ability to complete the assessment on time and are not grounds for approval of an extension. Medical conditions not diagnosed/supported by a doctor are not normally acceptable grounds for an extension; this includes medical certificates with statements such as 'the patient informs me that...', 'the patient reported that…' and 'student declared that they had been unwell…'

An extension will not be granted where a student's own organisational abilities have caused an issue with meeting a deadline. These include poor time management, failure of IT equipment, uploading incorrect information to Turnitin, commitments to paid or voluntary employment and other similar situations.

An extension will not be granted in cases in which running for office (for example as an officer of De Montfort Students' Union) has caused an issue with meeting a deadline.

A period of suspension, debt hold or debt exclusion is not a valid reason for an extension. This includes situations where the submission deadline falls within the period of suspension, debt hold or debt exclusion.

If an extension request is incomplete or is received later than the deadline specified in the overview, above, it will be rejected.

Where an extension is granted, failure to meet the new deadline will result in a penalty for late submission.