Regulations for Study 2023-24

OXFORD BROOKES UNIVERSITY

The University's Regulations for Study, together with its associated rules and procedures, form a comprehensive framework for learning, teaching and assessment, and other aspects of the student experience, which all staff and students must abide by.

As a student of Oxford Brookes University, you are expected to familiarise yourself with the rules and regulations which apply to you during your time here. This is essential information, so please take the time to make yourself aware of the regulations that apply to your programme of study, and to read any programme or module handbooks issued to you.

We have tried to write these regulations as clearly as possible and to reflect the 'student journey' through your programme of study, but we know that regulations can appear a little overwhelming at first sight. There is a range of support available to help you interpret the Regulations and navigate the University procedures, including the University Handbook, which provides an overview of the most important regulations and policies, and a quick guide to the key support services and their contact details.

Please do ask an appropriate member of staff if there is anything you don't understand - for example, you can speak to your Module Leader, Academic Adviser or Programme Administrator within your Department, or go to the student homepage for links to other professional services teams who can provide advice.

The Undergraduate Modular Programme (UMP) regulations remain in place for students who commenced their programmes in 2019/20 or before, and for students entering with credit at level 5 or 6 of an UMP programme in 2020/21 or at level 6 in 2021-22.

1 ABOUT THE REGULATIONS

This section sets out the scope of the Regulations for Study at Oxford Brookes University.

1.1 The University's Regulations for Study ('the Regulations'), together with the associated rules and procedures referred to within them, form a comprehensive framework for learning, teaching and assessment, and other aspects of the student learning experience, which all staff and students must abide by.

1.2 As set out in the terms and conditions of enrolment, and in contracts of employment, it is the responsibility of students and staff to ensure they are familiar with the current regulations that apply to the programmes on which they are studying, or have teaching

responsibilities. Ignorance of the Regulations will not be accepted as a defence, or as mitigation, in any proceedings brought under their provisions.

1.3 The Regulations cover all undergraduate, taught postgraduate, and postgraduate research programmes; and they apply equally to programmes of study leading to Brookes awards delivered by collaborative partners. Any approved variations applying to a specific programme of study will be described in the programme specification and student handbook; and local implementation arrangements are described in the Operations Manuals governing individual partnerships.

1.4 The Regulations also apply in all learning and residential settings, including Field Trips and Placements, as well as University owned or managed properties and 'partnership halls', and any other contexts in which students of the University interact with other members of the University community, or the general public more broadly.

1.5 The Academic Board has overall responsibility for the approval and application of the Regulations. In cases of doubt or dispute over the interpretation of any aspect of the Regulations, the Academic Registrar is authorised to make the final decision on their meaning and appropriate interpretation. The Academic Registrar's advice should be sought as soon as possible when issues arise, so as to ensure they are resolved speedily. However, this will not preclude any challenge being brought through the Office for the Independent Adjudicator, or other legal channels.

1.6 In the event of an incident of Force Majeure (as described in the terms and conditions of enrolment), which causes serious disruption to teaching and assessment, the University reserves the right to deviate from the Regulations. However, this will be in exceptional circumstances, and any deviation from standard practice will be reasonable, fair and proportionate to the circumstances.

1.7 All University staff involved in the implementation of these Regulations will observe the requirement for confidentiality with respect to student information. If it is necessary to disclose or share confidential information in order to consider individual cases, it will only be divulged to those staff directly involved in managing the procedure, or in the decision-making process. However, where a programme leads to professional accreditation, confidential information may be shared with relevant Faculty staff and/or relevant professional, statutory or regulatory bodies, as appropriate.

1.8 The provisions of these Regulations are without prejudice to the rights of the University, the Students' Union and any other associated body under any contract entered into by a student, and as prescribed by English law.

2   AWARDS AND COURSES

This section provides information about the different types of awards available at the University, and describes their key attributes. It also contains information about the governance of awards within the University, and the national frameworks which regulate the University as a UK degree-awarding body.

2.1 Awards offered by the University - taught and research degrees

Oxford Brookes University offers the awards described in the sections below, in accordance with the Framework for higher education qualifications of UK degree-awarding bodies which is a key reference point for setting the standards of awards from levels 4 to 8.

Other key reference points used in designing the curriculum of undergraduate and postgraduate degrees are the suite of Subject Benchmark Statements, published by the Quality Assurance Agency, which describe the nature of study and the academic standards expected of graduates in specific subject areas.

Taught programmes of study leading to the awards listed in the sections below must be approved through the approval process set out in the Quality & Standards Handbook; however, there may, from time to time, be awards listed in the Regulations which do not currently have a programme of study leading to that qualification.

Procedures relating to the approval of joint and collaborative research degree programmes are set out in the Research Degrees Programme Handbook.

Sub-HE provision

2.1.1 Foundation diplomas (level 3)

The University offers a small number of standalone programmes aimed at preparing students for higher education study, and leading to the award of a Foundation Diploma.

This award consists of 120 credits at level 3, but may include a proportion of credit (no more than 50%) at level 4, as these programmes are usually designed to prepare students for degree-level study; however, the credit passed on a Foundation Diploma programme may not be counted towards the credit requirements for any other award. To qualify for a Foundation Diploma, students must meet the credit requirements within two years, and no more than four semesters within that time period. Students on standalone programmes leading to Foundation Diploma awards are funded under FE, rather than HE, rules*.

The Foundation Diploma in Art and Design is delivered at Brookes, but awarded under licence with the University of the Arts London (UAL) Awarding Body.

Note: The Foundation Diploma differs from the 'foundation year' or 'Year 0', in that the latter is a level 3 programme integrated with an undergraduate degree course to form a four-year programme (when studied full-time) leading to the award of a Bachelor's degree (see 2.1.2 below). The foundation year has a similar credit structure to the Foundation Diploma, in that it usually consists of 120 credits at level 3, but may include up to 60 credits at level 4. The level 4 credits taken as part of a Year 0 programme may not be counted towards the level 4 requirements of Year 1 of the Bachelor's degree programme to which the foundation year leads.

Undergraduate awards

2.1.2 Bachelor's degrees (levels 4-6)

The most well-known target award for undergraduate students is the Bachelor's degree with Honours (or, sometimes, without Honours, if insufficient level 6 credit has been passed) – it is sometimes referred to as a 'first degree'. There are a number of different types of Bachelor's degrees, and they are classified according to practice in the relevant discipline, rules for registration with the relevant professional body, and/or curriculum content:

Bachelor of Arts   BA
Bachelor of Architecture   BArch
Bachelor of Engineering   BEng
Bachelor of Laws   LLB
Bachelor of Medical Science   BMedSci
Bachelor of Science   BSc

Bachelor's degrees consist of 120 credit programmes of study at level 4, 5 and 6 (a total of 360 credits), and are typically studied full-time over three years, although part-time study options are also available for some programmes. Some programmes have mandatory elements of professional placements included within the three year study period; while others may be studied over four years, if taken as a 'sandwich' course with a year-long placement in the third year.   As noted in 2.1.1 above, a degree programme may also be four years in duration if it is integrated with a one-year, level 3, foundation year.

The following awards are typically available as exit awards from Bachelor's degrees at levels 4, 5 and 6, but may be offered as target awards in their own right, where appropriate:

- Certificate of Higher Education (CertHE) – level 4
- Diploma of Higher Education (DipHE) – level 5
- Bachelor's degree (as in the table above) without Honours – level 6 (this is often referred to as an 'Ordinary' degree)

Another form of Bachelor's degree is a one-year programme consisting of 120 level 6 credits, often referred to as a 'top-up' course. These programmes are designed as progression routes to enable holders of specific level 5 awards, such as Foundation degrees (see 2.1.3 below), Higher National Diplomas, or other equivalent qualifications, to gain a Bachelor's degree; and are typically associated with partnership arrangements, both in the UK and internationally. An Ordinary Bachelor's degree is available as an exit award to students who fail to complete the requirements for the Bachelor's degree with Honours, but who pass at least 60 credits of the level 6 programme.

2.1.3 Foundation degrees (levels 4-5)

A key sector reference point for these awards is the Foundation degrees characteristics statement published by the QAA.

The Foundation degree is a level 5 qualification consisting of 120 credit programmes of study at levels 4 and 5 (a total of 240 credits), and are typically studied full-time over two years, although part-time study may be available as an option. Most of the programmes leading to Oxford Brookes foundation degree qualifications are delivered at partner colleges through the Associate College Partnership, but some are delivered on campus at the University or through other

partnership arrangements. Foundation Degrees integrate academic and work-based learning, in order to equip students with the skills and knowledge relevant to their employment, and they also provide a route to studying for a Bachelor's degree for students who may not previously have considered entering higher education (see the note on level 6 'top-up' programmes in 2.1.2 above).

As with Bachelor's degrees (see 2.1.2 above), there are a number of different award types associated with foundation degrees, according to practice in the discipline studied:

Foundation degree in Arts   FdA
Foundation degree in Engineering   FdEng
(primarily for courses that lead to registration with the relevant professional body)
Foundation degree in Science   FdSc

The level 4 Certificate of Higher Education (as noted in 2.1.2 above) is typically available as an exit award for students who are not able, or choose not, to complete the full Foundation degree programme.

2.1.4 Integrated Master's degrees (levels 4-7)

These programmes integrate the Bachelor's degree with study at Master's level, and are found in specific disciplines, often linked to some form of professional accreditation or recognition. Integrated Master's programmes are typically studied over four years (when studied full-time), and consist of 120 credit programmes of study at levels 4, 5, 6 and 7 (a total of 480 credits). The University offers programmes leading to the following integrated Master's qualifications:

Master of Biology   MBiol
Master of Engineering   MEng
Master of Mathematics   MMath
Master of Planning   MPlan
Master of Psychology   MPsych
Master of Science   MSci

The following exit awards may be available to students who do not complete the full integrated Master's programme:

- Certificate of Higher Education – level 4
- Diploma of Higher Education – level 5
- Bachelor's degree, with or without Honours – level 6

Taught postgraduate awards

2.1.5 Master's degrees (level 7)

A key sector reference point for these awards is the Master's degree characteristics statement published by the QAA. Programmes leading to Master's degrees are a highly diverse group in terms of curriculum focus (they may cover specialist/advanced study or professional/practice), and they therefore vary in respect of credit requirements and mode/length of study. Information about programmes leading to specific awards will be set out in the approved programme specifications and student handbooks. They all typically include an element of research methods training, and a major element of advanced independent work (the project or dissertation).

The following level 7 awards are offered by the University:

Master of Architecture	MArch
Master of Architectural Design	MArchD
Master of Arts	MA
Master of Business Administration	MBA
Master of Fine Art	MFA
Master of Law	LLM
Master of Public Health	MPH
Master of Science	MSc
Master of Teaching and Learning	MTL
Postgraduate Certificate in Education	PGCE*

The following awards are typically available as exit awards from full Masters programmes, but may also be offered as level 7 target awards in their own right, where appropriate:

- Postgraduate Diploma (PGDip)
- Postgraduate Certificate (PGCert)

2.1.6 Graduate awards (level 6)

There are a number of level 6 awards which are defined as postgraduate in terms of when they are typically studied, or the requirement for a minimum amount and level of experience, rather than by academic level:

- Professional Graduate Certificate in Education (PGCE)*
- Graduate Certificate
- Graduate Diploma
- Diploma in Professional Studies (DPS)

Note: The ProfGCE is offered at level 6 and may or may not be linked to the award of Qualified Teacher Status

Postgraduate research degrees

2.1.7 Research Master's degrees (level 7)

The Master's degree characteristics statement is also a key sector reference point for Research Master's degrees, which include MPhil, MRes, and Master's by Research degrees. These programmes are typically designed to prepare students for a career or further study in research. They involve the student carrying out independent research to investigate and critically evaluate an approved topic, specific to the individual; and demonstrate an in-depth understanding of research methods appropriate to the chosen field. Candidates are required to present and defend a thesis by oral examination. In the case of the Master's by Research degree, the programme may include a taught element.

Awards offered by the University that fall into this category are:

Master of Research	MRes
Master of Philosophy	MPhil
Master of Arts by Research	MA
Master of Law by Research	LLM
Master of Science by Research	MSc

2.1.8 Doctoral degrees (level 8)

A key sector reference point for these awards is the [Doctoral degree characteristics statement](#) published by the QAA.

Doctor of Philosophy (PhD)

The most well-known doctoral degree is the PhD. These degrees are not credit rated, and most often involve the completion of an approved programme of supervised research to investigate and critically evaluate a specialist topic, over an extended period; culminating in the production of a thesis which they must defend by oral examination (or other method for visual and performing arts). The work must make an original contribution to a discipline or profession, and show an in-depth understanding of research methods appropriate to the chosen field. Candidates for doctoral degrees may work individually or as part of a research group.

The programme of research may take a range of forms. For example, a candidate may undertake a programme of research in which their own creative work forms the most significant part of the intellectual enquiry - this creative work may be in any field but must be undertaken within the scope of the registered research programme. A PhD may also involve the preparation of an edition of texts or other work - this allows the student to complete a programme of research where the main focus is the preparation of a scholarly edition of a text or texts, musical or choreographic work, or other original artefacts.

PhD programmes consist of an MPhil and PhD stage, and candidates are usually first registered on the MPhil stage, moving on to the PhD stage when they have met progression requirements; although it is possible to register for a PhD direct. The MPhil may be offered as an exit award to those who do not progress to the PhD stage, or fail to complete the PhD (see 2.1.7).

A PhD may also be awarded on the basis of a body of *published work*. The work submitted should reflect the same academic standards as those which operate for a traditional PhD based upon an approved programme of supervised research. The submitted work must form a coherent programme of research, demonstrate the use of appropriate research methodology, and, in the judgement of the examiners, make an original and sufficient contribution to the present state of knowledge in a particular field.

Professional doctorates

Professional doctorates are doctoral awards which are aimed at holders of Master's qualifications and who are working within a specific professional context. They are typically studied part-time over a period of five years. These programmes of study include a significant taught element preceding the production of the doctoral thesis, in order to prepare students for undertaking a substantive research programme. A student must meet specified performance requirements in order to progress to the doctoral stage of the programme - at this stage they are required to carry out a substantial piece of independent and original research, with the support of a supervisory team, culminating in the submission of a doctoral thesis which makes a significant contribution to knowledge and professional practice in the discipline or field.

The taught element of the professional doctorate broadly equates to a Master's programme (level 7), and an exit award at this level is available if a student meets the requirements of the taught stage of the programme, but does not meet progression requirements or decides not to complete the full doctorate.

The awards in this category offered by the University are:

Doctor of Education   EdD
Doctor of Coaching and Mentoring   DCM
Doctor in Nursing   DNurs
Doctor in Midwifery   DMid
Doctor in Engineering   EngD

2.1.9 Higher doctorates

Higher doctorates are a higher level of award than the PhD or the professional doctorates described in 2.1.8 above. They are awarded to those with a significant track record for research in their field; and who can demonstrate that they are a leading (international) authority, and have made a significant contribution to the advancement or application of knowledge, in that field. The awards available in this category are:

Doctor of Letters   DLitt
Doctor of Science   DSc

2.2 Other award schemes

2.2.1 Apprenticeships

An Apprenticeship is 'a job with training to industry standards' (as defined by the Institute for Apprenticeships & Technical Education), which integrates on and off the job learning. Apprenticeships that include a higher education qualification have been developed to meet the need for higher level professional and technical skills in specific occupations. A characteristics statement for HE in Apprenticeships is available on the QAA website.

The University is the main provider for a number of Higher Apprenticeship programmes (incorporating academic awards at levels 4 and 5) and Degree Apprenticeship programmes (incorporating academic awards at levels 6 and 7).

A number of other Brookes awards contribute to apprenticeship programmes through arrangements with members of the Associate College Partnership. In these cases, the colleges are the main providers and the University makes the academic award. Details of the apprenticeships currently on offer at Oxford Brookes, and its partners, can be found on the University's Apprenticeships web pages.

Students who fail to meet the full requirements for the award of an apprenticeship may not automatically be eligible for an exit award, depending on the requirements of individual Apprenticeship Standards. However, where possible, they will be issued with an appropriate exit award, and all students will be issued with a transcript of modules taken when they complete their studies.

2.2.2 Student-designed awards

The Open Award framework enables a student to design their own programme of study by combining appropriate prior learning (assessed through a formal accreditation of prior learning, or APL, process) with a selection of any appropriate Brookes modules. Students may study for Bachelor's or Master's degrees, and the normal credit and progression requirements apply to awards taken through this framework.

2.2.3 Short courses

'Short courses' are defined as courses that lead to the award of up to 60 credits, but not a substantive qualification; and may be offered at any level from 4 to 7. Students who satisfy the requirements of the course, by passing the approved assessments, are issued with a certificate of credit, and a transcript showing the modules taken.

2.2.4 Exit awards

Exit awards are unclassified. They are made to students who elect not to complete - or fail to meet the credit, or progression, requirements for - the full target award on which they are enrolled. Exit awards are only made at the point at which a student leaves their course, and are not available as interim awards while they continue to study towards the main target award. The typical exit awards associated with each type of major target award are indicated in the relevant sections in 2.1 above. The specific exit awards available from a taught programme of study will be detailed in the approved Programme Specification.

An *aegrotat award* is an award for incomplete study, conferred in extreme situations where a student's ability to complete their target award is permanently compromised (for a reason which is too severe to be resolved through the exceptional circumstances procedure). It is a final exit award, and no further opportunities for re-assessment are available to a student who chooses to accept an aegrotat award. The conferment of an aegrotat award may, however, be prohibited by professional body requirements, and, if this is the case, details will be set out in the approved programme specification.

Posthumous awards are the next named award for which a deceased student would have been eligible, based on the level of the programme they had entered, noting that if the student had entered level 6 of a Bachelor's degree programme, they will be awarded a Bachelor's degree with Honours. Posthumous awards are unclassified, unless the death of a student occurs after they have met all the requirements for the full target award on which they were enrolled. A research degree may be awarded posthumously on the basis of a thesis completed by a candidate, which is ready for submission for examination and where there is evidence that the candidate was likely to have been successful had the oral examination taken place.

2.2.5 Honorary awards

Honorary awards are conferred in recognition of achievement by individuals of significant distinction. They are not - and should not be compared to - academic qualifications as described in section 2.1. Any Doctoral, Master's or Bachelor's degree offered as an academic award by the University may be conferred as an honorary award. Other awards may also be available as honorary conferments only, such as Doctor of the University (HonDUniv). The procedure for nominating honorary award recipients is overseen by the Honorary Conferments Committee.

2.3 University and national frameworks for quality assurance

2.3.1   Oxford Brookes University is registered as a higher education provider with the Office for Students (OfS) and is therefore subject to the OfS regulatory framework for higher education in England.

2.3.2   The University is responsible for the academic standards of all awards made in its name, and for the quality of the student learning experience on the programmes leading to those awards, wherever they are delivered. The University adheres to sector expectations as articulated in the OfS conditions of registration and the core practices of the UK Quality Code for Higher Education (2018). The University makes scrupulous use of external expertise in

setting and assuring the standards of its awards, in line with the [external examining principles](#) published by the UK Standing Committee on Quality Assurance (2022).

2.3.3   Oxford Brookes awards also conform to the [credit and qualifications frameworks](#) which apply to higher education qualifications offered by UK degree-awarding bodies; and must also fulfil the University's general educational aims, as stated in its [academic strategies](#).

2.3.4   An award is the qualification gained on successful completion of an approved programme of study. New awards may be added to the University's portfolio, with the approval of the Academic Board. The formal approval, monitoring and review processes applying to all taught programmes leading to the award of University credit or qualifications are set out in the University's [Quality and Standards Handbook](#) The policies and procedures relating to the quality assurance of research degrees are managed by the [Research Degrees Team](#).

2.3.5   The University offers a number of awards in association with professional bodies; and some programmes are therefore designed to fulfil the requirements of a professional or licensing body, in addition to the academic requirements for the award. The University's [PSRB Register](#) lists the professional, statutory and regulatory bodies associated with individual programmes and awards. The specific requirements for students to gain the appropriate PSRB registration will be set out in individual programme specifications and handbooks.

2.3.6   The University is on the [Register of Apprenticeship Training Providers](#) (RoATP), and appropriate awards may be approved as part of a Higher or Degree Apprenticeship.

2.3.7   The University has the legal authority to offer programmes and awards through specific partnership arrangements, including dual and joint awards with other UK and international degree-awarding bodies. The University's [Collaborative Provision Register](#) gives details of the programmes of study delivered by, or with, partner organisations, and which lead to Oxford Brookes awards.

2.4 Requirements of awards - programmes of study

2.4.1   Individual programmes leading to one of the awards listed above will have a programme specification which is formally approved by the University, as noted in section 2.1. This will set out the award title (which will appear on the award certificate) and any exit awards available, entry requirements, learning outcomes, the modules that make up the curriculum, and any specific award requirements.

2.4.2   Programmes which carry professional accreditation may have additional requirements in order to pass a module or gain an award. These requirements will be set out in the approved programme specification and handbook.

2.4.3   Programmes of study are designed to enable progression through the levels (if applicable) and to meet the learning outcomes for the programme as a whole. Where appropriate, they are designed to allow for entry (through a process of assessment of prior learning - see 3.7 below) and exit at different levels.

2.4.5   Students must follow an approved programme of study to be a candidate for an award, and must meet the standard required for the award to the satisfaction of the relevant examination committee (see section 2.5). Certificates for full awards completed are issued to students on completion of their studies. Research degree programmes may be proposed in any field of study, and the title of the thesis will be recorded on the award certificate, identifying the topic and discipline covered in the thesis. For taught or research degrees awarded jointly, or

provided through formally approved collaborative arrangements, the name of the partner organisation or other awarding body will appear on the certificate.

2.4.6   All graduating students, including those leaving the University before completing their target award, will be issued with a certificate showing the exit award for which they have qualified (if applicable) and a transcript showing the modules taken and credit passed. This will be issued within a maximum period of two years after they cease studying with the University. Transcripts are not issued for research degree programmes; however, a letter of attendance, or a letter confirming the degree awarded, thesis title and the duration of study, is available on request.

2.4.7   In order to provide an indication of a student's overall performance, target awards up to level 7 are usually classified, and this classification will be shown on the award certificate. Awards are classified in various ways, in line with practice across the sector, and depending on the type of qualification (see section 7.1). Exit awards are generally unclassified; and for students entering with advanced standing, through APL or APEL, there may be rules - set out in the approved programme specification - about the amount of Oxford Brookes credit that must be taken in order to qualify for a classified award. The certificate for a Master's degree given as an exit award from the professional doctorate programmes, will show the award classification as 'Pass'.

2.4.8   For undergraduate programmes leading to a Bachelor's degree, a Grade Point Average (see section 7.2) will also be calculated, and will be recorded on the transcript, which is issued on completion of a programme of study. Foundation degrees and Master's degrees, and programmes taught through partnership arrangements, are not currently included in the Oxford Brookes GPA system.

2.5 Making awards - governance

2.5.1   The University's academic governance structure can be found on the Academic Board and Sub-Committees website.

2.5.2   University awards are ratified by the Academic Board, through a system of examination committees (for courses and qualifications involving the award of credit); and the Honorary Conferments Committee advises the Academic Board on the conferment of honorary awards. The Research Degrees Committee, supported by its Subject Sub-committees, is the examination committee for research degrees.

2.5.3   All programmes of study leading to the award of Brookes credit or qualification, wherever the programme of study is delivered, must have an examination committee to oversee the assessment of students. Unlike other University committees, student members are not permitted. For collaborative provision, the membership and management of the Examination Committee will be set out in the Operations Manual governing the partnership arrangements.

2.5.4   Examination Committees are a key element in the University's framework for safeguarding the academic standards of its awards. Their main purpose is to assess students in accordance with the regulations applying to their programmes, including any professional body requirements attached to the award, and make recommendations for progression or the conferment of academic awards on students who have fulfilled the award requirements.

2.5.5   An examination committee may not award academic credit or recommend awards unless it has evidence of a candidate's achievement of the academic and professional (if applicable) standards for the award; and no recommendation for the conferment of an award of the University may be made without the consent of an approved external examiner.

2.5.6   Any disagreement between internal and external examiners which cannot be resolved by an examination committee will be referred to the Chair of the Academic Board (the Vice-Chancellor) for resolution.

3   YOUR STUDY

This section sets out the principles of assessment and the basis on which credit is awarded as a student works through their programme - further detail about assessment grades and progression requirements can be found in section 6.

3.1 Academic credit

As noted in section 2, students on taught programmes will accumulate credit through taking, and passing, the appropriate modules as they progress through an approved programme of study; until they have met the credit requirements for their target qualification. However, there may be a number of conditions which students must meet in order to progress at specified milestones, including time limits or specific module requirements, depending on the nature of the programme of study and the award to which it leads.

Some modules may be taken as standalone short courses, but usually students will accumulate credit module by module, until they have met the overall credit requirements for their target award, subject to meeting assessment requirements and progression rules described in section 6. One credit equates to approximately 10 notional hours of learning, spent either on scheduled teaching and learning activities or working independently; and module learning, teaching and assessment strategies are designed on this principle. The credit for each module can only be awarded once in respect of the award for which a student is registered. Transcripts, showing all modules taken and credit awarded, are provided on completion of studies, alongside the certification of the award for which the student has qualified.

Modules at level 6 and below have a standard credit value of 15 credits, and a pass mark of 40%; while modules at level 7 have a standard credit value of 20 credits, and a pass mark of 50%. Modules of multiples of these values may also be included in programmes at the appropriate levels, according to the nature of the topic being studied and the scale of the assessment task/s. Modules delivered by international partner organisations may have different standard credit values, but will reflect UK expectations, as above, in respect of the level and volume of credit awarded by Oxford Brookes.

3.2 The academic year

A standard academic year of full-time study comprises 120 credits (for undergraduate degrees) or 180 credits (for postgraduate taught degrees). Teaching sessions are scheduled in accordance with the University's Timetabling Policy.

Students may wish to exceed these standards for particular reasons, but in order to manage workload they are allowed to take modules up to a maximum of 150 credits (undergraduate programmes) or 220 credits (postgraduate programmes) per year. Applications for extensions beyond the standard credit load must be submitted to the Academic Registrar; and will only be granted in extraordinary circumstances. Individual programmes may also exceed the standard credit year - if necessary in the disciplinary, professional or national context within which it is delivered - with the approval of the Academic Board.

Students should note the maximum credit limits for their programme, as set out in section 6.14. There are no formal *minimum* limits on credit taken per year (unless stated in a programme specification); however, students should ensure they are aware of the potential impact on their entitlements to funding, or their ability to meet progression requirements on their programme, if they choose to study fewer modules than is normally necessary to meet the credit requirements for a standard academic year.

Some programmes incorporate a compulsory year abroad (for example, for students of modern languages); however, the University also wishes to enable students on other programmes to experience studying or working abroad during the course of their studies, and offers a range of international opportunities through the [Study Abroad and Exchanges](#) scheme*.

*Undergraduate students should note that Study Abroad and Exchange opportunities are not available during their final year of study, as credit earned while on exchange is not graded, and the University requires 120 graded credits at level 6 in order to calculate degree classifications (see section 7.1).

3.3 Purpose of assessment

The purpose of assessment is to enable students to demonstrate that they have met the learning outcomes of their programme of study, and achieved the standard required for the award on which they are enrolled. A module is, essentially, the unit of assessment on taught programmes; and students are awarded academic credit for meeting the learning outcomes of a module, through the successful completion of the approved assessment tasks. Programme handbooks will describe how the assessment requirements for individual modules are aligned with the overall programme learning outcomes; and with the programme strategy for teaching and learning, including the requirements for professional accreditation, where relevant. Assessment strategies are designed in accordance with the principles set out in the University's Assessment & Feedback Policy.

3.4 Methods of assessment

Over the course of a full programme of study, students may experience a variety of assessment formats, for example, practical tasks, essays, portfolios of work, oral presentations, laboratory reports, projects/dissertations, and online tests. Examinations may also take a range of formats, and be 1, 2 or 3 hours in length, as appropriate to the knowledge and skills being assessed.

Research degree students have a defined programme of study, with specified progression milestones which must be met, as appropriate for the year of study they are undertaking. Timely progression through the stages of the programme is supported by their supervisory team and Faculty Postgraduate Research Tutor, monitored by the Research Degrees Committee and its Subject Sub-committees. Assessment and examination for the final award is undertaken by thesis and viva examination.

3.5 Fairness in assessment

In order to ensure that student achievement meets national expectations with respect to the standard of the University's awards, assessment is carried out by competent and impartial examiners, by methods which enable them to assess students fairly. For example:

- teaching staff employed at Brookes on substantive contracts hold an appropriate teaching qualification or teaching recognition award from Advance HE, or are supported to achieve this within their first three years of joining the university;

- teaching staff employed by partner organisations delivering programmes leading to Oxford Brookes awards must be able to demonstrate experience of teaching and assessing at the appropriate level;
- supervisors for research degrees are assigned according to their expertise and reputation within the relevant field, and their supervisory experience; and are required to complete the Graduate College Supervisor training programme;
- End Point Assessments for Apprenticeship programmes are carried out by assessors who are independent of the team responsible for delivery of the main academic programme.

An auditable system of internal moderation is in place to ensure examiners apply the published marking criteria consistently on taught programmes. To minimise the potential for bias in assessment, assignments and examinations are marked anonymously (unless this is impossible, due to the nature of the assessment method) and the student's identity only revealed, for the purposes of providing feedback, once the mark/grade has been agreed.

To ensure consistency and impartial assessment of research students, the activities of supervisory teams are overseen by the Faculty Postgraduate Research Tutors. In addition, the key progression stages such as registration, transfer and annual progress monitoring are all reviewed by an independent assessor, and, at interview, each student is able to discuss their work with the assessor. Overall responsibility for ensuring consistency and academic rigor lies with the Research Degree Committee's Subject Sub-committees, which have the authority to approve or reject applications for progression, and to review and, where appropriate, approve examiners' recommendations following viva.

To provide external assurance that the assessment process is carried out fairly and the academic standards of the University's awards maintained, the University appoints external examiners to all programmes which lead to a University qualification:

- For taught programmes, external examiners are involved in the approval of draft assignment briefs and examination papers prior to being taken by students, they review samples from the full range of assessed student work which contributes to the calculation of a University award, and they are full members of examination committees.
- The examination team for research degrees must comprise one or two external examiners who are independent of the University and of any collaborating institution, and have not been involved in the student's work. External examiners for research degrees review the submitted thesis and are full members of the panel carrying out the oral examination (viva voce) of a doctoral candidate. They must have substantial experience of examining and the necessary subject expertise in the field of the proposed research degree. Where it is felt to be necessary, an independent Chair may be appointed for the viva examination.

Through these mechanisms, the University is confident that fair and transparent assessment procedures are in place. Assessed student work will therefore not be re-marked unless a systemic issue is identified through the assessment and moderation process. Students who fail to pass sufficient credit for their target award may qualify for an exit award, in line with the requirements set out in the approved programme specification (see section 2.2.4).

3.6 Support for assessment

The University is committed to enabling students to perform at their best in assessment, and to reach their potential in respect of academic outcomes and employability. Re-sit opportunities (see section 5) and a range of wellbeing and support services are available, including those

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which fall within the Reasonable Adjustments Framework for students with disabilities, dyslexia or specific learning difficulties; and extra-curricular advice on academic skills development is available from the [Centre for Academic Development](#).

Students are expected to attend all examinations and other timed assessments, and to submit coursework - and, in the case of research students, theses - on time, within any allowances that may be approved under the Reasonable Adjustments Framework or the Exceptional Circumstances regulations. However, changes to assessment arrangements may be available if a student can provide evidence that any of the following circumstances apply to them (or to a dependant requiring their support):

- religious observance or belief, e.g. festival observance, prayer times;
- military training or active duty requirements;
- national or international activities where the University or country of origin is represented.

3.7 Award of credit via the accreditation of prior learning

The accreditation, or recognition, of prior learning (APL) refers to the identification, assessment and formal acknowledgement of prior learning which has taken place outside the University. This may be certificated learning (APCL), for which a student has previously followed a prescribed programme of study and gained a specified academic award; or experiential learning (APEL), where learning which has taken place outside formal education or training systems (for example, in the workplace) is assessed and recognised for academic purposes.

Credit assigned to prior learning may be used for (see also section 5):

- entry with advanced standing onto a Brookes programme;
- exemption from a module or modules within a programme;
- to enable transfer between programmes of study.

Credit may only be awarded for learning (and not simply for experience), therefore applicants/students wishing to apply for APL or APEL must provide evidence of their learning, i.e. the production of an award certificate, or a portfolio of evidence of learning which has taken place outside formal educational settings. Prior learning must be broadly equivalent to the learning outcomes of the programme or module against which credit is sought; and professional body requirements will also be taken into account when awarding credit for prior learning against the requirements of a programme with professional accreditation. Candidates applying for entry to a professional doctorate programme may request that consideration is given to prior learning, and the same rules will be applied as for taught programmes.

The University seeks to ensure that applicants are awarded the maximum amount of relevant credit to which they are entitled by virtue of their prior achievements - as a guideline, this maximum would usually be in the region of two-thirds of the total credit required for the Oxford Brookes award they have applied for. Applications to allow a higher proportion than this must be approved by the Chair of the Quality & Learning Infrastructure Committee. If a student using transferred credit does not study enough Oxford Brookes credit for the normal degree classification algorithm to be applied, their award classification will usually be determined by the average of the marks obtained on the qualifying Brookes modules studied (unless there is an arrangement in place to transfer the marks, as well as the credit, assigned by another awarding body).

The University also adheres to the Education & Skills Funding Agency (ESFA) guidance on the initial assessment and recognition of prior learning against the relevant apprenticeship standard prior to a student commencing an apprenticeship programme.

3.8 Apprenticeships - End Point Assessment (EPA)

For Apprenticeship standards with an integrated EPA, the University is responsible for the delivery of the EPA, and is required to apply to the ESFA to become an approved EPA Organisation (EPAO). The EPA must be administered by staff who are independent from the team responsible for development and delivery of the main academic programme.

For Apprenticeship standards with non-integrated EPAs, the University is required to use an ESFA approved external organisation to deliver the EPA. A tendering process is in place to select from the approved EPAOs on the ESFA register. Further details about the delivery of EPA services can be found on the University's [Apprenticeships web pages](#).

4   CONDUCT AND ENGAGEMENT

The University is committed to providing a positive and encouraging environment, in which all students have the opportunity to study safely and perform to the best of their ability. This section provides information about the regulations and procedures in place to deal with instances where behaviours, services and/or facilities fall below the expected standards (student complaints and conduct), and where issues arise in respect of a student's fitness to practise or study.

4.1 Expected standards

The University is committed to providing a positive and encouraging environment, in which all students have the opportunity to study safely and perform to the best of their ability. Student and staff members of the University are expected to participate in this community - and in the wider community in which the University is located - by conforming to the highest standards of behaviour, and service provision. Specifically, we expect all staff and students to behave in ways that exemplify the University's five [guiding principles](#):

- Confidence
- Enterprising Creativity
- Connectedness
- Generosity of Spirit
- Inclusivity

The University has regulations and procedures in place to deal with instances where behaviours, services and/or facilities fall below the expected standards. They are based on the principles of reasonableness, natural justice and proportionality; and on the expectation that staff and students will comply with all reasonable instructions in carrying out their work/studies at the University. Specific operational processes may vary during a student's period of study, superseding those in place at the time of enrolment - notifications of such changes will be published via the appropriate communication channels.

Processes are also in place to enable students to appeal decisions made under any of the following regulations in this section. Appeals may only be made on the grounds of: bias; new information coming to light that could not reasonably have been provided at the time; procedural irregularity; or the issuing of disproportionate penalties.

4.2 Student complaints

The University operates a Student Complaints procedure which allows students (as individuals or in groups) enrolled on an Oxford Brookes award, and for up to two months after the publication of their final grades, to seek redress for any disadvantage, damage or distress caused by inappropriate acts or omissions of the University, its staff or agents. The procedure applies to acts and omissions which take place at a time when the complainant(s) is a student of the University, including those on approved temporary withdrawal. Additionally, the procedure gives the University an opportunity to identify any shortcomings and make improvements to its procedures and practices.

The complaints process is managed by the Student Investigation and Resolution Team.

The University is committed to enabling the student voice, and acting on student feedback via a range of channels. Students are encouraged to seek local resolutions of any issues, for example, through their module leader or student representatives, before they consider making a complaint through the formal procedure.

A complaint made on insufficient grounds, with the intention of causing annoyance or distress, is considered to fall below the standards of behaviour expected at Oxford Brookes; and a student bringing such a complaint may be subject to sanctions under the conduct regulations (see section 4.5).

4.3 Fitness to study

The University expects its students to be able to live independently and in harmony with others, and not conduct themselves in a way which has an adverse impact on those around them. However, there may be occasions where a student's "fitness to study" may be brought into question, due to concerns being raised about their ability to engage appropriately with their University experience (broadly defined) and progress through their degree programme. This may occur for many reasons, and in a wide range of circumstances; therefore, a formal procedure for reviewing such concerns has been developed to ensure all cases are considered within a supportive framework.

The Fitness to Study policy and procedures are managed by the Student Welfare team.

4.4 Fitness to practise

For particular disciplines, it is a requirement that the behaviour and conduct of students throughout their programme complies with the expectations of the Professional, Statutory and/or Regulatory Body (PSRB) with which they will be eligible to register upon successful completion of their qualification.

In order to meet the stringent requirements of these PSRBs - in particular, but not exclusively, those relating to the conduct of students on teacher training or clinical placements - the University has "Fitness to Practise" procedures in place to formally review any alleged breaches of professional standards, and to uphold the principles of promoting and safeguarding the public interest, and maintaining confidence in the profession, by ensuring students on these programmes act with integrity and to the highest standards of behaviour.

Details about the fitness to practise procedures which apply to specific programmes will be provided in the relevant programme handbooks.

4.5 Student conduct

All members of the University community are expected to behave in a way that respects the values of the University, the staff and students of the University, the local community, and the academic discipline.

4.5.1 Academic conduct

The University has an obligation to protect the standards of UK higher education awards. Assessments are in place to ensure that credit and qualifications are only awarded to students who demonstrate that they have met the learning outcomes for their programme of study. It is therefore essential that an individual student's contribution to any assessment is their own work. It is not acceptable, and will be considered a breach of the conduct regulations for any individual - either intentionally or through neglect - to submit, or attempt to submit, work that is not their own.

In order to maintain academic standards the University routinely uses text matching software (Turnitin) to compare student work against continuously up-dated databases (including web-pages and existing student work). The purpose of using text-matching software is primarily to support students in developing good academic practice, but is also used to check students' work for any improper use of sources, and may be used in investigations into alleged cases of plagiarism. Programme handbooks and module guides will give details of where submission via Turnitin is mandatory, and where it is used formatively, in accordance with the Turnitin policy.

Rules are also in place to ensure academic integrity in examinations and class tests – see the examination and class test rules managed by the Examinations Team.

Research students must comply with the requirements set out in the Code of Practice for Academic Integrity when conducting research within, or on behalf of, the University. In addition, they should be aware of the ethical and legal requirements which regulate their projects, and must follow the guidance in the Code of Practice setting out Ethical Standards for Research involving Human Participants. All students enrolled on a research degree programme will be required to submit a piece of work - as appropriate for the discipline and the stage of their programme - through Turnitin at specified milestones, including the annual monitoring process. Turnitin submissions may be required at other stages, as indicated in the Programme Handbook.

The University provides a range of support for students to help them reach their potential in assessments, including guidance on academic integrity.

4.5.2 General conduct

The University expects all of its members to treat each other respectfully, behaving considerately within the University, online, in their accommodation, and in the community in which they study, work and live; and not to compromise the safety, security and wellbeing of others. The University reserves the right to take reasonable and appropriate action against any staff members or students considered not to have met these general conduct expectations, and who compromise the University's ability to provide a safe and secure environment.

Procedures have been put in place to provide a framework for considering cases of alleged breaches of expectations in respect of academic or general conduct. Any breach of the conduct regulations may result in a referral to the fitness to practise or fitness to study procedures (see above), and vice versa. The student conduct policies and procedures are managed by the Student Investigation & Resolution Team.

5   ADMISSIONS

This section sets out the principles on which the University admits students to its programmes of study - entry requirements for specific programmes can be found on the relevant [course pages](#).

5.1   In considering individual applicants for admission to a programme of study (taught or research), the University will seek evidence of personal, professional and educational experiences that provide indications of ability to meet the demands of the programme. Individual applicants may be admitted on the basis of a wide range of qualifications, experience or both - entry requirements for specific programmes of study will be set out in the relevant programme specifications and on the course details pages on the University website. There must be a reasonable expectation that anyone admitted to a programme of study will be able to fulfil the objectives of the programme and achieve the standard required for the award. Consideration will also be given to non-standard entry for research degree programmes, in respect of a candidate's background knowledge in relation to the proposed research, professional experience, publications and written reports.

5.2   Applicants may be admitted to any appropriate point in a programme of study, if they can demonstrate that they have already met the requirements of elements of the programme, on the basis of an assessment of their prior learning against relevant programme or module learning outcomes (see 3.7 above). As noted in section 3.7, the maximum amount of credit awarded for prior learning would usually be two-thirds of the total credit required for the Oxford Brookes award they have applied for, and applications in excess of this limit must be approved by the Chair of the Quality & Learning Infrastructure Committee. It is the applicant's responsibility to provide evidence in support of their claim for admission with credit, and the assessment of the evidence will be carried out by the appropriate academic staff. This decision must be ratified by the examination committee for the programme to which admission with credit is granted; and the modules for which exemption has been granted will be indicated on the transcript issued upon graduation.

Admission to a research degree will be considered by the Postgraduate Research Tutor and the potential supervisors, and they will assess and agree to any prior credit that may be applied for students entering the taught stage of a Professional Doctorate, or in the case of an applicant for a place on a research degree programme, time spent on a research degree at another University (with the agreement of the Research Degrees Committee).

5.3   Students may be eligible to change programmes within the University. The decision to accept such applications, and on whether to accept any modules already passed, lies with the relevant Subject Coordinator or Programme Lead (as appropriate).

5.4   Any applicant who has previously been a student at the University and been required to withdraw for academic reasons (including leaving with an exit award) is not automatically eligible to apply for re-admission. A previous student may not be re-admitted to the same course from which they have been required to withdraw for academic reasons, or to certain other courses as described in paragraph 12.1.1 of the Admissions Policy. Any applicant who has previously been a student at the University and has been required to withdraw for disciplinary reasons - including those relating to compliance with the student's Tier 4 or Student Route responsibilities - is not eligible to apply for re-admission as a student under any circumstances, unless specifically approved by the Academic Registrar. Any applicant who has previously been a student of the University and been required to withdraw for financial reasons is not eligible to apply for readmission as a student under any

circumstances unless specifically approved for re-admission by the Head of Financial Services and Development.

5.5   A research degree candidate who has formally withdrawn may apply for reinstatement of registration if, due to a change in circumstances, the candidate is in a position to be able to resume the research programme. The Faculty and the Research Degree Committee reserve the right to refuse re-entry to the programme if previous work was not of a satisfactory standard or if there are no longer supervisors available to support the work

5.6   The University has a [Contextual Admissions Policy](#) in place as part of its commitment to ensuring that all applicants with the potential to succeed at Oxford Brookes have equality of access. It is underpinned by guidance from the Office for Students (OfS), and takes into account sector evidence on how contextual admissions can positively impact in reducing the gaps in admissions between the least and most represented students. The policy is also based on good practice as recommended by Supporting Professionalism in Admissions (SPA) and UCAS.

5.7   In considering applications for research degree programmes, the University will consider whether the applicant is appropriately qualified, the proposed programme of research is viable, adequate supervision and facilities are available, ethical approval has been considered (where appropriate), and intellectual property rights issues have been considered. The University will also consider whether sufficient funding is available for the duration of the programme, any legal agreements have been approved, immigration and ATAS conditions have been met; and references and other supporting documents have been obtained. An applicant's suitability for teaching may also be relevant. Basic ethical requirements can be considered at application, but approval cannot be guaranteed until the initial proposal has been developed and considered by the University's Research Ethics Committee. In considering applications for PhD by published work, applicants must be able to demonstrate that they have a significant, existing prior association with the University or have developed a strong relationship over the previous 2 years.

6   ASSESSMENT AND PROGRESSION

This section provides information about the principles underpinning assessment requirements, grades, progression and reassessment rules, credit and time limits, allowances for exceptional circumstances, and academic appeals. Students should also refer to programme and module handbooks for details of the rules that apply to their programme of study.

6.1 Enrolment and module registration

Programme enrolment

Students must follow the instructions issued to them regarding enrolment and re-enrolment on their programme of study in order to be, and remain, registered for an award. Students on taught programmes must be enrolled on a University programme by the end of Week 2 (unless exceptional circumstances apply, or according to the arrangements with the partner organisation at which they are studying). For students studying on campus at Oxford Brookes, transfer onto a different degree programme may be permitted at a later stage (see point 5.3 above), provided that they are initially enrolled by the Week 2 deadline.

Module registration

Instructions on module choice for students studying on programmes delivered by or at Oxford Brookes can be found online at Module choices.

- New students must register their modules during their enrolment week (week 0);
- Continuing students must register their modules during the appropriate registration period, according to when their programme starts;
- Students who have not registered their modules by the end of the appropriate registration period will be allocated modules from the remaining choices with spaces available.

Module registration for students on programmes offered through collaborative arrangements will be managed by the partner organisation responsible for delivery of the programme, as agreed with them and set out in the Operations Manual governing the partnership arrangements. Instructions on registering for modules will be issued directly to students by the relevant teaching institution.

Research degrees

MPhil, MPhil/PhD and PhD direct candidates may start at one of the three entry points offered during an academic year, as set out in their offer letter. Enrolment must be completed by the deadline set out in the enrolment instructions that will be issued by the Research Degrees Team. Professional doctorate candidates may enrol in September each year; and PhD by published work and Masters by Research candidates may start in either September or January each year. Compulsory modules for the Professional Doctorate programmes will be registered at enrolment, according to the year of study.

All research students must enrol at the beginning of their programme and maintain their enrolment until conferment of the degree. Details on how to do this, including the payment of enrolment fees, are set out in the Research Degrees Programme Handbook.

6.2 Assessment of modules

Modules are designated as compulsory or optional within the context of a specified taught programme of study, as set out in the approved programme specification. There may be one or more assessment tasks which need to be completed in order to pass a specific module. Students are provided with full details of the assessment tasks in module handbooks, including submission deadlines and any special requirements (for example, in respect of the format for the assignment).

The decision on the number and weighting of assessment components for a module is subject to approval by a validation panel (as described in the University's Quality & Standards Handbook), and any subsequent changes to assessment requirements must be approved via the University's formal change process. The assessment tasks will be designed to enable students to demonstrate that they have attained the relevant knowledge and skills, in a way that is appropriate to the learning outcomes being assessed and the disciplinary context.

The approved module descriptor will indicate the relative weightings of multiple assessment components, state whether all assignments and/or examinations must be passed - or whether any minimum marks apply - in order to gain an overall pass mark for the module; and highlight any special requirements in order to qualify for professional accreditation. Some modules may include pass/fail tasks which are designed to meet professional body competency requirements and which may therefore be weighted as 0%.

6.3 Professional body requirements

As noted in section 2.3, some of the University's awards lead to registration with an appropriate professional, statutory or regulatory body (PSRB), whose requirements may supersede the University regulations. Where PSRB rules (or other approved variations) apply in addition to the standard assessment and progression requirements described in these regulations, they will be clearly set out in the approved module and programme specifications and handbooks.

6.4 Engaging with assessment

Students are expected to take responsibility for their own learning by proactively engaging with assessment tasks by, for example:

- attending examinations, and submitting coursework assignments on time;
- familiarising themselves with the requirements for an assessment, including dates and deadlines, formatting and referencing requirements, submission arrangements, etc;
- demonstrating academic integrity;
- applying for reasonable adjustments or exceptional circumstances, as necessary, in good time and by the appropriate deadlines;
- seeking and acting on feedback from the examiners who have marked their work.

Similarly, research students are responsible for:

- generating topics for discussion with their supervisors at supervisory sessions; and keeping a record of their meetings with supervisors including any actions agreed.
- maintaining contact with the supervisor and submitting their work frequently for review; and engaging with the guidance and feedback from their supervisors.
- ensuring that agreed sections of their work are submitted through Turnitin as required; and producing an annual progress report on their research.
- attending the Faculty Doctoral Training and the Central Graduate College Training programmes; and participating in any research seminar programme organised by the Faculty, by presenting their work to their peers.
- obtaining permission for the use of all third party copyright material; referring to and applying the University's Intellectual Property Rights policy, and requirements set out in the Code of Practice for Research Ethics, and in the Data Management and Academic Integrity policies.
- making the necessary preparations for the viva examination, including submitting their thesis for examination in a timely manner; and undertaking all revisions requested by the examiners.

6.5 Marking and feedback

Students will be provided with the criteria against which they will be assessed, along with the brief for each coursework task. The grading scheme applied to all Oxford Brookes taught programmes, is set out in section 6.7. Each assessment task is marked according to this grading scheme, and a percentage mark is applied. The module mark is calculated by applying the approved weighting to the individual assignment tasks.

Students are entitled to timely feedback on their assessed work in order to enable them to improve their performance on future assignments, and the ways in which they can access this feedback will also be set out in module handbooks. Assessment is a matter of academic judgement of the standard attained, in accordance with the approved assessment criteria; however, it must be clear to students how their mark/grade has been arrived at, and this will be indicated in the feedback provided. Research degree supervisors will review and critically comment on the student's work as it progresses, normally within two weeks of submission. However, in the case of a student submitting a substantial number of chapters or the final draft of the thesis for assessment, the timescale for reviewing the work will be agreed with the supervisors.

If a student's work demonstrates that the learning outcomes for an assessment task have been achieved, a pass grade is assigned, on the basis of the marking criteria for the module; and if the learning outcomes have not been met, an appropriate fail grade is given.

6.6 Assessment of students studying for research degrees

The first assessment stage for a student on the MPhil, MPhil/PhD, PhD Direct, PhD by Published Work or Masters by Research, is the preparation and submission of their application for registration, for consideration by the appropriate Research Degree Subject Sub-committee. Time limits for registration will be set out in the Programme Handbook - once registration has been approved, the timescale for completing the thesis will begin from that date. Students who are enrolled on a professional doctorate programme and have successfully completed all the taught modules at the required level will prepare the application for registration as part of the final stage of the taught element of the programme. Ongoing progress monitoring requirements, which research students are required to fulfil in order to remain enrolled on their programme are set out in 6.10.5.

The examination for research degrees has two stages: firstly, the submission and preliminary assessment of the thesis, followed by an oral, or approved alternative, examination. In the case of a practice-based research degree, the examination begins with the practice element of the work, for example an exhibition or installation, followed by submission and examination of the thesis and completion of the viva. A candidate is not permitted to undertake more than three completed vivas as part of one submission for the degree (this number includes any recommendations or outcomes resulting from consideration of appeals submitted by the candidate).

6.7 Marks and grades - taught programmes

The following grades, and associated grade points, apply to the assessment of modules at levels 4-6:

Percentage Range*	Grade*	Grade Point**	Pass / Fail
75-100	A+	4.5	Pass
70-74	A	4.0	
65-69	B+	3.5	
60-64	B	3.0	
55-59	C+	2.5	
50-54	C	2.0	
45-49	D+	1.5	
40-44	D	1.0	
0-39	F	0	Fail

A similar percentage and grade scale will be applied to level 3 modules (i.e. in the foundation year of a four-year Bachelor's degree), but these foundation year grades will not contribute to the overall GPA.

**Please note that the GPA scheme does not apply to Foundation degrees.*

The following grades, and associated grade points, apply to modules at level 7:

Percentage Range	Grade*	Pass / Fail
75-100	A+	Pass
70-74	A	
65-69	B+	
60-64	B	
55-59	C+	
50-54	C	
0-49	F	Fail

*assigned to modules on Integrated Master's degrees

The GPA scheme does not apply to Master's level study.

6.8 Other grades

A number of other final grades may be seen on a student's record, for the reasons listed below. Attempts at any module which result in one of these grades are excluded from the GPA calculation.

- Ungraded Pass or Fail, when an assessment is based on a Pass/Fail threshold only, and is not graded, for example, in relation to certain professional competencies.
- Exemption - this is where a module has been taken in addition to those required in order to gain the award a student is enrolled on; so it does not have to be passed to satisfy the requirements of the award and, equally, does not count towards the award requirements if it is taken. An example might be where a student has taken a free language module alongside their main studies.
- Transferred credit, for example where a student has been admitted to a programme with credit (as described in section 3.7) or where a student has taken part in the study abroad exchange scheme. Transferred credit is usually ungraded, unless a formal arrangement to transfer marks is in place with the institution responsible for awarding the credit.
- Disregard (DR), where a module take is disregarded because exceptional circumstances have been shown to apply;
- Technical Fail - this might apply, for example, where a student has gained an overall module mark at or above the pass mark, but not met a minimum mark requirement for a specific assessment component, which might have been set to satisfy professional accreditation requirements. Another example could be where a student has not completed the required number of hours on a mandatory placement which makes up all or part of the module, such as a clinical or school placement on a professionally accredited programme.
- Compensated Pass (CP) – this grade will be shown where compensation is applied, as

outlined in section 6.12

A provisional grade may be entered on a student's record while individual issues are being resolved, for example, where there are outstanding exceptional circumstances claims, or a piece of work has been referred to the academic conduct process.

6.9 Failure and reassessment

6.9.1 A module is failed if:

- the work submitted for assessment is not of a high enough standard to gain an overall pass mark for the module, based on the weightings of individual tasks;
- no work has been submitted by the relevant deadline (taking into account any reasonable adjustments or approved changes to assessment arrangements), and no allowance has been made on the basis of exceptional circumstances - for the avoidance of doubt, in these circumstances late work will not be marked and a default zero mark will be awarded;
- the student has breached the academic conduct regulations and a penalty of failing the module has been imposed.

Students may not progress to the next level of their programme if they have not passed all compulsory modules at the previous level; and they cannot qualify for their target award if any compulsory modules are failed. This also applies to professional doctorate students who fail to pass the compulsory modules on the taught element of the programme.

6.9.2 However, the University is committed to providing appropriate opportunities for students who fail an assessment to retrieve their position, in line with the following conditions:

- A student who does not pass an assessment at the first sitting will have one opportunity to re-sit that assessment, within the appropriate re-sit period for the module (see 6.9.3 for exceptions relating to professional placements);
- The reassessment task will normally take the same form as the original assessment, unless this is impossible due to the nature of the task (in which case a suitable alternative assessment will be agreed with the chair of the relevant examination committee);
- The mark achieved at resit will be capped at the pass mark for the module, unless an allowance for exceptional circumstances has been approved;
- Where a student is required to re-sit multiple assessment components within a module, then an overall judgement will be made about whether they have met the module learning outcomes and, if so, the module pass mark will be applied to all the re-sat components.
- The full mark for any element of assessment passed at first sit will be combined with any capped marks achieved at resit, in accordance with weightings stipulated in the approved module specification.
- If re-sit opportunities are failed, a student is eligible to re-take a failed module once, (unless an application for exceptional circumstances has been approved), a fee will be charged, unless a fee exemption applies and subject to limits on the amount of credit that may be taken in the context of the award (see section 6.14).;
- Students may only retake a module once, i.e. a module can be attempted a maximum of twice, unless further takes are authorised through an approved exceptional circumstances application;
- Once an element of assessment has been passed, a student is not permitted to resit that

assessment;

- Once a module has been passed, a student is not permitted to retake that module.

6.9.3 Placements which are a mandatory programme element, requiring successful completion in order to gain professional registration (primarily those which form part of Health and Social Care or Initial Teacher Education programmes) do not have a formal resit opportunity. Students who fail a clinical practice or school-based placement must therefore retake the module. Patient and child welfare is paramount on these programmes, and the University therefore reserves the right to terminate a placement block early if a student is deemed to have demonstrated unsafe practice, or if they have made very limited progress during the placement - this will be treated as a practice assessment fail. This does not affect a student's right to make a claim under the University's exceptional circumstances policy.

6.9.4 Research degrees

If the Research Degrees Committee does not approve an application for registration on a research degree programme, the student will be required to withdraw from the programme. Should a research student fail to complete transfer from MPhil to PhD, they may be given the opportunity to complete the degree for MPhil; however, where this is not academically viable, they will be required to withdraw from the programme.

Where the examiners agree that a thesis submitted for examination is so unsatisfactory that no useful purpose would be served by conducting an oral examination, they may recommend that the Research Degrees Committee refers the thesis for further work without holding the viva. In these cases, the examiners must provide written feedback to the student on the deficiencies of the thesis; and the examiners may not recommend that the candidate is failed outright without holding an oral examination or other alternative examination.

Research degree students who fail to satisfy the examiners at their first examination are entitled to one re-examination within one year of having been issued with the examiners' report from the first examination. As noted above, a candidate is not permitted to undertake more than three completed vivas as part of one submission for the degree, including any recommendations or outcomes resulting from the consideration of appeals submitted by the candidate.

6.10 Progression requirements

A student's progression and continuation is contingent on meeting the assessment requirements which are relevant to the programme on which they are enrolled. Decisions on students' eligibility to progress to the next level, or stage, of study are the responsibility of examination committees, authorised by the Academic Board. The progression requirements for different types of awards are set out below, and specific rules relating to individual programmes can be found in the approved programme specification and handbook.
Undergraduate awards

6.10.1 Bachelor's degree with Honours

To qualify for a Bachelor's degree with Honours (see 2.1.2 above), the following standard credit requirements apply:

- Students must take modules totalling a minimum of 360* credits;
- This is made up of 120 credits at levels 4, 5 and 6**, and students must meet the credit requirements, including the requirement that all compulsory modules must be passed (see section on assessment), at each level before progressing to the next;

- However, to progress from level 4 to level 5, a maximum of 30 level 4 credits may be awarded via compensation marks (see section 6.12 below); and
- To progress from level 5 to level 6, a maximum of 15 level 5 credits may be awarded via compensation marks (see section 6.12 below);
- 120 credits must be passed at level 6.

* For Bachelor's degrees which include a foundation year, any requirements for progression from foundation level (3) to level 4 will be specified in the approved programme specification and student handbook.

** For Bachelor's degrees in a Language subject which include an integral language component, foreign language or Academic English modules may be taken to a maximum of 30 level 4 credits at the level 5 stage, and a maximum of 30 level 5 credits at the level 6 stage (i.e. students must take a minimum of 90 credits at level 6 in their final year). Compensation cannot be applied to modules taken outside their validated level.

** For Bachelor's degrees in a non-Language subject, but which include an integral language component, foreign language or Academic English modules may be taken to a maximum of 30 level 4 credits at the level 5 stage. Compensation cannot be applied to modules taken outside their validated level.

6.10.2 Integrated Masters degrees

To qualify for an Integrated Master's degree with Honours (see 2.1.4 above), the following standard credit requirements apply:

- Students must take modules totalling a minimum of 480 credits;
- This is made up of 120 credits at levels 4, 5, 6 and 7, and students must meet the credit requirements, including the requirement that all compulsory modules must be passed (see section on assessment), at each level before progressing to the next;
- However, to progress from level 4 to level 5, a maximum of 30 level 4 credits may be awarded via compensation marks (see section 6.12 below); and
- To progress from level 5 to level 6, a maximum of 15 level 5 credits may be awarded via compensation marks (see section 6.12 below);
- To progress from level 6 to level 7, 120 credits must be passed - no compensation may be applied at level 6.
- 120 credits must be passed at level 7.

6.10.3 Foundation degrees

To qualify for a Foundation degree (see 1.1.3), the following standard credit requirements apply:

- Students must take modules totalling a minimum of 240 credits;
- This is made up of 120 credits at levels 4 and 5, and students must meet the credit requirements at level 4 (see point below) before progressing to level 5;
- The credit requirements at level 4 can be met by passing* a minimum of 90 credits; and – at the discretion of the relevant examination committee - a maximum of 30 level 4 credits may be carried forward to be re-taken alongside a student's level 5 studies
- 120 credits must be passed at level 5.

*Modules must be passed by achieving a mark of 40% or above, as compensation pass grades cannot be applied to modules on Foundation degree programmes.

Specific progression requirements may apply to Foundation degrees delivered through collaborative partnership arrangements, so please check the student handbook for any specific rules which apply to your programme.

Postgraduate awards

6.10.4 Master's degrees

Individual Master's degree programmes may impose minimum performance requirements that must be fulfilled before a student may progress to the dissertation/project stage of the award. Any requirements relating to progression will be clearly set out in the approved programme specification and handbook.

6.10.5 Research degrees

The progress and status of all research students, including those studying for a professional doctorate, is reviewed annually. Students must satisfy the requirements set out for annual progress monitoring, which includes an interview with an independent assessor, reviewing chapters of the thesis and overall progress achieved during the year, training undertaken, fieldwork and data collection completed, or other discipline appropriate equivalents, as specified in the Programme Handbook. Students are required to produce a brief written annual progress report and, where appropriate, a particular chapter of their thesis as part of the annual monitoring assessment, though practice may vary, depending on the discipline of the research.

In addition to annual monitoring, the progress of research students will be assessed at the end of the first year of full-time or second year of part-time study, and this will include consideration of the likelihood of the candidate achieving the award of MPhil or PhD. For professional doctorates, this judgement is made at the point at which candidates may be able to exit with a Master's degree if they fail to meet the requirements to register for the research component of the degree.

Students initially registered for the degree of MPhil only may apply for an exceptional transfer to PhD, following the same process. A candidate who is registered for the degree of PhD and who is unable to complete the approved programme of work may, at any time before the submission of the thesis for examination, apply to the Research Degree Committee, with the support of their supervisors, for their registration to revert to the award of MPhil.

Students registered for Professional doctorate programmes must fulfil the requirements of the MA/MSc exit award in order to be eligible to progress to the doctoral (level 8) stage of the award. Additional performance requirements may be in place for individual awards, and these will be detailed in the approved programme specification and handbook. Once students have entered the doctoral stage, the normal progress monitoring for research students will apply.

6.11 Exit awards

A number of exit awards, at levels 4, 5 and 6, are available to students who are unable to fulfil the requirements for the target award of a Bachelor's degree with Honours, or Integrated Master's degree*. The same progression requirements apply at levels 4-5 and 5-6 apply, with credit requirements as follows:

Ordinary Bachelor's degree*** (level 6 award)	Level 4 and 5 progression requirements met, **and** a minimum of 60 level 6 credits passed.
Diploma of Higher Education (level 5 award)	Level 4 progression requirements met, **and** a minimum of 240 credits awarded overall, **and** a minimum of 90 level 5 credits passed.
Certificate of Higher Education** (level 4 award)	A minimum of 120 credits at Level 4 and above, of which a minimum of 90 credits should be at Level 4

The Bachelor's degree with Honours is also available as an exit award from an Integrated Master's programme.

**Also available as an exit award from Foundation degrees.*

***Also available as an exit award from level 6 top-up Bachelor's degree with Honours programmes.*

6.12 Compensation

Compensation is the practice of awarding credit for a limited number of modules (see section 6.10) that have not been passed, on the basis of good overall academic performance in a single academic year at a specific level. 'Good overall academic performance' means that the student has scored 30% or above in the module/s which are eligible for compensation, and has passed all their other modules at that level.

A student will only be awarded a compensated pass grade for a module once they have completed a first attempt and a re-sit; and a compensated pass is only awarded at the completion of the level of study at which it is to be applied. If a module is eligible for a compensated pass at this point, then it may not be re-taken. Compensation may apply to compulsory modules, unless this would breach PSRB accreditation requirements. A compensated pass grade is recorded on a transcript, and the actual mark achieved is used for the purposes of calculating the final degree classification and GPA.

If a student has not met the conditions under which compensation may be applied, they will need to retake all of the modules they have failed, if they wish to progress further. Students should take advice on the impact on their eligibility for funding if they need to extend the length of their programme in order to re-take failed modules. International students should seek advice on the impact this may have on their eligibility to remain in the UK, from the International Student Advice Team.

6.13 Time limits

6.13.1 Students must meet the credit requirements of their awards within specified time limits (see below). These limits include any periods of temporary withdrawal, and any allowances which are made for exceptional circumstances. Students who fail to meet assessment requirements within these time limits will be required to withdraw from their course.

6.13.2 Programmes leading to qualifications up to level 6

For undergraduate awards, students are permitted up to three years of full-time study (or four years of part-time study, provided they have studied part-time at that level for at least two years) in which to meet the requirements of each level of study and qualify to progress to the next level. This is subject to an overall time limit of 8 years to complete a programme leading to a Bachelor's degree (or 10 years to complete an undergraduate degree which includes a foundation year*); and 5 years to complete a programme leading to a Foundation degree award. However, students should make themselves aware of the financial consequences of extending their period of study beyond the normal duration of the programme on which they are enrolled.

*In order to qualify for progression from a foundation year/Year 0 programme to Year 1 of a Bachelor's degree, students must pass all their module requirements within two years (and no more than four semesters within that time period).

Students must also show that they are making appropriate progress within levels. Students on undergraduate programmes who have not passed modules worth at least 45 credits in any two successive semesters of study will be withdrawn from their course by the relevant Examination Committee, unless exceptional circumstances apply. Compensatory pass marks cannot be awarded to enable a student to meet this requirement, unless the student has otherwise met all progression requirements for that level of study, as described above. This requirement also applies to Integrated Master's programmes.

6.13.3 Programmes leading to qualifications at level 7

For Integrated Master's degrees (primarily made up of undergraduate level study), students are permitted up to three years of full-time study (or four years of part-time study, provided they have studied part-time at that level for at least two years) in which to meet the requirements of each level of study and qualify to progress to the next level. This is subject to an overall time limit of 10 years to complete the programme*.

*As an undergraduate programme, an Integrated Master's degree may also include a foundation year, which - as noted in 6.13.2 above – must be completed within two years. In this case, the 10 year time limit to complete the full award commences at the point where a student moves from the foundation year to the first year of degree-level study.

For Master's degrees, a student must meet the award requirements within a maximum period of five years, unless formal approval for a longer maximum period of study is granted (for example, where a longer period is required in order to enable students to meet the requirements for an Apprenticeship - see below) - this will be recorded in the programme specification, through the normal programme approval process.

Students on postgraduate taught programmes who fail to submit any work for assessment within a single semester without formal approval or valid exceptional circumstances will be withdrawn from their course.

6.13.4 Apprenticeships

As noted in 2.2.1 above, Apprenticeship programmes combine on and off the job learning, and - under ESFA rules - apprentices must engage in 'off the job' training for at least 20% of their contracted work time. The normal and/or maximum duration periods for degree programmes associated with apprenticeships may therefore be extended to enable this - any approved variations to the normal duration of study will be set out in the programme specification.

The time limits set out above apply to the academic qualification associated with the Apprenticeship. Additionally, for apprenticeships which have a non-integrated End Point Assessment, the maximum time allowed between completion of the academic award and completion of the EPA will be given in the relevant Apprenticeship Standard

6.13.5 Programmes leading to qualifications at level 8

For Doctoral degrees, the thesis must be submitted within the minimum and maximum periods of registration given in the table below. Periods of suspension (temporary withdrawal) are added to the overall timescale for these programmes to ensure students are not disadvantaged. In the same way, if a student has not submitted their thesis for examination by the end of the maximum period of the programme, approved applications for periods of extension are added to the overall period of the programme. Students who fail to submit their research proposal within the approved time limits will be withdrawn from the programme.

Continued registration is conditional upon demonstrating appropriate academic progress, through meeting annual monitoring and transfer and progression requirements.

Programme	Minimum	Maximum
MPhil *Full-time* *Part-time*	 2 years 3 years	 3 years 4 years
PhD (via transfer from MPhil registration, incl. MPhil registration) *Full-time* *Part-time*	 3 years 4 years	 5 years 6 years
PhD (direct entry) *Full-time* *Part-time*	 2 years 3 years	 5 years 6 years
Research Component of the Professional Doctorate (EdD and DNurs) *Part-time only*	 3 years	 4 years
Research Component of the Professional Doctorate in Coaching and Mentoring *Part-time only*	 2 years	 4 years
Masters by Research *Full-time* *Part-time*	 1 year 2 years	 2 years 3 years
PhD by published work *Part-time only*	 1 year	 2 years

6.14   Credit limits

6.14.1 As well as time limits on achieving the credit requirements for an award, there are also limits on the number of modules which students may attempt in the course of completing their programme, as described in the tables below. Awards will be conferred as soon as a student meets the requirements for the award for which they are registered, after which point no further modules may be taken. A student who, through multiple failed modules, including multiple takes

of the same module, exceeds these limits, or reaches a point where they cannot progress without exceeding these limits, will be required to withdraw from their course.

6.14.2 Undergraduate programmes, including Integrated Master's degrees

Level	Maximum volume of credit that may be attempted
Foundation (Year 0)	There is no maximum credit limit, but students must meet the credit requirements within a maximum time period of two years or four semesters (as noted in 6.13.2 above) and in the context of the conditions set out in 6.9.2 above). Students who fail to pass at least 45 credits in any two successive semesters of study may be withdrawn from the course by the examination committee. Compensatory pass marks may not be applied on the foundation year.
4**	Students may attempt a maximum of **165** credits* in achieving the 120 level 4 credits required for progression to level 5. Students who fail more than 45 credits at Level 4 will be required to withdraw from the course, unless compensatory pass marks (not applicable to Foundation degrees) can be applied.
5**	Students may attempt a maximum of **165** credits in achieving the 120 level 5 credits required for progression to Level 6. Students who fail more than 45 credits at Level 5 will be required to withdraw from the course, unless compensatory pass marks (not applicable for Foundation degrees) can be applied.
6**	Students may attempt a maximum of **165** credits in achieving the 120 Level 6 credits required for completion of a Bachelor's degree with Honours, or progression to Level 7 of an Integrated Master's degree. Students who fail more than 45 credits at Level 6 will be required to withdraw from the course.
7	Students may take a maximum of **160** credits in achieving the 120 level 7 credits for completion of an Integrated Master's programme. Students who fail more than 60 credits at Level 7 will be required to withdraw from the course.

This is the equivalent of eleven standard (15 credit) undergraduate modules - please remember that multiple takes of the same module count towards the credit limit, and students are permitted to take an individual module only twice (with an entitlement to a resit opportunity for each attempt at the module).

*** not applicable to Foundation degrees or level 6 Bachelor's degree top-up programmes delivered through collaborative arrangements – please check your programme handbook for the credit limits that apply to your programme.*

6.14.3 Postgraduate programmes

Volume of credit to be passed in order to qualify for the award	Maximum number of credits that may be attempted**
240 (MArchD)	340
180 (most Master's degrees; level 7 element of the professional Doctorate)	280
120 (postgraduate diplomas)	160
60 (postgraduate certificates; PGCE*)	80

PGCE programmes include additional non-credit bearing compulsory modules in order to meet requirements for the award of QTS.

***Where a student is no longer able to meet the requirements for the target Master's degree they originally enrolled on, they may opt to take a PGDip or PGCert as an exit award - in this situation, they remain eligible to take the maximum number of credits which applied to their original target award.*

6.15 Allowances for exceptional circumstances

6.15.1 Allowances for exceptional circumstances

The University recognises that, on occasions, students can be affected by serious personal difficulties which can affect their ability to engage with their studies, and their performance in assessments. The exceptional circumstances process aims to ensure that students are not unfairly disadvantaged in these circumstances, and to enable every student to be assessed on equal terms.

The University defines exceptional circumstances as:

Personal circumstances that are out of the control of the student and which the student could not reasonably have prevented or accommodated. They must, additionally, have had a significant and demonstratively negative effect on the student's ability to study, or undertake an assessment; and the timing of the circumstances must be relevant to the claimed impact.

Students who wish to make an application for the consideration of exceptional circumstances - which must meet all elements of the definition above - should follow the published exceptional circumstances process which is managed by the Student Investigation & Resolution Team (SIRT). Advice may be sought from SIRT, or from Student Support Coordinators located within each Faculty.

Students on Oxford Brookes programmes which are delivered by partner organisations should refer to their programme handbook for details of the process they should follow when submitting a claim, and for sources of advice.

The University expects students to take responsibility for their own learning, and will assume that a student is fit and well enough to take or submit an assessment unless they make a claim for exceptional circumstances, and provide evidence to substantiate the claim, within the timeframes stated in the process which applies to them.

6.15.2 Mitigation for examination errors and disturbances

There is also a system in place for considering mitigation for errors on examination papers, or disturbances during examination sittings, for which individual applications are not necessary. A student must have attended the affected examination in order to be eligible for any mitigation; and allowances will be made in accordance with the following classification:

- Minor - no mitigation applied;
- Moderate - mitigation, for example, adjustment to marking, applied following the examination;
- Severe - mitigation action applied, such as the offer of an uncapped resit of the affected examination, marked as a first sitting.

Details of these definitions are available from the [Examinations Team](#).

6.16 Withdrawal

Exclusion

Students may be required to leave the University if they are no longer able to meet progression or award requirements. Students who do not submit or attend any assessments for a whole semester or academic year will be asked by the relevant examination committee to confirm their continued engagement with their course. If confirmation is not received by the deadline stated in the examination committee communication, the University will conclude that the student no longer wishes to continue with their studies. In this situation, they will therefore be unable to meet progression requirements, and they will be withdrawn from their programme.

Research Students who fail to make satisfactory progress, or to complete registration and transfer as required, will be withdrawn from their programme of study.

Temporary Withdrawal

A student wishing to withdraw temporarily must have a written agreement to do so for a specific period of time and may also have to satisfy pre-agreed conditions before re-enrolling. Any student who withdraws without the appropriate permissions, or fails to re-enrol following the expiration of the specific period of time, may be considered to have permanently withdrawn.

Permanent Withdrawal

A student who withdraws from their course permanently may be liable for ongoing tuition fees if they fail to notify the University in a timely manner.

Research Students who fail to maintain enrolment and registration requirements, and do not respond to communications from their supervisors and the University for a period of one year, will be withdrawn from their programme of study.

6.17 Academic appeals

6.17.1 A student (or group of students) may appeal against the decision of an examination committee if there is evidence to suggest that the assessment was not conducted in accordance with the regulations for the programme and one, or more, of the following circumstances applies:

- there was an administrative error or procedural irregularity in the assessment process, which significantly impacted the assessment decision;

- the process of assessment was affected by bias;
- the student's performance in the assessment was affected by relevant exceptional circumstances, which, for valid reasons, were not made known to the examination committee.

The process for submitting an academic appeal is managed by the Student Investigation & Resolution Team.

6.17.2 Research degrees

Research degree students may appeal against any of the following decisions made by their supervision team or Subject Sub-Committee:

- not to register a student for a research degree;
- not to transfer registration from MPhil to PhD;
- to revert registration from PhD to MPhil;
- to withdraw registration.

These appeals will be dealt with by the Faculty Postgraduate Research Tutor or PVC/Dean of Faculty. Where the matter remains unresolved, the student may appeal to the Research Degrees Committee requesting that they review the outcome of the first appeal. No appeal can be made against the decisions of the Research Degree Review Panel.

Research degree students may appeal against an examination decision on the following grounds:

- that there were circumstances affecting the candidate's performance of which the examiners were not aware at the oral examination; and/or
- that there is evidence of procedural irregularity in the conduct of the examination (including administrative error) of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity; and/or
- that there is evidence of unfair or improper assessment on the part of one or more of the examiners - a candidate may not otherwise challenge the academic judgement of the examiners.

Students are not permitted to appeal against academic judgement by the examiners; or on the grounds of poor supervision once they have submitted their thesis for examination. Requests for an appeal against an examination decision should be submitted to the Research Degrees Team.

7 COMPLETION

Awards will be conferred by an examination committee as soon as a student meets the requirements for the award for which they are registered. This section provides information about how final awards are classified, including the Grade Point Average system.

7.1 Award classification

An overview of the award classification schemes for the different types of awards is given in the table below:

Target award	Classification bands	Overall average mark
Foundation degrees *Certificates of HE *Diplomas of HE *Postgraduate certificates *Postgraduate diplomas	Pass Merit Distinction	40 -59.99% 60-69.99% 70% or above
Bachelor's degrees (Honours)	First class Upper second class (2:1) Lower second class (2:2) Third class	70% or above 60-69.99% 50-59.99% 40-49.99%
Integrated Master's degrees (Honours)	First class Upper second class (2:1) Lower second class (2:2) Third class	70% or above 60-69.99% 50-59.99% 40-49.99%
**Master's degrees	Pass Merit Distinction	50 to 59% 60 to 69% and dissertation mark at least 58% 70% or above and dissertation mark at least 68%

*As exit awards, these are normally unclassified.
**for students commencing study in 2023-24 the award classification will no longer be limited to the award level given to the dissertation

The average mark for each level of study is the average of the final marks for all modules passed at that level (including compensated passes), weighted by the credit value of each module. For undergraduate degrees, average marks are truncated, therefore an average of 59.6875 will be recorded as 59.68%; while average marks are rounded on postgraduate taught degrees, so this mark would be rounded up to 60%.

'Overall average' mark

For Bachelor's degrees (set out in 2.1.2), the overall average mark is calculated using the level 5 and level 6 average marks, weighted as follows:

- Level 5 - 25%
- Level 6 - 75%

The level 6 overall average mark for the classification of a Bachelor's degree is calculated on the basis of 120 credits* earned on graded modules.

*Please note the following variations to this…

For students on a languages subject where a maximum of 30 credits may be taken out of their validated level to accommodate language component modules that are integral to the award (see 6.10.1 above):
- The overall average marks at level 5 and level 6 are based upon the modules (minimum 90 credits) taken at the correct validated level;
- Level 5 module marks achieved in the final year (level 6) cannot be used to towards the level 5 overall average mark.
- Modules not taken in their correct validated level cannot contribute to exit awards.
- All 120 credits at each level, regardless of their level of study, will contribute to the calculation of the GPA.

For students entering a Bachelor's degree programme at level 6 (including students entering with credit, or graduates from Foundation degrees) the overall average mark for classification purposes will be the level 6 average mark, which will be given 100% weighting. This also applies to students whose entire 120-credit level 5 programme was taken on exchange. The degree classification for students taking a half-year exchange during level 5 will be calculated as normal; however, the level 5 calculation will include only the 60 credits taken on the Oxford Brookes programme.

For Integrated Master's degrees, the 'overall average' mark is calculated as follows:

Average mark	Weighting
Level 5 - 25% Level 6 - 75% (calculation as for Bachelor's degree)	50%
Level 7	50%

For Foundation degrees, an overall average of 40% across all modules is required to pass the qualification. The 'overall average' mark for the purposes of calculating the Merit or Distinction award classification means the average of the final marks for all level 5 modules passed, weighted by the credit value of each module.

For CertHE, DipHE, PGCert and PGDip awards intended as target qualifications (not exit awards), the 'overall average' mark means the average of the final marks for all modules passed (including compensated passes), weighted by the credit value of each module.

For Bachelor's degrees which include an integral language component (see 6.10.1), any level 4 modules taken in place of level 5 or 6 modules will not be counted in the overall average calculation for degree classification purposes.

7.2 Grade Point Average (GPA)

The GPA calculation applies to full-time or part-time students on undergraduate programmes leading to awards at level 7 and below (i.e. up to and including integrated Master's degrees, as described in section 2.1.4), but not currently to Foundation degrees or other programmes of study delivered at partner organisations. The GPA is independent of the calculation of the degree classification described in 6.1 above; and refers to the average of a student's performance over a specified group of modules, usually all the modules taken as part of their approved programme of study.

All module grades have a Grade Point associated with them (see section 6.7), and the GPA is the overall average of all Grade Points awarded, with each module counting equally according to its credit value, irrespective of level, subject, when taken, etc. Unless specifically exempted, all attempts at a module count in the calculation of the GPA, including failures and repeated attempts.

The GPA is calculated to two decimal places and, although it is calculated as a simple average, the maximum GPA is capped at 4.00. Eligibility to receive an award is not dependent in any way upon a student's GPA.

7.3 Conferment of research degrees

Where a research degree is awarded without amendments, the conferment date is the date of the viva. Where minor or major amendments are required, the conferment date of the award is the date the examiners sign off all revisions as being satisfactory. In the case of resubmission and re-examination where a second viva is not held, the date of the award is the date on the letter or email, submitted by all the examiners, confirming that the thesis is satisfactory and that the degree may be conferred. Copies of the thesis submitted for examination shall remain the property of the University but the copyright in the thesis is vested in the candidate.

7.4 Graduation

Students who fulfil the requirements of their award - including those who have studied an approved programme delivered by a partner organisation - are entitled to attend a graduation ceremony, either at Oxford Brookes University or at the delivery partner. Further information about the arrangements and requirements for graduation ceremonies can be found on the Graduation website. The Graduation Team also holds the current list of University prizes awarded for excellent performance on specific programmes of study.