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Academic Regulations for Taught Awards, updated September 2016
Academic Regulations for Taught Awards, updated September 2016

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1. CONSTITUTIONAL FRAMEWORK

1.1 The University of Greenwich was granted power to award Degrees under Section 76 (2) (a) of the Further and Higher Education Act of 1992. The Privy Council, in exercise of powers conferred by Section 77 of the Act, consented to the adoption of the name University of Greenwich.

Mission Statement

The University of Greenwich nurtures excellence in learning and teaching, research, consultancy and advanced professional practice serving a range of international, national and regional communities.

1.2 In achieving this, the institutional objectives are

- To continue to enhance the quality of learning and teaching, research, consultancy, and advanced professional practice
- To nurture excellence by ensuring student support that enhances the capabilities of students and assists them to fulfil their potential
- To offer programmes of study which explicitly link curriculum development and research activity
- To attract and retain students and staff from a wide range of backgrounds and to enhance equal opportunities for all
- To develop effective local, regional, national and international partnerships with other educational institutions, professional bodies, and public and private enterprises
- To engage with local and regional communities, and to provide services which meet their needs and encourage participation in University activities
- To redeploy financial resources and to diversify sources of funding to meet these objectives

The University will nurture excellence by improving the nature of the student experience, spreading and deepening excellence in research, consultancy, and advanced professional practice, and by investing in the development of its academic and support staff. The University intends to continue to play its part in meeting the Government’s plans to widen participation and inclusion in Higher Education.

Powers

1.3 The University of Greenwich shall have the following powers:

a) To grant and confer Degrees, Diplomas, Certificates and other academic awards and distinctions on persons who shall have successfully pursued programmes of study or supervised research approved by the University and shall have passed such examinations or other assessments as may from time to time be required by the University
b) To determine the terms and conditions for the granting and conferment of such academic awards and distinctions
c) To grant and confer, subject to such conditions as the University shall from time to time determine, Honorary Degrees and distinctions to and on persons selected by the University
d) To approve, validate and review, on such conditions as the University may from time to time determine, programmes or supervised research pursued by candidates to qualify for the University’s academic awards and distinctions
e) To accept in partial fulfilment of the study and assessment requirements for the awards of the University such periods of learning or experience and such assessments as may be recognised by the University and have been successfully completed and passed by students otherwise than on programmes approved under (a) and (d).

1.4 The University is licensed by Edexcel to offer and certificate BTEC Higher National Certificate and BTEC Higher National Diploma programmes and other awards.

1.5 The University has delegated authority from the City and Guilds of London Institute to grant and confer its Senior Awards, namely the Licentiateship (at a level equivalent to NVQ 4), the Graduateship (at a level equivalent to a first degree) and the Membership (at a level equivalent to a Master’s degree).

1.6 No religious, racial or political test shall be imposed on any person as a condition of receiving any Degree, Diploma, Certificate or other academic award or distinction from the University.

Responsibilities

1.7 The University of Greenwich shall have the following responsibilities in fulfilling its Mission and exercising its powers relating to the overall management of academic quality and standards:

a) To ensure that its Degrees, Diplomas, Certificates and other academic awards and distinctions are consistent in standard and are comparable in standard with awards granted and conferred throughout higher education in the United Kingdom.

b) To ensure that its programmes are of such high academic standard as required in (a) and that for each programme regard has been paid to:

i. The qualifications and experience of the lecturing staff
ii. The facilities available
iii. The standard required for admission
iv. The quality of teaching
v. The achievements of the students
vi. The arrangements for student assessment and for the appointment of external and internal examiners
vii. The arrangements for monitoring, sustaining and developing both the standard of student performance and of the quality of learning and teaching.

d) To co-operate and collaborate with institutions, public bodies, industrial and commercial concerns, or professional bodies with a view to the achievement of the mission of the University.

Quality Assurance

1.8 In exercising the power to grant and confer academic awards, the University of Greenwich will be required to demonstrate that it has the capacity and resources to establish procedures for the initial validation, approval, regular monitoring, periodic review and modification of its courses and programmes. Its quality assurance system will adhere to the QAA Code of Practice, and it will be ready to demonstrate its capacity and effectiveness as a self-critical academic community, and the responsiveness to peer review of its processes and procedures for academic quality assurance. [See the University’s Academic Quality Assurance Handbook at http://www.gre.ac.uk/offices/lqu/qa_handbook for procedures and guidelines].
1.9 The University will periodically examine its systems for developing and sustaining academic quality, including the standards actually achieved by students; its approaches to teaching and learning and to research and scholarly activity in support of the curricula. The institutional evaluation will aim to demonstrate:
   a. Clear channels of accountability from subject and programme teams to the Academic Council
   b. Executive and administrative structures which support the collective processes of academic policy-making and sustain academic leadership
   c. Arrangements for staff and students to contribute in an informed way to the formulation of academic policy and priorities
   d. Effective communication which fosters internal relationships and the transmission of good practice.

1.10 The University’s self-evaluation will enable it to demonstrate that:
   a) The methods adopted by the Academic Council effectively enable it to satisfy itself that the quality and standards of the University’s awards is being maintained and the University’s mission statement is being achieved
   b) The sources of evidence used by the Academic Council in judging academic quality and standards are appropriate
   c) The Academic Council is provided with sufficient information to enable it to determine whether all students are receiving a broad, balanced and stimulating higher education experience, and to enable it to monitor progression
   d) The Academic Council’s policies have been successful in enhancing the quality of teaching and learning and the student experience through the promotion of developmental activities, the arrangements for the identification and exchange of good innovative practice, and responsiveness to course and programme teams.

Principles

The Standard of Awards

1.11 The fundamental principle underlying the work of the University of Greenwich is that the Degrees, Diplomas, Certificates and other academic awards and distinctions conferred by the University should be consistent and comparable in standard with awards granted and conferred throughout higher education in the United Kingdom. All the University’s awards will adhere to the criteria and qualification descriptors of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland.

1.12 Academic awards should be defined in terms of standard, learning outcomes, duration and level of entry, and the minimum standard for each of these should be no less than that of any other institution of higher education in the United Kingdom and should take account of subject specific benchmarks.

Mode and Structure of Programmes of Study

1.13 Whilst the standard and learning outcomes of an academic award should conform to what is acceptable throughout the United Kingdom, the route by which these are achieved by students should not be rigid.
1.14 The advancement of education and the extension of educational opportunities demand the availability of a variety of modes of study and programme structures.

1.15 The curriculum, structure, teaching methods and forms of assessment of a programme should be such as to ensure the realisation of its aims and learning outcomes.

1.16 The aims of a programme should include the development to the level required for the award to which it leads, of a body of knowledge and skills appropriate to the field of study and reflecting academic developments in that field.

1.17 The aims should also include general educational aims, particularly the development of: students’ intellectual and imaginative powers; their understanding and judgement; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to examine their field of study in a broader context. Each programme should stimulate in each student an enquiring, analytical and creative approach and encourage independent judgement and critical self-awareness.

1.18 The outcomes of a programme should specify the knowledge and skills to be developed as a result of the programme and evaluated in the assessments.

Quality of Learning

1.19 The quality of learning is a crucial element in the attainment and maintenance of standards and of the motivation of students, and it must be upheld and when possible enhanced. Not only should teaching staff be properly qualified and experienced, their teaching should also be invigorated and informed by their participation in research and related scholarly or professional activities.

The Students’ Environment

1.20 Students need to receive the academic supervision appropriate to the level at which they are studying. The University of Greenwich will seek to ensure the provision of: adequate learning resources; appropriate support services; opportunities to contribute in an informed way to programme development and an atmosphere in which rational debate is encouraged.

Peer Review

1.21 The decision on whether a programme meets the requirements of the University of Greenwich will normally be made by a group of responsible and experienced people drawn from:

a) Inside and outside the field of study
b) Inside and outside the institution
c) Inside and outside higher education

1.22 That group of people should:
Be able to make impartial judgements on the comparability of the programme, in terms of standard and outcomes, with similar programmes offered elsewhere in higher education in the United Kingdom, and be able to consider the programme in a national (and international) perspective.
- include members who are familiar with current developments in the field of study concerned
- Include at least one person with relevant experience of industry, commerce, public service or the professions
- Include members with an understanding of current practice and developments in teaching, learning and assessment in higher education
- Be aware of the general requirements in the United Kingdom for academic awards
- Be familiar with the framework for higher education qualifications, and be aware of the level concerned.

Admission of Students

1.23 The admission of each student will be based on the University’s reasonable expectation that the student will be able to achieve the learning outcomes and the standard required for the particular academic award.

Assessment of Students

1.24 The purpose of assessment is to enable students to demonstrate that they have achieved the learning outcomes and the standard required for the academic award concerned. All aspects of assessment must reflect the guidelines stated within the QAA Code of Practice. Assessment must be undertaken by examiners who are impartial, and who are competent to make judgements about the performance of individual students in relation to the particular cohort and to peers on other comparable programmes. The specific responsibilities of external examiners are to ensure equity and fairness in the decisions reached in respect of each student being assessed and that the standards of awards are maintained.

Equal Opportunities

1.25 The range and levels of programmes offered by the University of Greenwich will be such as to provide opportunities for students to gain the highest level of award of which they are capable.

1.26 The University of Greenwich is fully committed to providing equal opportunities for access to higher education, for all those who are motivated and able to succeed. The University has policies which promote the rights of its staff and students to work and study free from discrimination of any kind, or on any ground, including race, sex, class or disability, and applies to all aspects of the University’s life and work. For details regarding the University Equal Opportunities Statement (November 2006) and related policies please refer to: [www.gre.ac.uk/governance/policy/equal-opportunities-statement](http://www.gre.ac.uk/governance/policy/equal-opportunities-statement)
2. UNIVERSITY ACADEMIC FRAMEWORK

Aims

2.1 The University Academic Framework provides a model within which Faculties may develop taught programmes which are undergraduate (pre-degree and degree) and postgraduate (in level and/or in time). The Framework provides a structure which:

a) Allows students freedom to negotiate an approved curriculum most suited to their needs and aspirations
b) Makes the university more accessible to a wider range of students from different backgrounds and with different expectations
c) Gives students credit for learning (formal and experiential) they have acquired both inside and outside the workplace
d) Provides entry to, and allows exit from, the university at appropriate points to match individual student requirements
e) Provides flexibility of pace, mode and level of individual students’ programme of study
f) Enables the quality of the student experience to be maintained and enhanced
g) Enables the university to maintain and enhance the diversity and range of available programmes in a cost effective way
h) Is capable of responding to changes and demands from students and employers, and external agencies

The Framework encompasses all of the University’s credit bearing provision contributing to taught awards, and includes provision at Partner Colleges and other collaborative partners. It provides overarching principles, regulations, mechanisms, and procedures allowing comparability and compatibility across the University, whilst ensuring that Faculties can develop the programmes in a way that is appropriate to the professional and disciplinary needs of both their students and staff. Whilst doing this, however, it also maximises the ability of students and staff to move across traditional disciplinary and administrative boundaries and create new opportunities which will more closely reflect the changing demands of students and employers.

Framework Documentation

2.2 The University produces a range of documents with overarching applications which contribute to the regulatory and structural framework of academic provision.

- Academic Planning Procedures
- Framework for Foundation Degrees
- Academic Regulations for Taught Awards (September 2015)
- Academic Regulations for Research Awards
- Academic Quality Assurance Handbook
- Assessment and Examination Procedures
- Partner Colleges: College Guide: Management and Quality Assurance of University of Greenwich Programmes in Partner Colleges
Structure of the Academic Framework

2.3 The University operates a single credit-based Framework which is available at pre-degree, degree and taught postgraduate levels.

2.4 Within the regulations and requirements of the overarching Framework, Faculties operate a collection of courses, organised as named programmes, unnamed or ‘open’ programmes, or as packages for the Combined Honours Programme.

2.5 As endorsed by Academic Council the principles underpinning the Regulatory Framework establish:

- regulations which are flexible, non-restrictive, overarching and paramount;
- that no Programme Regulatory Framework can deviate from the requirements of the University Regulations without Council endorsement of them as ‘exceptions’ (see 2.6 below)
- That regulations will be monitored and if necessary updated annually and will apply to all students (i.e. students will no longer be subject for their whole time at the University of Greenwich to the Regulations in force when they first enrolled.)

2.6 In exceptional and specific circumstances where an aspect of Programme Regulations contravenes that stated in the University Regulations, permission for a derogation from the University Regulations should be sought from Academic Council. A reason for the derogation (e.g. professional requirements; dual/joint/multiple institution awards) must be given. A list of approved derogations will be maintained and reviewed annually by the University. The Framework encompasses all of the University’s academic provision contributing to taught and research awards. This includes all collaborative provision. The University’s taught provision is available at undergraduate, post-qualifying and postgraduate levels, leading to a range of awards, namely:

Undergraduate Awards

- Pre-degree certificates and diplomas
- First degrees
- Foundation degrees

Graduate and Postgraduate awards (graduate entry)

- Postgraduate in time (levels 4 to 6)
- Postgraduate in level (most or all credit at level 7)

2.7 The Framework is based on a number of common elements, principally:

<table>
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<tr>
<th>Learning Outcomes:</th>
<th>Students’ learning experiences are expressed in terms of the learning outcomes.</th>
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<tr>
<td>Terms/Semesters:</td>
<td>The normal academic year is made up of three terms. Courses can be of sessional or one semester (15 weeks) in length in which assessment will have taken place by the end of the semester.</td>
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<tr>
<td>Courses:</td>
<td>These are self-contained and discrete in terms of learning outcomes and assessment.</td>
</tr>
<tr>
<td>Credits:</td>
<td>Each course is defined in terms of the number of credits obtained by a student who successfully achieves the specified learning outcomes through the assessment task(s).</td>
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Levels: An appropriate level is assigned to a course according to agreed definitions as described in the Framework for Higher Education Qualifications. Normally level 4 equates with first year undergraduate study, Level 6 to final year work and Level 7 to postgraduate studies. Each course is defined in terms of both level and volume of credit.

2.8 In the University Framework, students study a coherent programme of courses (a programme) leading to validated awards.

2.9 A programme is a collection of validated courses which lead to an award or awards.

A package is a discrete group of validated courses in a particular subject area, which can form part of a Combined Honours award.

2.10 A ‘programme of study’ is the approved curriculum followed by an individual student; it may meet the requirements of a named programme or be unique to a student registered on an unnamed or ‘open’ programme. The programme of study should satisfy the requirements set out in the University’s Academic Framework and programme regulations.

2.11 A course is a part of a programme of study which has discrete learning outcomes and assessment.

2.12 Each course has a designated level and a credit rating determined on the basis of an academic judgement.

2.13 Core courses are compulsory components of a named programme.

Optional courses are those which may be chosen from within a prescribed range of courses which are specific to a named programme.

Electives are courses that students can choose, with tutorial guidance and approval, from anywhere within the University, subject to timetable and resource constraints.

2.14 Administratively, the Framework is supported by:

Academic Departments (within Faculties) responsible for the development of the subject and for the delivery, assessment, and quality of a defined collection of associated courses

And

Programmes teams responsible for the counselling and guidance of students, together with the management of the overall student experience.

2.15 The Framework has a two tier assessment model:

At Course level: The Subject Assessment Panel (SAP) is responsible for the assessment and moderation of the student performance on courses

At Programme level: The Progression and Award Board (PAB) is responsible for summary assessment decisions regarding compensation, referral, deferral, reassessment, progression, discontinuation, and the conferment of awards in relation to the overall student performance at programme level.
Academic Levels

2.16 The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies. At each level awards are available in line with the Framework for Higher Education Qualifications (FHEQ) – see Appendix A HE Qualification Descriptors.

2.17 An appropriate level shall be assigned to a course according to the following definitions:

Level 3 Access to Higher Education.

Level 4 Provides basic knowledge, skills and competence.

Level 5 Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.

Level 6 Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the individual’s distinctive professional development, where appropriate.

Level 7 Provides opportunity to demonstrate

i. the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources

ii. the ability on the basis of such reflection to formulate original ideas and innovative proposals

iii. The ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

Duration of Study

2.18 The maximum period of registration for a postgraduate master’s award shall normally be three years for a full-time student, and six years for a part-time student.

2.19 The maximum period of registration for an undergraduate degree shall normally be five years for a full-time student and seven years for a part-time student.

Programmes which are Postgraduate in Time (Graduate Awards)

2.20 Graduate entry programmes leading to certificates or diplomas will normally cover the equivalent of 120 credits for each full-time year of study (as for undergraduate programmes). They are based on a balance of credits at Levels 4 - 6, according to the standard of a particular award and the level of professional experience expected of a successful student.

Programmes which are Postgraduate in LEVEL (Postgraduate Awards)

2.21 Graduate entry programmes which are postgraduate in level as well as time are based on the taught master’s degree which normally requires full-time study over one calendar year or twelve month period, and for which at least 180 credits must be accumulated.

2.22 A postgraduate degree programme shall incorporate a compulsory element of independent study at Level 7.
MA/MSc by Research

2.23 The 180 credit postgraduate programme leading to the award of MA or MSc by Research shall normally incorporate a course of 120 credits for the dissertation/project.

The dissertation/project involves a critical investigation and evaluation of an approved topic demonstrating an understanding of research methods as currently used in the field studied. Each Masters by Research dissertation project will be supervised by an approved staff member with appropriate expertise. The supervisor is responsible for advice, assessment, suggested research methods and deadlines for assignments. See also the Academic Regulations for Research Awards http://www2.gre.ac.uk/current-students/regs

2.24 Undergraduate awards (whether pre-degree or degree) are normally based on the three year full-time Honours Degree for which at least 360 credits must be accumulated.

2.25 Normally, one year of full time study for an undergraduate award is equivalent to 120 credits and is defined as an academic stage: one year of full time study on a two year accelerated honours degree is equivalent to 180 credits (one and a half academic stages).

2.26 Normally a full-time student will be required to study courses that are within plus or minus one level of their current academic stage, e.g. a stage 3 student will not be allowed to include Level 4 courses in their programme of study. Equivalent conditions will apply to students part-time in alternative modes of study.

Note: Any request by an individual student to modify this regulation must be approved by the Pro Vice-Chancellor of the Faculty responsible for the programme.

2.27 Normally, students will be required to complete 120 credits at one stage before progressing to the next.

2.28 Students will be required to confirm a programme of study at online at Registration that indicates their preferred credits of study for the particular academic stage that they are on.

2.29 A full-time student studying any more than the number of courses stipulated for the programme of study will be required to pay an additional fee to cover the cost of the courses. The results from the courses will not determine a final award but will be included in their profile for the programme.

2.30 Core, options, and elective courses may be used to contribute towards the classification of Honours.

2.31 Elective courses may be incorporated at any stage within a programme of study in accordance with programme regulations.
3. AWARDS

To obtain a named award students must successfully complete designated core courses and sufficient appropriate optional and/or elective courses as required in the approved programme structure/specification.

3.1 The standard of each award may be defined in terms of the number and level of credits a student is required to obtain and the qualification descriptors/hierarchy encompassed by the Framework for Higher Education Qualifications (FHEQ). The table below illustrates the FHEQ level and typical credit values associated with the design of programmes leading to the main HE qualifications conferred by the University.

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<th>HE qualifications as set out in the FHEQ</th>
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<td><strong>FHEQ level</strong></td>
<td><strong>Minimum credits</strong></td>
<td>Minimum credits at the level of the qualification</td>
<td><strong>FQ-EHEA cycles</strong></td>
<td><strong>ECTS credit ranges from FQ-EHEA</strong></td>
<td></td>
</tr>
<tr>
<td>PhD/DPhil</td>
<td>Not typically credit-rated</td>
<td>540</td>
<td>360</td>
<td>Third cycle (end of cycle) qualifications</td>
<td>Not typically credit-rated</td>
</tr>
<tr>
<td>Professional doctorates (only if credit based) (e.g. EdD, DBA, DCLinPsy)¹</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research master’s degrees (e.g. MPhil, MLitt)</td>
<td>Not typically credit-rated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taught MPhil</td>
<td></td>
<td>360</td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taught master’s degrees (MA, MSc, MTL, MArch, MBA, MRes) LLM, MLA</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated master’s degrees (MEng, MChem, MOst, MPhys, MPHarm, M Biol, MMedSci, MMath)²</td>
<td></td>
<td>480</td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate diplomas</td>
<td>120</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Education PGCE</td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate certificates</td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degrees with honours (e.g. BA/BSc Hons) LLB</td>
<td>6</td>
<td>360</td>
<td>90</td>
<td>First cycle (end of cycle) qualifications</td>
<td>180-240 ECTS credits</td>
</tr>
<tr>
<td>Bachelor’s degrees</td>
<td></td>
<td>300</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Graduate Certificate in Education (PGCE)³</td>
<td></td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate diplomas</td>
<td>80</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Professional doctorate programmes include some taught elements in addition to the research dissertation. Credit practice varies but typically professional doctorates include a minimum of three calendar years postgraduate study with level 7 study representing no more than one-third of this.

² Integrated master’s degree programmes include at least 480 credits of which at least 120 credits are at level 7.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Credits</th>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate certificates</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Foundation Degrees</td>
<td>240</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Diplomas of Higher Education (DipHE)</td>
<td>240</td>
<td>90</td>
<td>Short cycle (within or linked to the first cycle)</td>
</tr>
<tr>
<td>Higher National Diplomas (HND)</td>
<td>240</td>
<td>90</td>
<td>approximatively 120 ECTS credits</td>
</tr>
<tr>
<td>Higher National Certificates (HNC)</td>
<td>150</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Certificates of Higher Education (Cert HE)</td>
<td>120</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

3.2 The above table stipulates the minimum number of credits and their associated level required to attain an award. Any requests to depart from these norms will be scrutinised as part of the programme authorization/approval process.

### Combined Honours Awards

3.3 **Joint Honours Degree** (Subject A and Subject B)

Within the 360 credits required for an Honours degree the requirements for a Combined Honours Degree are:

- An overall minimum of 240 credits in Subjects A and B with at least 45 credits of each subject at level 6 in the final stage of the award, and at least 45 credits of each subject at level 5 in the penultimate stage of the award.

3.4 **Major/Minor Honours Degree** (Subject A with Subject B)

Within the 360 credits required for an Honours degree the requirements for a Major/Minor Honours Degree are:

- An overall minimum of 240 credits in Subjects A and B with at least 60 credits of subject A and at least 30 credits of subject B at level 6 in the final stage of the Award
- Award and at least 60 credits of subject A, and at least 30 credits of subject B at level 5 in the penultimate stage of the award

### Professional Qualifications

**The Learning and Skills Improvement Service**

**Preparing to Teach in the Lifelong Learning Sector (PTLLS)**

3.5 Awarded to a student who completes 12 credits at level 4

**Certificate in Teaching in the Lifelong Learning Sector (CTLLS)**

3.6 Awarded to a student who successfully completes, or is otherwise credited with at least 36 credits at level 4
Diploma in Teaching in the Lifelong Learning Sector (DTTLS)

3.7 Awarded to a student who successfully completes, or is otherwise credited with at least 120 credits at levels 4, 5 and 6

Additional Diploma in Teaching (generic)

3.8 Awarded to a student who successfully completes, or is otherwise credited with at least 45 credits at level 5

Architects Registration Board

MArch

3.9 Awarded to a graduate student who successfully completes 240 credits at level 7.

Diploma in Landscape Architecture

3.10 Awarded to a graduate student who successfully completes 120 credits at level 7

Master of Landscape Architecture (MLA)

3.11 Awarded to a graduate student who successfully completes 300 credits at levels 4, 5, 6 and 7, of which at least 180 credits are at level 7

University Qualifications

Foundation Diploma/International Foundation Diploma

3.12 Awarded to a student who successfully completes, or is otherwise credited with, at least 120 credits at level 3 or above having followed a prescribed programme of study.

Diploma in Industrial Studies/Diploma in Professional Practice

3.13 Awarded to a student who successfully completes at least 36 weeks of supervised work placement and the associated assessment requirements.

Certificate of Professional Development (generic)

3.14 Awarded to a student who successfully completes a minimum of 60 credits at level 4 having followed a prescribed programme of study

Diploma of Professional Development (generic)

3.15 Awarded to a student who successfully completes a minimum of 60 credits at level 5 or above having followed a prescribed programme of study

3.16 All awards conferred by the University must have an appropriate programme specification and be approved/reviewed in accordance with the University Quality Assurance Handbook.
The University’s Academic Portfolio

Approval of New Awards

3.17 Responsibility for the approval of new awards, other than those listed above, rests with Academic Council.

Joint, Dual and Multiple Awards

3.18 Provided expectations and legal capacity is met, the University reserves the right to engage with one or more authorized awarding bodies jointly to provide a programme of study leading to dual, joint or multiple academic awards.

3.19 The University Framework and Regulations for the provision of programmes leading to joint, dual or multiple awards of the University and other organisations, including European higher education institutions, is detailed in Appendix F.

3.20 The fundamental principle of such awards is that the University, as a degree-awarding body, is directly responsible for the academic standards of any awards granted in its name (whether these are in the forms of academic credit or qualifications), as well as for the accuracy of any transcript or record of achievement summarising these, regardless of where the learning takes place and whoever provides it.

Joint awards

3.21 Joint academic awards, where a single qualification is granted for successful completion of one programme of study offered collaboratively by two or more awarding bodies, require the University to satisfy itself that it has the legal and regulatory capacity to grant academic awards jointly with the other organisation(s) in question, especially where this involves pooling or combining awarding powers granted within different legal jurisdictions.

Dual and multiple awards

3.22 Programmes of study that lead to dual or multiple awards involve the granting of separate qualifications by each of the awarding bodies involved, based on the same student work. Where grades awarded for credits studied at the partner are imported into the University of Greenwich record/transcript, the University’s Grade Translation Policy (Appendix H) will be used. Regardless of the collaborative nature of the programme, responsibility for each award, and its academic standard, remains with the body awarding it.
4. **ADMISSION OF STUDENTS**

**General Considerations**

4.1 There should be a reasonable expectation that anyone admitted to a programme will be able to fulfil the objectives for the programme and achieve the standard required for the award.

4.2 Each programme will specify any particular knowledge or skills required for admission.

**Admission to programmes**

**Admission of students without formal qualifications**

4.3 Where appropriate, students without formal or traditional entry qualifications, may be admitted as a result of their life and/or work experiences; the University actively encourages such students to apply. Each application is looked at individually on its merits.

**Acceptable qualifications**

4.4 The academic qualifications acceptable for entry to programmes shall be laid down in the admissions regulations for programmes published annually. The vocational, professional and other qualifications acceptable for entry to programmes shall be laid down in the admissions regulations published annually.

**Recognition of Prior Learning (RPL)**

4.5 Recognition of Prior Learning represents the process for taking account, normally during the admissions process, of the learning undertaken by a student before starting a University of Greenwich programme.

4.6 Recognition of Prior Learning (RPL) assesses prior learning from which a credit-value is derived. This credit can be counted towards the completion of a University of Greenwich award. Such prior learning:

- May have been previously undertaken at another HEI/education provider/training organisation, and its consideration is described as the recognition of prior certificated learning’ (RPCL), or
- It may have been achieved by reflecting upon experiences outside the formal education and training systems, and its consideration is described as the recognition of prior experiential learning’ (RPEL).

4.7 RPL is therefore defined as the assessment of previously acquired learning (whether certificated or experiential learning) within the context of the programme to which the student is seeking admission, or in the case of part-time students, on which the student is currently enrolled. Such assessment will give rise to the award of **general credit and/or specific credit:**

- General credit applies to the recognition of prior learning (whether certificated or experiential) that contributes towards achievement of the programme learning outcomes.
Specific credit is awarded for learning that matches the learning outcomes of particular course(s) within the programme/award that the student undertakes at the University of Greenwich.

Where the award of general or specific credit has been agreed, the student will be exempt from those courses against which the prior learning has been adequately mapped. Exemption signifies that the student is considered to have completed the course(s) for the purposes of pre-and/or co-requisite, progression and award requirements.

Direct Entry

4.8 This term is used when applicants are permitted to enter a programme of study at an advanced point of entry, on the basis of their previously completed studies and/or experiential learning. It relates to the transfer/recognition of credit, as a result of the recognition of prior learning, which enables a student to be admitted to a specified point beyond the beginning of a programme, for example to Level 5 rather than Level 4 on an undergraduate programme. A pre-condition of this would be the recognition of the relevant amount of prior learning.

Where specific entry qualifications are involved, however, no RPL recognition is necessary; this is referred to as ‘direct entry’ (see regulation 4.10 below).

Principles involved in the consideration of prior learning

4.9 In the recognition of prior learning the following principles will apply:

(a) Students may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at FHEQ Levels 4, 5, 6 or 7.
(b) RPL credit can only be awarded for whole courses, not for part of a course.
(c) Currency of credit:
   - Formal certificated learning will normally be considered current when it has occurred up to 5 years prior to the start date of the University of Greenwich programme.
   - Experiential learning will normally be considered current when it has occurred up to 5 years prior to the start of the University of Greenwich programme.
   Exceptions to the 5 year maximum period may be permitted where the learning is deemed still appropriate and relevant.
(d) The credit awarded for prior learning must contribute towards the achievement of the learning outcomes of the programme. The mapping of prior learning against programme and/or course learning outcomes is a matter of academic judgement.
(e) Faculties will identify, within programme-specific documentation, courses for which credit for prior learning cannot be awarded e.g. a major project or dissertation; practice placements, and specified core courses.
(f) A PSRB may advise restrictions governing the amount of RPCL, RPEL, or both, that can awarded.
(g) The grade for any credits gained via RPL will not be transferred for the purpose of the University of Greenwich award UNLESS it has been recognised as a result of a Faculty external credit-rating activity or where there is an agreement with another HEI to recognise such transfer of grades.
(h) Normally, all applications for RPL by full-time students should be made prior to the student completing registration. The University will communicate its decision regarding the recognition of prior learning no later than 3 weeks after the commencement of study (see
Part-time students may make a claim for the recognition of prior learning at any time during their programme of study to enable learning undertaken concurrently with their programme of study to be considered.

4.10 In determining the maximum credits available for RPL for any award within the FHEQ, the University has sought to balance the recognition of prior learning with a desire to ensure that conferred awards reflect sufficient evidence of study having been undertaken within the institution. The following shall apply:

<table>
<thead>
<tr>
<th>AWARD*</th>
<th>MAXIMUM RPL (CREDITS)**</th>
<th>MINIMUM CREDITS TO BE STUDIED AT THE UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education/HNC (120 credits)</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Diploma in Higher Education/Foundation Degree/HND (240 credits)</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Honours Degree (360 credits)</td>
<td>240</td>
<td>120</td>
</tr>
<tr>
<td>Honours Degree – Single stage (level 6) (120 credits)</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Integrated Master’s Degree (480 credits)</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Postgraduate Certificate (60 credits)</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Postgraduate Diploma (120 credits)</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Master’s Degree (180 credits)</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

* The University publishes the entry requirements for admittance to its programmes. The University recognises that some qualifications provide evidence of academic attainment that would equip the prospective student for direct entry into a later stage of a programme. A formal RPL claim is not required in order to admit students with such recognised direct entry qualifications.

** Normally students will be expected to study 50% of the total credits required for an award as a registered student of the University. Where a student has been allowed direct entry to the final stage of an Honours degree the final 120 credits of the programme must be undertaken at the University.

*** Where a single stage (level 6) Honours degree has been designed specifically for continuing professional development, building upon a student’s professional experience, students will be permitted to transfer up to 60 certified credits undertaken at other HEIs/training provider, or from a Faculty’s external credit-rated provision, provided that this credit has not been used for a previous award.

**The Use and Re-use of Credit**

4.11 The following shall apply:

(a) Normally, credits utilised in attaining an initial qualification recognised by the FHEQ cannot be used to secure advanced standing against another award of equivalent or lower status. Such credits are considered ‘spent’ as part of the certification of the initial award.
(b) Such credits, however, may contribute to a higher award in the context that the higher qualification subsumes the lower. Illustrations of this would be:
- A student who achieves a Foundation degree can use relevant credit towards an Honours degree, but not towards another Foundation Degree/HND/DipHE.
- Credits obtained in attaining a sub-degree award or qualification can be used towards an Honours degree. Once an Honours degree has been awarded it cannot normally provide credit towards another Honours degree.
- Although at the same level in the FHEQ, a student may utilise credit from a Postgraduate Certificate or Diploma to contribute to a Master’s degree.
- Credit ‘spent’ on the conferment of an undergraduate award may not be used to meet the requirements of a postgraduate award*.
* Academic Council must approve any derogation from this. Faculties must specify to what extent and to which awards such derogation is to apply.

Withdrawal from Study at the University

4.12 Students who wish to withdraw from their studies must inform their respective Student Centre or Partner College by completing the appropriate documentation confirming the last date of attendance and reason for withdrawal. Guidance is provided on this process. It is the student’s responsibility to ensure that adequate information concerning withdrawal is provided. The Office of Student Affairs will not normally action withdrawal from the University on the basis of information received from other sources.

 Interruption of Study

4.13 Students who wish to interrupt from their studies for a whole term or semester must seek agreement from their Programme Leader and must inform their Student Centre by completing the appropriate documentation. The student will return to study at an agreed date (resumption of study date). The record of the student is only temporarily inactive.

See Appendix B for withdrawal and interruption of study procedures

EDEXCEL and SCOTVEC Higher awards

4.14 Applicants holding a Higher National Certificate or Diploma of EDEXCEL or SCOTVEC in a relevant subject area may be considered for admission with specific credit, normally to the start of the second year of a three-year full-time programme, or to the equivalent stage of a part-time programme.

4.15 Unless the programme has been specifically designed to build on EDEXCEL or SCOTVEC HND/C qualifications and makes provision for entry direct to the third year, HND/C students will not normally be admitted to the third year of a degree programme without satisfactorily completing assessments equivalent to those required for progression from the second to the third year of the degree programme, or the equivalent stage of a part-time programme.
Exchange Students

4.16 Exchange students may not be registered for an award of the University, as they remain registered in their home institution. Performance is reported to their home institution under ECTS regulations. Where students wish to transfer to the University to complete an award as a registered Greenwich student, their performance during funded study at the University can form the basis of a claim for RPL.

Associate Students

4.17 An Associate Student is a student undertaking an approved curriculum of one or more course(s) who is not currently registered for a University award. Such students are not required to undertake the formal course(s) assessments, but if they do, and complete the requirements satisfactorily, they may make use of the credit gained.

University Erasmus, Study Abroad and Dual Award Students

4.18 University of Greenwich students may undertake a period of study abroad if it is authorised by the University. Where this period of study at a recognised partner is deemed by the University to contribute to the credit required for an award, the assessment results achieved by the student at that partner should be translated and integrated into the student’s record using the tables in the University’s Grade Translation Policy (Appendix H) and shall be considered as part of the Progression and Award Board’s classification or awarding processes.
5. **ASSESSMENT REGULATIONS RELATING TO STUDENT PROGRESSION AND AWARDS**

**General Principles of Assessment**

**Fulfilment of learning outcomes**

5.1 All programmes relate assessment requirements to specific learning outcomes. Students are expected to demonstrate the attainment of these in their overall performance at course/programme level. Progression through and completion of awards are subject to the University Assessment Regulations.

**Confirmation of standard**

5.2 Assessment reflects the achievement of the individual student in fulfilling the programme learning outcomes. At the same time, it relates that achievement to a consistent national standard of awards. It should, therefore, be carried out by impartial examiners, using methods which enable them to assess students fairly. To that end, external examiners are involved in assessments which count towards an award. Their role is to ensure that the University’s assessment procedures are appropriate in the context of the assessment set for a course or award, that the decisions reached in respect of students being assessed are fair, and that the standard of the University’s awards is being maintained.

**Examiners’ judgement**

5.3 Within the constraints of paragraph 5.1, the Progression and Award Board has discretion in reaching decisions on the awards to be made to individual candidates. The Progression and Award Board is responsible for interpreting the assessment regulations for the programme of study concerned if any difficulties arise, in the light of the University’s requirements and good practice in higher education; and its academic judgements should not, in themselves, be questioned or overturned.

**Information for students**

5.4 These academic regulations and any programme specific regulations will be made known to students. This includes the publication of definitive regulations on the University website. The assessment requirements for each course shall be notified to every student in writing at the start of the course.

5.5 Where a programme forms part of the qualifications required by a professional or statutory body, clear information will be provided about specific assessment requirements that must be met for progression towards the professional qualification including criteria for the marking and grading of assessments. The requirements of that body will take precedence over those of the University regulations in the awarding of the professional qualification.
5.6 Information will also be made available to students about the grounds on which they may request Progression and Award Boards to review their decisions and about the arrangements for dealing with any such requests.

Responsibilities of students

5.7 It is the responsibility of students to attend examinations and to submit work for assessment as required.

5.8 If a student fails to attend examinations or to submit work for assessment without good cause, the examiners have the authority to deem the student to have failed the assessment concerned.

5.9 It is the responsibility of students to familiarize themselves with the University regulations that relate to assessment and progression (see appendices), these being
- Student Withdrawal Procedures and Procedures for Interrupting Studies.
- Student Claims of Extenuating Circumstances Affecting Formal Assessment.
- Regulations Governing Suspected Plagiarism and Examination Offences
- Regulations Governing the Exclusion of Students from Programmes of Study on grounds of Academic Progress
- Appeals against a decision of a Progression and Award Board

5.10 These assessment regulations establish how a student’s final result is determined.

5.11 Each course shall have clearly defined, discrete assessment requirements which a student must satisfy in order to pass the course and gain the credits associated with that course. The assessment tasks for a course shall reflect the learning outcomes set down for the course and shall enable the successful student to demonstrate that they have achieved those outcomes.

5.12 Assessed work (both coursework and examinations) will be marked and internally moderated prior to Subject Assessment Panels. Examination papers will be marked anonymously.

5.13 Where students are notified of the provisional results of course assessment this must be subject to confirmation by the Progression and Award Board.

5.14 The copies of dissertations or project reports at undergraduate and postgraduate levels submitted for examination shall remain the property of the University but the copyright shall be vested in the student. Students’ examination scripts shall be retained by the University for a period of the current academic year plus one year as determined by the University Records Retention Schedule.

5.15 Where a member of University staff is enrolled on an award, normally their assignments should be seen by the appropriate External Examiner, as should any claim for RPCL or RPEL.

Assessment and progression regulations for undergraduate awards

Grading

5.16 Students’ work on undergraduate programmes (inclusive of EDEXCEL) will be marked on a numeric scale of 0-100%. An exception to this is permitted for courses where the attainment of skills/competence is best graded on a Pass/Fail basis.
5.17 The University pass grade for individual courses is 40%. Credits shall be awarded for those courses in which an overall grade (the aggregation of grades attained for all assessment tasks) of at least 40% has been achieved. In instances where students attain an overall grade of 30-39%, Progression and Award Boards may compensate an initial failure (see 5.19 below). Overall grades of less than 30% cannot be compensated. Students who have met the requirements for completion of one stage shall progress to the next.

Terminology

**Compensation:** is where the passing grade for an individual course has not been attained. The overall grade does, however, fall within the band of 30-39% which allows Progression and Award Boards (see 5.19) the discretion not to require reassessment and the student to receive credits for the course.

**Condonement:** is where the overall grade for a single course or courses (up to a maximum of 30 credits) is below 30%. It cannot be applied in addition to compensation. Exceptionally, Progression and Award Boards have the discretion (following consideration of the overall profile and programme aims and objectives) to allow a student to progress without having to undertake reassessment.

**Proceed Intermediate Standing (PI):** is where a student is permitted to progress to the next stage of their programme carrying up to 30 credits of failure. Reassessment in the failed course(s) will be in addition to the requirements of the subsequent stage. The nature of the reassessment and attendance will be determined by the Progression and Award Board.

**Resit:** is where the student’s performance on a course(s) has fallen below the level necessary to pass a course. A Progression and Award Board may require a student to undertake assessment at the earliest opportunity to retrieve failure; this takes place prior to the commencement of the next stage. Resit grades on assessment items are recorded as awarded, but what that assessment item contributes to the grade for the course will be capped at a maximum of 40%.

**Repeat:** the student is required to re-register for the failed course(s) and undertake re-assessment in a subsequent session. This is where the student’s performance on a course(s) has fallen below the level necessary to pass a course. The student may be required by the Progression and Award Board to repeat some or all of the course(s) in the stage in the next academic session. In such situations there will be an expectation of the normal level of engagement that would accompany a first attempt of the course (e.g. attendance and assessment).
Deferred Repeat: is where the student’s performance on a course(s) has been significantly impaired by illness or other valid circumstances. The student may be required by the Progression and Award Board to repeat some or all of the course(s) in the stage in the next academic session. In such situations there will be an expectation of the normal level of engagement that would accompany a first attempt of the course (e.g. attendance and assessment), but the deferred repeat courses shall not normally be counted as one of the “three opportunities” permitted to pass a course (see section 5.26).

Compensation

5.18 Compensation for failure may be applied where a student’s work has been graded on the numerical scale and the overall grade falls in the band of 30-39%. Compensation is a discretionary decision. In deciding whether to apply compensation, a Progression and Award Board will take into account aspects such as the student’s overall profile and the significance of any failed courses to the aims of the programme. A programme may identify certain courses to which compensation cannot be applied. As appropriate, the Progression and Award Board will also consider the requirements of Professional Bodies.

5.19 Students who fail up to a maximum value of 30 credits at one stage of study may receive compensation for that failure provided that:

(a) An average grade of 40% or more has been achieved across ALL courses at that stage;

(b) The grade for any individual course does not fall below 30%;

5.20 In cases where compensation is applied, the actual grade attained of 30-39% will be recorded and credits awarded. For the purpose of stage average/award classification, each compensated course will be computed as 40%. Information presented on student transcripts shall make it clear that grades/credits attained were obtained by compensation.

Condonement

5.21 Exceptionally, and not in addition to the application of compensation, where up to 30 credits within a stage lies below 30% (the non-compensatable threshold) the Progression and Award Board may (after due consideration of programme learning outcomes) permit this outright failure to be condoned. The actual grade attained would be recorded for the calculation of Honours classification/Stage Average and appear on the transcript.

Late Submission and Reassessment (retrieval of failure)

5.22(i) Coursework submitted up to ten working days after the official submission deadline set by the Course Leader will be accepted and marked and, if it meets the criteria for a ‘pass’, the mark will be capped at 40%. Where coursework is submitted up to ten working days of the set deadline and an Extenuation Panel has accepted as valid the reason for the late submission no capping will be imposed on the coursework mark (see 5.30 below and Appendix C, Procedures and Guidance for Student Claims of Extenuating Circumstances Affecting Formal Assessment). Coursework will not be accepted later than ten working days after the set deadline for submission and, in such circumstances, a non-submission and 0% will be recorded against this item of assessment.
5.22(ii) In cases where a course has been failed and where compensation or condonement has not been or cannot be applied, the Progression and Award Board will take into account the degree of failure before deciding that either:

(a) The student be allowed to resit failed courses (all or some of the elements of assessment therein) prior to the commencement of the next stage OR

(b) The student be required to repeat the failed courses (all or only those failed components of assessment) within a period of two years OR

(c) The student be allowed to proceed to the next stage with intermediate standing (PI) carrying failure in a maximum of 30 credits. The Progression and Award Board will decide the extent of assessment and manner of attendance for students permitted to progress with such intermediate standing (PI). Unless the carry-over is a core course, students may be permitted to substitute the initial failure with an approved alternative course. (See also 5.24(b) below)

Students will not normally be permitted an opportunity to resit failed courses if they have not engaged in the summative assessment tasks on those courses. An exception to this may be made where students have been granted extenuation, depending on the circumstances of each individual case.

5.23 With regard to 5.22(ii)(a) the nature of any resit tasks must reflect the learning outcomes of initially failed elements of assessment. A student who undertakes a resit must obtain an overall grade of 40%. Therefore resit elements of assessment will be marked on the full numeric scale. Grades for reassessed elements will be computed with previously successful elements of assessment within that course.

5.24 Successful retrieval of failure in course(s) will result in the following grades being recorded for progression and classification purposes:

(a) Retrieval of failure attained through a resit will result in a **bare pass grade of 40% being recorded for those elements that were reassessed**. Student transcripts will reflect the real grade obtained in reassessed elements and also indicate that the overall grade was reduced as a result of such capping. **The overall grade for the course will not be capped.** For those students NOT offered a resit opportunity (see 5.22(ii) (b) and (c) above) the following will apply:

(b) For those repeating and PI (progressed with intermediate standing) students retrieving failure through **having to re-register for ALL of the assessment for a particular course(s), the overall grade** attained in the reassessment will be recorded. This removal of ‘capping’ will also apply to students, progressed with intermediate standing, who choose to be reassessed in a substitute course.

5.25 Candidates being reassessed in a following session will not be reassessed in elements which are no longer current in the framework. A Progression and Award Board may, at its discretion, make such special arrangements as it deems appropriate in cases where it is impracticable for students to be reassessed in the same elements and by the same methods as at the first attempt.

5.26 Candidates who fail to retrieve the initial failure at the following attempt (either through resit or repeating all or some of the assessment elements of a course) will normally, at the discretion of
the Progression and Award Board, be allowed only ONE further submission of assessment, in a
manner determined by the Board. Therefore (irrespective of the sequence of resits/repeat)
students may be allowed THREE opportunities to pass an individual course. The number of
reassessment opportunities permitted will be guided by the Progression and Award Board’s
consideration of the overall programme profile and the academic progress made by the student
(see 5.27 below).

Profiling

5.27  In initially considering a student’s profile, a Progression and Award Board will apply its discretion in
the following manner:

(a)  For students at Stage 1, compensation (up to a maximum of 30 credits) may be applied OR
exceptionally condonement (up to a maximum of 30 credits). Reassessment will also be
permitted in one or more additional courses (in a manner and at a date determined by the
Progression and Award Board).
(b)  For students at intermediate and final stages, failure in more than 30 credits will prevent
compensation OR condonement being applied.
(c)  Consider whether the student has shown sufficient academic progress following
reassessment and whether a decision of fail with no further assessment be recorded.
Where appropriate a fall-back award will be conferred.

Only a maximum of 30 credits may be compensated or condoned within any academic stage. An
academic stage equates to 120 credits.

Part-time and two-year accelerated degree students

5.28  In programmes where completion of a stage (120 credits) is of a longer or shorter duration than
one academic year the Progression and Award Board will need to consider partial student profiles
before completion of a stage so that students can be reassessed at the earliest opportunity
following their initial failure.

5.29  a) For part-time students, the PAB will be able to apply compensation at any point in time
provided that the maximum of 30 credits compensation per academic stage (120 credits) is not
exceeded.
   b) For accelerated honours degree students (see 2.24), the PAB will be able to apply compensation
of up to 45 credits in an academic year, provided that the maximum of 30 credits compensation
per level is not exceeded.

Valid Reasons for Poor Performance, Failure or Non-completion

5.30(i)  If it is established to the satisfaction of a Progression and Award Board (through a
recommendation from an Extenuation Panel) that a student’s absence, failure to submit work or
poor performance in all or part of an assessment for an award was due to illness or some other
cause found to be valid on production of acceptable evidence, a Progression and Award Board may
seek to address the situation through the following approaches, depending on the scale of failure
or non-completion or under-performance:

(a)  for low volumes of failure or non-completion, the Progression and Award Board may require
the student to submit or undertake assessments within the existing session. **This would constitute a DEFERRAL IN STAGE.** The marks achieved following deferral in stage reassessments will be received without penalty and so will not be capped, and will be amalgamated with any other assessment marks for that course and a final total produced;

(b) **for higher volumes of failure or non-completion** - the student concerned may be required by the Progression and Award Board to repeat the courses impacted in the next session. **This would constitute a DEFERRED REPEAT.** The courses covered by extenuation would be taken again in the next academic session without penalty, so there would be no capping;

(c) if the student is **completing a final stage and**, where a Progression and Award Board is satisfied that there is enough evidence of student’s achievement, the student may be recommended for the award for which they are a candidate without further assessment being completed. In such circumstances the Progression and Award Board may use its discretion in consideration of the award classification for Honours;

(d) **in cases of severe or long term illness** - an Aegrotat may be recommended when a Progression and Award Board does not have enough evidence of the student’s performance to be able to recommend the award for which the student was a candidate. The Progression and Award Board must be satisfied that, but for illness or other valid cause, the student would have demonstrated the standard required.

In the circumstances described (d) above, the student or their representatives must have signified that the student is willing to accept the award.

5.30(ii) In exercising its discretion in respect of 5.30(i) the Progression and Award Board shall determine whether ‘deferral in stage’ or ‘deferred repeat’ reassessment would be more appropriate for a student with extenuation by balancing:

(a) an evaluation of whether the Progression and Award Board believes that giving the student a ‘deferral in stage’ or ‘deferred repeat’ might result in a significant improvement in the student’s transcript, classification, or decision outcome;

an evaluation as to whether extenuation has apparently caused the student’s performance to be significantly “below expectations”. This may be judged by comparing the student’s performance on courses or assessments not impacted by the extenuation with those impacted;

(b) an exploration of the question of whether it is practical (or impractical) to reassess a student, if for example:

- the situation which created the extenuation continues and ‘deferral in stage’ or ‘deferred repeat’ will be impossible or highly impractical because of the circumstances or nature of the assessment;
- the student would potentially benefit more greatly from an early decision, or from a ‘deferral in stage’ or ‘deferred repeat’ opportunity.

5.30(iii) If a Progression and Award Board determines that a student should have ‘deferral in stage’ or ‘deferred repeat’ the student will normally be expected to treat the Progression and Award Board outcome as an instruction to engage in the new assessment. The timing of such ‘deferral in stage’ or ‘deferred repeat’ may be determined by the Progression and Award Board, having regard to the
scale of impaired performance and overall profile. The marks achieved following ‘deferral in stage’ or ‘deferred repeat’ will be received without penalty and so will not be capped.

a) In circumstances where a student has not passed an assessment, if the student fails to engage in the deferred assessment they may be failed unless they apply for extenuating circumstances again and the claim is accepted.

b) In circumstances where a student has already passed an assessment, and is being offered an opportunity for ‘deferral in stage’ or ‘deferred repeat’ to improve their existing grades or classification or transcript, the student will be asked to respond to the offer in writing within 10 working days of notification and:

- where the student undertakes the deferred assessment the new grades received will be utilised by the Progression and Award Board regardless of whether the student’s performance declines in the new assessment attempt;
- where the student refuses the opportunity to undertake the deferred assessment the existing grades will be confirmed by the Progression and Award Board;
- where the student fails to respond to the offer within the 10 working days of notification, the existing grades will be confirmed by the Progression and Award Board.

5.30 (iv) The Progression and Award Board should be mindful that, if possible, the potential outcome(s) neither significantly advantage(s) nor disadvantage(s) the student compared to other students. While efforts may be made to ameliorate significant disadvantage, there should be no specific (perverse) encouragement to students to seek extenuation.

Assessment of students with disabilities or affected by special circumstances

5.31 Where students cannot be assessed under normal conditions because of a disability or special circumstances beyond their control, alternative arrangements may be made to carry out the assessment. Students are to be advised to contact the Disability and Dyslexia Services directly for an evaluation of their circumstances in advance of any formal assessments.

The Disability and Dyslexia Services will identify and recommend alternative assessment arrangements to be approved by the Pro Vice-Chancellor of Faculty (or nominee) as Chair of the Progression and Award Board. Any approved arrangements will be recorded on the student record within the University’s Central Information System. The aim of providing alternative assessment arrangements is to minimise the disadvantage suffered by the student, whilst testing his/her academic performance as rigorously as that of other students. Responsibilities for the provision of alternative assessments (and accompanying arrangements) are outlined in the Examination and Assessment Regulations for Students with Disabilities, Dyslexia and Long-Term Medical Conditions.

Award and Classification for Honours

5.32 The Progression and Award Board has delegated authority from Academic Council for the conferment of awards. The Progression and Award Board is required to confirm that a student has met the requirements of the final stage, including (where applicable) the requirements of Professional and Statutory Regulatory Bodies (PSRBs).

5.33 Each student will be awarded a degree classification according to the following rules:
(a) Aggregation and Weighting

Undergraduate Honours Degree Awards

Degree classification for the award of an Honours degree will be according to the following bands:

- 70% or more = First Class Honours
- 60-69% = Upper Second Class Honours
- 50-59% = Lower Second Class Honours
- 40-49% = Third Class Honours

For awards conferred before June 2017, the class of Honours will normally be calculated on the grades achieved in stages 2 and 3 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging the full spread of grades in Stage 2 to obtain 25% of the final grade and averaging the full spread of grades in Stage 3 to obtain 75% of the final grade.

For awards conferred from June 2017, the class of Honours will normally be calculated on the grades achieved in stages 2 and 3 of a programme in the ratio of 20:80. Aggregation of grades to obtain the class of Honours will be based on averaging the full spread of grades in Stage 2 to obtain 20% of the final grade and the average of the best 90 credits of grades in Stage 3 (Level 6 or above) to obtain 80% of the final grade [20:80].

For Honours classifications made between June 2017 and May 2019, students will be awarded the most favourable outcome from these two algorithms.

The final average grade will be rounded to the nearest whole number e.g. 69.5 will be recognized as 70 and 69.4 will be recognized as 69.

For students who do not achieve the final average grade for a particular class of degree, the Progression and Award Board, in applying its discretion, will be guided by:

(b) Borderline Judgements

The Progression and Award Board may use its discretion in considering cases on the borderline of classification categories. A borderline case is normally defined as a student who has a final average grade within 2.0 percentage points below the classification percentiles stated above (e.g. 38.0, 48.0, 58.0 and 68.0 respectively for Third, 2:2, 2:1 and 1st class degree classifications). The Progression and Award Board may consider the following when awarding a higher degree classification than that indicated by the final average grade:

i. the overall student profile, taking into account the programme/award specification; the spread of grades obtained across all assessment tasks; and those courses in which the student has performed better or worse than the classification dictated by the overall average. Where there is sufficient evidence of higher aptitude, a higher classification may be awarded.

ii. Recognition of the development of the student whose performance attained at final stage indicates a higher classification than the overall grade point average.

iii. the views of the external examiner on the quality of the work of the student

Students with extenuation will be considered in accordance with regulation: 5.30 Valid Reasons for Poor Performance, Failure or Non-completion.
Recognition of Prior Learning

5.34 Any credits gained via RPL will not be graded for the University of Greenwich award UNLESS it has been recognised as a result of a Faculty’s external Credit-Rating activity or where there is an agreement with another HEI to recognise such transfer of grades.

5.35 Where a student on an undergraduate degree has undertaken only the final stage at the University of Greenwich, the Honours classification will be based on this single stage Grade Point Average. The Progression and Award Board will also be guided by the student’s profile, giving due consideration to the borderline conventions.

5.36 Students at sub-degree and postgraduate level whose profile contains RPL credits will be eligible for Distinction and Merit awards.

5.37 Credits awarded for prior learning are treated as meeting entry/admission requirements for an award. They do not provide usable credit for the purposes of entitling a student to a fall-back award at a lower level within the FHEQ.

Academic Judgement

5.38 The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of their programme of study and have achieved the standard required for the award they seek. Assessment is a matter of academic judgement, not simply of computation. Whilst grades provide information on which a decision about student attainment can be based, they should not be considered as absolute values or exact measurements. All academic judgements, including those applied to borderline candidates must be properly and fully recorded.

Progression and Award Boards may give consideration to candidates who fall outside of the borderline definition, provided there is a strong argument to indicate that the profile of the candidate warranted such an approach.

Reassessment for the Bachelor’s Degree with Honours

5.39 Failed Honours candidates shall be permitted to be reassessed for Honours by taking failed elements of assessment at the next available opportunity. Candidates who fail to retrieve such initial failure at the subsequent attempt will normally be permitted only one further attempt to attain the award (see regulations 5.22 – 5.24 above).

Exit Awards for Undergraduate Honours Degrees

5.40 The Progression and Award Board may also confer a

a) Degree without Honours to a student who successfully completes or is otherwise credited with 300 credits (including 60 credits at level 6) on an Honours programme

b) Diploma in Higher Education (DipHE) to a student who successfully completes, or is otherwise credited with, at least 240 credits, of which 90 must be at Level 5 or above, and at least 90 at Level 4 or above
c) Certificate in Higher Education (CertHE) to a student who successfully completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 4 or above

5.41 Conferment of other Undergraduate Awards (see Section 3)

a) Students who achieve a Grade Point Average of 60% or above in their final stage of sub-degree programmes will have that award conferred ‘with merit’.

b) Foundation Degree and HND students who achieve a Grade Point Average of 60% or above at Level 5 will have that award conferred ‘with Merit’.

c) To achieve an award of an HNC with Merit a student must achieve a Grade Point Average of 60% across all courses.

d) Students who achieve a Grade Point Average of 70% or above in their final stage of sub-degree programmes will have that award conferred ‘with distinction’.

e) Foundation Degree and HND students who achieve a Grade Point Average of 70% or above at Level 5 will have that award conferred ‘with distinction’.

f) To achieve an award of an HNC with distinction a student must achieve a Grade Point Average of 70% across all courses.

Marking and Classification Conventions

<table>
<thead>
<tr>
<th>Honours Class</th>
<th>%</th>
<th>Generic Assessment Criteria *</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>70 – 100</td>
<td><strong>86 – 100</strong> The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.</td>
</tr>
<tr>
<td></td>
<td>76 – 85</td>
<td>The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.</td>
</tr>
<tr>
<td></td>
<td>70 – 75</td>
<td>The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.</td>
</tr>
<tr>
<td>II(i)</td>
<td>60 – 69</td>
<td><strong>65 – 69</strong> The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.</td>
</tr>
<tr>
<td></td>
<td>60 – 64</td>
<td>The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.</td>
</tr>
<tr>
<td>Level</td>
<td>Range</td>
<td>Grade</td>
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<td>II(ii)</td>
<td>50 – 59</td>
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<td>III</td>
<td>40 – 49</td>
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<td>FAIL</td>
<td>30 – 39</td>
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<td>10 – 19</td>
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<td>0 – 9</td>
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</tbody>
</table>

* These assessment criteria are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific criteria, in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

**Assessment and Progression Regulations for Taught Postgraduate Awards**

**Grading**

5.42 A student’s performance on taught graduate/postgraduate awards may be graded numerically, or on a pass/fail basis. Where a numerical system is used the **pass grade** shall be 50%.
5.43 The conferment of a postgraduate award with Distinction is permitted where students obtain an average of 70% across the programme as a whole. Candidates who do not achieve 70% may also be considered for Distinction should exceptional performance in specific courses and improvement throughout the award be evidenced. The conferment of a postgraduate award with Merit is permitted where students obtain an average of 60% across the programme as a whole.

Compensation

5.44 Compensation may be applied for taught programmes which are postgraduate in level or postgraduate in time. Compensation for failure may be applied where a student’s work has been graded on the numerical scale. Within an award, compensation can be awarded for ONLY a maximum of 30 credits for a course (or courses) that achieves a grade of 40-49%.\(^4\) Compensation is not an automatic right but is a discretionary decision taken by the Progression and Award Board when an individual student’s profile is considered in full, having due regard to the significance of the failed courses to the overall aims of the programme and to the level of the courses. As appropriate, the Progression and Award Board will also consider the requirements of Professional Bodies.

5.45 Given the length of time it will take to complete an academic stage, part-time students should be reassessed at the earliest opportunity following their initial failure as determined by the Progression and Award Board. This will necessitate partial student profiles being discussed at Progression and Award Boards before stage completion.

Late Submission and Reassessment

5.46(i) Coursework submitted up to ten working days after the official submission deadline set by the Course Leader will be marked and, if it meets the criteria for a ‘pass’, the mark will be capped at 50%. Where coursework is submitted up to ten working days of the set deadline and an Extenuation Panel has accepted as valid the reason for the late submission no capping will be imposed on the coursework mark (see 5.30 above and Appendix C, Procedures & Guidance for Student Claims of Extenuating Circumstances). Coursework will not be marked if received later than ten working days after the set deadline for submission and, in such circumstances, a non-submission will be recorded against this item of assessment.

5.46(ii) In cases where compensation cannot be applied, reassessment shall take place in line with the principles outlined in 5.22 to 5.26 above.

5.46(iii) In cases of a failed dissertation/project the Progression and Award Board, taking into account the scale of failure, must set a clear and reasonable date for resubmission.

Assessment and Progression Regulations for Integrated Masters Awards

Grading

5.47 A student’s performance on an integrated master’s award will be graded numerically. The University pass grade for individual courses is normally 40% at Levels 4 to 6 and 50% at Level 7, the final Stage. Credits shall be awarded for those courses in which an overall grade (the aggregation of

\(^4\) The compensatable range is relative to \(^*\) above. Where the pass grade is deemed 40% then the range will be 30-39%
grades attained for all assessment tasks) of at least 40% or 50% in the final stage has been achieved.

**Compensation, Condonement and Reassessment for Integrated Master’s Degree Awards**

5.48 Existing Undergraduate regulations governing progression, compensation, reassessment and consideration of borderline judgements may be applied to Integrated Master’s Degrees, unless this is prohibited by professional and statutory body requirements. (Paragraphs 5.18 to 5.27 and 5.33(b)).

5.49 Stage 1 Undergraduate Honours and Stage 1 Integrated Master’s Awards are equivalent. Stage 2 Undergraduate Honours and Stages 2 and 3 of an Integrated Master’s Degree are equivalent as progression years, and Stage 3 (Final Year) Undergraduate Honours are equivalent to Stage 4 of Integrated Master’s Degrees.

5.50 Compensation and condonement in Stage 4 of integrated Master’s awards will be based upon the recognition of a 50% pass mark for the course.

**Degree Classification for Integrated Master’s Degree Awards**

5.51 The class of Honours will be calculated on the grades achieved in Stages 3 and 4 of a programme in the ratio of 25:75. Aggregation of grades to obtain the class of Honours will be based on averaging the full spread of grades in Stage 3 to obtain 25% of the final grade and averaging the full spread of grades in Stage 4 to obtain 75% of the final grade. Degree classification for the award of an Honours degree will be according to the following bands:

- 70% or more = First Class Honours
- 60-69% = Upper Second Class Honours
- 50-59% = Lower Second Class Honours

**Exit awards for Integrated Master’s Degrees**

5.52 The Progression and Award Board may confer:

i. Diploma in Higher Education (DipHE) to a student who successfully completes, or is otherwise credited with, at least 240 credits, of which 90 must be at Level 5 or above, and at least 90 at Level 4 or above

ii. Certificate in Higher Education (CertHE) to a student who successfully completes, or is otherwise credited with, at least 120 credits, of which at least 90 must be at Level 4 or above

iii. An Undergraduate Honours Degree on successful completion of Stages 1, 2 and 3, upon the proviso that the full credit requirements for an honours award (360 credits, of which at least 90 are at Level 6) and other specific programme requirements have been met. Such requirements should be made in clear in the Programme Specifications and may entail additional study for an award to be conferred. Fall-back awards to Honours Degree level will be classified using the University’s current classification system as detailed in 5.33(a).
Appeal against a decision of Progression and Award Boards

5.53 An Appeal by a student against the decision of a Progression and Award Board may only relate to the following circumstances:

- That there exist circumstances materially affecting the student’s performance which were not known to the Progression and Award Board when its decision was taken, and which it was not reasonably practicable for the student to make known to the Board beforehand;
- That there has been demonstrable material procedural irregularity in the conduct of the examinations and/or assessment procedures, including assessment of coursework, of such a nature as to create a reasonable possibility that the result might have been different had they not occurred;

Right of Appeal

5.54 A student who has been excluded from a programme of study or who wishes to appeal against a decision of the Progression and Award Board shall have a right to appeal to the Academic Appeals Committee.

5.55 Any such appeal shall be submitted in writing by the student concerned to the Secretary of the Academic Appeals Committee. It must be received within 15 working days after the date of results being notified and shall contain a full statement of the grounds of appeal relied upon. In preparing such a statement the student shall have the right to draw upon the assistance of the relevant Students’ Union Officer and other members of the staff of the University (or Partner Institutions if appropriate) as may be appropriate.

5.56 The full Procedure governing exclusions and appeals as approved by the University are appended.

Changes to the Assessment Regulations

5.57 After a change in assessment regulations has been approved, the new regulation and the date from which it becomes effective should be notified to all staff and current students affected and the external examiners concerned.

Subject Assessment Panels (SAPs)

The Functions and Terms of Reference of the Subject Assessment Panel

5.58 The Subject Assessment Panel shall be responsible for:

a) The consideration and review of the nature of assessments and examinations for a group of courses within the Panel’s subject area;
b) Receiving comments from external examiners and Course Leaders on the student cohort’s performance on individual courses.

5.59 The Academic Department must ensure that the proceedings are recorded and each SAP report is authorised as accurate by the Chair, and external examiners (if present).
The Composition of Subject Assessment Panels

5.60 The Membership of Subject Assessment Panels shall normally include:

a) The Head of the Department (or nominee) within which the majority of courses lie, who shall be Chair;
b) Teaching staff for courses under consideration by the Panel, as internal examiners;
c) Appropriate external examiner(s) (at least one external examiner must be involved and evidence provided for all Level 5 and Level 6 panels).

A list of those programmes where external accreditation requires an alternative approach and where approval for this has been given through Academic Council will be recorded in these Regulations and contained in the appendix.

Subject Assessment Panel Data

5.61 The Subject Assessment Panel Data presented to the Panel will be generated from the University’s Central Information System. It is the responsibility of the relevant Course leader, in conjunction with the Campus Student Centre/AQU Quality Officer to ensure that the data submitted is accurate and complete. Heads of Academic Departments must be satisfied, before the meeting of the Panel, that all course results are available and have been checked.

Notification of Results of Subject Assessment Panels

5.62 Students will be given access to their course results online and it will be made clear that all results are subject to ratification by the Progression and Award Board.

Progression and Award Boards (PABs)

Regulations Governing Progression and Award Boards

5.63 Guidelines on examination arrangements and procedures and the processing of results are issued by the Student & Academic Services. The University’s Termly Schedule is endorsed annually by Academic Council. Programmes not conforming to the Schedule will be specified by Pro Vice-Chancellors of Faculty, and agreed by Academic Council as exempt from the Schedule.

Authority of Progression and Award Boards

5.64 The Academic Council is responsible to the Court for the regulation of the academic conditions for the admission of students to, and their progress within, the University. The responsibility for the assessment of a student’s performance is delegated to the Progression and Award Board for a programme or programmes.

5.65 The Progression and Award Board shall decide the final result of the assessment for each student. The decisions of the Board shall not be subject to any further approval within the University but, in the case of an externally validated examination, they shall be subject to confirmation by the external body concerned. The decisions of the Board shall be recorded and results shall be available as soon as possible after the meeting.
5.66  Formal written records of the proceedings of each Progression and Award Board will be maintained.

5.67  The Progression and Award Board is responsible for ensuring that standards are maintained and that all the requirements for assessments that contribute to the giving of an academic award, as laid down in the programme and in the regulations of any other appropriate awarding or accrediting body, are complied with. No other body has authority to recommend to the University the conferment of an award, nor to amend the decision of a properly constituted Progression and Award Board acting within its terms of reference and in accordance with the regulations for the programme.

Delegation of Responsibility for Assessments

5.68  The Progression and Award Board may delegate to other Sub-Committees or individuals such functions as may be appropriate; for example, final decisions on the assessment of Supervised Teaching Practice may be delegated to a Teaching Practice Panel. However, any progression implications will remain the remit of the Progression and Award Board. Similar arrangements may be made for the assessment of other practical placements.

Delegation of the consideration of Extenuating Circumstances

5.69  Faculties will hold Extenuation Panel(s) which shall act with delegated authority from Progression and Award Boards to oversee the consideration of all claims relating to extenuating circumstances. The Extenuation Panel:

(a) shall consist of a Chair who will be either the Faculty Director of Learning and Teaching or Director of Student Experience, a Secretary from the Faculty administration team, a representative from the Academic Quality Unit and additional membership determined by the Faculty Board(s);

(b) shall organise its deliberations so as to try to seek neutrality in decision making – i.e. if the Panel includes the student’s Programme Leader, personal tutor or Course Leaders (for example), those people would not normally comment on the case.

Confidentiality will be preserved by the members of Extenuation Panels.

5.70  The Extenuation Panel shall meet sufficiently frequently to oversee the extenuating circumstances claims received (the number of occasions to be determined with reference to key dates for coursework submissions and examinations). The Extenuation Panel may delegate some decision making on the straightforward types of extenuation claims to an officer (e.g. the Secretary or Chair) who will make determinations on the straightforward claims according to decision making protocols set out by the Extenuation Panel.

5.71  All claims for extenuating circumstances shall be dealt with promptly by the Extenuation Panel and decisions will be communicated to the Progression and Award Board and individual students. The target timeframe for responses shall be:

(a) Where the submission of extenuating circumstances form is electronic, the Extenuation Panel should normally acknowledge receipt of the claim within four working days. Where the student makes the submission in hard copy, the receipt shall be given by the Student Centre or afforded through proof of posting by Recorded Delivery.
(b) An initial decision on the extenuation claim should normally be communicated to the student by the Extenuation Panel within 15 working days. The decision may not be final at this point and might possibly include a request for more information or a decision to refer the claim to the Extenuation Panel.

5.72 A record of the Extenuation Panel’s decisions will be kept by the Panel Secretary for use by the Progression and Award Board. Decisions available will include:

- Rejection of a claim (or parts thereof), or
- Acceptance of a claim justifying late coursework submission of up to 10 working days, but with no claim of impaired performance, or
- Acceptance of a claim allowing late submission (but with probable impaired performance being noted), or acknowledging justified non-submission, or
- Referral to an Extenuation Panel where the case is complex, or
- A request to the student for further information to be provided within a specified time period.

The Functions and Terms of Reference of the Progression and Award Board

5.73 The functions and terms of reference of the Board are:

- To oversee award and progression procedures in designated programmes to maintain standards.
- To ensure that the requirements for progression and awards are complied with.
- To examine individual student assessment profiles.
- To review and make decisions on the progression of students and on reassessment in the light of overall performance, where necessary taking personal extenuating circumstances into account.
- To make decisions on awards.
- To authorise the decisions made, including certifying through the signing off of results by the Chair, the Officer and the external examiner and through the minuting of key decisions in relation to progression, reassessment in the light of overall performance and consideration of any extenuating circumstances.

Exceptionally it may be necessary to use Chair’s action before making a final decision, and in such circumstances the Chair should normally consult the External Examiner. The decisions made by Chair’s action must be recorded and presented for information at the next meeting of the Progression and Award Board.

The Composition of the Progression and Award Board

5.74 The membership of a Progression and Award Board shall normally include the following:

- A Pro Vice-Chancellor of Faculty or their nominee who shall be Chair;
- Appropriate Programme Leaders;
- Representative members of teaching staff as internal examiners;
- At least one external examiner (for all Boards where an award may be decided);
- Minuting Officer;
- A representative from the Academic Quality Unit who is knowledgeable of and able to give advice regarding the application of assessment regulations.
The proceedings of a Progression and Award Board shall not be invalidated by the absence of any person designated by the Chair as a member of the Board.

Student Membership

5.75 In normal circumstances, no student should be a member of a Progression and Award Board or attend an examiners’ meeting. If, however, a person who is otherwise qualified to be an examiner for a programme (for example, as a member of staff or as an approved external examiner) is coincidentally registered as a student on another programme of study, either in the University or elsewhere, that should not in itself disqualify that person from carrying out normal examining commitments.

Declaration of Personal or Actual Interest

5.76 The Progression and Awards Board shall be advised if any member has a personal or professional connection with any of the students being considered. The Chair has discretion to request anyone declaring an interest to retire from the meeting at the point at which discussion of the student’s profile takes place.

Notification of Results of the Progression and Award Board

5.77 The Director of Student Affairs shall be responsible for ensuring that students are notified of their results following a Progression and Award Board meeting.

Confidentiality of grades and discussions of the performance of students

5.78 Details of grades are considered by the Progression and Award Board and any matters discussed at their meeting are confidential to the Boards. In order to comply with the Data Protection Act, marks put on computer for the purpose of calculating a student’s grades etc, and which are not to be disclosed to the student, must be deleted from computer records within 40 days.

5.79 Considerations of confidentiality shall not affect the requirement that students be kept advised of their academic progress and made aware of the means by which they are being assessed and when they are being assessed. Transcripts of students’ grades may be disclosed to outside bodies at the discretion of the Director of Student Affairs.

Progression and Award Board Data

5.80 The Progression and Award Board Data presented to the Board will be generated from the University’s Central Information Systems. Course lists of grades for a student cohort will already have been confirmed by appropriate Subject Assessment Panels. It is the responsibility of the Faculty and the associated Programme Leader(s)/Link Tutor(s), in conjunction with Campus Student Centre/Quality Officer to ensure that the data submitted to the Board are accurate and complete. The Chair of the Progression and Award Board must be satisfied, before the meeting of the Board, that all course results and records of extenuating circumstances related to the students to be considered, are available so that each student’s profile is reviewed in full at the meeting.
6. EXTERNAL EXAMINERS

The Quality Assurance Agency (QAA) Context for External Examining

6.1 In the UK’s system of higher education, institutions are responsible for the quality of the education they provide and, in the case of institutions with degree awarding powers, they are responsible for the academic standards of the awards they offer. External examining provides one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions. External examining is therefore an integral and essential part of institutional quality assurance.

6.2 Institutions appoint as external examiners people drawn from higher education, industry, and professions ranging from medicine to law. Those appointed are suitably qualified and experienced in the subject, or specialism within the subject, to which the appointment relates. They are external to, and therefore independent of, the appointing institution.

6.3 Based on their qualifications and experience, they are able to provide carefully considered advice on the academic standards of the awards, programmes and/or modules to which they have been assigned, and can offer advice on good practice and opportunities to enhance the quality of those programmes/modules. They are also able to offer an informed view of how standards compare with the same or similar awards at other higher education institutions (primarily in the UK, and sometimes overseas as well) of which they have experience.

QAA Quality Code November 2011, Chapter B7: External Examining, p.2

General Principles of External Examining

6.4 The University endorses the following principles:

   a. That the University is responsible for the quality and standards of its awards;
   b. That External Examiners support (a) by providing informed and appropriate external reference points as a basis for comparing standards;
   c. That External Examiners are provided with opportunities to offer independent and impartial opinions on the standards of the University’s assessments and student work;
   d. That the University must give serious and active consideration to findings and recommendations of their External Examiners.

6.5 The University shall appoint one or more External Examiners to carry out the roles and responsibilities defined in this section, for each of its programmes of study which lead to a higher education qualification.
Principles Governing the Appointment of External Examiners to courses and programmes

6.6 The University shall appoint External Examiners who can show appropriate evidence of the following:

a. Knowledge and understanding of UK sector-agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
b. Competence and experience in the fields covered by the award, or parts thereof;
c. Relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
d. Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
e. Sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
f. Familiarity with the standard to be expected of students to achieve the award that is to be assessed;
g. Fluency in English, and where programmes of study are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that External Examiners are provided with the information to make their judgements);
h. Meeting applicable criteria set by Professional, Statutory and Regulatory Bodies (PSRBs);
i. Awareness of current developments in the design and delivery of relevant curricula;
j. Competence and experience relating to the enhancement of the student learning experience.

6.7 The University will not normally appoint as an External Examiner anyone where a clear or potential conflict of interest is identified or declared. For example, appointment of an External Examiner will create a clear conflict of interest in the following circumstances:

a) Where the nominee is a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners;
b) Where the nominee is someone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
c) Where the nominee is someone required to assess colleagues who are recruited as students to the programme of study leading to the award;
d) Where the nominee is someone who is, or knows they will be, in a position to influence significantly the future of students on the award;
e) Where the nominee is someone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or courses in question;
f) Where the nominee is a former staff member or student of the university or its partners, unless a period of five years has elapsed and all students taught by or with the external examiner have completed their award(s);
g) Where the nominee is an academic or professional member of a University of Greenwich approval or review panel;
h) This results in a reciprocal arrangement where the university has a member of staff appointed as an external examiner on a similar programme at the nominee’s institution;
i) Where an appointment results in the succession of an external examiner by a colleague from the same department in the same institution;

j) Where an appointment results in the approval of more than one external examiner from the same department of the same institution.

6.8 External examiners may not normally hold more than one other External Examiner appointment at another institution during their period of tenure at the University.

Processes Governing the Appointment of External Examiners to courses and programmes of study

Nomination of new External Examiners

6.9 The Department, through its Head, is the NOMINATING body for new appointments and is responsible for:

a. Ensuring that its academic provision at the subject levels is fully covered, for both courses and programmes of study, by an appropriate team of examiners.
b. Making initial contact with the External Examiner and securing their agreement to work for the University, if approved.
c. Completing the nomination form and supplying an External Examiner’s current curriculum vitae for approval by the Faculty Board.
d. Providing a Department-focused induction for each External Examiner.

6.10 The Head of Department is responsible for:

a. Ensuring that all nominations are vetted and, where necessary, recommending additional support for the nominee from the Department. The nomination should be referred back in cases where a potential conflict of interest is perceived or where the nominee is deemed inappropriate;
b. Agreeing and signing off changes of status forms (extensions to periods of tenure of up to one year or changes to duties);
c. Forwarding the completed nomination form or extension form agreed by Faculty Board to the Academic Quality Unit (AQU).

Ratification and Approval of new External Examiners

6.11 The Academic Quality Unit (AQU) is the RATIFYING body for standard nominations which meet the University’s criteria for appointment. It shall review the nomination form and curriculum vitae. The AQU is responsible for:

a. Reviewing all nominations for compliance with the principles of appointment as outlined in these regulations and ratifying the appointment in cases where the appointment is fully compliant;
b. Submitting all ratified appointments to the University Learning, Quality & Standards committee (LQSC) for approval;
c. Bringing to the attention of the LQSC proposals which are not fully compliant with the university criteria for appointment or where the appointment might lead to a conflict of interest;
d. Maintaining a central register of all examiners and their appointments and reports to the university;
e. Issuing a letter of appointment to the external examiner.

Appointmen of External Examiners to programmes offered under licence from Edexcel

6.12 External Examiners nominated to programmes run under licence from Edexcel shall be appointed using the same protocols as all other External Examiner appointments. The management of and expectations placed upon Faculties whose examiners are appointed to Edexcel programmes of study shall in all cases be equivalent to those of all other appointments.

6.13 The duration of an External Examiner’s appointment shall be four years.

6.14 Extensions of tenure of one year are permitted and must be requested using the Changes to Examiner Status form. Extensions greater than one year are not permissible.

6.15 Changes to the duties and remit of individual examiners should be requested on the Changes to Examiner Status form. In such circumstances a revised letter of appointment will be issued to the examiner by the AQU.

6.16 The term of office will commence on 1st September of the academic year in which the examiner first reports to the University and will finish on 31st December of the fourth year of appointment, permitting a three-month period of overlap to enable appropriate induction and handover processes to be completed.

6.17 An External Examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since the completion of the last period of tenure.

6.18 The number of External Examiners appointed in any Department should be predicated upon a clear sense of equitable workload. The agreed number of courses to which External Examiners may be appointed must take into consideration the student enrolment numbers for each course and the corresponding workload.

6.19 If the appointment of External Examiners to a particular award requires approval from the professional body concerned, this approval must be obtained before any appointment is confirmed.

Induction/briefing of External Examiners

6.20 The University shall ensure that all appointed External Examiners are informed about organisational procedures, practices, and academic regulations, and the crucial value of External Examiners’ feedback to the institution as part of the broader system of quality assurance and enhancement.

6.21 The Academic Quality Unit shall be responsible for new External Examiners receiving general University information which will include:

   a. A formal letter of appointment;
   b. Details of the periods of tenure and the awards and courses to be examined;
c. The External Examiner’s Handbook outlining University requirements for external examining;
d. The Academic Regulations for Taught Awards;
e. Information on the submission of annual reports;
f. The previous External Examiner’s report(s) where appropriate;
g. Other institutional-level materials which will enable the examiner to appreciate the academic nature and direction of the University.

The Academic Quality Unit shall also provide detailed face-to-face briefing on University expectations and requirements with newly appointed External Examiners as part of local arrangements for their induction into Faculties and Departments.

6.22 Faculties shall be responsible for providing a briefing which will cover local arrangements for the management of the subject and Faculty-based procedures for review of assessment and student work. This briefing shall normally include provision of:

a. All course outlines and programme specifications relating to the appointment;
b. Staff contact details, roles and responsibilities for quality assurance in the Faculty;
c. Expected sample size of work to be reviewed as defined in 6.25 and 6.26 below;
d. Dates of examiners’ meetings;
e. External Examiners’ role in relation to the examining team;
f. Teaching methods; the methods of assessment and marking schemes; regulations for the programme including those concerned with compensation for failure and opportunities for reassessment.

Course and Programme Coverage

6.23 External Examiners shall not normally be appointed to or take part in the review of course assessment and student work at Level 3 or Year Zero programmes, except in cases where study at this level leads directly to a named University award prior to commencement of study at Level 4 or above.

6.24 External Examiners shall not normally be appointed to or take part in the review of course assessments and student work at Level 4, except where Level 4 courses count towards the student’s final award such as HNC, HND, Foundation Degree, or where PSRBs require assessment of all courses within an award.

6.25 All courses at Level 5, 6, 7 and taught elements of Level 8 programmes shall have appointed to them a nominated External Examiner responsible for oversight of the academic standards of those courses.

6.26 In accordance with the University External Credit-Rating Policy, an External Examiner or examiners shall be appointed to oversee University Credit-Rated Courses and Programmes at Levels 5, 6 and 7.

6.27 All programmes of study leading to an award, or clusters of programmes, shall have appointed to them a nominated External Examiner or examiners responsible for oversight of and comment upon student profiles, progression and achievement.
The generic role and responsibilities of the External Examiner

6.28 The essential role for External Examiners appointed to the University shall be to provide independent, informative comment and recommendations upon whether or not:

a. The University is maintaining the academic standards set for its awards;
b. The assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University’s policies and regulations;
c. The academic standards and the achievements of students of the University are comparable with those in other UK higher education institutions of which the External Examiners have experience.
d. In providing an oversight of the University’s standards, examiners will be encouraged to identify formally:
   • Good practice and innovation relating to learning, teaching and assessment;
   • Enhancements to the quality of the learning opportunities provided to students.
e. In providing oversight of the university’s standards external examiners will be expected to:
   • Attend annually either the Subject Assessment Panels (SAPs) or progression and award boards (PABs), or both, as required by faculties. Faculties will ensure that all PABs are attended by at least one examiner to oversee its deliberations as stated in the academic regulations 5.75(d).
   • Attend, as required by the Faculty or the relevant PSRB, other specified assessment activities, which may include, inter alia, teaching practice assessments, vivas, objective structured clinical examinations (OSCES), in which students are assessed and where external comment is normally expected to form part of external quality oversight of the course or programme.
   • Report to the Vice-Chancellor of the University, as Chair of the Academic Council, on any matters of serious concern arising from the assessments, which put at risk the standard of the university’s awards.
   • Undertake formal visits to partnership programmes, either in person or through electronic conferencing, at least once every two years during their period of tenure, in order to meet staff and to review student work and assessments.
   • Provide the university with specific commentary on individual teaching centres within partnership arrangements.
   • Provide the university with a formal report at the end of each academic session in a manner and on a timescale determined by the university.

The role of the External Examiner in relation to Subject Assessment Panels

6.29 The subject specialist External Examiner’s primary role is to review the operation of the assessment process and to approve the standards set by internal examiners. An External Examiner will be asked to:

a) Approve the format and content of all formal examinations, for the programmes and courses specified in 6.23 – 6.27, prior to students undertaking the examinations. Assessment briefs and samples of student work for all other elements of assessment shall be made available to the examiner for the review of standards, as part of the University’s internal moderation processes.
b) Review and comment upon the standard and consistency of marking and feedback as well as the academic standard of the work itself, from samples of student work provided by the Faculty.
c) Review a sample of the full range of assessments completed by students, the scale of which will be agreed with the examiner but which will cover all grade boundaries from fail through to >70% and will not normally be less than 10% of the cohort. Where courses are graded Pass/Fail examiners shall be provided with a minimum sample size of 10%, covering both pass and fail.

d) Confirm, on the basis of the above, that:
   - Assessments are appropriate to the Level of the course and the programme;
   - Assessments are conducted in accordance with the regulations for the award;
   - Students, as a group, have been fairly assessed in relation to the objectives and syllabus of courses and have reached the required standard, demonstrating that they have fulfilled the learning outcomes of the courses studied.

e) Formally endorse cohort marks for all courses, or in cases of perceived over- or under-marking, advise the SAP to consider adjustment of the cohort marks by a specified margin.

If an examiner is unable to attend a Subject Assessment Panel meeting, the External Examiner must write confirming agreement with, or explaining dissent from, assessment decisions. Confirmed results must not be released unless marks have been formally ratified by the External Examiner(s).

f) Provide an independent view of the appropriateness and efficacy of developmental changes to courses and programmes.

6.30 External Examiners shall under no circumstances be requested to act as third markers on behalf of the University, nor will they be expected to provide formal commentary to the University on any individual student’s performance.

The role of External Examiners in relation to Progression and Award Boards

6.31 The role of External Examiners in Progression and Award Boards is:

a. To contribute to the fair treatment of students. Fair treatment includes decisions on the classification of awards. It also includes equitable application of the University’s regulations on credit accumulation, as well as of any course- or programme-specific regulations for each award, in decisions on making awards to students.

b. To endorse the decisions made by the Progression and Award Board by signing off the results in accordance with the PAB terms of reference and, in doing so, to confirm that each student is fairly assessed, within the relevant regulations, as an individual and in relation to his or her peers.

Where an examiner is unavoidably prevented from attending a PAB they must submit a written statement to the Chair confirming agreement with assessment decisions made, or to the Deputy Vice-Chancellor in cases of dissent (See 6.32 below).

c. To provide an independent view of the standards of the award as indicated by the results for its constituent courses.

6.32 No recommendation for the conferment of an award of the University shall be made without the consent of the External Examiner(s). Where an examiner is unable to endorse the decisions of a PAB they should inform the Deputy Vice-Chancellor (Academic Development) in writing, providing a rationale and reason for such action. The DVC (Academic Development) shall ensure that the issues are raised with the relevant Pro Vice-Chancellor (PVC) of Faculty. Any unresolved disagreement between External Examiners shall also be reported to the Deputy Vice-Chancellor (Academic Development) by the Faculty PVC.
The External Examiner's Report

Purpose

6.33 The purpose of the External Examiner’s report is twofold, in that it:

a. Enables the University to judge whether the awards(s) is/are meeting stated learning outcomes and to ensure that any necessary improvements are made, either immediately or at the next review, as appropriate;

b. Enables the University to identify issues that require redress both at local Departmental or Faculty level and, where indicated, at institutional level.

Timing

6.34 All annual reports for Undergraduate programmes shall be submitted to the University no later than 31st July in any year. The University requires that reports on postgraduate provision be submitted within one month of the main PAB for the programme, the main PAB being determined by the Faculty, in consultation with the Academic Quality Unit.

Nature and Content of the External Examiner's Report

6.35 The following topics shall be covered:

a) The names of the course and associated assessments for those courses that the examiner has reviewed and, where appropriate, the names of the individual partners in which these have been taught;
b) The structure, organisation, design and marking of assessments, which will include commentary on the lessons to be learnt from the assessments, for the curriculum, syllabus, teaching methods, resources and the way academic standards are being monitored;
c) Comment upon the number of courses reviewed, the number and nature of assessments seen and the sample size provided to assess student achievement;
d) The appropriateness of the standards of the award being examined;
e) The overall performance of the students in relation to their peers, taking account of work at the same level on comparable awards in other institutions, which should include a commentary on the strengths and weaknesses of the student group and the quality of knowledge and skills, both general and subject specific, demonstrated by the students under consideration;
f) The extent to which the programmes of study leading to the award and/or component courses meet the overall aims of any relevant PSRBs;
g) Commentary on observed good practice and innovation in teaching and the learning environment;
h) Action points and recommendations for the university to consider as part of its development for forthcoming academic sessions;
i) Commentary on the performance of individual teaching centres where programmes are taught under franchise agreements in partnership arrangements;

6.36 No report to the University shall contain the names of any individual member of staff or student. The University will reserve the right to anonymise reports where individuals are named.
6.37 Management of the distribution of copies of reports is the responsibility of the Academic Quality Unit (AQU). The AQU shall ensure that the Deputy Vice-Chancellor (Academic Development), the Pro Vice-Chancellor of Faculty for the programme leading to the award, the relevant Head of Department, the Faculty Director of Learning and Teaching, the Programme Leader, the Academic Quality Unit, and where appropriate, the Partner College HE Coordinator, receive notification when a report is received by the University.

6.38 Action may be taken to address concerns expressed by External Examiners at any time during the session, but the University requires that issues raised by External Examiners in their annual reports are specifically and formally addressed by the Departments or programme teams, with authorisation by the PVC of Faculty.

6.39 Responses to External Examiners must take two forms:

a) completion of an overview and action plan, by November, within the Programme Annual Monitoring Report (PAMR)

AND

b) A formally written Departmental response, endorsed by the Faculty PVC, within the timescales set for the Faculty Monitoring and Reporting Document. That is, all undergraduate External Examiner reports submitted by the University deadline of 31st July should receive a formal response from the Head of Department no later than the end of November in any session. Postgraduate reports should receive a response within 8 weeks of receipt by the University. Should the examiner’s remit cover more than one Department, a response may be made by the Director of Learning and Teaching or other senior manager, as the Faculty deems appropriate. This response shall take into account the actions planned by the Programme team(s) and outlined in the Programme Annual Monitoring Report (PAMR).

The AQU monitors all examiner reports with the aim of identifying issues which require broader institutional support and development. The Unit shall draft and secure the agreement of relevant parties and/or committees in order to post a response to institutionally focused issues.

6.40 All responses should be made using the University’s online system located at http://examiners.gre.ac.uk. The system permits two types of formal response: a single textual submission and the opportunity to upload relevant documents such as annual monitoring reports or other formal letters and reports.

6.41 Heads of Department are responsible for the overall academic coherence of courses and programme within their Department, and should ensure that every examiner receives a formal response and overview of how the Department intends to address the issues raised in their reports to the University. The Head of Department should ensure that the response is considered by the teaching team and any partner staff, who should be offered opportunities to contribute their views to the final response.

6.42 The content of any Head of Department response must contain formal acknowledgment of the work undertaken by the examiner across the academic session and must provide the examiner with reassurance that their recommendations for action have been considered carefully by the
Department and that, where appropriate, action will be taken to address key issues raised. These will focus on:

- **Section 2**: where there are Disagreements/Strong Disagreements to forced choice questions;
- **Section 3**: Where there is a negative response to the appropriateness of standards;
- **Section 4**: where there is a negative response to the comparability of student work;
- **Section 6**: Recommendations for Action and enhancement.

6.43 Where an examiner’s recommendation for action is not undertaken, the response should always provide a sound rationale for why no further action is being considered or why other courses of action have been adopted.

**Inability of an External Examiner to carry out her/his duties**

6.44 If a Faculty is notified that an External Examiner cannot carry out his or her duties because of a short-term illness or absence from the UK on business, the Faculty should appoint a substitute for that session’s assessment, provided the substitute meets the University’s criteria. A person who has previously served as an External Examiner for the subject area may be willing to undertake this, in which case the requirement that the person should not have had any recent connection with the University will be waived.

6.45 If an External Examiner fails to carry out his or her duties (including submission of an annual report) without good reason, the Head of Department or their nominee should contact the examiner to ascertain whether they wish to continue in the role. If the examiner does not feel able to continue, a successor should be appointed as soon as possible. If the examiner does wish to continue, the Head of Department should ensure that a procedure is put in place so that the duties are satisfactorily completed immediately or can be performed in future. If this is unsuccessful, the Head of Department should ask the Academic Quality Unit to terminate the appointment.

**Publishing names and institutions of External Examiners**

6.46 The Academic Quality Unit shall maintain the University’s Register of Examiners, which will be made available upon written application.

6.47 The University shall publish the names and Institutions of its examiners through their inclusion in the essential information for students (See Appendix D8 of the Quality Assurance Handbook).

6.48 Students will have access to a copy of the External Examiner report(s) which pertain(s) to their award.

6.49 Where an Examiner is appointed from the professions, the published “institution” may be anonymised and described as “Profession” or “Professional”. There will be no requirement to name individual companies.
Reporting Serious Concerns

6.50 An External Examiner has the right to report serious concerns about the standards and quality of University courses, awards and assessment processes as part of the University’s annual reporting cycle.

6.51 Where such concerns are expressed, the Academic Quality Unit, together with the Faculty PVC, the Director of Learning and Teaching and the Head of Department in the Faculty responsible shall investigate and implement recommendations to address any threat to, or failure in standards.

6.52 Where there is a persistent lack of action about serious issues, and the issues themselves continue to represent a threat to the University’s standards, examiners should report their continuing concerns directly to the Vice-Chancellor.

6.53 Reporting serious concerns must always be undertaken in writing and examiners are expected to state the details of the case, a rationale for their concerns and identify any supporting evidence as they see fit.

6.54 The Vice-Chancellor shall ensure that appropriate staff meet to agree an action plan and report back to the External Examiner PRIOR to the next block of academic teaching taking place.

Reporting Serious concerns to the QAA

6.55 If, having written to the University’s Vice-Chancellor, there is still no agreed course of action to address the issues raised within an agreed timescale, External Examiners may use the Quality Assurance Agency for Higher Education (QAA)’s protocols for Raising concerns about standards and quality in higher education and report directly to the QAA itself. These and the QAA’s guide for applicants wishing to raise such concerns can be found at http://www.qaa.ac.uk/Complaints/concerns/Pages/default.aspx
7. REGULATIONS FOR THE CONFERMENT OF AWARDS

7.1 The following principles will apply.

7.2 An academic award (other than honorary) can be given only to a student who is registered for that award and who has satisfied the academic requirements to qualify for the award and all other requirements of the university, including the discharge of any outstanding financial obligations.

7.3 Only the Progression and Award Board for an award has authority to decide that a student has met the requirements within the approved regulations for the programme.

7.4 The date of conferment of a taught award will normally be the date of the final decision by the Progression and Award Board that the student has qualified for the award.

7.5 In very exceptional circumstances it may be necessary for an award to be rescinded. The Academic Quality Unit (AQU) should be informed of the circumstances and, subject to advice from AQU, the following action should be taken:

(a) If an error in recording the decisions of the Progression and Award Board was undetected up to and after the point of publishing the results the Chair of the Progression and Award Board will inform all members of the Board and issue a corrected record as quickly as possible, writing individually to the student(s) concerned.

(b) If it should come to the attention of the Chair of the Progression and Award Board after the Board had met that there had been a breach of regulations which would affect the final outcome of the assessment and of which the Board was not aware, all students in that cohort should be informed that their awards are deferred and the Progression and Award Board should be reconvened to reconsider the results of the students involved. At least one external examiner (the Chief External where there is one) should be present at the reconvened meeting: however, in view of the commitments of external examiners and the need to act with speed in such cases, the external examiner(s) may be consulted separately by the Chair of the Board and her/his opinion obtained in writing to be put before the Board at its meeting. The decisions of the reconvened Board will be issued in the form of a revised results list and letters will be sent by the Chair of the Board to all of the students whose results were deferred.

(c) In all other cases, for example, as a result of a Fitness to Practise process, the Academic Registry and the Academic Quality Unit will be consulted on the appropriate procedure to be followed.

Publication of assessment results

7.6 Following a Progression and Award Board meeting, the results list must be signed by the Chair of the Progression and Award Board and the AQU representative. Results letters will normally be sent by post to students whose names appear on the results list. Students will also have access to their results in electronic format.
7.7 It is the responsibility of the student to provide the appropriate Student Centre with a current
address to which the results can be sent or alternatively amend their address details on-line using
Student Bannerweb.

7.8 Staff are not authorised to give results over the telephone or in person. Any result so given cannot
be considered to be official.

7.9 Assessment results will be released to students who have outstanding financial obligations to the
University (or associated institutions), but progression or release of an award certificate will not be
authorised until these obligations have been met.

7.10 A record of achievement (transcript) will be provided for any student who has successfully
completed any elements of a programme of study leading to an award of the University.

7.11 The transcript will be in the format currently approved in the University and will include a record of:

a) The full name of the student;
b) The dates of the student’s registration;
c) The elements of study successfully completed and their level, grades or marks achieved and
   (where appropriate) date of completion;
d) The credits accumulated;
e) The award achieved;
f) Language of teaching;
g) Language of assessment;
h) Teaching institution.

7.12 A Diploma Supplement (which incorporates the University’s transcript) will be provided for any
student who has successfully completed a programme of study leading to an award of the University.

Preparation and issue of award certificates

7.13 The certificate available to a student will be that specified in the regulations for the programme on
which the student is registered. Unless specified in the regulations, an interim certificate will not
be awarded to a student who is continuing to the final award.

7.14 A student who leaves the University having completed one or more stages of an award may
receive a certificate for the highest stage completed if the programme regulations allow it and with
the approval of the Progression and Award Board.

7.15 It is the responsibility of the student to ensure that her/his name is correctly entered in the
student records system, as the name registered is the one which will appear on the award
certificate. If a student changes her/his name whilst registered for the award, evidence of this, e.g.
deed poll or marriage certificate, must be shown to the appropriate Student Centre.

7.16 The name shown on the certificate will be the student’s full name at the time the award is made.
A change of name after that date will not result in a change of name on the certificate, it will be for
the student to keep evidence that they were previously known by the name on the certificate.
7.17 Unless the award is made by an external body the certificate will be in the format approved by the University. Samples of the approved format and wording of certificates will be held by the University Conferments Office. Certificates will bear the signature of the Vice-Chancellor and the Chancellor. Certificates without these signatures, or which have been amended after issue, are not valid.

7.18 The following will be recorded on the certificate:

a) The name of the University;
b) The full name of the student;
c) The award achieved;
d) The title of the programme of study;
e) Endorsements; e.g. That the programme of study was a sandwich programme;
f) The date of conferment of the award (normally the date of the final decision by the Progression and Award Board).

Posthumous Awards

7.19 Any award listed in Section 3 may be conferred posthumously and accepted at an awards ceremony on the students’ behalf by a parent, spouse or other appropriate individual. The normal conditions of the award must be satisfied, if not then the appropriate exit (fall-back) award should be conferred. The award certificate will state that the student:

“Has been posthumously awarded the degree of …………………………”

Replacement Certificates & Transcripts

7.20 Duplicate certification and transcripts will be issued where the appropriate application form is completed and the necessary fee paid. Application forms can be obtained from The Conferments Office, University of Greenwich, at conferments@gre.ac.uk.

7.21 If a damaged award certificate or transcript is received by post, this should be immediately returned to the University for replacement.

Awards Ceremonies

7.22 Students who successfully complete their studies will be eligible to attend the next available Awards Ceremony for their programme of studies.
APPENDICES

A  HE Qualification Descriptors
B  Student Withdrawal Procedures, and Procedures for Interrupting Studies
C  Procedures & Guidance for Student Claims of Extenuating Circumstances
D  Regulations Governing Suspected Plagiarism and Examination Offences
E  Regulations Governing Academic Appeals
F  University Framework for the Provision of Collaborative Programmes leading to Joint, Dual or Multiple Awards of the University and Other Institutions
G  Staff roles and responsibilities for the appointment of External Examiners
H  Grade Translation Policy and Scales for Study Abroad, Exchange and Erasmus Students
I  Grade Point Average Pilot Scheme
Appendix A - HE Qualification Descriptors

Academic Regulations for Taught Awards

APPENDIX A

HIGHER EDUCATION QUALIFICATION DESCRIPTORS

The Framework has five levels, three are undergraduate, two are postgraduate. Until 2004 these levels are to be referred to by the initial letter of the descriptive title, as shown below. Within the square brackets are the credit level labels that have been in general use for some time across UK higher education, and that are used elsewhere in this document.

<table>
<thead>
<tr>
<th>Award type (examples)/Year</th>
<th>FHEQ Level</th>
<th>University Levels to September 2010</th>
<th>FHEQ nomenclature 2001 - 2004</th>
<th>Corresponding FQ - EHEA cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degrees (e.g., PhD/DPhil, EdD, DBA)</td>
<td>8</td>
<td>D</td>
<td>Doctoral (D)</td>
<td>Third Cycle</td>
</tr>
<tr>
<td>Master’s degrees (e.g., MPhil, MLitt, MRes, MA, MSc, MArch)</td>
<td>7</td>
<td>M</td>
<td>Masters (M)</td>
<td>Second Cycle</td>
</tr>
<tr>
<td>Integrated master’s degrees (MEng, MChem, MOst, MPhys, MPharm, MBiol, MMedSci, MMath)</td>
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<tr>
<td>Postgraduate diplomas</td>
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<tr>
<td>Postgraduate Certificate in Education (PGCE)</td>
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<tr>
<td>Postgraduate certificates</td>
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</tr>
<tr>
<td>Bachelor’s Degree (Year 3/Final Stage)</td>
<td>6</td>
<td>3</td>
<td>Honour (H)</td>
<td>First Cycle</td>
</tr>
<tr>
<td>Professional Graduate Certificate in Education (PGCE)</td>
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<tr>
<td>DipHE</td>
<td>5</td>
<td>2</td>
<td>Intermediate (M)</td>
<td>Short cycle (within or linked to first cycle qualifications)</td>
</tr>
<tr>
<td>Higher National Certificates (Year 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Higher National Diplomas (Year 2)</td>
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<tr>
<td>Foundation Degrees</td>
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<tr>
<td>Bachelor’s Degree (Year 2)</td>
<td></td>
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<tr>
<td>Cert HE</td>
<td>4</td>
<td>1</td>
<td>Certificate (C)</td>
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</tr>
<tr>
<td>Higher National Certificates (Year 1)</td>
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<td></td>
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<tr>
<td>Higher National Diplomas (Year 1)</td>
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<tr>
<td>Foundation Degrees</td>
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<tr>
<td>/Bachelor’s Degree (Year 1)</td>
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</tr>
</tbody>
</table>

*Please see the following pages for the Qualification Descriptors for the three undergraduate levels (reproduced from Annex 1 of the QAA Qualifications Framework document).*
Descriptor for a qualification at Level 4:

Certificate of Higher Education

Certificates of Higher Education are awarded to students who have demonstrated:

i. knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
ii. An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgement in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

a. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
b. communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
c. undertake further training and develop new skills within a structured and managed environment;

And will have:
d. Qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Descriptor for a qualification at Level 5: Degree (non-Honours)

Non-Honours degrees are awarded to students who have demonstrated:

i. knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
ii. ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
iii. knowledge of the main methods of enquiry in their subject(s) and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
iv. An understanding of the limits of their knowledge, and how this influences analyses and interpretation based on that knowledge.

Typically, holders of the qualification will be able to:

a. use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
b. effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
c. undertake further training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within organisations;

And will have:
d. Qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
Descriptor for a qualification at Honours Level 6: Bachelor’s degree

Honours degrees are awarded to students who have demonstrated:

i. A systematic understanding of key aspects of their field of study; including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline.

ii. an ability to deploy accurately established techniques of analysis and enquiry within a discipline;

iii. conceptual understanding that enables the student:
   • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
   • to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;

iv. an appreciation of the uncertainty, ambiguity and limits of knowledge;

v. The ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. referred research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

a. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

b. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem;

c. communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

And will have

d. qualities and transferable skills necessary for employment requiring:
   • the exercise of initiative and personal responsibility;
   • decision-making in complex and unpredictable contexts; and
   • The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Descriptor for a qualification at Masters Level 7: Master’s degree

Masters degrees are awarded to students who have demonstrated:

i. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

iii. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv. conceptual understanding that enables the student:
   • to evaluate critically current research and advanced scholarship in the discipline; and
   • To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

a. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-
specialist audiences;
b. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
c. continue to advance their knowledge and understanding, and to develop new skills to a high level;

And will have:
d. the qualities and transferable skills necessary for employment requiring:
   • the exercise of initiative and personal responsibility;
   • decision-making in complex and unpredictable situations; and
   • The independent learning ability required for continuing professional development.

Descriptor for qualifications at Doctoral Level 8: Doctoral degree

Doctorates are awarded to students who have demonstrated:

i. the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

ii. a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

iii. the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;

iv. A detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

a. make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;

b. continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;

And will have:

c. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.
APPENDIX B

STUDENT WITHDRAWAL PROCEDURES AND PROCEDURES FOR INTERRUPTING STUDY
Student Withdrawal Procedures and Procedures for Interrupting Studies

1. A student contemplating or intending to withdraw or interrupt study should approach their personal tutor within the Faculty to discuss the situation. If the student is considering interruption of study, then the resumption of study date should be agreed at the time of interruption.

At this point, the personal tutor should discuss with the student his/her problems, drawing attention to any additional support that may be available within the Faculty or elsewhere to alleviate the student’s position.

2. If the student wishes to continue with the withdrawal or interruption of studies, they should be directed to complete the online withdrawal/interruption of study form. The online system has a self-help diagnosis interface to assist them in making their decision.

3. The Withdrawal and Interruption process is an online workflow system
   - Student enters personal details
     By submitting the form, the student agrees the information written down and abides to the University Data Protection Policy.
   - Information provided is verified against the student record held on Banner
   - The withdrawal/interruption is processed via Director of Student Experience’s Office or their nominee
     The Faculty is requested to confirm the last date of attendance/date of withdrawal and reason.
     At this stage the Faculty should ensure the student is fully conversant with the support services available to him/her from the University and those of the Students’ Union and if necessary refer them to Front of House staff.
     If the student wishes more confidentiality to discuss his concerns and/or would prefer to see a specialist adviser (Finance, Careers, Diversity…), the Front of House member of staff will book an appointment with the appropriate Student Affairs Adviser (alternatively, this appointment can be arranged by telephone).
     If leave of absence is agreed, the member of staff completing the form should agree to see the student on his/her return to study.
   - For International Tier 4 students, information is passed to the International Office to agree the withdrawal, and allow them to liaise with the UKVI if necessary (for Visa issues).

4. Following approval by the Faculty and International Office where appropriate the record is passed to OSA Student Records team responsible for recording the outcome onto Banner student record system.

5. The Student Records Team Leader will submit the completed and signed form, it will then be forwarded to the Finance Team, who will look into the possibility of a refund or consequences with the LEA/SLC, and will then have to commit the form to finalise the withdrawal/interruption of study process.

6. If for any reason the student cannot resume studies on the date agreed then the student needs to inform Student Affairs in writing and another date for resumption of studies should be given.

7. Once the withdrawal/interruption is finalized, a formal confirmation email is sent, via a workflow process to the student, the Faculty, and the Student Records team.
8. Notification of the withdrawal/interruption is sent, via a workflow process, to all stakeholders in the University of Greenwich – Student Finance, Information and Learning Resources and International Compliance Office.

9. A termly list of withdrawn students will be cross checked against Banner records. The lists will then be provided to Faculties and PAS.

10. An annual report of student withdrawal and interruption of studies will be submitted to the Learning, Quality & Standards Committee.
<table>
<thead>
<tr>
<th>Student</th>
<th>Faculty</th>
<th>Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be aware of the Withdrawal/ Interruption of study procedure</td>
<td>• Arrange a one-to-one appointment with the student wishing to withdraw or interrupt study</td>
<td>• Receive the student and identify what problems lead to the withdrawal or interruption study.</td>
</tr>
<tr>
<td>• Follow the procedure</td>
<td>• Inform himself/herself on the student’s situation</td>
<td>• Arrange a one-to-one appointment with the appropriate adviser if the student wants more privacy and in-depth support</td>
</tr>
<tr>
<td>• Arrange an appointment with tutor to discuss problems and the decision</td>
<td>• Indicate to student other alternatives and support available (Counselling, Financial advice, Interruption of study, SU legal advice...)</td>
<td>• Make sure the student knows of the help and options available to him/her</td>
</tr>
<tr>
<td>• Complete a Student Withdrawal form online</td>
<td>• Complete the Student Withdrawal form, if the student is unable, giving all relevant information, as well as electronically signing and dating</td>
<td>• In the case of interruption of study, agree a resumption date with the student and indicate it on the form</td>
</tr>
<tr>
<td>• Arrange an appointment with a Student Affairs Adviser to discuss the situation</td>
<td>• Send student to be referred to a Student Affairs member of staff (Front of House / Adviser) if applicable.</td>
<td>• Look at withdrawal implication for International Students and if necessary liaise with UKVI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Front of House Advice / Support</th>
<th>Records</th>
<th>International Office</th>
<th>Finance</th>
<th>Withdrawal &amp; Retention Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Receive the student and identify what problems lead to the withdrawal or interruption study.</td>
<td>• On receiving the completed Student Withdrawal form, check the data.</td>
<td>• Look at withdrawal implication for International Students and if necessary liaise with UKVI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arrange a one-to-one appointment with the appropriate adviser if the student wants more privacy and in-depth support</td>
<td>• Electronically sign and date the form</td>
<td>• Look at the implications on funding organisations (SLC) and inform the organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make sure the student knows of the help and options available to him/her</td>
<td>• Submit the form input outcome onto Banner student record system</td>
<td>• Look at the possibilities of a refund of the tuition fees to the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In the case of interruption of study, agree a resumption date with the student and indicate it on the form</td>
<td>• Provide termly lists of withdrawn students to Head of Student Affairs, Pro Vice-Chancellors of Faculty and PAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monitor the data from Banner</td>
<td>• Electronically sign and date the form to finalise the withdrawal/interruption of study of the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cross check with the available reports</td>
<td>• Write on an annual report on Student Withdrawal and Interruption of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide termly lists of withdrawn students to Head of Student Affairs, Pro Vice-Chancellors of Faculty and PAS</td>
<td></td>
<td>• Monitor the data from Banner</td>
<td></td>
</tr>
</tbody>
</table>
### Glossary

| **Withdrawal** | Definitive interruption of study with immediate effect from the date agreed on the form and no possibilities of coming back. The student record is no longer active from that date. |
| **Interruption of study** | The student decides to stop their study for a whole term or semester. The student will return to study at an agreed date (resumption of study date). The record of the student is only temporarily inactive. |
| **Temporary interruption of study** | Similar to Interruption of study, but the interruption lasts less than a term or semester of study. The resumption of study date still has to be agreed. |
APPENDIX C

PROCEDURES & GUIDANCE FOR STUDENT CLAIMS OF EXTENUATING CIRCUMSTANCES
Regulations governing student claims of extenuating circumstances affecting formal assessment/examination with effect from 1 September 2005, revised September 2015

i. Statement of University Principles
ii. Definition and nature of extenuating circumstances
iii. Evidence in support of claims of extenuating circumstances
iv. Procedures for dealing with claims of extenuating circumstances

1. STATEMENT OF UNIVERSITY PRINCIPLES

This statement replaces all earlier statements of policy and procedure on extenuating circumstances.

1.1 The fundamental principle underlying the work of the University of Greenwich is that the Degrees, Diplomas, Certificates and other academic awards conferred by the University should be consistent and comparable in standard with awards granted and conferred throughout higher education in the United Kingdom. The University has a duty to maintain the standard of its awards, so that employers, professional bodies, other educational institutions and outside agencies can have confidence in the level of achievement that those awards represent.

1.2 At the same time the University has a duty to each individual student to ensure that assessments are conducted fairly, and that each student has the opportunity to demonstrate her/his true level of academic performance.

1.3 Recognising that students may sometimes suffer serious illness or other problems which are outside their control and which may prevent them from showing their real level of performance, the University has a system whereby students who have been affected by such problems can put forward extenuating claims for consideration.

1.4 It is important that students understand what kinds of circumstances could be treated as extenuating circumstances, and that problems arising from their own negligence or inability to organise their time, will not be considered.

1.5 Most students experience a certain amount of stress at periods of formal assessment. It is expected that individuals studying in higher education will develop the ability to deal with this and to produce satisfactory work whilst meeting deadlines. “Examination stress” or stress in a practice placement, shall not in and of itself be considered as an extenuating circumstance.

1.6 Students should also know that even if their extenuating circumstances are deemed acceptable and relevant to the assessment they have failed, or not submitted, this may not excuse them from completing formal assessment if requested by the Progression and Award Board. They may still have to undertake assessment to demonstrate that they have achieved the required learning outcomes in order to pass that stage of their programme or qualify for the final award at a point in time when the extenuating circumstances no longer affect the student’s performance. Nor will an extenuating circumstances claim necessarily affect the academic judgement of Progression and Award Boards.

1.7 Claims for extenuating circumstances should be made at the time of the unforeseen circumstances and not retrospectively.

1.8 Coursework submitted up to ten working days after the official submission deadline set by the Course Leader will be accepted and marked and, if it meets the criteria for a ‘pass’, the mark will
be capped at 40% (50% for postgraduate programmes). Where coursework is submitted up to ten working days of the set deadline and an Extenuation Panel has accepted as valid the reason for the late submission no capping will be imposed on the coursework mark (see Section 5: Extenuation Panel). Coursework will not be marked if received later than ten working days after the set deadline for submission and, in such circumstances, a non-submission will be recorded against this item of assessment.

1.9 Timing of claims:
   a) Claims relating to impaired performance of coursework may be made up to 4 weeks before the assessment is due or at the time of the assessment being due, but not retrospectively. This includes work affected by extenuation which is handed in by submission deadlines AND also work submitted within 10 working days of the submission deadline.
   b) Claims relating to circumstances resulting in a need for up to 10 extra working days to submit should be made at the time the assessment is due and not retrospectively.
   c) Claims relating to the non-attendance of examinations must be made within 5 working days from the date of the missed examination.

1.10 It is possible, and encouraged, that students should opt to submit or participate in assessment by the original date, even if extenuation has been approved. However, in all cases the grade awarded will be entered into the student’s transcript. Where the assessment has been passed but the grades reflect “below expectation” levels of performance because of the extenuation, a further opportunity to undertake a ‘deferral in stage’ or ‘deferred repeat’ to improve upon impaired performance may be given at the discretion of the Progression and Award Board.

1.11 Claims relating to multiple assessments/examinations affected, which can be covered by the same extenuating circumstance should be detailed on a single claim form. Or, where appropriate to ensure the student makes timely applications, multiple forms may be submitted.

2. DEFINITION OF EXTENUATING CIRCUMSTANCES

2.1 Extenuating circumstances are normally defined as circumstances which are unexpected, significantly disruptive and beyond a student’s control, and which may have affected his/her performance.

2.2 A student might wish to claim that extenuating circumstances have contributed materially or significantly to poor performance in any formally assessed work, absence from examination or other assessment event, or failure in examination or other assessed work. Prior consultation with the Programme Leader or Personal tutor is advisable. A student might wish to claim that extenuating circumstances have contributed to a failure to submit work within published deadlines.

2.3 It is the responsibility of any students with a long-term condition or problem which may affect her/his study and assessment, to seek advice as early as possible and use the support services available through the University’s*, to ensure that they can study and undergo formal assessment in the way which meets their special needs but still allows them to demonstrate their real academic ability. (See Examination & Assessment Regulations for Students with Disabilities, Specific Learning Difficulties and Long-Term Medical Conditions, April 2012). Advice and help are

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* University students studying at Partner organisations should use the support services available in situ.
readily available through the Students’ Union and Student Centre. Prior consultation with the Programme Leader or Personal Tutor is also advisable.

2.4 When submitting claims for extenuation a student will need to demonstrate that the circumstances claimed had affected her/him at the time of a formal assessment or in the period immediately leading up to an assessment. A long term condition or problem will not be treated as extenuating circumstances, unless it can be shown that the condition or problem was exacerbated by circumstances occurring during or close to the assessment period.

2.5 Valid extenuating circumstances would normally fall into the categories:
   a) Illness or serious accident at the time of an assessment or in the period leading up to a formal assessment;
   b) Severe emotional or mental stress at the time of an assessment or immediately before an assessment, for example through bereavement, social, matrimonial or family problems, experience of assault, robbery or other traumatic event, eviction/homelessness in unavoidable circumstances, unavoidable involvement in legal proceedings;
   c) Other factors totally outside the student’s control; e.g. for part time students, unforeseen and essential work commitments; for students undertaking practice-based assignments, unforeseen decisions taken by the company or practice which prevent them from completing their assignment; (in both these circumstances a letter from the employer must be supplied). IT problems which are the responsibility of the University such as total system failure over a prolonged period.

2.6 It is expected that students will take reasonable steps to avoid foreseeable problems, such as loss of computer records (by backing up work regularly) or transport disruption (by planning alternative routes where possible).

3. **EVIDENCE IN SUPPORT OF CLAIMS OF EXTENUATING CIRCUMSTANCES**

3.1 Claims of extenuating circumstances must be submitted on the University’s pro forma and must be supported by relevant objective evidence. Evidence must be in the form of an original document (not a photocopy) written and signed by an appropriate third party, giving details of the circumstances with dates and if possible stating how the student’s assessment has been affected. The third party should be a person who knows the student in a professional capacity and can give a first-hand account of the circumstances. Letters from family members are not normally acceptable, nor from fellow students (unless such corroboration is the only relevant evidence). Submissions of extenuating circumstances will not be valid without independent evidence. Extenuation Panels will deem such claims to be invalid or request evidence before further consideration.

3.2 It is recognised that the submission of such evidence may be related to sensitive and distressing circumstances. Students seeking guidance can do so through Student Centre or through the Students’ Union Advice Service – www.suug.co.uk/welfare (Students in Partner organisations should seek guidance through their own Student Centre or counselling departments) and will be given as much assistance as possible. Confidentiality will be preserved. If the particular circumstances are so severe that the student would not want the information to be seen by anyone, then the Counsellor can write to the Chair of the Extenuation Panel(s) direct on behalf of the student outlining the circumstances and their findings following consultation over a period of time. The Counsellor will need to see any documentary evidence supplied by the student in order to be able to confirm that the facts have been verified.
3.3 Acceptable evidence to be submitted with an extenuation claim would include:

- A medical certificate issued at the time of the illness, specifying the nature of the illness and the dates affected. To be accepted, the medical certificate must be specific and confirm that this is the doctor’s own diagnosis. It is not sufficient for the doctor to write a letter stating that the student saw her/him and claimed to be suffering from stress etc.;
- a letter from an independent counsellor or psychiatrist;
- a letter from the Student Services Counselling Service or the Students' Union Advice Service;
- a written statement from the student’s personal tutor;
- a solicitor’s letter indicating the nature and dates of legal proceedings; summons to attend court; report from a police officer;
- letter from a transport official confirming serious and unforeseen disruption to transport;
- Death certificate (e.g. of a close relative).

3.4 Claims of extenuating circumstances without independent evidence will not be considered unless the circumstances are exceptional.

4. **PROCEDURE FOR SUBMITTING EXTENUATING CIRCUMSTANCES**

4.1 Procedures, including the role of an invigilator, to be followed if a student falls ill during an examination are detailed in the Regulations Governing the Conduct of Examinations: [http://www2.gre.ac.uk/current-studentsregs/?a=577225](http://www2.gre.ac.uk/current-studentsregs/?a=577225)

4.2 Claims of extenuating circumstances must be submitted on the University’s extenuating circumstances claim form, with independent evidence as described above. Copies can be obtained from the Faculties or partners, Student Centres and the Students’ Union. Submission methods (often electronic) shall be as stipulated by the Faculty, or submission can be made directly to the Student Centres (in such cases, for receipt purposes the student number and programme, and date of submission should be recorded on an envelope and marked ‘extenuating circumstances’).

4.3 Claims may also be sent by Recorded Delivery to the appropriate Student Centre or Faculty/Departmental Reception. Where claims are submitted by Recorded Delivery a stamped self-addressed envelope must be provided so that a receipt can be issued. No complaint relating to extenuating circumstances can be considered unless the claim has been receipted.

4.4 For students studying University awards at Partner organisations, extenuating circumstances forms are available from their Programme Leader. The Programme Leader will ensure that completed documentation is returned to the appropriate University Student Centre or Faculty. Partner organisation students will be advised of the correct procedure by the Programme Leader.

5. **EXTENUATION PANELS**

5.1 The records of the Extenuation Panel will be taken into consideration by the Progression and Award Board when reaching a decision for individual candidates.
## EXTENUATING CIRCUMSTANCES CLAIM FORM

### 1. Your details.

All sections of this form must be completed in full. Please type or print clearly.

<table>
<thead>
<tr>
<th>Your Banner ID (A nine digit number)</th>
<th>Your Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact Details
(Note: we will normally use your University Email)

<table>
<thead>
<tr>
<th>Your Programme of Study</th>
<th>Your Faculty or Department/ or the Partner at which you study</th>
<th>Level or Year/Stage of Study</th>
<th>Mode: FT/PT/DL/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Summary of the circumstances

a) Please tick the box(es) that most accurately summarise your circumstances:

<table>
<thead>
<tr>
<th>Medical (new)</th>
<th>Medical (ongoing: worsened)</th>
<th>Work (part-time and placement students only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bereavement</td>
<td>Accident</td>
<td></td>
</tr>
<tr>
<td>Harassment or Assault</td>
<td>Organisational maladministration</td>
<td>Unexpected personal or family difficulties</td>
</tr>
<tr>
<td>Jury Service</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other situation (explain in the box alongside →)

b) Please indicate the duration of the circumstances:

From: [ ] To: [ ]

### 3. Documentary evidence:

Please tick the box(es) to show what form of evidence you have submitted with this form. Claims submitted without evidence will NOT be considered by Extenuation Panels.

<table>
<thead>
<tr>
<th>Doctor’s certificate</th>
<th>Hospital Letter</th>
<th>Employer Letter (PT &amp; placement students only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police Report</td>
<td>Death Certificate</td>
<td></td>
</tr>
<tr>
<td>Court Papers</td>
<td>Counsellor’s Letter</td>
<td>Letter from a Public Sector Agency</td>
</tr>
<tr>
<td>Lawyer’s Letter</td>
<td>Jury Summons</td>
<td></td>
</tr>
</tbody>
</table>

Other situation (explain in the box alongside →)

### 4. University staff informed (with whom you have discussed your circumstances)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role (i.e. job title)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 5. Formal Assessments Affected

Please give the details of the item of assessment this claim is for (see example below for guidance):

<table>
<thead>
<tr>
<th>Course Code eg INDU 1106</th>
<th>Course Title eg Management Skills 1</th>
<th>Assessment CRN (if known) eg 25827</th>
<th>Type or Title of Assessment eg Case Study</th>
<th>Due Date or Assessment Date of Item</th>
<th>Have you already submitted or been assessed for this item? (say “Yes” or “No”)</th>
<th>You must select either a) or b) below:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a) An extra 10 working days after a deadline to submit (coursework only) (say “Yes” or “No” or N/A if not coursework)</td>
</tr>
</tbody>
</table>

*For example – From a Banner transcript on the portal*

<table>
<thead>
<tr>
<th>CRN</th>
<th>Title</th>
<th>Credit</th>
<th>Level</th>
<th>Weight</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>12714</td>
<td>Management Skills 1: Managing the Individual and Team</td>
<td>15</td>
<td>4</td>
<td>100</td>
<td>Master</td>
</tr>
<tr>
<td>25827</td>
<td>INDU 1106 Case Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25826</td>
<td>INDU 1106 E-Journal Log</td>
<td>50</td>
<td></td>
<td></td>
<td>Assess</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 6. Details of the extenuating circumstances

Please briefly describe the situation and how this has adversely affected your assessment or performance (remember that the Panel is assessing whether the situation is i) evidenced, ii) unexpected and unavoidable, iii) there was an impact upon your performance and iv) the negative impact was unable to be controlled). [If you are typing the box will expand – if you are handwriting these comments please include an extra sheet as needed.]
7. University Data Protection Policy

The Data Protection Act 1998 requires the University to observe legal provisions designed to safeguard both data subjects’ rights (students’ rights) and the data relating to them. The Act requires that we inform you of what personal data is acquired and the purposes for which it is acquired. By signing this form you will be giving the University permission to collect, hold and process additional personal data relating to you for evaluation of your extenuating circumstances.

Signing this declaration does not compromise any rights you enjoy under the Data Protection Act 1998 nor any other legislation relating to personal privacy and data storage. Should the University need to collect and process additional sensitive data your explicit consent will be sought. Further information can be obtained from the University’s Data Protection Policy statement and the Data Protection Code of Practice.

Declaration to be signed by student

I have read and understood the statement and agree to the University collecting, holding and processing my personal data for the purposes described. I declare that the information given in this extenuating circumstances form and the accompanying papers is accurate and that I would be willing, if required, to answer further questions related to it.

Signed or affirmed

Date: ______________________________________________________________

8. How to submit this form

Please check your student handbook or programme website, or with your Faculty/departmental reception, for details of where and how to submit your claim.

Most forms are to be submitted electronically, or handed in to your Faculty reception or submitted to a campus Student Centre. Or if you wish to post the form you must use the recorded delivery service.
STUDENT GUIDANCE

WHAT IS EXTENUATION?

Extenuating Circumstances are circumstances which

- impair your performance in assessment or reassessment, or
- prevent you from attending for assessment or reassessment, or
- prevent you from submitting assessed or reassessed work by the scheduled date

Such circumstances rarely occur and would normally be

- unforeseeable - in that you could have no prior knowledge of the event concerned, and
- unpreventable - in that you could do nothing reasonably in your power to prevent such an event, and
- expected to have a serious impact on performance

Students are expected to make reasonable plans to take into account circumstances even those which, on occasion, may have been unforeseeable and unpreventable.

For example, students commonly taking a route to the campus which experiences severe traffic delays would be expected to leave earlier or plan to take an alternative route on the morning of an examination. Another example would be a carer for a dependent who on occasion has not attended college because the dependent developed a minor illness. The student would have been expected to make contingency plans for alternative care just in case this happened on the day of an examination. The onus is on students to manage their life so that these types of occurrences can be handled if they arise.

What is meant by a serious impact on performance?

Many things may have an impact on performance – a poor night’s sleep, a minor illness (such as a cough or cold), a minor injury, financial worries etc. These will often impact on performance but would not be expected to have a serious impact and so would not be acceptable as extenuating circumstances.

WHAT DOES NOT CONSTITUTE EXTENUATION?

- Minor illnesses - even if covered by medical certificates. As stated above these may have some impact but not a serious impact and so would not be regarded as extenuating circumstances.
- Computer failure of your equipment or storage media. Students are expected to take proper precautions and make back up copies of data which are accessible (not in a friend’s house which becomes inaccessible). There are always other computers to work on.
- Inadequate planning, organisation or time management.
- Computer failure of University equipment or storage media (where failure is less than a continuous 24 hours). Network failures do happen and work should be planned to be finished before ‘the last minute’. For instance students relying on finishing work within 24 hours of a deadline (e.g. printing your work off) are opening yourself up to this risk. This could have prevented this by better planning.
- Transport problems. Students need to plan for this possibility.
- Moving house. This is predictable.
- Holidays. This is predictable.
• **Wedding preparations.**
• **Sporting commitments** – exceptions might be made if a student was representing their country/University.
• **Misreading of assessment timetables.**
• **Family, work, social, financial or other general problems.** This is a large list but covers the sorts of things normally dealt with in everyday life and would not be regarded as extenuating circumstances.
• **Employment commitments** limiting time available for study *(although greater flexibility may be applicable to part-time students in full-time employment)*
• **Pressure of other academic work** e.g. other coursework due around the same time

**N.B.** These examples are not definitive, and are intended only as a guide.
APPENDIX D

REGULATIONS GOVERNING
SUSPECTED
PLAGIARISM
AND EXAMINATION OFFENCES

Updated September 2016
This appendix contains the following documents:

1. Definitions
2. Scale of Offences Relating to Plagiarism
3. Procedures for dealing with suspected offences
4. Assessment Offences Panel
5. Penalties that may be imposed
6. Absence of Student
7. Cases of Multiple Offenders

Form CP1 – Reporting a Suspected Offence
Form CP2 – Investigative Interview
Form CP3 – Assessment Offences Panel
1. DEFINITIONS

1.1 Plagiarism includes, but is not limited to:

i) using published work without referencing (the most common)

ii) copying published work but with minor paraphrasing

iii) copying coursework essays or allowing ones work to be copied

iv) using work previously submitted for another award

v) collaborating with any other person when the work is supposed to be individual

vi) taking another person's computer file/program/designs/drawings

vii) submitting another person’s work as one’s own

viii) the use of unacknowledged material published on the web

ix) purchase of model assignments from whatever source

x) copying another student’s results

1.2 Examination offences include but are not limited to attempts to deceive the examiners by:

i) bringing unauthorised material into an examination, including material programmed into a calculator or other electronic devices

ii) communicating with other persons during an examination

iii) obtaining a copy of the examination paper in advance

iv) persuading another person to sit the examination in one’s place

v) attempting to complete an exam by any other unfair means

vi) copying another student’s results

vii) falsifying the results of practical activities

1.3 Examiners acting on behalf of the University may make legal and appropriate use of technology to prevent or detect cheating where this is possible.

1.4 Disruptive behaviour within an examination room will be dealt with under the University Disciplinary Regulations (or those of a collaborating partner).

2. SCALE OF OFFENCES RELATING TO PLAGIARISM

MINOR- normally restricted to those students in the early stages of their studies, but can be applied to students who inadequately reference, include a small amount of paraphrasing or very small amounts of unattributed or incorrectly attributed copying.

MODERATE- can be applied to students at any stage whose work contains significant lifting of text/material (verbatim) from a source or sources not correctly attributed or significant instances of unreferenced paraphrasing. This class of offence will also include collusion amongst students. This class of offence will also include the first repetition of a minor offence.

MAJOR - can be applied to students whose work contains sustained or repeated lifting of text (verbatim) from a source or sources not correctly attributed and/or sustained or repeated instances of unreferenced paraphrasing. Any repeat of a moderate offence will be constituted as major. Theft of another student’s work, falsification /impersonation and purchasing of essays/external material will be a major offence.
3. PROCEDURES FOR DEALING WITH SUSPECTED OFFENCES

Reporting a suspected offence

3.1 If a tutor/invigilator thinks a student has committed plagiarism/an examination offence s/he impounds all the relevant material(s) and calls a witness to this. The tutor/invigilator and witness will receipt the material in detail, and hold it securely.

3.2 In cases of minor plagiarism (see 2 above) the marker of the assessment will convene a meeting with the student to provide an opportunity to discuss the nature of the work and those areas of academic convention in which the student needs to improve. The meeting will provide general feedback on the work and the REDUCED grade awarded. The student will be informed that they may appeal against this decision by requesting the convening of an Investigative Interview.

3.3 The Faculty Academic Conduct Officer (or equivalent) will be informed and a warning letter sent to student with details of referral to study skills/on line resource. This letter to be kept on file as a means of identifying any repetition of offence.

3.4 In cases of examination offences, anything that may prevent the student legitimately completing the examination should not be impounded until the examination has been completed. The student will immediately be informed by the invigilator that an Investigative Interview will take place following the student’s last examination in that assessment period.

3.5 In cases of moderate/major plagiarism offences and examination offences the tutor/invigilator makes a formal report (CP1) to the Head of Department responsible for the delivery of the course. Attached to the pro forma will be evidence. In cases of alleged plagiarism this would include the submitted coursework and other relevant information. In cases of examination offences, liaison with the University Student Administration Office may be necessary to ensure that the Invigilator’s examination report, any unauthorised material/aids found in the student’s possession, statements from any eyewitnesses and any other relevant information is collated.

3.6 The Head of Department or nominee co-ordinates the investigation and will ascertain if the student had previously been the subject of a prior warning/an investigative interview/Assessment Offences Panel.

Investigative Interview

3.7 On receiving the report of the alleged offence, the Head of Department (or nominee) carries out an “investigative interview” with the student to ascertain whether an offence has been committed. The student shall be informed that they may contact the Students’ Union for guidance and if s/he wishes, may be accompanied by a friend. The reason for the interview must be made clear to the student in advance i.e. to determine whether or not an offence has taken place. As part of such notice, the student will receive a copy of the formal report (CP1).

3.8 In order to safeguard the procedure, a member of staff not involved in the initial allegation will be in attendance. A careful record of the meeting will be kept. A report using the pro forma provided (CP2) must be made to the University Examination and Standards Officer and Student Records. If an offence is deemed to have been committed it will be reported to the relevant Progression and Award Board. The pro forma includes the details of the student, the details of the allegation and the outcome of the investigation, the action taken and what will be recorded.
on the student's file.

3.9 On completion of the investigative interview as described in 3.7 and 3.8 above, the Head of Department or nominee decides how to proceed.

3.10 If, during the investigative interview with the Head of Department or nominee, the student admits to committing an offence or on the balance of probability an offence is deemed to have been committed, the outcome will be an imposition of a penalty deemed appropriate to the offence (see section 5) and taking into account any previous assessment offences on the student record. The penalty imposed is recorded onto Banner (AO Reason Code) and reported to the Progression and Award Board. To ensure consistency, University Collaborative Partners are advised to liaise with University Faculties prior to the imposition of a penalty.

3.11 There will be an opportunity to submit an Academic Appeal against the outcome of the Investigative Interview within 15 working days. Such appeals may only relate to the following grounds:

(a) that there has been demonstrable material procedural irregularity in the conduct of the assessment offences procedure

(b) that substantial new evidence has come to light.

3.12 Where the outcome of the investigative interview is inconclusive or the Head of Department or nominee thinks a severe offence has taken place the student will be informed that the circumstances will be investigated through an Assessment Offences Panel. The Head of Department or nominee notifies the Academic Conduct Officer who will inform the student in writing of the date of the Panel and also provide any supporting documentation.

Assessment Offences Panel

4.1 The Assessment Offences Panel consists of:

- the Pro Vice-Chancellor of Faculty, or nominee, provided that they are not involved in teaching the course concerned (Chair)
- a senior member of academic staff from another Faculty
- a subject Specialist (e.g. Course co-ordinator)
- the student’s Programme Leader
- Students' Union Officer

None should have been involved in detecting the alleged offence other than having been informed of it. In such cases an alternative Panel member will be secured. Witnesses (including witnesses on behalf of the student) may be called.

4.2 The Faculty will arrange for co-ordination and provision of secretarial support to the Assessment Offences Panel.

4.3 The student has the right to appear before the Panel and may be accompanied by a friend who may speak on his/her behalf. The friend may be from the Students’ Union. If the student does not attend, the hearing may proceed in his/her absence. The Panel takes evidence from the Investigative Interview. This may involve attendance at the Assessment Offences Panel by the person who conducted the interview, in order to provide clarification. This person is not a
member of the Panel and should not ask further questions of the student. The Panel also hears the student and his/her friend and any witnesses. The Panel decides whether, on the balance of probability, an offence has taken place, how serious the offence was, and imposes an appropriate penalty.

4.4 The appropriate pro forma (CP3) is completed as a formal record of the Assessment Offences Panel and a copy must be sent to, Student Records and the next available Progression and Award Board. The pro forma includes the details of the student, the details of the allegation and the outcome of the Offence Panel, the action taken and what will be recorded on the student’s file. The penalty imposed is recorded onto Banner (AO Reason Code) and reported to the appropriate Progression and Award Board.

4.5 There will be an opportunity to submit an Academic Appeal against the outcome of the Academic Offences Panel within 15 working days. Such appeals may only relate to the following grounds:

(a) that there has been demonstrable material procedural irregularity in the conduct of the assessment offences procedure

(b) that substantial new evidence has come to light

PENALTIES THAT MAY BE IMPOSED (see also section 2)

5.1 In considering its penalty the Investigative Interview/Assessment Offences Panel shall assess the seriousness of the offence using the following criteria:

a) **Pre-meditation** – an assessment offence that is deliberate or intended will be considered more serious than one which has arisen inadvertently, through mistake or ignorance

b) **Scale** – an assessment offence that is substantial in scale (e.g. multiple offences in the same assessment period) will be considered more serious than one of lesser proportion.

c) **Previous History** – an assessment offence that is carried out by a student with a previous history of assessment offences will be considered more serious than a first offence.

d) **Theft or falsification** - an assessment offence involving the theft or falsification of work (from another student) will be considered more serious than one involving the authorised, but unattributed use of that other student’s work.

e) **Effect on other students** - an assessment offence that has an adverse effect on the standing or well being of a fellow student will be considered more serious than an act that only affects the offender.

f) **Academic Level** – an assessment offence that is committed in a course that counts towards classification/award will be considered more serious than an offence where this is not at issue.

f) **Admission of Offence** – the penalty imposed will usually be lower down the scale if the student admits the offence at the first available opportunity

g) **Miscellaneous** – other relevant factors pertinent to individual cases, including extenuating circumstances may be taken into account in the determination of the penalty.

The Faculty will maintain a record (CP2 and CP3 forms).

5.2 Where an investigative interview or an Assessment Offences Panel has found a student guilty of committing an offence, ONLY a penalty permitted from within the list below (see 5.4) can be applied.
5.3 Where it is deemed that, on the balance of probability, a moderate/major plagiarism offence or an examination offence has occurred the range of penalties that can be imposed are:

Dependent on the scale of offence

a) a Grade of 20-39% (30-49% for level 7 courses) will be awarded for component of assessment. No interim reassessment permitted. Grade attained through any subsequent reassessment of component will NOT be capped.

OR

b) Grade of 0% will be awarded for component of assessment. No interim reassessment permitted. Component reassessment will be capped at 40% (50% for level 7 courses)

Penalties in (a) and (b) above will be applied, irrespective of whether the assessment regime has one or more than one assessment tasks.

c) Failure of overall course (0%), irrespective of grades gained for other components

The following penalties can only be imposed by Assessment Offences Panel

d) Failure of the stage of assessment with opportunity to repeat stage at a subsequent date. In this instance there will be no capping of repeat grades.

e) Failure of final stage with "ceiling" on classification which could be obtained on retrieval.

f) Recommendation to Vice-Chancellor to exclude and to withhold the award of any credits or lower level qualification to which the candidate may otherwise had been entitled.

g) Referral of student to a Fitness to Practise Panel (where appropriate).

5.4 SUMMARY OF SCALE OF OFFENCES, PERMITTED PENALTIES AND PROCESS

<table>
<thead>
<tr>
<th>TYPE</th>
<th>RANGE OF PENALTIES</th>
<th>PROCESS</th>
</tr>
</thead>
</table>
| MINOR        | Reduced grade allowed for component of assessment. Student referred to Study Skills/on-line resource. No interim reassessment permitted. **A student may request a formal Investigative Interview if dissatisfied with this outcome.** | Discussion with marker.  
Academic Conduct Officer (or equivalent) informed and letter sent to student with details of referral to study skills/on line resource plus warning of repetition given. |
| MODERATE     | Dependent on the scale of offence:  
Grade of 20-39% (30-49% for level 7 courses) will be awarded for component of assessment. No interim reassessment permitted. Grade attained through any subsequent reassessment of component will NOT be capped.  
OR  
Grade of 0% will be awarded for component of assessment. No interim reassessment permitted. Component reassessment will be capped at 40% (50% for level 7 courses) | Investigative Interview carried out by Head of Department (or nominee)  
CP1 and CP2 forms completed and sent to Student Records  
AO Reason Code recorded against master CRN/component in Banner |
**ASSESSMENT OFFENCES PANEL – FOLLOW-UP**

5.5 The Panel secretary will inform the student in writing of the Panel’s decision, within 10 working days of the meeting. The University Academic Registry should be consulted where the penalty imposed is a recommendation to the Vice-Chancellor to exclude and withhold the award.

5.6 The appropriate pro forma (CP3) is used and a copy submitted to the Quality Officer, Student Records and the next available Progression and Award Board. The pro forma may be made available to appropriate external and internal examiners.

5.7 The student may submit an Academic Appeal against the decision of the Assessment Offences Panel, normally only on the grounds that the procedure has not been properly carried out, or that substantial new evidence has come to light. The appeal must be made in writing, within 15 working days of the date of the letter giving the Panel’s decision. No appeal would be allowed against the severity of the punishment. Further information on the Academic Appeals Procedure be found on the Student regulations, policies and procedures web pages

6. **ABSENCE OF STUDENT**

6.1 If a student suspected of an offence of plagiarism is absent (e.g. abroad) at any stage of the process of investigation or for a hearing of the Assessment Offences Panel, the Chair will decide whether the process may be delayed until the student is available. In cases where the student is not able to attend the University within a reasonable period of time, the process of investigation/hearing may proceed in his/her absence, but an opportunity must be provided for the student to put their case through the submission of a written statement.

7. **CASES OF MULTIPLE OFFENDERS**

7.1 Instances will occur where groups of students are suspected of plagiarism and it may not be practicable to use the investigative interview to gauge the student’s knowledge and ascertain that the person who claims to be the author of an assignment, actually is the author. Instances will occur where one or more students are involved in an examination offence

7.2 In these cases students may be contacted by letter by the Head of Department. The letter should give details of the alleged offence and offer each student the opportunity to confirm or deny committing the offence. The student should be informed that they may contact the Students’
Union or Student & Academic Services for guidance.

7.3 If, in responding the students admit to the offence, the penalty imposed will be one of those available from 5.3 above and will be specified in a letter of reply.

7.4 Where students deny committing the alleged offence, an Assessment Offences Panel will be convened.

7.5 The appropriate pro forma (CP2) is used which includes the details of the student, the details of the allegation and the outcome of the investigation, the action taken and what will be recorded on the student’s file.

8. **ADVICE AND SUPPORT**

Free independent advice and advocacy is available from the University of Greenwich Students’ Union and GK Unions Advice Service.

The University of Greenwich Students’ Union: Advice line: 020 8331 8267
Email: suugadvice@gre.ac.uk
Web: www.suug.co.uk/welfare

Medway-based students can contact the GK Unions Advice Service: Advice line: 01634 88 88 55
Email: advice@gkunions.co.uk
Web: www.gkunions.co.uk/advice
**REPORTING A SUSPECTED OFFENCE (CP1)**

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Number</td>
<td></td>
</tr>
<tr>
<td>Student's Programme of Study</td>
<td></td>
</tr>
<tr>
<td>Student's Department and Faculty</td>
<td></td>
</tr>
<tr>
<td>Academic Session</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td></td>
</tr>
<tr>
<td>Course Reference Number(s) – CRN</td>
<td></td>
</tr>
</tbody>
</table>

**Details of Allegation**

**Relevant Evidence/Materials impounded**

**Signature of tutor/invigilator**

(please specify)  
Date

**Signature of Staff Witness (for examination offences)**

Date

**Copies of report to Head of Department**
## INVESTIGATIVE INTERVIEW (CP2)

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Number</td>
<td></td>
</tr>
<tr>
<td>Student’s Programme of Study</td>
<td></td>
</tr>
<tr>
<td>Student’s Department and Faculty</td>
<td></td>
</tr>
<tr>
<td>Academic Session</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td></td>
</tr>
<tr>
<td>Course Reference Number(s) – CRN</td>
<td></td>
</tr>
<tr>
<td>Date of Investigative Interview</td>
<td></td>
</tr>
<tr>
<td>Name of Head of Department (or nominee)</td>
<td></td>
</tr>
<tr>
<td>Name of Independent Member of Staff</td>
<td></td>
</tr>
</tbody>
</table>

**Details of any witnesses (to include witnesses on behalf of the student)**

**Details of the Allegation**

**Outcome of Investigative Interview**

**Details of any Penalty to be Imposed**

Refer to Assessment Offences Panel  **YES/NO**

<table>
<thead>
<tr>
<th>Signature of Head of Department or nominee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Independent Member of Staff</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Copies of Report to**

- Student Records (to be recorded onto Banner)
- Quality Officer
- Student file

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### ASSESSMENT OFFENCES PANEL (CP3)

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<td>Student’s Programme of Study</td>
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<td>Student’s Department and Faculty</td>
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<td>Academic Session</td>
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<td>Date of Assessment Offences Panel</td>
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<td>Panel Membership</td>
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<td>Details of any witnesses (to include witnesses on behalf of the student)</td>
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<td>Details of the allegation (to also include any materials impounded)</td>
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<td>Outcome of Investigative Interview</td>
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<td>Outcome of the Assessment Offences Panel</td>
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Details of any Penalty to be Imposed

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Appendix E

Academic Appeals Procedure

To be read in conjunction with:

1. Guidance Notes for Students
2. Academic Appeal Form
ACADEMIC APPEALS PROCEDURE

1. Definitions

- **Academic Appeal:**
  A written application from a current student that a formal academic decision made by a Progression and Award Board, or a decision reached following an Assessment Offences Panel should be reconsidered. These procedures apply to all taught undergraduate and postgraduate programmes; there are separate academic regulations governing Research Awards.

- **Academic Appeals Committee:**
  A committee constituted in accordance with Section 5 below and duly authorised by Academic Council to act on its behalf to consider final stage academic appeals.

- **Academic Council:**
  Academic Council of the University established under Article 16(2) of the first Schedule to the Articles of Association of the University.

- **Appellant:**
  A current or former student who is submitting an academic appeal.

- **Assessment Offences Investigative Interview:**
  An interview convened in accordance with the Regulations Governing Suspected Plagiarism & Examination Offences to carry out an initial investigation into allegations of academic misconduct.

- **Assessment Offences Panel (AOP):**
  A Panel convened in accordance with the Regulations Governing Suspected Plagiarism & Examination Offences to further investigate allegations of academic misconduct.

- **Friend / Supporter:**
  In accordance with all formal University procedures, a student may be accompanied by a friend or supporter of their choice. Such persons may not be a practicing solicitor or barrister.

- **Programme of Study:**
  Any course or programme of courses studied leading to the award of credits or a named award from the University of Greenwich.

- **Progression and Award Board (PAB):**
  A Progression and Award Board formally established by Academic Council to be responsible for the assessment of each stage of a programme of study and the final award classification as determined by the Academic Regulations for Taught Awards.

2. Scope of Procedure

2.1 These procedures cover all forms of assessment for both undergraduate and postgraduate work (there are separate academic regulations governing Research Awards). The only right of appeal provided by these procedures is against decisions of a Progression and Award Board, or decisions following an Assessment Offences Panel on matters related to assessment as defined above.

2.2 Following consultation with the Director of Student Affairs, an appeal may be held in abeyance if it is deemed to be based on fraudulent or false evidence. The University reserves the right to investigate the authenticity of any documents submitted in support of an Academic Appeal and to refer suspected cases of serious fraud to the Student Disciplinary Procedures.

2.3 The decision of the Progression and Award Board will remain in force while the appeal is being considered. The appellant must conform to the requirements of the Progression and Award Board in accordance with the formal notification to the appellant of the Progression and Award Board.
decision until such time as the Academic Appeal is deemed to be completed. The appellant remains responsible for the consequences of not complying with the requirements of the Progression and Award Board, should the subsequent outcome of the appeals process not be in the appellant’s favour.

2.4 Where a student has declared a disability to the University, the University will endeavour to ensure that information is available to them at all stages of the procedure in appropriate formats, and that any reasonable adjustments are made to the associated proceedings to accommodate the student’s needs.

2.5 A student has the right to appeal on academic matters without risk of disadvantage.

2.6 The appellant may withdraw the appeal at any stage.

3. **Grounds for Appeal**

3.1 A student may appeal against a decision of a Progression and Award Board on the following grounds only:

3.1.1 That there exist circumstances materially affecting the student’s performance which were not known to the Progression and Award Board when its decision was taken, and which it was not reasonably practicable for the student to make known to the Board beforehand.

Students wishing to appeal on such grounds must show a compelling reason why this information was not made available to the Progression and Award Board before it reached its decision, and provide documentary evidence in support. Where the student could have made the information available prior to the decision being made, such evidence cannot normally be accepted as grounds for appeal.

3.1.2 That there has been demonstrable material procedural irregularity in the conduct of the examinations and/or assessment procedures, including assessment of coursework, of such a nature as to create a reasonable possibility that the result might have been different had they not occurred.

3.2 A student may appeal against a decision of an Assessment Offences Investigative Interview or an Assessment Offences Panel on the following grounds only:

3.2.1 That there has been demonstrable material procedural irregularity in the conduct of the assessment offences procedure

3.2.2 That substantial new evidence has come to light

Students wishing to appeal on such grounds must show a compelling reason why this new evidence was not made available before the decision of the Assessment Offences Investigative Interview or an Assessment Offences Panel was made, and provide documentary evidence in support. Where the student could have made the evidence available prior to the decision being made, such evidence cannot normally be accepted as grounds for appeal.

3.3 A student may not lodge an academic appeal on the grounds that although the decision of the examiners was properly made, the Progression and Award Board is alleged to have erred in its judgement of the academic standard achieved by the student.
3.4 A student **may not** lodge an academic appeal on the grounds of dissatisfaction with the design, curriculum or delivery (teaching, feedback, Faculty support etc) of a course or programme, which should be resolved through the student complaints procedure as determined by the University’s *Student Complaints Procedure*.

3.5 Appeals that do not on the face of the submitted documentation provide sufficient evidence to support a finding in favour of the appellant (a prima facie case) may be rejected in accordance with section 5.

4. **How to Appeal**

4.1 An appeal must be submitted in writing by the student concerned by completing the Academic Appeal Form. Procedures for submitting the Academic Appeal Form are outlined in the accompanying Guidance for Students.

4.2 The Academic Appeal Form must be submitted no later than 15 working days after the notification to the student of the decision of the Progression and Award Board or Assessment Offences Panel as appropriate.

In respect of Progression and Award Board decisions, notification to the student is normally defined as the date the results letter was published, i.e. became available to view online via BANNER.

4.3 An acknowledgement letter will be issued upon receipt of the appeal. Any appeals received after the 15 working day deadline will be deemed out of time for consideration and will not normally be considered. The student will be issued with a Completion of Procedures letter including details of the OIA Scheme (see Section 11).

In exceptional cases only, a late appeal may be considered provided that the submission is accompanied by detailed and supported reasons for the late submission.

4.4 An appellant submitting an appeal must specify the address to which the correspondence relating to the appeal should be sent. Correspondence sent to that address will be assumed to have been received.

4.5 The appeal should contain a full statement of the grounds that the appeal relies upon. In preparing such a statement the appellant may draw upon the assistance of relevant University or Partner College staff, if appropriate.

4.6 Original evidence **must** be provided in support of an Academic Appeal and listed on the appeal form. Medical evidence and other supporting documents should be provided in English. There may be exceptional circumstances in which evidence cannot be provided at the time of the appeal submission, in which case evidence may be submitted no later than 10 working days after submission of the appeal form.

An Academic Appeal will not be considered until relevant evidence is provided. If relevant evidence is not received within the stipulated deadline the appeal will be deemed to have been withdrawn and the original decision being appealed against will be confirmed.

4.7 These Procedures apply only to academic appeals which fall under the stipulated grounds. In the event of a set of circumstances legitimately giving rise to grounds for both appeal and complaint
the Appeals Investigation Officer and the Complaints Investigation Officer will jointly determine in consultation with the appellant/complainant the manner in which the two matters will be resolved, and the appropriate timescales. All parties will ensure that the requirements of the respective Procedures are fully adhered to.

4.8 The Appeals Investigation Officer will identify and appropriately act upon those appeals which may require a particularly swift response.

5. **Acceptance of the Appeal**

5.1 All academic appeal submissions received within the deadlines identified in 4.2 will undergo an initial filtering stage. The Appeals Investigation Officer may reject the appeal at this stage if any of the following conditions apply:

5.1.1 The appellant is in disagreement solely with the academic or professional judgement of a Progression and Award Board;

5.1.2 No valid reason has been given explaining why a claim of extenuating circumstances could not have been submitted at the correct time.

The Appeals Investigation Officer may request relevant information from the Faculty prior to rejecting an appeal at the filtering stage.

If the appeal is rejected at the filtering stage, the appellant will be notified in writing within 15 working days of the acknowledgement letter. The appellant will be informed of their right to request a final review of the outcome of the academic appeals process under the Final Review Procedure (see Section 9).

5.2 All other appeals will be accepted and investigated in accordance with the following procedure.

6. **Investigating the Appeal**

6.1 The appeal will be forwarded in its entirety to the relevant Quality Officer (AQU) for comment. The Quality Officer will liaise with Faculty staff and will provide a joint response to the appeal within 10 working days, addressing the central issues of the appeal including the reasons and justifications that the appellant advances. The response will be based solely on the evidence and information presented by the appellant.

6.2 Where the Faculty’s response offers resolution in light of the appeal content, the appellant will be given 10 working days to accept the Faculty’s offer. If the appellant accepts the proposed resolution, the appeal will be deemed concluded. If the appellant does not accept the proposed resolution, the case will proceed to 6.5.

If no written comments are received from the appellant by the deadline, the resolution will be deemed to have been accepted and the appeal will be considered resolved.

6.3 In all other instances, the Faculty’s full response, including any supporting documents, will be forwarded to the appellant for consideration. The appellant will be invited to send written concluding comments within 10 working days.
The written comments should only address issues either already raised in the appeal and/or by the Faculty in their response. Where new information is included by the appellant in the concluding comments, the Appeals Investigation Officer may discount it if it is determined that the information could reasonably have been included in the original appeal form and documentation.

If no written comments are received from the appellant by the deadline, the appeal will be deemed to have been withdrawn and no further action will be taken in relation to the academic appeal.

6.4 Within 10 working days of receipt of the appellant’s concluding comments, the Appeals Investigation Officer will consider the appeal, the Faculty response and the appellant’s concluding comments and determine whether or not there is sufficient evidence to warrant the case being considered by the Academic Appeals Committee. The Appeals Investigation Officer considers cases in good faith and will accept statements and documents accordingly.

6.5 If the Appeals Investigation Officer determines there is sufficient evidence, the case will be referred to the next available meeting of the Academic Appeals Committee (see Section 7) for consideration. The appellant and the Pro Vice-Chancellor of Faculty will be notified.

6.6 If it is determined that that no substantive case has been established, the appeal procedure within the University will be at an end. The appellant will be informed of her/his right to request a final review of the outcome of the academic appeal process under the Final Review Procedure (see Section 9).

7. **Academic Appeals Committee**

7.1 The Academic Appeals Committee will normally comprise:

- Pro Vice-Chancellor or nominee (Chair)
- Two members of Academic Council
- Students’ Union Sabbatical Officer (or nominee)

7.2 The quorum for any meeting of the Academic Appeals Committee is three and must include a Students’ Union Sabbatical Officer.

7.3 Wherever possible, no member of the Committee should work in the Department within which the appellant’s programme of study resides. Any member from the appellant’s Faculty will be asked to declare any perceived interest which could give rise to conflict at the beginning of the meeting, which will be recorded in the minutes. If deemed appropriate by the Chair, the member will absent themselves from any relevant areas of discussion.

7.4 No member will have had any previous involvement with the student in matters directly relating to the appeal.

7.6 The Appeals Investigation Officer will act as Secretary to the Academic Appeals Committee. The Secretary is not a member but will be present throughout to advise on regulatory matters and take an accurate record of the meeting.
8. **Procedures of the Academic Appeals Committee**

8.1 Meetings of the Academic Appeals Committee will take place each academic term as required. Cases will be referred to the next available meeting date wherever practicable.

8.2 The appellant will be given a minimum notice period of 10 working days of the date, time and place of the meeting. The notice of the meeting will be accompanied by copies of all documentation to be used in consideration of the appeal.

8.3 The appellant will have the right to be heard in person by the Academic Appeals Committee.

The appellant may be accompanied by a friend or supporter of their choice or a representative of the Students' Union. A student who intends to be accompanied will inform the Secretary of the name of the person accompanying him/her in writing in advance of the meeting. The accompanying person may not be a practicing solicitor or barrister.

The appellant may also invite witnesses in support of the case providing that they have informed the Secretary at least 3 working days in advance of the meeting.

8.4 The Committee may deal with the case in the absence of the appellant if the appellant fails to appear without reasonable excuse, or notifies the Secretary that they do not wish to appear. The Chair will determine what constitutes a reasonable excuse.

8.5 A representative of the Faculty in which the appellant is studying will be invited to be present at the hearing to give evidence in response to the appeal.

8.6 During the hearing:

- The Chair will outline the procedure of the meeting to both parties
- The Chair will ask the appellant to present his or her case in support of the appeal and to introduce any witnesses in support of the case
- Members of the Committee may ask questions of the appellant or witnesses
- The Chair will ask the Faculty representative to respond to the appeal
- Members of the committee may ask questions of the representative of the Faculty
- All parties will be asked to leave the meeting and the Committee will consider the evidence in private

8.7 The Committee may request supplementary information from either the Faculty or the appellant within a given deadline before reaching a decision. The appellant and Faculty will be advised of this decision in writing. On consideration of such supplementary information, the Committee will determine its final decision within 15 working days of the receipt of the supplementary information.

8.8 After considering the evidence the Academic Appeals Committee may decide as follows:

- That the appeal is rejected and the original decision stands, in which case the appellant will be given reasons for the decision; or
- That the appeal is referred back to the Progression and Award Board (PAB) or Assessment Offences Panel (AOP) to reconsider the original decision taking into account such information or findings as the Academic Appeals Committee may have presented. The reconvened PAB/AOP will have the power to confirm or amend the original decision.
If the appeal is rejected, the appellant will be notified in writing by the Secretary within 5 working days. The decision of the Academic Appeals Committee will be deemed final and the appellant will be informed of their right to request a final review of the outcome of the academic appeal process under the Final Review Procedure (see Section 9).

If the appeal is referred, the appellant will be notified in writing by the Secretary within 5 working days. The outcome of the reconvened PAB/AOP will be provided to the Secretary within 20 working days and will include the reasons for the decision made. The appellant will then be notified in writing of the outcome by the Secretary within 5 working days after notification from the Chair of the PAB/AOP. The decision of the reconvened PAB/AOP will be deemed final and the appellant will be informed of their right to request a final review of the outcome of the academic appeal process under the Final Review Procedure (see Section 9).


9.1. Students may be issued with a formal decision on their appeal at specified stages of this procedure. Where a student has received a formal decision, a final review of that decision may be requested in accordance with the University’s Final Review Procedure.

9.2. Requests for a final review must be made in writing to the Director of Student Affairs within 15 working days from the date of notification of the formal decision imposed on the Request for Final Review Form, which is available to download via the Student Portal or in hard copy from the Student Centre. Requests for a final review received later than this will not normally be considered.

9.3. Full details of the Final Review Procedure can be accessed via the student portal.

10. Reporting, Monitoring and Review

10.1 The Academic Registry Office will maintain a database of academic appeals for each academic session and provide an annual report to the Learning, Quality & Standards Committee. It will be the responsibility of the Learning, Quality & Standards Committee to monitor the data and make recommendations to Faculty Boards as appropriate.

10.2 It will be the responsibility of the Academic Registry Office to review the Academic Appeals Procedure and its effectiveness and to make recommendations for changes, where appropriate, to be considered by the Learning, Quality & Standards Committee.

11. Office of the Independent Adjudicator

Students who have been issued with a Completion of Procedures letter may be able to complain to the OIA if they remain dissatisfied with a final decision of the University providing that their complaint is eligible under its Rules, which are available on the OIA website at [http://www.oiahe.org.uk/](http://www.oiahe.org.uk/).

Students will need to send to the OIA a Scheme Application Form within twelve months of the date of the Completion of Procedures letter. A Scheme Application Form can be downloaded from the OIA website.
12. **Advice and Support**

Free independent advice and advocacy is available from the University of Greenwich Students’ Union and GK Unions Advice Service.

The University of Greenwich Students’ Union:
Advice line: 020 8331 8267
Email: suugadvice@gre.ac.uk
Web: [www.suug.co.uk/welfare](http://www.suug.co.uk/welfare)

Medway-based students can contact the GK Unions Advice Service:
Advice line: 01634 88 88 55
Email: advice@gkunions.co.uk
Web: [www.gkunions.co.uk/advice](http://www.gkunions.co.uk/advice)
Appendix F

University Framework for the Provision of Collaborative Programmes Leading to Joint, Dual or Multiple Awards of the University and Other Institutions
UNIVERSITY FRAMEWORK FOR THE PROVISION OF COLLABORATIVE, OFF-CAMPUS AND OVERSEAS PROGRAMMES LEADING TO JOINT, DUAL OR MULTIPLE AWARDS OF THE UNIVERSITY AND OTHER INSTITUTIONS

1. The University of Greenwich seeks actively to encourage its students to participate in an international framework of collaboration with partner institutions elsewhere in the UK and overseas. Such links enhance the learning experience of students, enrich the cultural life of staff and students, stimulate teaching and research, and provide a perspective on academic performance to the benefit of both institutions.

2. The University is fully committed to the principles of the Bologna declaration in working towards greater compatibility and comparability of systems of higher education. This includes the issuing of Diploma Supplements and the recognition of the European Credit and Transfer System (ECTS), developed by the European Commission in order to provide common procedures to guarantee academic recognition of studies abroad (http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm). The University accepts the basis of the ECTS system in recognition of mutual trust between institutions, and the rules of ECTS concerning the provision of Information (on courses available), Agreement (between the home and host institutions) and the Use of Credit (to indicate student workload) are fully supported.

3. Where there is mutual benefit to students and to the awarding bodies concerned, the University supports collaborative ventures with appropriate institutions and agencies, whether in the UK or overseas, on programmes leading to a validated University of Greenwich award and to an award validated by one or more collaborating bodies.

4. In principle and in respect of joint, dual and multiple awards, the University of Greenwich:
   a) may collaborate only with other institutions that have degree awarding powers;
   b) may collaborate to offer jointly agreed, approved and delivered curricula;
   c) may recognise taught courses offered by another institution which complement the University’s subject portfolio and which may contribute to a University award;
   d) may enter into appropriate dialogue, twinning and exchange arrangements to facilitate student entry to specific degree courses at the University;
   e) may collaborate with another institution to provide joint supervision of dissertations, theses and research programmes.

5. The University defines joint, dual and multiple awards in accordance with the provisions of Chapter B10 of the UK Quality Code for Higher Education on ‘Managing higher education provision with others’, as follows:
   a) Joint Awards: a single award is granted for successful completion of one programme of study offered by two or more collaborating institutions. This will entail either an agreement to use a set of regulations belonging to one of the institutions, providing agreement can be reached about the commensurability of these with the regulations belonging to the other partner(s), OR the development of bespoke regulations by the partners working together.
   b) Dual or Multiple Awards involve the granting of separate awards by one or more partner organisations. The two awards are based on a shared programme of assessed student work and can only be granted when the objectives of the programme have been achieved at the same point in time. Responsibility for each award, and its academic standard, remains with the body awarding it.

6. The following models of collaboration for joint, dual or multiple awards are recognised by the
University:

a) Mutual recognition of study at two separate institutions

The student must spend a previously negotiated period of time at degree-awarding institution in another country, is assessed and/or accumulates academic credit at that institution. Each partner agrees to recognise the credit awarded by the other, leading to an award from the University of Greenwich and also from the other partner.

This model is based on the principles of the Bologna declaration and the mutual recognition of credits under the European Credit and Transfer System (ECTS).

b) External validation of a partner’s award

An approved external partner in another country already offers its own award-bearing programme. The University of Greenwich scrutinises and quality assures that programme and approves it as equivalent to a UoFg award. On completion of the programme, the student gains a degree from both institutions.

c) Local recognition of a University of Greenwich award

The University of Greenwich approves an external partner to offer one of its awards. That award is a franchise of an internal University award (with some adaptation for the partner’s local environment), and the quality of the learning experience and the outcome standard are assured by the University of Greenwich. Provided the local partner has its own local degree-awarding powers, the partner may decide to recognise the University programme as equivalent to a local award. On completion of the programme, the student gains an award from both institutions i.e. a dual award, or, where several institutions are involved, each of which wishes to make an award, multiple awards.

d) Top-up arrangement

A student studies for a given number of years on a local undergraduate programme followed by a final top-up year provided either in-country, in collaboration with the University of Greenwich, or at the University, and on completion of the total number of years of study required, gains an award from both institutions.

7. All joint, dual and multiple award proposals shall be authorised via the appropriate University committee, the Academic Planning Committee. These must be authorised in accordance with the University’s policy and procedures, and following authorisation, be governed by a formal agreement, bearing the signature of the Vice-Chancellor of the University or his/her nominee.

8. Students enrolled at each of the participating institutions on an undergraduate programme for a dual or multiple award(s) shall normally be required to study for at least 120 credits (60 ECTS) or equivalent. This represents the equivalent of a whole year on a full-time academic programme. Similarly, students enrolled on postgraduate dual or multiple awards shall normally be required to study the agreed credits (or recognised equivalents) for that award as stipulated by the University Academic Regulations for Taught Awards.

9. Awards made under a dual or multiple award scheme shall normally be of equivalent standing. Where there is variance in the level of award provided this shall be made explicit in the award title.
10. During periods of study in the collaborating institution, continued student support shall be provided by the University as well as by the host institution. During this period, students shall also remain the responsibility of the academic department in the University within which their programme of study resides.

11. A named personal tutor from each institution shall be responsible for the student and for monitoring the overall arrangement. There shall be explicit arrangements for regular contact between the tutor and student throughout the duration of the programme.

12. The relevant Progression and Award Board (PAB) and the equivalent body in the collaborating institution(s) shall assess the student’s performance and progression at appropriate points in the delivery of the programme of study.

13. Additional administrative fees for participation in a dual or multiple award programme may be charged to students. Students shall be directly liable for payment of their own fees to each participating institution where their enrolment is outside an EU-funded exchange programme.

14. Student fees shall be set and administered by each administering institution. The Financial Memorandum between the institutions involved shall provide full details of the financial arrangements, including tuition fees, administration costs and charges, responsibility for collection and payment of fees, and any accommodation and travel costs.
APPENDIX G

STAFF ROLES AND RESPONSIBILITIES FOR THE APPOINTMENT OF EXTERNAL EXAMINERS
The Department

The Department, through its Head, is the **NOMINATING** body for new appointments and will be responsible for:

- Ensuring that of its academic provision at discipline level is fully covered by an appropriate team of examiners.
- Making initial contact with the examiner and securing their agreement to work for the University.
- Completing the nomination form and supplying an examiner’s current *curriculum vitae*, forwarding them for approval to the Faculty Board.
- Making local level induction arrangements.
- Ensuring that the examiner receives materials for induction relating to the academic discipline, Departmental and Faculty procedures.
- Ensuring that appropriate assessments and samples of student work are sent to the examiner.
- Drafting and agreeing responses to examiner reports to the University where recommendations are departmentally focused or located strictly within the academic discipline(s) of the Department.
- Informing relevant staff and the AQU of changes to examiner’s duties, early completions of tenure and reporting requirements.
- Setting the fee level for each examiner.
- Proposing changes to examiners’ duties or extensions to periods of tenure of up to one year.
- Ensuring all examiners receive formal responses to their reports.
- Reporting on the outcomes of external examining at programme and Departmental level, as part of the annual monitoring process.
- Sending SAP/PAB schedules to examiners together with invitations to attend the University at appropriate times of the academic session.

The Faculty

The Faculty **AGREES** nominations through its Faculty Board. The Faculty is responsible for:

- Ensuring that all nominations are vetted and, where necessary, recommending additional support for the nominee from the Department, prior to agreeing appointments.
- Referring nominations back to the Department in cases where it perceives a potential conflict of interest or where it feels the nominee is inappropriate.
- Agreeing the nomination of a new External Examiner and signing the nomination form.
- Agreeing extensions to periods of tenure of up to one year or changes to examiners’ duties.
- Forwarding the completed nomination forms and *curriculum vitae* to the Academic Quality Unit (AQU).

The Academic Quality Unit

In order to provide an independent view of Departmental approvals, all nomination forms and CVs are forwarded to the AQU, which will be the **RATIFYING** authority for nominations. The AQU is responsible for:

- Maintaining a central register of all examiners and their appointments.
- Maintaining and developing the online examiner reporting system.
- Ratifying that all nominations are compliant with the principles of appointment as outlined in the Academic Regulations and submitting them to Faculty Board.

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*Appendix G - Staff Roles and Responsibilities for the Appointment of External Examiners, Academic Quality Unit, updated September 2014*
• Submitting nominations agreed by the Faculty to the University Learning, Quality & Standards Committee (LQSC) for final approval.
• Following approval by LQSC, completing and sending out the contractual letter to the examiner.
• Bringing to the attention of the LQSC/DVC (Academic Development) proposals which are not fully compliant with the University principles of appointment, where the appointment might lead to conflict of interest or where the appointment would of necessity require clarification or reconsideration of University principles.
• Copying nomination forms to the Finance Office so that a finance record can be established and the examiner appointed to the University’s payroll system.
• Sending out central University based induction materials.
• Providing a central perspective through attendance at Departmental/Faculty based induction events.
• Checking and uploading to the online system all responses to examiners’ recommendations.
• Reporting annually to LQSC on the reporting process and any Faculty/institutional recommendations incorporated into examiners’ reports.
• Informing Departments when periods of tenure are about to end and submitting requests to Faculty Board and LQSC for extensions of tenure or changes to duties.
• Sending reminders in respect of overdue reports.
• Confirming with Departments at the commencement of session the current list of live examiners and whether a report is expected at the end of the session.

Higher Education Coordinators in the Partner College Network

HE Coordinators ensure that responses to the recommendations of examiners’ reports, indicating where action has been taken by the College, are posted onto the online system.

The University Learning, Quality and Standards Committee (LQSC)

The LQSC is the institutional point for APPROVAL of appointments and may amend appointment criteria, in principle, for incorporation into the Academic Regulations. It will:
• Receive and approve nominations agreed by the Faculty and ratified by AQU as compliant with University appointment criteria.
• Review the full papers for appointments which are identified as potentially not compliant with the Academic Regulations or which in any way may represent a conflict of interest.
• Review and confirm the principles of appointment in the Academic Regulations as appropriate.
• Retain the right to rescind appointments where the proposal for a new examiner is deemed to indicate a significant lack of conformity to the principles laid out in the Academic Regulations.

Changes to examiner duties and early end of tenure

The University AQU maintains the central register of active (current) or inactive (completed tenure) examiners.

All key changes that affect an examiner’s tenure should be reported to AQU so that the central register can be kept up to date. This specifically includes:
• change of contact and other personal details (name, address);
• change to period of tenure: all extensions, for a maximum one-year period, must be agreed by the Faculty and approved by LQSC;
• change of duties in respect of programmes to be examined: this must be agreed by the Faculty.
and approved by LQSC;

- Change of reporting requirements as a result of the above: is the examiner now expected to complete a second (or more) report(s)?
- Early end of tenure, e.g. for health reasons or because of discontinuation of the programme examined.

**Submission of external examiners’ reports**

All reports must be submitted via the University’s online system.

All undergraduate reports should be submitted by 31st July.

Submission of a report automatically sends out email notifications to key central, Faculty and Department-based staff, providing them with a link to access the system. These are:

- **Central:**
  - DVC (Academic Development)
  - AQU staff

- **Faculty**
  - Pro Vice-Chancellor
  - Director of Learning and Teaching (DLT)
  - Head of Department
  - Programme Leader

- **Partner College Network HE Coordinator**
  - Nominated second staff member/Administrative Officer.

**Drafting Responses**

All responses to reports should be formal written communications, copied into or posted directly onto the online reporting system and made no later than 30th November.

Postgraduate reports may be submitted in different timescales as the key quality events do not always take place within the same time-frame as standard undergraduate awards, because they are extended over more than one academic session for a Stage of study.

Any appropriate member of staff may prepare a draft response to external examiner reports – e.g. a Programme Leader or Link Tutor – and Departments are encouraged to engage staff in taking ownership for drafting responses. However, on principle, all responses should be agreed by the Head of the Department in which the programme/courses are located and, in practice, Departments should ensure that they have in place mechanisms whereby the Head can take a view of the appropriateness of responses made before they are checked and posted onto the system by the Academic Quality Unit.
Appendix H - University of Greenwich Grade Translation Policy and Scales for Study Abroad, Exchange and Erasmus students

Academic Regulations for Taught Awards

Appendix H

Grade Translation Policy and Scales for Study Abroad, Exchange and Erasmus Students
University of Greenwich Grade Translation Policy and Scales for Study Abroad, exchange and Erasmus students

Students who spend part of their degrees overseas at an approved partner institution on an exchange (including Erasmus) or on another approved Study Abroad opportunity will have their host institution grades converted to University of Greenwich grades after they return to complete their studies at Greenwich. This also applies to programmes of study that lead to dual or multiple awards, where there is an agreement that grades awarded for credits studied at the partner should be imported into the University of Greenwich record/transcript. Students must ensure that an official transcript is sent to their Erasmus Coordinator or the Study Abroad and Exchanges Coordinator as appropriate, and should also keep a detailed record of coursework undertaken at the host institution (including essay papers, exams, projects and module syllabi wherever possible), to assist in the grade conversion process.

Grades from host institutions will be translated according to University of Greenwich grading conventions. If a student takes more courses abroad than what is required at Greenwich, there will be a preference in converting grades for courses that roughly correspond with modules which students would have taken if they had stayed on campus throughout their degree. These grades will then be used towards students’ overall degree classifications and considered at the relevant Progression and Award Board (PAB). Notwithstanding these notes and the acknowledgement that translations of host grades may be subject to some interpretation by Greenwich staff, the recommended grade translation scales used by the University of Greenwich are included below:

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<tr>
<th>ECTS grade</th>
<th>Approx % of successful students achieving the grade</th>
<th>Indicative % mark</th>
<th>UoG grade</th>
<th>ECTS definition and criteria of performance</th>
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<tr>
<td>A</td>
<td>10</td>
<td>&gt;70</td>
<td>1</td>
<td>EXCELLENT: an outstanding piece of work, with only marginal mistakes</td>
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<tr>
<td>B</td>
<td>25</td>
<td>60-70</td>
<td>2:1</td>
<td>VERY GOOD: some mistakes, but overall still very good</td>
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<tr>
<td>C</td>
<td>30</td>
<td>55-60</td>
<td>Upper 2:2</td>
<td>GOOD: good and sound understanding, but with some basic mistakes</td>
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<tr>
<td>D</td>
<td>25</td>
<td>50-55</td>
<td>Lower 2:2</td>
<td>SATISFACTORY: an average piece of work, clearly showing some deficiencies</td>
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<tr>
<td>E</td>
<td>10</td>
<td>40-49</td>
<td>3</td>
<td>PASS: the work fulfils the requirements</td>
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<tr>
<td>FX</td>
<td>-</td>
<td>35-39</td>
<td>Fail (Compensatable)</td>
<td>Minor improvements would be necessary in order to achieve a pass</td>
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<tr>
<td>F</td>
<td>-</td>
<td>&lt;35</td>
<td>Bad Fail</td>
<td>Considerable further work is required</td>
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Recommended grade translation scales between the University of Greenwich and overseas national grading systems for undergraduate students
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<th>Country</th>
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<th>2:2</th>
<th>Third/Pass</th>
<th>Fail</th>
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<td>80-89%</td>
<td>70-79%</td>
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<td>&lt;59%</td>
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<td>Very good / vrlo dobar</td>
<td>Good / dobar</td>
<td>Sufficient / dovoljan</td>
<td>Fail / nedovoljan</td>
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<td>9</td>
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<td>Very good</td>
<td>Good</td>
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<td>Très Bien</td>
<td>Bien</td>
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<td>Kivalo</td>
<td>Jo</td>
<td>Kozezes</td>
<td>Elegeseges</td>
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<td>70 - 79%</td>
<td>60 - 69%</td>
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<td>Sobre-saliente A / 9.0 - 9.9</td>
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Recommended grade translation scale between the University of Greenwich and French grading systems for postgraduate students

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Recommended grade translation scale between the University of Greenwich and American grading systems

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* At some American institutions, grades below ‘C’ may be considered a fail with the next possible letter grade awarded, an ‘F.’

** At some American institutions, a grade point of 4.2 is given to students awarded an A+, but at others it is 4.0 so this will vary by institution.
Appendix I - University of Greenwich Grade Point Average Pilot Scheme

Academic Regulations for Taught Awards

Appendix I

Grade Point Average Pilot Scheme
University of Greenwich Grade Point Average Pilot Scheme

The University is piloting a Grade Point Average (GPA) Scheme as an alternative measure of student achievement that draws from the same set of student data as the honours degree classification calculations, but a measure that is distinct and works in parallel.

It is intended that the pilot GPA scheme will be phased in over a two year period:

Year 1 - 2016-17 = end of year GPA only
Year 2 - 2017-18 = running average during the year plus end of year GPA

It is intended that the GPA will be included on the student’s Higher Education Achievement Record (HEAR) / Diploma Supplement in addition to the honours degree classification.

The final GPA will be calculated using the prevailing honours degree classification calculation utilising numerical grades from Level 5 and Level 6. Courses graded on a Pass/Fail basis will not attract grade points and will therefore not form part of the overall GPA calculation.

Grades to GPA translation scale

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