CORE REGULATIONS FOR UNDERGRADUATE PROGRAMMES

DEFINITIONS

1. In these Regulations, the following definitions will apply:

A *Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels.

An *Integrated Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels, preceded by a period of intensive English Language instruction normally of 4, 8 or 12 weeks in duration.

A *Module* is a defined course of study which is self contained and which receives a specified number of credits. The minimum number of credits that a module is worth is 10 credits, and the credit value of all modules is 10 credits or a multiple of 10 credits. Credits are gained when a student has passed the module by satisfying the Board of Examiners in respect of the assessment requirements for the module concerned. Modules cannot be sub-divided and must be taken and assessed as a whole. Each module is set at a given Level of study appropriate to its learning outcomes and is assessed against appropriate criteria. Certain modules may be defined in Special Regulations as prerequisites for study of certain other modules at a higher Level. **Not all the modules listed in the Programme Regulations for a given degree programme may be available in any one year**. Students are not permitted to register for the same module on more than one occasion.

A *prerequisite* module is one which must be satisfactorily completed (i.e. passed) prior to registration for a defined module.

Corequisite modules must be studied together during the same year.

Excluded combinations of modules are modules both/all of which cannot be studied within the same programme.

A *Level* refers to the stage of study within a programme and hence to the year in which a particular module would typically be studied. It therefore indicates the intellectual challenge of a module or a year of study within a programme of study. The University's Level Descriptors provide a common framework for this. The following numbering is used in relation to Levels of study:

Level 0 = foundation year;
Level 1 = first year full-time undergraduate, typically equivalent to Certificate level (*FHEQ Level 4)*;
Level 2 = second year full-time undergraduate, typically equivalent to Diploma level (*FHEQ Level 5)*;
Level 3 = third year full-time undergraduate, typically equivalent to Honours degree level (*FHEQ Level 6)*;
Level 4 = fourth year full-time undergraduate, typically equivalent to Master's degree level (*FHEQ Level 7)*.

The content of an Integrated Master's programme will typically align with its bachelor programme equivalent during Levels 1 and 2, before diverging from Level 3 onwards.

Part-time students may take 2 or 3 years to complete their studies at each Level.

A *Year* is a period of study consisting of three terms, normally beginning in October. The defined Level of study remains fixed irrespective of the actual year of study of a particular student. So, for example, a student who has spent a year abroad may be studying at Level 3 in his/her fourth year of registration.

The *Assessment* of a module may be by examination alone and/or by other forms of summative assessment such as continuously assessed coursework, practicals, oral examinations and fieldwork. Each of these forms an *assessment component* of the module. The mode(s) of assessment for each module are approved by the relevant Faculty Education Committee and specified in the Online Faculty Handbook. The assessment for a module must be attempted on the first occasion during or at the end of the academic year in which the module has been studied. The results of the assessment at the end of each module will be the basis for allowing students to progress from one Level to the next. The results of the assessment of all modules studied for Final Honours will be used in the classification of the degree to be awarded.

An *assessment element* is a defined piece of assessment which contributes a stated percentage of the mark for the module. This may be an examination paper, a coursework essay, a dissertation, a presentation etc. Several *assessment elements* may make up an *assessment component* (e.g. two exam papers may make up the examination *component* of the assessment; an essay and a presentation may make up the coursework *component* of the assessment).

University Examinations comprise the following:

(a) *Preliminary Honours* Examination: the assessment of modules studied during Level 1 of a programme of study, to a total of 120 credits. This equates to Certificate Level;
(b) *Final Honours* Examination: the assessment of modules studied during Level 2 of a programme of study (Diploma Level), Level 3 of a programme of study and, where appropriate, Level 4 of a programme of study, to a total of 120 credits per year. This includes examinations for the Ordinary degree where appropriate.

PRE-CONDITIONS FOR THE AWARD OF A DEGREE, DIPLOMA OR CERTIFICATE

2. In order to qualify for the award of a first degree of the University, a student must:

(a) be admitted to an approved programme of study in accordance with the University regulations for matriculation;
(b) study in accordance with the relevant regulations for the period of time required;
(c) pass in the period of time permitted the assessment requirements prescribed in the programme regulations of the named award for which they are registered.

3. To qualify for the award of a first degree, Diploma or Certificate a student must pass the assessments for the modules for which they are registered within the regulations for the programme of study to which they have been admitted. All students must register for, study and be assessed in modules to the value of 120 credits at each appropriate Level of study, irrespective of the target award. Thus a student registered for a Certificate, Diploma or Ordinary degree must study and be assessed in modules to the value of 120 credits at the relevant Level irrespective of the fact that the target qualification may be awarded on the basis of passes in fewer than 120 credits at the Level in question.

4. **A student must gain credits as follows subject to any specific requirements in the programme regulations**:

Certificate: a total of 120 credits at Level 1 or above;
Diploma: a total of 240 credits including at least 90 at Level 2 or above and no more than 150 at Level 1;
Ordinary Degree: a total of 300 credits including at least 60 at Level 3 or above and no more than 240 at Levels 1 and/or 2;
Bachelor's degree with Honours: a total of 360 credits including at least 90 at Level 3 or above and no more than 270 at Levels 1 and/or 2;
Integrated Master's degree: a total of 480 credits including at least 120 at Level 4 and no more than 360 at Levels 1 and/or 2 and/or 3.

5. Note:

(a) notwithstanding the credit values specified above, progression within an Honours degree from Level 1 to Level 2 requires 120 credits, from Level 2 to Level 3 requires 240 credits and from level 3 to level 4 requires 360 credits: see the relevant progression regulations below;
(b) a student who fails 20 credits at Level 1may be awarded an Honours degree notwithstanding failure in 20 credits at Level 1. Such a student may therefore be awarded a Bachelor's degree with Honours having gained only 340 credits or an integrated Master's degree having gained only 460 credits;
(c) on an exceptional basis, a student who studied at Level 1 in 2019/20 or 2020/21 may have been permitted to proceed to Level 2 (on the Honours or Ordinary stream) with 80-100 credits in light of the impact of Covid-19. Such a student may be awarded an Honours degree notwithstanding failure in credits at Level 1. Such a student may therefore be awarded a Bachelor's degree with Honours having gained only 320 credits or an integrated Master's degree having gained only 440 credits;
(d) a student may exceptionally be awarded a degree, diploma or certificate despite having fewer than the approved number of credits where a concession has been granted or the Board of Examiners has exercised its discretion for the student to progress or to be given an award;
(e) credit may be awarded by compensation in accordance with the regulations below.

6. With effect from 2026-27, a student will not normally be allowed to take a module whose Level differs from the level of study of the student themself (e.g. a student may not take a Level 1 module as part of his/her Level 2 study), unless the module taken is a language module delivered by the Centre for Foreign Language Studies (CFLS). To ensure that students meet minimum credit requirements for degree awards, any exceptions will be restricted to:

(a) adjacent Levels of study such that a module is taken from the Level below the level of the student's level of study (with the exception of CFLS modules, which may be undertaken during Levels 1-3, as per paragraphs 19-20;
(b) a total of 30 credits at Level 2, and 30 credits at Level 3;

and should not contravene the credit requirements for the programme of study concerned as set out in paragraphs 4 to 5 above.

7. Full-time undergraduate students will normally be admitted to study for a Bachelor's degree with Honours or an integrated Master's degree. They may, however, be admitted to study for a Certificate or Diploma. They may not be admitted to study for an Ordinary degree.

8. A degree will not be awarded on the basis of credits accumulated in isolation from registration for a named award. However a student may be awarded a named award at a lower level than the award for which they registered provided that:

(a) the student has gained the necessary credits for the lower level award;
(b) the lower level award is defined in the regulations as an exit qualification in respect of the award for which the student has registered.

9. A **Certificate, Diploma or degree will be awarded only if the student has undertaken study within the Durham programme of at least two-thirds of the credits for the award**. Thus:

(a) remission of modules by APL will not normally exceed 40 credits for each Level of study towards the target award;
(b) a matriculation concession for direct entry to the second or subsequent Level of a programme will not normally exceed one-third of the credits for the target award based on 120 credits per Level;
(c) the award of an exit qualification below the Level of the target award will not be permitted if the student has been remitted more than 40 credits per Level of study for the exit qualification.

10. Unless otherwise indicated in the programme regulations, all named undergraduate programmes:

    (a) lead to a Bachelor's with Honours or Master's degree;
    (b) may be awarded at Certificate or Diploma level;
    (c) may be awarded at Ordinary degree level;

    in accordance with the relevant regulations.

11. **The award of a Certificate or Diploma is not conferred on a student progressing directly to the next Level of study.** Should the student leave the University before completing successfully the next Level of award, they will be formally awarded the parchment for the award for which they are eligible.

12. **Students' choice of modules may be subject to timetable and other constraints and shall be subject to approval by the relevant Chair of Boards of Studies and, in the case of students registered for the Combined Honours/Natural Sciences programmes, to approval by the appropriate Director/deputy to the Head of Faculty.**

13. **Where undergraduate modules are delivered entirely in a single term, students undertaking such modules should be permitted to take no more than 70 credits in total in a single term**.

14. In the case of students registered in the Faculty of Science at Level 1, no more than 80 credits should normally be required in one department.

ADDITIONAL PRE-CONDITIONS FOR PART-TIME STUDENTS

15. The following regulations apply to the registration of part-time students in addition to the regulations above for pre-conditions for the award of a degree, Diploma or Certificate:

    (a) part-time students will be required to study each Level of the programme for which they are registered over a period of not less than two and not more than three years;
    (b) part-time students may take modules to the value of not less than 40 credits and not more than 60 credits in each year of study;
    (c) at the start of each Level, each part-time student must state the intensity of study with which they wish to undertake the Level (i.e. either 40 or 60 credits per year). This may not be varied during the period of study for the Level except by concession;
    (d) part-time undergraduate students at Level 1 will be required to register for the award of a Certificate of Higher Education. Following assessment in the Certificate the student may, subject to the relevant regulations:

        (i) be eligible for the award of the Certificate;
        (ii) be eligible to progress to study for a Diploma in Higher Education in the same named programme, subject to the availability of modules in that programme for part-time study at Level 2;
        (iii) be required to leave the University;

    (e) part-time students at Level 2 will be required to register for the award of a Diploma of Higher Education. Following assessment in the Diploma the student may, subject to the relevant regulations:

        (i) be eligible for the award of a Diploma;
        (ii) be eligible to progress to study for an Ordinary degree at Level 3 in the same named programme;
        (iii) be eligible to progress to study for an Honours degree at Level 3 and, where applicable, Level 4 in the same named programme;
        (iv) be required to leave the University;

        Study at degree level (Levels 3 and/or 4) is subject to the availability of modules in the named programme for part-time study at the relevant Level(s);

(f) if a part-time student who is eligible for the award of a Certificate or Diploma wishes to register for study for the next Level of award (i.e. Diploma or degree respectively), the award for which the student is eligible will not be made at that time. Should the student leave the University before completing successfully the next Level of award, they will be awarded formally the parchment for the award for which they are eligible;

(g) a part-time student will not be allowed to progress from one year to the next to study for further modules at the same Level if they have not passed the modules already taken in sufficient number and at the standard required to proceed to the award for which they are registered or to the award of an Ordinary degree;

(h) part-time students may not be admitted to study for an Ordinary degree.

ADMISSION

16. All students registered for first degrees, Diplomas or Certificates must have complied with the University's Regulations for Matriculation, unless exempted from this requirement by the relevant programme regulations, and have been accepted by the Board(s) of Studies concerned, or the appropriate Director/deputy to the Head of Faculty for Combined Honours and Natural Sciences, for a named programme of study.

ACCREDITATION OF PRIOR LEARNING (APL)

17. See also the Regulations on APL within the Regulations for Matriculation.

INTEGRATED PRE-SESSIONAL PROGRAMME

18. Any programme of study may begin with a period of intensive English Language study, normally of 4, 8 or 12 weeks duration, as part of an integrated programme of study. Students undertaking this pre-sessional provision as part of an integrated programme of study will be required, at the end of the 4, 8 or 12 week period, to meet the agreed English Language progression requirements as defined for their main academic programme and published within the Learning and Teaching Handbook. Any student who does not meet this requirement will be required to withdraw. A student who meets the progression requirements at threshold level may be required to undertake a further period of English Language instruction.

CENTRE FOR FOREIGN LANGUAGE STUDIES

19. Students are strongly encouraged to undertake credit-bearing languages as optional modules within their programme. Such modules are delivered by the Centre for Foreign Language Studies, and can be identified by the prefix CFLS.

20. All programmes will normally provide students with the opportunity to take a total of 40 credits of CFLS modules across Levels 1-3, with the following caveats:

    (a) programmes with accreditation or other specific requirements may not be able to provide opportunities for 40 credits of CFLS modules. Individual programme regulations will indicate where 20 credits or fewer are available;

    (b) students may not:

        (i) normally undertake more than 40 credits of CFLS modules across Levels 1-3;

        (ii) normally undertake more than 20 credits of CFLS study at Level 1;

        (iii) undertake more than 20 credits of CFLS study at Level 2 or 20 credits of CFLS study at Level 3;

        (iv) undertake any CFLS study at Level 4;

        (v) undertake CFLS study in more than 2 languages;

        (vi) normally undertake a Stage 1 (Beginner) module at Level 3.

RESIDENCE

21. A student registered for a first degree is normally required to study within the precincts of the University either:

(a) full-time for three consecutive years;
or
(b) part-time for a minimum of six and a maximum of nine consecutive years;

unless the regulations for a particular programme require either a period of study and/or residence elsewhere, or a fourth year of full-time study (two or three additional years of part-time study) within the precincts of the University.

22. All undergraduate students are required to be members of a College, Licensed Hall of Residence or Society. All students living out of college are required to ensure that the address of their current place of residence is notified to their College and part-time undergraduate students are required to reside within a reasonable distance of the University.

PROGRESS AND ATTENDANCE

23. **All students are required to fulfil their academic commitments in accordance with paragraph 1 of Section V of the General Regulations of the University. Failure to do so will result in the student being required to leave the University**.

24. **Students who fail to achieve satisfactory marks in University Examinations, and who are not allowed or qualified to proceed to the next year of a programme of study, will be required to leave the University.**

25. **The interruption of a student's programme of study will not be permitted for a period constituting more than an academic year in any one instance. Further suspensions of study will not normally be granted unless in the case of exceptional circumstances. A student may not suspend their studies for more than two consecutive periods. Students who wish to suspend studies beyond this point should instead be required to withdraw, and advised to re-apply to the University (if they so wish) when they are in a position to do so.**

PLACEMENT LEARNING

26. A degree programme may include time spent at an educational institution or a place of work in the UK or abroad to give students additional learning opportunities. Such placement opportunities:

(a) may last for a full year or for a shorter period of time;
(b) may take place during term-time and/or vacations;
(c) may replace a period of study within the University of Durham or offer additional experience;
(d) may or may not contribute marks to the classification of the degree but must have an assessment requirement at least at threshold level;
(e) must be formally approved by the University through the agreed procedures and documented as appropriate to the type of placement involved.

The regulations for the degree programme concerned must clarify the status of the placement with respect to the options listed above.

27. Unless otherwise specified in programme regulations, all undergraduate and integrated master's programmes should offer the opportunity for students to transfer into the equivalent programme with an additional year abroad at a partner institution, subject to such a year abroad opportunity being available and the student fulfilling any necessary academic or programme-specific commitments. Students who satisfactorily complete a degree programme with year abroad should have this recognised in their degree title. Individual programme regulations will specify how students transfer into the programme with year abroad, where this is possible. Students who fail to satisfactorily complete a with Year Abroad programme will transfer back to their original programme of study, and may exit upon completion with a degree or lower award as appropriate.

28. These regulations do not cover intercalated years taken at the request of the student in addition to the prescribed programme of study. Such years have no status within the University's regulatory framework.

PROGRESSION INTO AND FROM PLACEMENT LEARNING

29. To participate in any placement a student must have successfully completed the previous Level of study under the core regulations and the relevant programme regulations for progression to the next Level of study. To proceed to the next Level of study following their placement they must in addition:

    (a) pass the assessment required for the placement;
    (b) conduct him/herself in an appropriate way during the placement.

    Students who fail to fulfil their academic commitments or who bring the university into disrepute during their placement may be required to leave the University under the regulations for Academic Progress and/or student discipline as appropriate.

30. The marks for a placement which contributes to the assessment of the student for the purposes of progression or degree classification must be awarded according to the Durham assessment scale or translated by an approved procedure into the Durham scale.

31. Where a placement replaces study at Level 2 in Durham and therefore contributes marks to the classification of the student's degree, a resit opportunity comparable with that offered to students taught at Durham must be provided by the Durham department concerned if it is not routinely provided by the host institution. The form and content of the resit should take into account prerequisites for study at the next Level and the material covered during the year abroad. The resit should be arranged in consultation with the external examiner. The volume of work to be resat should be comparable with the resit provisions of the University of Durham (half of the year's work – 60 credits – being permitted as a resit where not more than two-thirds of the year's work – 80 credits – has been failed).

32. The learning outcomes of a placement which replaces a period of study which would normally be undertaken within the University of Durham must be consistent with the learning outcomes of the programme as a whole and of the modules which would have been taken at Durham, and be subject to assessment comparable in standard with that obtaining for the year of study at Durham. The marks obtained shall stand as marks under the core progression regulations and (where relevant) must be integrated into the Durham degree classification procedure. The marks for such a placement must be awarded according to the Durham assessment scale or translated by an approved procedure into the Durham scale.

33. A placement which provides additional learning experiences but does not contribute to the marks used for the degree classification process must nevertheless be assessed by means of an appropriate test or coursework for the purposes of progression. This assessment may be at threshold level or be graded. The marks obtained are additional to those required in the core progression regulations and students are required to pass this assessment before progressing to the next Level in their chosen programme of study. However a student who fails this assessment must be offered a place on a parallel programme which does not require completion of the placement, on the basis of his/her successful completion of the previous Level of study.

34. Boards of Examiners have discretion to take into account the performance of a student in the assessment at the end of a placement which does not otherwise contribute to the marks for the classification of the degree.

PLACEMENT LEARNING – LANGUAGE PROGRAMMES

35. In addition to the above regulations the following apply to placement years abroad for students taking language degrees.

36. Language students taking a year abroad following Level 1 must be assessed in their respective host institutions in May/June of the year abroad by means of a formal examination set and marked by the Durham department. There will be a resit opportunity in Durham during the usual resit period. The assessment will be at threshold level (on a pass/fail basis) and will provide assurance that the student has achieved sufficient competence in the study of the language to progress to Level 2 of the programme. Any student who fails this assessment following a resit opportunity must be offered a place on a parallel programme of study with less intensive language requirements, on the basis of his/her success in the assessment of Level 1.

37. Language students taking a year abroad following Level 2 must satisfactorily complete an agreed portfolio of work which may consist of essays, formal examinations, course-work and/or a project. This will be assessed and must be passed for the student to progress to Level 3. The terms of this assessment must be specified within the relevant degree programme regulations together with any provision for students failing the year abroad to progress to an alternative programme of study with less intensive language requirements.

PRELIMINARY HONOURS
LEVEL 1 (CERTIFICATE)

PROGRESSION REGULATIONS

38. At Level 1 students shall study and be assessed in a programme consisting of modules to a total of 120 credits, according to the regulations for individual programmes.

39. **A student must achieve a pass of at least 40% in each module taken at Level 1 (to a total of 120 credits) to be allowed to progress to Level 2.**

40. **If a student gains an overall mark of less than 40% in any one or more modules to the value of up to 120 credits, they will be required to resit the failed assessment element(s) of any failed assessment component(s) (e.g. where the examinations have been failed overall but the coursework passed, a student must resit the failed examination paper(s) and those only). The student must achieve mark(s) in the resit examination(s) such that the average for the module as a whole (taken together with the marks for any component(s) passed at the first attempt) is at least 40% in order to proceed in that programme of study.** If a student achieves a lower mark in the resit than at the first attempt in respect of any assessment component the higher mark shall prevail for the purpose of establishing an overall mark for the module.

41. **A student permitted to resit one or more module element(s) may do so on one occasion only in the following August/September**. In such cases a student:

    (a) must resit all failed elements of any failed component(s) within the failed module(s) (e.g. a failed coursework assignment where the coursework overall has been failed);
    (b) may not resit module components or elements in which they have achieved a mark of 40% or more at the first attempt;
    (c) may be assessed at the resit by a mode of assessment different from that by which they were originally assessed, provided that this has been approved as part of the module specification;
    (d) will have a maximum mark of 40% recorded for modules which have been passed at a resit.

42. Part-time students eligible to resit a module must do so in the resit period at the end of the academic year in which study for the module was commenced. They may not defer this to the subsequent year of study at the same Level.

43. **Marks awarded for modules completed for the Preliminary Honours Examination will not count towards the final classification of the degree to be awarded.**

44. **A student who gains at least 120 credits at Level 1 in their Preliminary Honours Examination shall be eligible to progress to Level 2 in the programme of study for which they are registered.** If they gain 120 credits at Level 1 they shall be eligible for the

award of a Certificate in the named programme for which they are registered. In respect of the award of a Certificate up to 20 credits will be gained by compensation in respect of modules taken during Level 1 provided that:

(a) a mark of not less than 30% has been obtained in the module to be compensated;
(b) the overall average for the modules taken during Level 1 is at least 40%.

45. **A student who gains 100 credits at Level 1 shall be eligible to progress on the Honours degree for which they are registered. This is subject to any pre-requisites defined in the programme regulations for such progression. Such progression shall not be permitted if the student has failed any module(s) named as a pre-requisite(s) for module(s), study of which is required at Level 2. Where progression is permitted, the pass list will note that the student carries failed module(s).**

46. **A student who gains fewer than 100 credits at Level 1 will be required to leave the University.**

PASS LISTS

47. The Progression list for the Preliminary Honours Examination in June shall list the names of:

(a) students who are allowed to enter Level 2 of a named Honours degree programme;
(b) part-time students who are eligible to study for and be assessed in further modules for the Certificate of Higher Education in the named programme for which they are registered;
(c) students who have not reached the required standard. For each such student the Board of Examiners concerned shall specify which module assessment element(s) must be re-examined, and the form of the resit examination.

48. The Progression list for the Preliminary Honours Examination in August/September shall list the names of:

(a) students who are allowed to enter Level 2 of a named Honours degree programme;
(b) students who are eligible for the award of a Certificate but not for progression to Level 2;
(c) part-time students who are eligible to study for and be assessed in further modules for the Certificate of Higher Education in the named programme for which they are registered;
(d) students who are eligible to proceed within an Honours programme but who do so carrying failed modules.

FINAL HONOURS
LEVEL 2 (DIPLOMA)

PROGRESSION REGULATIONS

49. Unless otherwise stated in the special regulations for the qualification concerned students who successfully complete the Preliminary Honours Examination shall study and be assessed for not less than two further years, in a programme consisting of modules to a total of 120 credits for each Level, according to the regulations for the relevant programme.

50. At Level 2 students shall study and be assessed in a programme consisting of modules to a total of 120 credits, according to the regulations for the relevant programme.

51. **A student must achieve a pass of at least 40% in each module taken at Level 2 (to a total of 120 credits) to be allowed to progress to Level 3.**

52. *For students entering Level 1 before October 2013:* **A student wishing to progress to Level 3 of an integrated Master's degree must obtain a mark of at least 40% in each**

module and an overall average mark of at least 50% in the assessment at Level 2, after resits if necessary as set out below.

For students entering Level 1 in October 2013 and thereafter: **A student wishing to progress to Level 3 of an integrated Master's degree must obtain a mark of at least 40% in each module and an overall average mark of at least 55% in the assessment at Level 2, after resits if necessary as set out below.**

53. **If a student gains an overall mark of less than 40% in any one or more modules to the value of not more than 60 credits, they will be required to resit the failed assessment element(s) of any failed assessment component(s) (e.g. where the examinations have been failed overall but the coursework passed, a student must resit the failed examination paper(s) and those only).** The student must achieve mark(s) in the resit examination(s) such that the average for the module as a whole (taken together with the marks for any component(s) passed at the first attempt) is at least 40% in order to proceed in that programme of study. If a student achieves a lower mark in the resit than at the first attempt in respect of any assessment component the higher mark shall prevail for the purpose of establishing an overall mark for the module.

54. **If a student achieves a mark of less than 40% in modules to the value of 80 credits they may resit modules to the value of 60 credits for transfer to the Ordinary degree or the award of a Diploma**. The modules to be resat shall be selected by the student in line with regulation 51 above, in the light of advice from the department concerned and taking into account prerequisites for Level 3 of the Ordinary degree if required.

55. **If a student achieves a mark of less than 40% in modules to the value of more than 80 credits they may not resit any of the modules and will be required to leave the University.**

56. **A student permitted to resit one or more module elements(s) may do so on one occasion only in the following August/September.** In such cases a student:

    (a) must resit all failed elements of any failed component(s) within the failed module(s) (e.g. a failed coursework assignment where the coursework overall has been failed);
    (b) may not resit module components or elements in which they have achieved a mark of 40% or more at the first attempt;
    (c) may be assessed at the resit by a mode of assessment different from that by which they were originally assessed, provided that this has been approved as part of the module specification;
    (d) will have a maximum mark of 40% recorded for modules which have been passed at a resit. This is the mark which will be carried forward into the averaging process for the classification of the degree.

57. Part-time students eligible to resit a module must do so in the resit period at the end of the academic year in which study for the module was commenced. They may not defer this to the subsequent year of study at the same level.

58. **Marks awarded for modules completed at Level 2 will count towards the final classification of the degree to be awarded by the University.**

59. **A student who has gained at least 120 credits in his/her assessment at Level 2 shall be eligible to progress to Level 3 in the programme of study for the Honours degree for which they are registered.**

60. **A student who gains 100 credits in his/her assessment at Level 2 shall be eligible to progress on the Honours degree for which they are registered. This is subject to any pre-requisites defined in the programme regulations for such transfer. Such progression shall not be permitted if the student has failed any modules(s) named as pre-requisite(s) for module(s), study of which is required at Level 3. Where progression is permitted, the pass list will note either that the student carries failed module(s) or, where the student has failed modules which cannot be compensated, that the student is progressing towards an ordinary degree qualification.**

61. **A student who has gained a total of at least 240 credits including at least 90 Level 2 credits and no more than 150 Level 1 credits shall be eligible for the award of a Diploma in the named programme for which they are registered.** In respect of the award of a Diploma up to 40 credits will be gained by compensation in respect of modules taken during Level 1 and /or Level 2 provided that:

    (a) a mark of not less than 30% has been obtained in the module(s) to be compensated;
    (b) the overall average for the modules taken during Level 2 is at least 40%.

62. **A student who gains fewer than 100 credits in his/her assessment at Level 2 will be required to leave the University.**

63. [blank].

64. A Progression List will be issued for the Level 2 Examination in June listing the names of

    (a) students who have not reached the required standard but are eligible to resit assessments. For each such student the Board of Examiners concerned shall specify which module assessment element(s) must be re-examined, and the form of the resit examination;
    (b) students who are required to leave the University with the award of a Certificate.

65. A further Progression List will be issued for the Level 2 Examination in August/September listing the names of:

    (a) students who are allowed to progress to Level 3 of a named Honours degree programme;
    (b) part-time students who are eligible to study for and be assessed in further modules for the Diploma of Higher Education in the named programme for which they are registered;
    (c) students who are eligible to progress to Level 3 of an Honours programme but who do so carrying failed module(s);
    (d) students who are eligible to progress to Level 3 of an Honours programme but who do so carrying failed module(s), and who will only be eligible for an Ordinary degree award upon completion of their programme;
    (e) students who are eligible for the award of a Diploma but not for progression to Level 3;
    (f) students who are required to leave the University with the award of a Certificate.

FINAL HONOURS
LEVEL 3 (AND, WHERE APPLICABLE, 4) (DEGREE)

LEVEL 3 REGULATIONS FOR THREE-YEAR DEGREE PROGRAMMES

66. Students who successfully complete the Level 2 Examination shall study and be assessed for not less than one further year, in a programme consisting of modules to a total of 120 credits at each Level, according to the regulations for the relevant programme.

67. At Level 3 students shall study and be assessed in a programme consisting of modules to a total of 120 credits, according to the regulations for the relevant programme.

68. **A student must achieve a pass of at least 40% in each module taken at Level 3 (to a total of 120 credits) to be awarded a degree with Honours.** Notwithstanding this requirement up to 40 credits will be gained by compensation in respect of modules taken at Level 2 and/or 3 provided that:

    (a) a mark of not less than 30% has been obtained in each of the modules to be compensated;
    (b) the overall average for all the modules taken at Levels 2 and 3 including the module(s) to be compensated is at least 40%. Level 2 marks shall be weighted 2

and Level 3 marks shall be weighted 3 to derive the average for Levels 2 and 3 together;

(c) the achievement of the learning outcomes of the programme is not compromised by failure in the module(s) concerned. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in those modules would compromise the achievement of the learning outcomes of the programme.

The actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

69. **There are no resit opportunities at Level 3.**

70. Marks awarded for modules completed for the Level 3 Examination will count towards the final classification of the degree to be awarded.

71. A student who, following his/her assessment at Level 3, has gained a total of 300 credits including at least 60 credits at Level 3 shall be eligible for the award of an Ordinary degree. No modules may be gained by compensation in respect of this award.

72. A student who, following his/her assessment at Level 3, has gained fewer than 300 credits in total or fewer than 60 Level 3 credits, will not be eligible for the award of a degree. They may be eligible for the award of a Diploma in the named programme for which they are registered, in accordance with regulation 59 above.

PROGRESSION FROM LEVEL 3 TO LEVEL 4
(INTEGRATED MASTER'S DEGREE ONLY)

73. Students registered for a four-year Integrated Master's programme who successfully complete the Level 2 examination shall study and be assessed for not less than two further years, in a programme consisting of modules to a total of 120 credits in each year, according to the regulations for the relevant programme.

74. At Level 3 students shall study and be assessed in a programme consisting of modules to a total of 120 credits, according to the regulations for the relevant programme.

75. **A student must achieve a pass of at least 40% in each module taken at Level 3 (to a total of 120 credits) to be allowed to progress to Level 4, subject to the rules for compensation in regulation 66 above**.

76. Marks awarded for modules completed at Level 3 will count towards the final classification of the degree to be awarded.

77. **A student who has gained at least 120 credits in his/her assessment at Level 3 shall be eligible to progress to Level 4 in the programme of study for the Master's degree for which they are registered. This includes the possibility of gaining credits by compensation in accordance with regulation 66 above. There are no resit opportunities at Level 3.**

78. A student who leaves the University at the end of Level 3 having gained 120 credits in his/her assessment at Level 3 (including credits by compensation if applicable) may be awarded an appropriate Bachelor's degree with Honours subject to the regulations of the programme concerned. The degrees of such students will be classified on the basis of the modules taken at Levels 2 and 3 in accordance with the classification conventions for degrees classified on the basis of 12 single modules or equivalent (240 credits).

79. A student who, following his/her assessment at Level 3, has gained a total of 300 credits including at least 60 credits at Level 3, shall be eligible for the award of the Ordinary degree operating in parallel with the Honours degree for which they are registered as defined in the programme regulations. No modules may be gained by compensation in respect of this award.

80. A student who, following his/her assessment at Level 3, has gained fewer than 300 credits in total or fewer than 60 Level 3 credits, will be required to leave the University. They may be eligible for the award of a Diploma in the named programme for which they are registered, in accordance with regulation 59 above.

81. A Progression List will be issued for the Level 3 Examination in June listing the names of students who have not reached the required standard to progress to Level 4 and are required to leave the University with the award of a Diploma or Ordinary degree.

LEVEL 4 REGULATIONS FOR FOUR-YEAR INTEGRATED MASTER'S DEGREE PROGRAMMES

82. Students who successfully complete the Level 3 examination shall study and be assessed for not less than one further year, in a programme consisting of modules to a total of 120 credits at each Level, according to the regulations for the relevant programme.

83. At Level 4 students shall study and be assessed in a programme consisting of modules to a total of 120 credits, according to the regulations for the relevant programme.

84. **A student must achieve a pass of at least 40% in each module taken at Level 4 (to a total of 120 credits) to be awarded a degree with Honours.** Notwithstanding this requirement, up to 20 credits will be gained by compensation in respect of modules taken at Level 4 only, provided that:

    (a) a mark of not less that 30% has been obtained in the module to be compensated;
    (b) the overall average for all the modules taken at Level 4, including the module to be compensated, is at least 40%.
    (c) the achievement of the learning outcomes of the programme is not compromised by failure in the module concerned. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in those modules would compromise the achievement of the learning outcomes of the programme.

    Such compensation may not be applied to any failed modules carried from Level 2 or Level 3, nor may any unused compensation from Level 3 be imported into Level 4.

    The actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

85. **There are no resit opportunities at Level 4.**

86. Marks awarded for modules completed for the Level 4 examination will count towards the final classification of the degree to be awarded.

87. A student who has failed to gain 120 credits in his/her assessment at Level 4 but has gained at least 360 credits in total* including at least 90 at Level 3 or above will not be eligible for the award of a Master's degree but may be awarded an appropriate Bachelor's degree with Honours subject to the regulations of the programme concerned. The degrees of such students will be classified on the basis of the modules taken at Levels 2 and 3 in accordance with the classification conventions for degrees classified on the basis of 12 single modules or equivalent (240 credits).

    * or 340 credits if the student is carrying a failed module from Level 1 under regulations 4 to 6.

PASS LISTS FOR FINAL HONOURS (THREE-YEAR AND FOUR-YEAR PROGRAMMES

88. Pass lists will be issued for Bachelor's degrees and for integrated Master's degrees, listing the names of students who have been awarded First Class Honours; Second Class Honours, division I or II; Third Class Honours and also those who have been awarded an Ordinary degree.

89. A Board of Examiners shall consider the position of students who have missed certain assessments in their Final Honours Examinations, either through ill-health or other sufficient cause.

90. If 75% or more of the evidence, which would have been provided had they completed the examination, is available, Boards of Examiners may award a classified degree or an Ordinary degree as appropriate on the basis of the available evidence. In the case of integrated Master's programmes, 75% of the evidence for Levels 3 and 4 together must be available.

91. If less than 75% of the evidence is available, subject to the provision of medical evidence or evidence of other good cause, the student shall be considered for the award of an Aegrotat or Posthumous degree. If the chair of the relevant Faculty Education Committee or their delegated nominee, acting on the recommendation of the Examiners and in consultation with the Chair of the Education Committee, considers that the student would have obtained a degree at either Honours or Ordinary standard, an unclassified Aegrotat or Posthumous degree may be awarded.

92. The Certificate issued to students following the award of the degree shall state the name of their Honours School.

RIGHT OF APPEAL

93. In accordance with the Academic Appeals Regulations contained in Section VII of the General Regulations printed in the University Calendar, a student registered for a first degree, diploma or certificate of the University may appeal against academic decisions relating to his/her candidature.

MARKING AND CLASSIFICATION CONVENTIONS

94. The University has approved the following scale for the relationship of marks to degree classes:

Honours Class	**%**	**Generic Assessment Criteria * %**	
I	70 – 100	86 – 100	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.
		76 – 85	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.
		70 – 75	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.
II(i)	60 – 69	65 – 69	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.
		60 – 64	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.
II(ii)	50 – 59	55 – 59	The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 – 54	The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
III	40 – 49	45 – 49	The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		40 – 44	The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

Fail			
	0 – 39	35 - 39	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable evidence showing that the great majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30 – 34	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that only some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 - 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
* 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.			

All summative assessed work should be marked according to this scale and students should be given the percentage mark awarded for each coursework assignment and examination paper. Marks are provisional until they have been confirmed by a Board of Examiners.

95. After the final year examinations, a Board of Examiners will classify the performance of students using the general University conventions as guidelines. A Board of Examiners has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties, in accordance with the University policy on discretion as outlined in the Learning and Teaching Handbook.

96. **Only marks for modules taken after the Preliminary Honours will be taken into consideration for the classification of degrees.**

97. Marks for double modules shall be returned as two identical marks and for triple modules as three identical marks.

98. Honours degrees will be classified according to the mean weighted classification scheme.

99. A degree will be awarded to a student who has passed the appropriate number of modules to the required credit value at the required Level with a mark of at least 40% in each module, after a resit if applicable, subject to the Preconditions for the Award of a Degree, Diploma or Certificate and the Progression Regulations above.

100. **For degrees classified on the performance of students in respect of 12 single modules or equivalent (to the value of 240 credits), performance on modules studied in the second and third years shall be differentially weighted 2:3.**

101. **For degrees classified on the performance of students in respect of 18 single modules or equivalent (to the value of 360 credits), performance on modules studied in the second, third and fourth years shall be differentially weighted 2:3:4.**

102. **The Honours classification of an individual student shall be determined as outlined below:**

    (a) **First Class Honours shall be awarded to a student who achieves an arithmetic mean of 70% or greater.**
    (b) **Second Class Honours (First Division) shall be awarded to a student who achieves an arithmetic mean of at least 60% but less than 70%.**
    (c) **Second Class Honours (Second Division) shall be awarded to a student who achieves an arithmetic mean of at least 50% but less than 60%.**
    (d) **Third Class Honours shall be awarded to a student who achieves an arithmetic mean of at least 40% but less than 50%.**

UNIVERSITY OF DURHAM UNDERGRADUATE QUALIFICATION DESCRIPTORS

QUALIFICATION DESCRIPTORS FOR THE FOLLOWING QUALIFICATIONS:

Certificate of Higher Education
Diploma of Higher Education
Honours Degree
Ordinary Degree
Taught Master's Degree

CERTIFICATE OF HIGHER EDUCATION

1. A Durham Certificate of Higher Education is awarded to a student who has demonstrated:

   (a) an awareness of the major areas of their subject(s), with appropriate knowledge of some of these, a suitably rigorous approach to subject knowledge, and an awareness of the basic concepts, principles and terms associated with their area(s) of study;
   (b) the ability to summarise relevant subject matter (factual and conceptual) at an appropriate level, to develop lines of argument and select pertinent information to support these, to evaluate the reliability of information, and to reach sound judgements in accordance with basic theories and concepts within their area(s) of study.

   Such students will be able to communicate effectively reliable and accurate information about their area(s) of study.

2. Typically, a holder of the qualification will be able to:

   (a) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;
   (b) undertake self-directed learning, and work independently within specified guidelines to acquire further information within the area(s) of study;
   (c) undertake further education and training and develop new skills within broad guidelines;

   and will have:

   (d) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

DIPLOMA OF HIGHER EDUCATION

1. A Durham Diploma of Higher Education is awarded to a student who has demonstrated:

   (a) developed knowledge of selected aspects of their subject(s), including some core areas, and an awareness of their broader contexts within the subject(s);
   (b) knowledge and understanding of major theories and principles relevant to their areas of study, and of the concepts and terminology associated with these. The ability to apply such concepts and principles to appropriate contexts other than that in which they were originally studied;
   (c) knowledge of major methods of enquiry in their subject(s), and the ability to evaluate their suitability for the investigation of particular problems within the subject(s);
   (d) the ability to select, analyse and evaluate varied information appropriate to their area(s) of study;
   (e) the capacity to access a range of resources appropriate to the area(s) of study and, with minimal guidance, to selectively utilise these for the investigation of particular topics.

2. Typically, a holder 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) undertake self-directed learning, and work independently within broad guidelines to acquire further information within the area(s) of study;
(c) 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;
(d) undertake further education and training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within organisations;

and will have:

(e) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

HONOURS DEGREE

1. A Durham Honours graduate will have developed an understanding of a complex body of knowledge, some of it at or close to current boundaries of an academic discipline or disciplines. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

2. A Durham Honours degree is awarded to a student who has demonstrated:

(a) a systematic understanding of their field of study, based upon coherent knowledge of core areas, and advanced knowledge of selected aspects that is informed by research at, or close to, the current forefront of the subject(s);
(b) the ability to deploy accurately established techniques of analysis and enquiry within the subject(s);
(c) conceptual understanding that enables the student:

(i) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline;
(ii) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in defined areas of their programme of study;
(iii) to use appropriate theoretical and conceptual frameworks to order and/or interpret new data or kinds of evidence;
(iv) to critically evaluate the reliability, validity and significance of data, evidence or interpretations within the field of study;

(d) an awareness of current disciplinary boundaries and an appreciation of the uncertainty, limits and contested nature of knowledge within their programme of study;
(e) the ability to direct and manage their own learning effectively across a range of topics;
(f) the ability to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline);
(g) the ability to undertake, with supervision, independent investigation of a defined topic within their programme of study and to report the findings effectively.

3. Typically, a holder 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 or further enquiry within areas of their programme of study;
(b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate strategies to investigate topics within defined aspects of their programme of study;
(c) communicate relevant information, concepts, ideas and, where appropriate, problems and solutions, within their programme of study to both specialist and non-specialist audiences;

and will have:

(d) academic qualities such as flexibility and discrimination, together with personal qualities and transferable skills necessary for employment requiring:

(i) the exercise of initiative and personal responsibility;
(ii) decision making in complex and unpredictable contexts;
(iii) the learning ability needed to undertake appropriate further education and training of a professional or equivalent nature and standard.

ORDINARY DEGREE

1. The learning outcomes for the Ordinary degree are as for the Honours degree but across a more limited range of topics which therefore typically enables award-holders to take a less systematic view of the subject as a whole.

TAUGHT MASTER'S DEGREE

1. A Durham graduate at master's level will have developed a thorough understanding of a complex and specialised body of knowledge which may be informed by research and original thinking at current boundaries of theoretical knowledge. The graduate will be able to evaluate evidence according to rigorous academic criteria, to contribute to debate at the frontiers of knowledge, and to communicate effectively.

2. A Durham Master's Degree will be awarded to a student who has demonstrated:

(a) a depth of knowledge across one or more specialised or applied areas which may be informed by research at the current limits of understanding;
(b) the high-level skills needed to understand research findings and contribute to debate at the current frontiers of knowledge;
(c) the ability to decide on appropriate advanced techniques of analysis and inquiry within their specialist field, including the ability to modify established techniques where appropriate;
(d) conceptual understanding that enables the student:

(i) to absorb and evaluate a complex literature and/or body of research results;
(ii) to evaluate the advantages and disadvantages of competing methods of inquiry and conceptual frameworks in the discipline;
(iii) to identify and solve problems, using appropriate, and sometimes innovative, techniques and methods;

(e) a recognition of apparent contradictions and ambiguities in the field of knowledge and of the areas in which further research is necessary;
(f) the capacity to take responsibility for their own learning, including the ability;

(i) to direct their own study and manage time effectively;
(ii) to make critical and discriminating use of primary research literature in the discipline;
(iii) to undertake independent investigation of a defined topic in order to reach valid conclusions, some of which may be original, and which are worthy of note by peers; and to report these findings effectively and within the conventions of the academic community to which they belong.

3. Typically, a holder of the qualification will be able to:

(a) conduct original research either independently or in a team as the next stage in their career; and in particular to identify appropriate fields of inquiry, determine an appropriate investigative methodology and pursue their research to a conclusion;
(b) apply advanced methods and techniques of inquiry to new problems in their field;
(c) apply a depth of knowledge so as to make supportable judgements when confronted by new problems within their own specialised or applied area;
(d) communicate complex information and detailed argument in a clear and orderly way to both specialist and non-specialist audiences;
(e) work autonomously, taking a high level of responsibility for their work, and, where appropriate, for the work of others;
(f) make professional or academic judgements which may involve others and which recognise the limits of their own competence;

(g) observe professional and academic codes of conduct and confront ethical issues with due respect;
and will have:

(h) academic qualities such as flexibility, discrimination and resourcefulness, together with personal qualities and transferable skills necessary for employment requiring:

  (i) the exercise of initiative and personal responsibility;
  (ii) decision making in complex and unpredictable contexts;
  (iii) problem posing and problem solving;
  (iv) identification of and respect for empirical data;

(i) academic training and the learning skills needed to undertake original research.

These qualification descriptors are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific descriptors in line with the relevant benchmarks and other requirements appropriate to the discipline.

LEVEL DESCRIPTORS MATRIX

	OVERVIEW	SKILLS AND ATTRIBUTES				OUTCOMES AND RESPONSIBILITIES		
		Knowledge	Understanding	Subject-Specific Skills	Problem solving/ Investigative skills	Autonomy in learning	Independence	Personal responsibility for wider issues
Level 0	Students will acquire skills to enable them to pursue further study based on knowledge appropriate to the Level	a knowledge base appropriate to the specific subject or programme		the ability to use some basic skills associated with subject or programme	the ability to evaluate information, and use it to develop problem solving techniques, in relation to a range of predictable problems	ability to undertake directed learning activity	ability to operate in specific contexts within given guidelines	
Level 1 *FHEQ 4*	Students will acquire and be able to demonstrate a factual and / or conceptual knowledge base within a given field or fields, together with an understanding of and ability to use terminology appropriate to the field(s) of study	a rigorous approach to a broad knowledge base	Awareness of basic concepts and intellectual frameworks appropriate to the subject	the ability to use a range of basic skills associated with subject or programme	the ability to collect, categorise and evaluate information, and use it to develop investigative strategies to determine solutions to a range of predictable and less predictable problems or questions	the ability to undertake self-directed learning activity, taking responsibility for the nature and quality of outputs to meet specified standards	the ability to operate in a range of contexts within broad guidelines	an awareness or understanding of any ethical, or health and safety considerations involved in the subject / discipline

	OVERVIEW	SKILLS AND ATTRIBUTES				OUTCOMES AND RESPONSIBILITIES		
		Knowledge	Understanding	Subject-Specific Skills	Problem solving/ Investigative skills	Autonomy in learning	Independence	Personal responsibility for wider issues
Level 2 *FHEQ 5*	Students will acquire and be able to demonstrate a broad and detailed knowledge of the subject(s), together with an awareness of an increased variety of the ideas, concepts, and contexts relating to it	the understanding and application of major theories of a discipline	the ability to analyse concepts at an abstract level and apply them appropriately	the ability to undertake and defend the use of alternative methods and techniques with minimal guidance	the ability to collect, categorise and evaluate information, and use it to develop investigative strategies to determine solutions to a range of predictable and unpredictable problems or questions	to accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes	an ability to operate independently in a range of contexts within broad guidelines	an ability to debate issues in relation to ethical considerations involved in the subject / discipline and to take into account any wider social and environmental implications of area(s) of study
Level 3 *FHEQ 6*	Students will acquire and be able to demonstrate a comprehensive and accurately detailed knowledge of the subject(s), with areas of specialisation in depth, together with an awareness of the limitations of knowledge in the subject(s).	the ability to acquire a systematic and coherent body of knowledge	the ability to critically review and consolidate the understanding of a systematic and coherent body of knowledge and apply it in complex situations	the ability to use a range of specialised technical or scholastic skills across an area of study with minimal guidance	the ability to collect, categorise and critically evaluate information from a range of sources, and use it to develop solutions to novel and/or complex problems or questions	the ability to accept responsibility for determining and achieving personal and/or group outcomes	the ability to operate independently within broad guidelines in novel or complex contexts	the ability to accept personal responsibility in relation to academic and professional codes of conduct, including an ability to incorporate a critical ethical dimension into their work, where appropriate

	OVERVIEW	SKILLS AND ATTRIBUTES				OUTCOMES AND RESPONSIBILITIES		
		Knowledge	Understanding	Subject-Specific Skills	Problem solving/ Investigative skills	Autonomy in learning	Independence	Personal responsibility for wider issues
Level 4 *FHEQ 7*	The student acquires and demonstrates depth of knowledge in a complex and specialised area, and/or across specialised or applied areas. This may include work at the current limits of theoretical and/or research understanding	the ability to master a complex and specialised area of knowledge and skills	the ability to critically review a specialised area of knowledge, including representing the complexity and/or contradictions in the knowledge base and apply it in novel and/or complex situations	the use of highly specialised and advanced technical, professional and/or scholastic skills, including the ability to communicate results of own work to peers in a manner appropriate to the subject area	the ability to operate in complex, unpredictable and normally specialised contexts demanding innovative work which may involve exploring the current limits of knowledge	the ability to work autonomously within the bounds of professional practice, taking a high level of responsibility for self and possibly others	the ability to operate independently, exercising appropriate judgement, in novel or complex contexts	the ability to accept personal responsibility in relation to academic and professional codes of conduct, including an ability to evaluate and resolve any ethical dilemmas likely to arise in research and professional practice
For Level Descriptors above Level 4, please refer to the Postgraduate Level Descriptors Matrix.								

These level descriptors are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific descriptors in line with the relevant subject benchmarks and other requirements appropriate to the discipline.

CORE REGULATIONS FOR MODULAR TAUGHT MASTER'S DEGREES, POSTGRADUATE DIPLOMAS AND POSTGRADUATE CERTIFICATES

DEFINITIONS:

1. In these Regulations, the following definitions apply:

A *Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels.

An *Integrated Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels, preceded by a period of intensive English Language instruction normally of 4, 8 or 12 weeks in duration.

A *Module* is a defined course of study which is self contained and which receives a specified number of credits. A single module at Level 4 is worth 10 or 15 credits; larger modules are worth multiples of 10 or 15 credits. A dissertation module at Level 4 is normally worth between 45 and 120 credits, as specified in the relevant programme regulations. Modules at levels 1 – 3 are worth 10 credits or multiples of 10 credits. Modules cannot be sub-divided and must be taken and assessed as a whole. Credits are gained when a student has satisfied the Board of Examiners in respect of the assessment requirements for the module concerned.

A student who takes a mixture of 10 and 15-credit modules in his/her programme must take at least the minimum number of credits required for the qualification for which they are registered. In some cases it may be necessary to take slightly more credits than the minimum number to accommodate a mixture of module valencies.

Each module is set at a given Level of study appropriate to its learning outcomes and is assessed against criteria appropriate to that Level. Certain modules may be defined in Programme Regulations as prerequisites for study of certain other modules at a higher Level. Not all the modules listed in the Programme Regulations for a given degree programme may be available in any one year.

Students are not permitted to register for the same module on more than one occasion.

Modules may be assessed using a variety of methods. The mode(s) of assessment for each module shall be as agreed by the Board of Studies and as approved by the appropriate Faculty Education Committee on behalf of the Education Committee.

A *Level* refers to the stage of study and indicates the intellectual challenge of a module or a year of study within a programme of study. The University's Level Descriptors provide a common framework for this. The following numbering is used in relation to Levels of study:

Level 3 = third year full-time undergraduate, typically equivalent to Honours degree level *(FHEQ Level 6)*.
Level 4 = first year full-time postgraduate, typically equivalent to Master's degree level *(FHEQ Level 7)*.
Level 5 = typically equivalent to Doctoral level *(FHEQ Level 8).*

PRE-CONDITIONS FOR THE AWARD OF A MASTER'S DEGREE, POSTGRADUATE DIPLOMA OR POSTGRADUATE CERTIFICATE

2. To qualify for the award of a Master's degree, Postgraduate Diploma or Postgraduate Certificate, a student must:

(a) be approved by the department concerned as a candidate for the award;
(b) study and be assessed in accordance with these Core Regulations and the Programme Regulations of the award for which they are registered for the period of time required;
(c) satisfy the examiners in the assessment requirements as prescribed in the

Programme Regulations of the award for which they are registered.

ADMISSION

3. Applicants must be graduates of this or another approved University or possess some other qualification approved by the Education Committee. Normally an upper second class Honours degree or equivalent in a subject relevant to the proposed course of study is required, unless otherwise specified in the Programme Regulations.

4. Students admitted to a Master's, Postgraduate Diploma or Postgraduate Certificate programme not already matriculated in the University must matriculate during the Michaelmas Term. As a matriculation requirement students whose first language is not English must have shown evidence of their proficiency in the English language.

INTEGRATED PRE-SESSIONAL PROGRAMME

5. Any programme of study may begin with a period of intensive English Language study, normally of 4, 8 or 12 weeks duration, as part of an integrated programme of study. Students undertaking this pre-sessional provision as part of an integrated programme of study will be required, at the end of the 4, 8 or 12 week period, to meet the agreed English Language progression requirements as defined for their main academic programme and approved by the Education Committee. Any student who does not meet this requirement will be required to withdraw. A student who meets the progression requirements at threshold level may be required to undertake a further period of English Language instruction as outlined in paragraph 12.

RESIDENCE

6. **Students are required to be members of a College/Society of the University.**

PROGRESS AND ATTENDANCE

7. Each programme shall last from the start date of the programme for the period of study required for the award. **All students are required to fulfil their academic commitments as provided in paragraph 1 of Section V of the University General Regulations. Failure to do so will render a student liable to be required to withdraw from the University under the provisions of that section.**

8. **The interruption of a student's programme of study will not be permitted for a period constituting more than 12 months or one academic year in any one instance, and extensions to a 12 month/academic year suspension of study will not normally be granted. A student will only be permitted to suspend for more than 24 months or two academic years consecutively in exceptional circumstances. Students who wish to suspend studies beyond this point will be required to withdraw, and advised to re-apply to the University (if they so wish) when they are in a position to do so.**

9. During any period of part-time study, students shall maintain such contact with the Programme Director or his/her nominee, and provide the Programme Director or his/her nominee with such evidence of progress, as they may require.

10. **Students undertaking full-time study may accept paid teaching, demonstrating and other research work in the University if the time given thereto during term, including time required for preparation, does not exceed six hours per week.**

11. Students wishing to spend a period away from Durham for the purposes of their programme of study or for other good reason must obtain permission from the Board of Studies responsible for the student's programme of study.

12. If it should appear during the first term of his/her programme that a student's attainment in the English language is not fully adequate for his/her study, the student may be required by the appropriate Faculty Education Committee to undertake, at his/her own expense, an approved course of instruction in the English language or to withdraw. At the end of such a course the Committee will then either satisfy itself that the student has become competent to proceed with

his/her study or require that his/her registration be terminated. If the student is deemed competent to proceed, the appropriate Faculty Education Committee shall determine in each individual case whether any of the period spent in receiving English language instruction may be counted towards the requirements for the programme for which they are registered.

PROGRAMME REQUIREMENTS

13. Each programme shall be as specified in the Programme regulations. A student's choice of modules shall be subject to the approval of the Board of Studies responsible for the programme. In the case of a module chosen from another Board of Studies, the approval of that Board of Studies will also be required.

14. **A student must gain credits as follows subject to the requirements of the relevant programme regulations:**

a) **for the award of a Master's degree: a total of 180 credits including at least 150 credits at Level 4.**
b) **for the award of a Postgraduate Diploma: a total of 120 credits including at least 90 credits at Level 4.**
c) **for the award of a Postgraduate Certificate: a total of 60 credits including at least 40 credits at Level 4.**

15. A student may be awarded a named award at a lower level than the award for which they are registered provided that the student has gained the necessary credits for the lower level of award as per regulation 14 above.

Unless otherwise stated in the programme regulations all named Master's degrees may be awarded at Postgraduate Certificate or Postgraduate Diploma level and all named Postgraduate Diploma awards may be awarded at Postgraduate Certificate level.

16. Students taking a taught Master's programme in part-time mode must normally take the dissertation in the final year, any research methods module before the final year, and as equal a division of credits between the years of study as possible.

ASSESSMENT REGULATIONS

17. Each component of assessment for a module shall be marked according to the table below.

Marking Levels for Each Unit of Assessment	
MASTER'S DEGREES, POSTGRADUATE CERTIFICATES AND DIPLOMAS	
% Mark	
70 - 100	Distinction
60 – 69	Merit
50 - 59	Pass
0 - 49	Fail

18. **The pass mark for Master's programmes, Postgraduate Diplomas and Postgraduate Certificates is 50% which must be achieved overall in each of the taught modules and in the dissertation.**

19. Notwithstanding the requirements in paragraph 14, above up to 45 credits for a Master's degree, up to 30 credits for a Postgraduate Diploma and up to 20 credits for a Postgraduate Certificate will be gained by compensation provided that:

a) a mark of not less than 40% has been obtained in each of the modules to be compensated;
b) the overall average for all modules taken including the module(s) to be compensated is at least 50%;

c) the achievement of the learning outcomes of the programme is not compromised by failure in the module(s) concerned. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in that module(s) would compromise the achievement of the learning outcomes of the programme.

The actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

20. **Candidates in the final year of their programme must submit their dissertation by no later than 4 September 2026.** Any alternative deadline must be approved by the relevant Faculty Education Committee, and shall be as specified in the Programme Regulations of the programme.

21. All work submitted for assessment must be in a form suitable for assessment by external examiners and shall be available to the external examiners on request. The usual language of assessment is English.

22. A student who is unable due to illness or other good cause to submit course work, other than the dissertation, for assessment by the required date may apply to the Chair of the Board of Examiners or his/her nominee for an extension of that date. A student who is unable to present a dissertation may similarly apply for an extension of that date, if the extension is for no more than two weeks after the original submission deadline this request should be considered by the Chair of the Board of Examiners or his/her nominee acting on behalf of the appropriate Faculty Education Committee. If the request is for an extension beyond two weeks after the original submission deadline the student should apply to the appropriate Faculty Education Committee for the extension to be determined by the Committee in the light of the known circumstances.

23. **Any module taken from Level 1 – 3 is marked according to the undergraduate mark scale but Master's students are required to obtain a mark of at least 50% to pass.** The mark is included in the usual way within the run of marks contributing to the average for the Master's programme pro rata to the credit value of the module concerned. One resit is permitted in line with the usual provision for Master's programmes, normally at the next normal occasion of assessment. Because modules may have a valency of 10 or 15 credits, or multiples thereof, a student taking an undergraduate module may take more credits than those required for the Level 4 programme (e.g. 185 credits if a 20-credit undergraduate module has been taken in place of a 15-credit Level 4 module). A student may not, however, take fewer credits than those required for the Level 4 award.

24. A Board of Examiners has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties, in accordance with the University policy on discretion as outlined in the Learning and Teaching Handbook.

<u>Award of Distinction</u>

25. The requirement for the award of the Master's degree with Distinction shall be as follows:

(i) the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 180 credits*, including:
(ii) the achievement of a mark of 70% or more in the dissertation.

26. The requirement for the award of the Postgraduate Diploma with Distinction shall be as follows:

(i) the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 120 credits*.

27. The requirement for the award of the Postgraduate Certificate with Distinction shall be as follows:

(i) the achievement of an overall average mark of at least 70% across all the modules taken*.

28. Any supplementary requirements for achieving an award with Distinction shall be as defined in the Programme Regulations for the programme.

* Each module should be marked as a percentage and the total percentage mark for the programme obtained by adding the modules' percentages in proportion to their credit value; the overall average should be calculated by dividing the total percentage by the number of single module equivalents.

Award of Merit

29. The requirement for the award of the Master's degree with Merit shall be the achievement of an overall average mark of at least 60%* including the achievement of a mark of 60% or more in the dissertation, but where the candidate did not meet the criteria for the award of a distinction.

30. The requirement for the award of the Postgraduate Diploma with Merit shall be the achievement of an overall average mark of at least 60%*, but where the candidate did not meet the criteria for the award of a distinction.

31. The requirement for the award of the Postgraduate Certificate with Merit shall be the achievement of an overall average mark of at least 60%*, but where the candidate did not meet the criteria for the award of a distinction.

32. Any supplementary requirements for achieving an award with Merit shall be as defined in the Programme Regulations for the programme.

* Each module should be marked as a percentage and the total percentage mark for the programme obtained by adding the modules' percentages in proportion to their credit value; the overall average should be calculated by dividing the total percentage by the number of single module equivalents.

Re-examination

33. **Students who achieve an average mark of less than 50% in any taught module at the first attempt are allowed one further attempt to pass the module. The total number of taught modules which a student may resit must total no more than half the total credit value of their programme's taught modules, excluding the dissertation. The resit (without repeating the module itself) shall normally be at the time of the next normal assessment of the module component(s) concerned. Any alternative arrangements for re-examination shall be as specified in the Programme Regulations of the programme.**

34. **Students who achieve a mark of less than 50% in the dissertation at first attempt are allowed one further opportunity to resubmit the dissertation. The resubmission (without further supervision) shall normally be at the next dissertation submission time, unless otherwise specified in the Programme Regulations of the programme.**

35. **The mark for any module following a resit shall be capped at 50%.**

RIGHT OF APPEAL

36. In accordance with the Academic Appeals Regulations contained in Section VII of the General Regulations in the University Calendar, a student registered for a Master's degree or Postgraduate Diploma or Postgraduate Certificate may appeal against academic decisions relating to his/her candidature.

CORE REGULATIONS FOR GRADUATE DIPLOMAS AND GRADUATE CERTIFICATES

DEFINITIONS

1. In these Regulations, the following definitions apply:

A *Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels.

An *Integrated Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels, preceded by a period of intensive English Language instruction normally of 4, 8 or 12 weeks in duration.

A *Module* is a defined course of study which is self contained and which receives a specified number of Credits. Modules at Level 3 or below are worth 10 credits, or a multiple of 10 credits. Modules at Level 4 are normally worth 10 or 15 credits; larger modules are worth multiples of 10 or 15 credits. Modules cannot be sub-divided and must be taken and assessed as a whole. Credits are gained when a student has satisfied the Board of Examiners in respect of the assessment requirements for the module concerned.

A student who takes a mixture of 10- and 15- credit modules in his/her programme must take at least the minimum number of credits required for the qualification for which they are registered. In some cases it may be necessary to take slightly more credits than the minimum number to accommodate a mixture of module valencies.

Each module is set at a given Level of study appropriate to its learning outcomes and is assessed against criteria appropriate to that Level. Certain modules may be defined in Programme Regulations as prerequisites for study of certain other modules at a higher Level. Not all the modules listed in the Programme Regulations for a given degree programme may be available in any one year.

Students are not permitted to register for the same module on more than one occasion.

Modules may be assessed using a variety of methods. The mode(s) of assessment for each module shall be as agreed by the Board of Studies and as approved by the appropriate Faculty Education Committee on behalf of Education Committee.

A *Level* refers to the stage of study and indicates the intellectual challenge of a module or a year of study within a programme of study. The University's Level Descriptors provide a common framework for this. The following numbering is used in relation to Levels of study:

Level 1 = first year full-time undergraduate, typically equivalent to Certificate level (*FHEQ Level 4)*.
Level 2 = second year full-time undergraduate, typically equivalent to Diploma level (*FHEQ Level 5)*.
Level 3 = third year full-time undergraduate, typically equivalent to Honours degree level (*FHEQ Level 6)*.
Level 4 = first year full-time postgraduate, typically equivalent to Master's degree level (*FHEQ Level 7)*.

PRE-CONDITION FOR THE AWARD OF A GRADUATE DIPLOMA OR GRADUATE CERTIFICATE

2. To qualify for the award of a Graduate Diploma of the University, a student must:

(a) be approved by the Department concerned as a candidate for the degree;
(b) study and be assessed in accordance with these Core Regulations and the Programme Regulations of the award for which they are registered for the period of time required;
(c) satisfy the examiners in the assessment requirements as prescribed in the Programme Regulations of the degree for which they are registered.

ADMISSION

3. Applicants must be graduates of this or another approved University or possess some other qualification approved by the Education Committee. Normally an upper second class Honours degree or equivalent is required, unless otherwise specified in the Programme Regulations.

4. Students admitted to a Graduate Diploma or Graduate Certificate programme not already matriculated in the University must matriculate during the Michaelmas term. As a matriculation requirement students whose first language is not English must have shown evidence of their general proficiency in the English Language.

RESIDENCE

5. Students are required to be members of a College/Society of the University.

INTEGRATED PRE-SESSIONAL PROGRAMME

6. Any programme of study may begin with a period of intensive English Language study, normally of 4, 8 or 12 weeks duration, as part of an integrated programme of study. Students undertaking this pre-sessional provision as part of an integrated programme of study will be required, at the end of the 4, 8 or 12 week period, to meet the agreed English Language progression requirements as defined for their main academic programme and published within the Learning and Teaching Handbook. Any student who does not meet this requirement will be required to withdraw. A student who meets the progression requirements at threshold level may be required to undertake a further period of English Language instruction as outlined in paragraph 12.

PROGRESS AND ATTENDANCE

7. Each programme shall last from the start date of the programme for the period of study required for the award. **All students are required to fulfil their academic commitments as provided in paragraph 1 of Section V of the University General Regulations. Failure to do so will render a student liable to be required to withdraw from the University under the provisions of that section.**

8. **The interruption of a student's programme of study will not be permitted for a period constituting more than 12 months or one academic year in any one instance, and extensions to a 12 month/academic year suspension of study will not normally be granted. A student will only be permitted to suspend for more than 24 months or two academic years consecutively in exceptional circumstances. Students who wish to suspend studies beyond this point will be required to withdraw, and advised to re-apply to the University (if they so wish) when they are in a position to do so.**

9. During any period of part-time study, students shall maintain such contact with the Programme Director or his/her nominee, and provide the Programme Director or his/her nominee with such evidence of progress, as they may require.

10. **Students undertaking full-time study may accept paid duties in the University if the time given thereto during term, including time required for preparation, does not exceed six hours per week.** Students are required to comply with any additional requirements of any sponsor of their programme of study.

11. Students wishing to spend a period away from Durham for the purposes of their programme of study or for other good reason must obtain permission from the Board of Studies responsible for the student's programme of study.

12. If it should appear during the first term of their programme that a student's attainment in the English Language is not fully adequate for their study, they may be required by the appropriate Postgraduate Faculty Education Committee to undertake, at their own expense, an approved course of instruction in the English Language or to withdraw. If students wish to

proceed the Committee will then satisfy itself either that they have become competent to proceed with their study or that their registration must be terminated. If the student is deemed competent to proceed with their study, the appropriate Postgraduate Faculty Education Committee shall determine in each individual case whether any of the period spent in receiving English Language instruction may be counted towards the requirements for the programme for which they are registered.

PROGRAMME REGULATIONS

13. Each programme shall be as specified in the relevant regulations. A student's choice of modules shall be subject to the approval of the Board of Studies responsible for the programme. In the case of a module chosen from another Board of Studies, the approval of that Board of Studies will also be required.

14. **A student must gain credits as follows, subject to the requirements of the relevant programme regulations:**

- **a) for the award of a Graduate Diploma: a total of at least 80 credits, including at least 80 credits at level 3.**
- **b) for the award of a Graduate Certificate: a total of at least 40 credits, including at least 40 credits at level 3.**

15. A student may be awarded a named award at a lower level than the award for which they are registered, provided that the student has gained the necessary credits for the lower level of award as per regulation 14 above. Unless otherwise stated in the programme regulations all named Graduate Diplomas may be awarded at Certificate level.

16. Students taking a taught Graduate Diploma or Graduate Certificate programme in part-time mode must normally take any research methods module in the first year and as equal a division of credits between the years of study as possible.

ASSESSMENT REGULATIONS

17. Each component of assessment for a module shall be marked according to the table outlined below.

Marking Levels for Each Unit of Assessment	
GRADUATE CERTIFICATES AND GRADUATE DIPLOMAS	
% Mark	
70-100	Distinction
60-69	Merit
40-59	Pass
0-39	Fail

18. **The pass mark for Graduate Certificates and Diplomas is 40% which must be achieved in each of the modules. There is no compensation between modules.**

19. All work submitted for assessment must be in a form suitable for assessment by external examiners and shall be available to the external examiners on request.

20. A student who is unable due to illness or other good cause to submit course work, for assessment by the required date may apply to the Chair of the Board of Examiners or his/her nominee for an extension of that date.

21. A Board of Examiners has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties, in accordance with the University policy on discretion as outlined in the Learning and Teaching Handbook.

Award of Distinction

22. The requirement for the award of the Graduate Diploma with Distinction shall be as follows:

(i) the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 80 credits*.

23. The requirement for the award of the Graduate Certificate with Distinction shall be as follows:

(i) the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 40 credits*.

24. Any supplementary requirements for achieving an award "with Distinction" shall be as defined in the Programme Regulations for the programme.

* Each module should be marked as a percentage and the total percentage mark for the programme obtained by adding the modules' percentages in proportion to their credit value and the overall average should be calculated by dividing the total percentage by the number of single module equivalents.

Award of Merit

25. The requirement for the award of the Graduate Diploma with Merit shall be the achievement of an overall average mark of at least 60%, but where the candidate did not meet the criteria for the award of a distinction across all the modules taken, to the value of 80 credits*.

26. The requirement for the award of the Graduate Certificate with Merit shall be the achievement of an overall average mark of at least 60%, but where the candidate did not meet the criteria for the award of a distinction across all the modules taken, to the value of 40 credits*.

27. Any supplementary requirements for achieving an award "with Merit" shall be as defined in the Programme Regulations for the programme.

* Each module should be marked as a percentage and the total percentage mark for the programme obtained by adding the modules' percentages in proportion to their credit value and the overall average should be calculated by dividing the total percentage by the number of single module equivalents.

Re-examination

28. Students who achieve an average mark of less than 40% in any module at the first attempt are allowed one further attempt to pass the module. The resit (without repeating the module itself) shall normally be at the time of the next normal assessment of the module component(s) concerned. Any alternative arrangements for re-examination shall be as specified in the Programme Regulations of the programme.

29. The mark for any module following a resit shall be capped at 40%.

RIGHT OF APPEAL

30. In accordance with the Academic Appeals Regulations contained in Section VII of the General Regulations printed in the University Calendar, a student registered for a Graduate Diploma or Graduate Certificate of the University may appeal against academic decisions relating to his/her candidature.

CORE REGULATIONS FOR HIGHER DOCTORATES

Doctor of Divinity (DD), Doctor of Letters (DLitt),
Doctor of Music (DMus), Doctor of Science (DSc)

ADMISSION

1. Candidates must be either:

    a. Master or Doctor of Philosophy of this University of at least four years standing from either of those degrees, or a Bachelor of this University of at least seven years standing from the award of that degree.

    b. or, a member of staff of the University, or a person engaged on academic work within the University, or any of its recognised Colleges or Societies.

2. Candidates may be admitted to a Higher Doctorate on complying with the requirements of these regulations.

3. An applicant must be considered by the appropriate Deputy Executive Dean (or their nominee), in consultation with an appropriate academic department(s), as a candidate for the degree. No candidate is allowed to submit work for this degree if that same work has been successfully submitted, or is being submitted for any degree of this or any other University or degree awarding body.

ASSESSMENT REGULATIONS

4. The degree shall be awarded in consideration of work which is of high distinction, constituting a substantial and original contribution to scholarship in the field and which has already been published or accepted for publication, or in the case of musical compositions or documented performances, is of outstanding academic merit as judged by prevailing standards for evaluating research output. Musical compositions and performances may be evidenced through scores and/or documented recordings.

5. Published works submitted as part of the examination may be submitted as individual volumes/papers for examination purposes. However, the complete work(s) must be submitted in accordance with the "Rules for the form of Compositions and the Submission of Work for Higher Degrees".

6. The work(s) submitted will be examined by three examiners, of whom at least two shall be external examiners. Candidates who are members of the staff of the University shall be examined by three external examiners.

7. An oral examination on the subject of the published work may be required by the appropriate Deputy Executive Dean (or their nominee) after consultation with the examiners.

8. A candidate registered for a research degree by submission of published works has the right to appeal against academic decisions relating to his or her candidature in accordance with the Academic Appeals Procedures contained in Section VII of the General Regulations printed in the University Calendar.

CORE REGULATIONS FOR PROFESSIONAL DOCTORATES

DEFINITIONS

1. In these Regulations, the following definitions apply:

A *Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of study at an appropriate Level or Levels.

An *Integrated Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels, preceded by a period of intensive English Language instruction normally of 4, 8 or 12 weeks in duration.

A *Module* is a defined course of study which is self contained and which receives a specified number of Credits. A single module at Level 4 is worth 15 or 20 credits; larger modules are worth multiples of 15 or 20 credits. A double or triple module cannot be divided into single modules and must be taken and assessed as a whole. A single module cannot be sub-divided. Credits are gained when a student has satisfied the Board of Examiners in respect of the assessment requirements for the module concerned.

A student who takes a mixture of 15- and 20-credit modules in his/her programme must take at least the minimum number of credits required for the qualification for which they are registered. In some cases it may be necessary to take slightly more credits than the minimum number to accommodate a mixture of module valencies.

Each module is set at a given Level of study appropriate to its learning outcomes and is assessed against criteria appropriate to that Level. Certain modules may be defined in Programme Regulations as prerequisites for study of certain other modules at a higher or equivalent level. Not all modules listed in the Programme regulations for a given degree programme may be available in any one year.

Students are not permitted to register for the same module on more than one occasion.

Modules may be assessed using a variety of methods. The mode(s) of assessment of each module shall be as agreed by the Board of Studies and as approved by the appropriate Faculty Education Committee

A *Level* refers to the stage of study and indicates the intellectual challenge of a module or a year of study within a programme of study. The University's Level Descriptors provide a common framework for this. The following numbering is used in relation to Levels of study:

Level 3 = third year full-time undergraduate, typically equivalent to Honours degree level *(FHEQ Level 6)*.
Level 4 = first year full-time postgraduate, typically equivalent to Masters degree level *(FHEQ Level 7)*.
Level 5 = typically equivalent to Doctoral degree level *(FHEQ Level 8)*.

PRE-CONDITIONS FOR THE AWARD OF A PROFESSIONAL DOCTORATE

2. To qualify for the award of a Professional Doctorate of the University, a student must:

(a) be approved by the department concerned as a candidate for the degree;
(b) present a satisfactory thesis after completing a course of taught modules and independent research in accordance with these Core Regulations and the Programme Regulations of the degree for which they are registered;
(c) satisfy the examiners in a written examination and in a thesis or in such other assessment requirements as prescribed in the Programme Regulations of the degree for which they are registered.

3. The Professional Doctorate shall not normally be awarded until after the completion of the minimum required period of supervised study.

ADMISSION

4. Applicants must be graduates of this or another approved University or possess some other qualification approved by the Education Committee. Normally an upper second class Honours degree or equivalent in a subject relevant to the proposed course of study is required, unless otherwise specified in the Programme Regulations.

5. Students admitted to a Professional Doctoral programme not already matriculated in the University must matriculate during the first term of the course. As a matriculation requirement, students whose first language is not English must have shown evidence of their general proficiency in the English language.

INTEGRATED PRE-SESSIONAL PROGRAMME

6. Any programme of study may begin with a period of intensive English Language study, normally of 4, 8 or 12 weeks duration, as part of an integrated programme of study. Students undertaking this pre-sessional provision as part of an integrated programme of study will be required, at the end of the 4, 8 or 12 week period, to meet the agreed English Language progression requirements as defined for their main academic programme and agreed by Education Committeef. Any student who does not meet this requirement will be required to withdraw. A student who meets the progression requirements at threshold level may be required to undertake a further period of English Language instruction as outlined in paragraph 12.

RESIDENCE

7. **Students are required to be members of a College/Society of the University.**

PROGRESS AND ATTENDANCE

8. Each programme shall last from the start date of the programme for the period of study required for the award. **All students are required to fulfil their academic commitments as provided in paragraph 1 of Section V of the University General Regulations. Failure to do so will render a student liable to be required to withdraw from the University under the provisions of that section.**

9. **The Board of Studies may permit the interruption of a candidate's programme of study for a period to be specified by the Committee in each instance. This period may not be more than 12 months in any one instance, and extensions to a 12 month suspension of study will not normally be granted. A student will only be permitted to suspend for more than 24 months consecutively in exceptional circumstances. Students who wish to suspend studies beyond this point will be required to withdraw, and advised to re-apply to the University (if they so wish) when they are in a position to do so.**

10. During a period of study, students shall maintain such contact with the Programme Director or his/her nominee, and provide the Programme Director or his/her nominee with such evidence of progress, as they may require.

11. **Students undertaking full-time study may accept paid teaching, demonstrating and other research work in the University if the time given thereto, including time required for preparation, does not exceed six hours per week.** Students are required to comply with any additional requirements of any sponsor of their programme of study.

12. Students wishing to spend a period away from Durham for the purposes of their programme of study or for other good reason must obtain permission from the appropriate Board of Studies. When the nature of the research requires that work be undertaken at an institution outside Durham, the Board of Studies may appoint an additional supervisor. Students shall maintain such contact with their supervisors and provide them with such evidence of progress as they may require.

13. If it should appear during the first term of his/her programme of study that a student's attainment in the English language is not fully adequate for his/her study, the student may be required by the Board of Studies to undertake, at his/her own expense, an approved course of instruction in the English language or to withdraw. At the end of such a course the Committee will then either satisfy itself that the student has become competent to proceed with his/her study or require that his/her registration be terminated. If the student is deemed competent to proceed, the Board of Studies shall determine in each individual case whether any of the period spent in receiving English language instruction may be counted towards the requirements for the programme for which they are registered.

14. Candidates registered for the thesis and their supervisors must submit reports on progress each year to the Academic Office. The procedures for these reports will be communicated by the Academic Office.

PROGRAMME REGULATIONS

15. Each programme shall be as specified in the Programme Regulations.

16. A student's choice of modules shall be subject to the approval of the Board of Studies responsible for the programme. In the case of a module chosen from another Board of Studies, the approval of that Board of Studies will also be required.

17. The professional doctorate consists of taught modules to the value of 180 credits and independent research to the value of 360 credits.

18**. A student must gain credits as follows subject to the requirements of the relevant programme regulations:**

- **a) for the award of a Professional Doctorate: a total of at least 540 credits, including at least 180 credits from taught modules (including at least 150 credits at level 4) and at least 360 credits of independent research at level 5.**
- **b) for the award of a Master of Philosophy: a total of at least 540 credits, including at least 180 credits from taught modules (including at least 150 credits at level 4) and at least 360 credits of independent research at level 4.**
- **c) for the award of a Masters degree: a total of at least 180 credits including at least 150 credits at level 4.**
- **d) for the award of a Postgraduate Diploma: a total of at least 120 credits including at least 90 credits at level 4.**
- **e) for the award of a Postgraduate Certificate: a total of at least 60 credits, including at least 40 credits at level 4.**

19. A student may be awarded a named award at a lower level than the award for which they are registered provided that the student has gained the necessary credits for the lower level award as per regulation 18 above. Unless otherwise stated in the Programme regulations all named Professional Doctorates may be awarded at MPhil, Masters, Diploma or Certificate level.

20. **Credits may only be counted towards one award and on one occasion only.**

ASSESSMENT REGULATIONS

THE TAUGHT MODULES

21. The taught modules to be studied for a given programme and their credit weighting shall be as defined in the Programme Regulations of the programme.

22. Students shall undertake the assessments for the taught modules as required for a programme at the times specified in the Programme Regulations.

23. Each taught module shall be marked according to the table outlined below:

Marking Levels for Each Unit of Assessment	
PROFESSIONAL DOCTORATES, MASTERS DEGREES, POSTGRADUATE CERTIFICATES AND DIPLOMAS	
% Mark	
70-100	Distinction
60 – 69	Merit
50-69	Pass
0-49	Fail

24. Students taking a Professional Doctorate programme in part-time mode must normally take the dissertation/thesis proposal/major project module in the final year of taught study, any research methods module before the final year of taught study, and as equal a division of credits between the years of study as possible.

25. **The pass mark for Professional Doctorates, Masters programmes, Postgraduate Diplomas and Postgraduate Certificates is 50% which must be achieved overall in each of the taught modules. A student wishing to progress to the research phase of a Professional Doctorate degree must obtain an *overall* average mark of at least 60% in the assessment of their taught modules, after resits if necessary as set out below. Any student who does not obtain an overall average mark of at least 60% will be required to withdraw from their Professional Doctorate.**

26. Notwithstanding the requirements detailed in paragraph 25 above up to 45 credits for a Professional Doctorate or Masters degree, up to 30 credits for a Postgraduate diploma and up to 20 credits for a Postgraduate Certificate will be gained compensation provided that:

a) a mark of not less than 40% has been obtained in each of the modules to be compensated, and the overall average for all the modules taken including the module(s) to be compensated is at least 50%;

b) the achievement of the learning outcomes of the programme is not compromised by failure in the module(s) concerned. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in those modules would compromise the achievement of the learning outcomes of the programme.

c) the module(s) to be compensated are not identified as pre-requisite(s) for progression. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in those modules would prevent progression.

d) the actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

27. All work submitted for assessment must be in a form suitable for assessment by external examiners and shall be available to the external examiners on request.

28. A student who is unable due to illness or other good cause to submit course work, other than the thesis, for assessment by the required date may apply to the Chair of the Board of Examiners or his/her nominee for an extension of that date. A student who is unable to present a thesis may similarly apply to the appropriate Faculty Education Committee for an extension of that date, to be determined by the Committee in the light of the known circumstances.

29. A Board of Examiners has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties. Such circumstances shall include, but not be restricted to, personal mitigating circumstances. Boards of Examiners may also take into account academic factors such as the overall pattern of marks

gained by a student and the relative significance of various modules for the learning outcomes of the programme. The views of an External Examiner must be particularly influential in the case of disagreement within the Board of Examiners on the mark to be awarded for a particular unit of assessment, or on the final level of award to be derived from the array of marks of a particular student.

30. **Where a student is being considered for the award of a masters degree, postgraduate certificate or postgraduate diploma, if the student's arithmetic means falls no more than 2% below a classification boundary, the board of examiners must consider whether to award the higher classification by exercise of discretion. In order to be considered for the award of distinction by discretion a student must have obtained either a mark of 70% in their dissertation or an arithmetic mean of 70%, and a mark of at least 68% and less than 70% in relation to the other criteria for the award of a distinction. In order to be considered for the award of a merit by discretion, a student must have obtained either a mark of 60% in their dissertation or an arithmetic mean of 60%, and a mark of at least 58% and less than 60% in relation to the other criteria for the award of a merit. Boards of Examiners may only consider exercising discretion to raise a classification for a student whose arithmetic mean falls outside this 2% range where there are personal mitigating circumstances, or a combination of personal mitigating circumstances and academic factors, that warrant such consideration.**

Re-examination

31. **Students who achieve an average mark of less than 50% in any taught module are allowed one further attempt to pass the module. The total number of taught modules which a student may resit must total no more than half the total credit value of their programme's taught modules, excluding the dissertation/thesis proposal/major project module. Students who achieve a mark of less than 50% in the dissertation/thesis proposal/major project module at the first attempt are allowed one further opportunity to resubmit. The resit or resubmission (without repeating the module itself) shall normally be at the time of the next normal assessment of the module component(s) concerned. Any alternative arrangements for re-examination shall be as specified in the Programme Regulations of the programme.**

32. **The mark for any module following a resit shall be capped at 50%.**

THE RESEARCH THESIS

33. Candidates must complete all assessments for the taught modules satisfactorily before submitting their thesis.

34. Candidates are required to complete a thesis as specified within the programme regulations. The thesis will be worth at least 360 credits at level 5.

35. A thesis may be presented at any time within one calendar year from the date on which the candidate completed the required period of study.

36. The assessment criteria for professional doctorates are as follows: **Candidates are required to demonstrate the ability to analyse, test and criticise ideas in an independent study of literature related to a specific theme and understand how the special theme is related to a wider field of knowledge. Candidates must also demonstrate mastery of the special theme, the ability to evaluate ideas within it, and present a body of independent research which has the potential to enhance an area of professional practice. The thesis should contain an original contribution to knowledge. It should include matter worthy of publication, though it need not be submitted in a form suitable for publication.**

SUBMISSION OF THESIS

37. A student who is unable due to illness or other good cause to submit their thesis for assessment by the required date, may apply to the appropriate Deputy Executive Dean (or their nominee) for an extension to that date, to be determined by the Committee in the light of the known circumstances.

38. The thesis must be submitted in accordance with the “Rules for the Submission of Work for Higher Degrees”. The appropriate forms which must accompany the submission of a thesis must be obtained from the Academic Office.

ORAL EXAMINATION

39. **The thesis will be assessed by an internal and an external examiner in an oral examination.** In exceptional circumstances, the appropriate Deputy Executive Dean (or their nominee) may, on sufficient grounds submitted by the examiners, dispense the candidate from the oral examination.

Re-examination

40. **Candidates who have not satisfied the examiners for the degree may be permitted by the appropriate Deputy Executive Dean (or their nominee), on the recommendations of the examiners, to submit their thesis in a revised form on only one occasion. Such candidates will be required to submit their thesis in a revised form within one calendar year. If both examiners find the revised thesis acceptable no further oral examination is required. If the examiners do not find the revised thesis acceptable a second oral examination must be held.**

41. Candidates who at the first examination submit a satisfactory thesis but who fail to satisfy the examiners in the oral examination may be permitted by the appropriate Deputy Executive Dean (or their nominee), on the recommendation of the examiners, to submit themselves for a second oral examination or a written examination within six months.

42. A candidate who has failed to satisfy the examiners that they have achieved the standard required for the degree which they are registered but who, in the opinion of the examiners, has reached the standard required for the award of an appropriate alternative degree may be permitted by the appropriate Deputy Executive Dean (or their nominee), on the recommendation of the examiners proceed to that degree. Candidates permitted to proceed to a research degree shall arrange for their thesis to be bound for presentation for the appropriate degree in accordance with the “Rules for the Submission of Work for Higher Degrees” before a pass list may be issued.

RIGHT OF APPEAL

43. In accordance with the Academic Appeals Regulations contained in Section VII of the General Regulations in the University Calendar, a student registered for a professional doctorate may appeal against academic decisions relating to his/her candidature.

CORE REGULATIONS FOR PhD WITH INTEGRATED STUDIES

DEFINITIONS

1. In these Regulations, the following definitions apply:

A *Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of study at an appropriate Level or Levels.

An *Integrated Programme of Study* is an approved pathway of study leading to a particular named award of the University consisting of a defined combination of modules at an appropriate Level or Levels, preceded by a period of intensive English Language instruction normally of 4, 8 or 12 weeks in duration.

A *Module* is a defined course of study which is self contained and which receives a specified number of Credits. A single module at Level 4 is worth 15 or 20 credits; larger modules are worth multiples of 15 or 20 credits. A double or triple module cannot be divided into single modules and must be taken and assessed as a whole. A single module cannot be sub-divided. Credits are gained when a student has satisfied the Board of Examiners in respect of the assessment requirements for the module concerned.

A student who takes a mixture of 15- and 20-credit modules in his/her programme must take at least the minimum number of credits required for the qualification for which they are registered. In some cases it may be necessary to take slightly more credits than the minimum number to accommodate a mixture of module valencies.

Each module is set at a given Level of study appropriate to its learning outcomes and is assessed against criteria appropriate to that Level. Certain modules may be defined in Programme Regulations as prerequisites for study of certain other modules at a higher or equivalent level. Not all modules listed in the Programme regulations for a given degree programme may be available in any one year.

Students are not permitted to register for the same module on more than one occasion.

Modules may be assessed using a variety of methods. The mode(s) of assessment of each module shall be as agreed by the Board of Studies and as approved by the appropriate Faculty Education Committee.

A *Level* refers to the stage of study and indicates the intellectual challenge of a module or a year of study within a programme of study. The University's Level Descriptors provide a common framework for this. The following numbering is used in relation to Levels of study:

Level 3 = third year full-time undergraduate, typically equivalent to Honours degree level *(FHEQ Level 6)*.
Level 4 =first year full-time postgraduate, typically equivalent to Masters degree level *(FHEQ Level 7)*.
Level 5 =typically equivalent to Doctoral degree level *(FHEQ Level 8)*.

PRE-CONDITIONS FOR THE AWARD OF A PhD WITH INTEGRATED STUDIES

2. To qualify for the award of a PhD with Integrated Studies of the University, a student must:

(a) be approved by the department concerned as a candidate for the degree;
(b) present a satisfactory thesis after completing a course of taught modules and independent research in accordance with these Core Regulations and the Programme Regulations of the degree for which they are registered;
(c) satisfy the examiners in a written examination and in a thesis or in such other assessment requirements as prescribed in the Programme Regulations of the degree for which they are registered.

3. **The PhD with Integrated Studies shall not normally be awarded until after the completion of the required period of supervised study.**

ADMISSION

4. Applicants must be graduates of this or another approved University or possess some other qualification approved by the Education Committee. Normally an upper second class Honours degree or equivalent in a subject relevant to the proposed course of study is required, unless otherwise specified in the Programme Regulations.

5. Students admitted to a PhD with Integrated Studies programme not already matriculated in the University must matriculate during the first term of the course. As a matriculation requirement, students whose first language is not English must have shown evidence of their general proficiency in the English language.

6. Applicants will normally be approved for periods of supervised study as follows: 48 months / 4 years (full-time mode of study); 96 months / 8 years (part-time mode of study).

INTEGRATED PRE-SESSIONAL PROGRAMME

7. Any programme of study may begin with a period of intensive English Language study, normally of 4, 8 or 12 weeks duration, as part of an integrated programme of study. Students undertaking this pre-sessional provision as part of an integrated programme of study will be required, at the end of the 4, 8 or 12 week period, to meet the agreed English Language progression requirements as defined for their main academic programme and published within the Learning and Teaching Handbook. Any student who does not meet this requirement will be required to withdraw. A student who meets the progression requirements at threshold level may be required to undertake a further period of English Language instruction as outlined in paragraph 15.

RESIDENCE

8. **Students are required to be members of a College/Society of the University.**

PROGRESS AND ATTENDANCE

9. Each programme shall last from the start date of the programme for the period of study required for the award. **All students are required to fulfil their academic commitments as provided in paragraph 1 of Section V of the University General Regulations. Failure to do so will render a student liable to be required to withdraw from the University under the provisions of that section.**

10. **The Board of Studies may permit the interruption of a candidate's programme of study for a specified period of time. This period may not be more than 12 months in any one instance, and extensions to a 12 month suspension of study will not normally be granted. A student will only be permitted to suspend for more than 24 months consecutively in exceptional circumstances. Students who wish to suspend studies beyond this point will be required to withdraw, and advised to re-apply to the University (if they so wish) when they are in a position to do so.**

11. During a period of study, students shall maintain such contact with the Programme Director or his/her nominee, and provide the Programme Director or his/her nominee with such evidence of progress, as they may require.

12. **Students undertaking full-time study may accept paid teaching, demonstrating and other research work in the University if the time given thereto, including time required for preparation, does not exceed six hours per week.** Students are required to comply with any additional requirements of any sponsor of their programme of study.

13. Students wishing to spend a period away from Durham for the purposes of their programme of study or for other good reason must obtain permission from the appropriate Board of Studies. When the nature of the research requires that work be undertaken at an institution outside Durham, the appropriate Faculty Education Committee may appoint an additional supervisor.

14. Students shall maintain such contact with their supervisors and provide them with such evidence of progress as they may require.

15. If it should appear during the first term of his/her programme of study that a student's attainment in the English language is not fully adequate for his/her study, the student may be required by the appropriate Board of Studies to undertake, at his/her own expense, an approved course of instruction in the English language or to withdraw. At the end of such a course the Committee will then either satisfy itself that the student has become competent to proceed with his/her study or require that his/her registration be terminated. If the student is deemed competent to proceed, the appropriate Board of Studies shall determine in each individual case whether any of the period spent in receiving English language instruction may be counted towards the requirements for the programme for which they are registered.

16. Candidates registered for the thesis and their supervisors must submit reports on progress each year to the Academic Office. The procedures for these reports will be communicated by the Academic Office.

PROGRAMME REGULATIONS

17. Each programme shall be as specified in the Programme Regulations. A student's choice of modules shall be subject to the approval of the Board of Studies responsible for the programme. In the case of a module chosen from another Board of Studies, the approval of that Board of Studies will also be required.

18. The PhD with Integrated Studies consists of taught modules to the value of 180 credits and independent research to the value of 540 credits.

19. **A student must gain credits as follows subject to the requirements of the relevant programme regulations:**

- **a) for the award of a PhD with Integrated Studies: a total of 720 credits, including a minimum of 540 credits at level 5 and a maximum of 180 credits at level 4 or below of which up to 30 credits may be at levels 1-3.**
- **b) for the award of a Master of Philosophy: 180 credits from taught modules at level 4 or below, of which up to 30 credits may be at levels 1-3, plus at least 360 credits of independent research at level 4.**
- **c) for the award of a Masters degree: a total of 180 credits with a minimum of 150 credits at level 4 and a maximum of 30 credits at levels 1-3.**
- **d) for the award of a Postgraduate Diploma: a total of 120 credits with a minimum of 90 credits at level 4 and a maximum of 30 credits at levels 1-3.**
- **e) for the award of a Postgraduate Certificate: a total of 60 credits with a minimum of 40 credits at level 4 and a maximum of 20 credits at levels 1-3.**

20. A student may be awarded a named award at a lower level than the award for which they are registered provided that the student has gained the necessary credits for the lower level award as per regulation 19 above. Unless otherwise stated in the Programme regulations all named PhD with Integrated Studies awards may be awarded at MPhil, Masters, Diploma or Certificate level.

21. Credits may only be counted towards one award and on one occasion only.

22. All students are encouraged to complete the writing up of their thesis within their period of supervised study. Candidates who have not completed the writing up of their thesis by this point, may be permitted a period of continuation of up to 12 months.

23. **Any further period of continuation will only be permitted by concession. Candidates who do not submit by the end of their period of supervised study, or by the end of their agreed period of continuation, will be required to withdraw from the University.**

ASSESSMENT REGULATIONS

THE DOCTORAL PROPOSAL

24. Students shall be required to submit a doctoral research proposal, and an accompanying indicative bibliography. The length of the proposal, and the date by which it must be submitted (normally by the start of Epiphany term), will be specified within the relevant programme regulations. The proposal will be assessed by at least two academic staff, of whom at least one must be an authorised postgraduate admissions officer and at least one must be a prospective supervisor. Both staff must agree that the proposal meets the normal standard required for admission to the standard PhD programme in that Department.

25. Students whose proposal is not deemed to meet the normal standard required for admission to the standard PhD programme in that Department will be permitted to submit the proposal on a second occasion, at a date to be specified within the relevant programme regulations (and normally by the start of Easter term). Students whose proposal is not deemed to meet the normal standard for admission to the standard PhD programme in that Department, will be required to withdraw from the programme, or be permitted to an appropriate alternative programmes, as specified within the relevant programme regulations.

THE TAUGHT MODULES

26. The taught modules to be studied for a given programme and their credit weighting shall be as defined in the Programme Regulations of the programme.

27. Students shall undertake the assessments for the taught modules as required for a programme at the times specified in the Programme Regulations.

28. Each taught module shall be marked according to the table outlined below:

Marking Levels for Each Unit of Assessment	
PhD WITH INTEGRATED STUDIES, MASTERS DEGREES, POSTGRADUATE CERTIFICATES AND DIPLOMAS	
% Mark	
70-100	Distinction
60–69	Merit
50-59	Pass
0-49	Fail

29. Students taking a PhD with Integrated Studies programme in part-time mode must normally take the dissertation/thesis proposal/major project module in the final year of taught study, any research methods module before the final year of taught study, and as equal a division of credits between the years of study as possible.

30. The pass mark for PhD with Integrated Studies, Masters programmes, Postgraduate Diplomas and Postgraduate Certificates is 50% which must be achieved overall in each of the taught modules. The pass mark for PhD with Integrated Studies, Masters programmes, Postgraduate Diplomas and Postgraduate Certificates is 50% which must be achieved overall in each of the taught modules. A student wishing to progress to the research phase of a PhD with Integrated Studies must obtain an overall average mark of at least 60% in the assessment of their taught modules, after resits if necessary as set out below. Any student who does not obtain an overall average mark of at least 60% will be required to withdraw from their PhD with Integrated Studies.

31. Notwithstanding the requirements detailed in paragraph 30 above up to 45 credits for a PhD with Integrated Studies or Masters degree, up to 30 credits for a Postgraduate diploma and up to 20 credits for a Postgraduate Certificate will be gained compensation provided that:

a) a mark of not less than 40% has been obtained in each of the modules to be compensated;
the overall average for all the modules taken including the module(s) to be compensated is at least 50%;

b) the achievement of the learning outcomes of the programme is not compromised by failure in the module(s) concerned. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in those modules would compromise the achievement of the learning outcomes of the programme.

c) the module(s) to be compensated are not identified as pre-requisite(s) for progression. The regulations for each programme indicate which module(s) may not be passed by compensation because failure in those modules would prevent progression.

d) the actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

32. All work submitted for assessment must be in a form suitable for assessment by external examiners and shall be available to the external examiners on request.

33. A student who is unable due to illness or other good cause to submit course work, other than the thesis, for assessment by the required date may apply to the Chair of the Board of Examiners or his/her nominee for an extension of that date.

34. A Board of Examiners has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties. Such circumstances shall include, but not be restricted to, personal mitigating circumstances. Boards of Examiners may also take into account academic factors such as the overall pattern of marks gained by a student and the relative significance of various modules for the learning outcomes of the programme. The views of an External Examiner must be particularly influential in the case of disagreement within the Board of Examiners on the mark to be awarded for a particular unit of assessment, or on the final level of award to be derived from the array of marks of a particular student.

35. **Where a student is being considered for the award of a masters degree, postgraduate certificate or postgraduate diploma, if the student's arithmetic means falls no more than 2% below a classification boundary, the board of examiners must consider whether to award the higher classification by exercise of discretion. In order to be considered for the award of distinction by discretion a student must have obtained either a mark of 70% in their dissertation or an arithmetic mean of 70%, and a mark of at least 68% and less than 70% in relation to the other criteria for the award of a distinction. In order to be considered for the award of a merit by discretion, a student must have obtained either a mark of 60% in their dissertation or an arithmetic mean of 60%, and a mark of at least 58% and less than 60% in relation to the other criteria for the award of a merit. Boards of Examiners may only consider exercising discretion to raise a classification for a student whose arithmetic mean falls outside this 2% range where there are personal mitigating circumstances, or a combination of personal mitigating circumstances and academic factors, that warrant such consideration.**

Re-examination

36. **Students who achieve an average mark of less than 50% in any taught module are allowed one further attempt to pass the module. The total number of taught modules which a student may resit must total no more than half the total credit value of their programme's taught modules, excluding the dissertation/thesis proposal/major project module. Students who achieve a mark of less than 50% in the dissertation/thesis proposal/major project module at the first attempt are allowed one further opportunity to resubmit. The resit or resubmission (without repeating the module itself) shall normally be at the time of the next normal assessment of the module component(s) concerned. Any alternative arrangements for re-examination shall be as specified in the Programme Regulations of the programme.**

37. **The mark for any module following a resit shall be capped at 50%.**

THE RESEARCH THESIS

38. Candidates must complete all assessments for the taught modules satisfactorily before submitting their thesis.

39. Candidates are required to complete a thesis of a maximum 100,000 words, excluding the bibliography, appendices, tables, diagrams and photographs, but including footnotes and endnotes. Permission to exceed these word limits must be obtained from the appropriate academic department in advance of submission. The thesis is worth 540 credits at level 5.

40. A thesis may be presented at any time within one calendar year from the date on which the candidate completed the required period of study.

41. A student who is unable due to illness or other good cause to submit their thesis for assessment by the required date may apply to the appropriate Deputy Executive Dean (or their nominee) for an extension of that date, to be determined by the Committee in the light of the known circumstances.

42. Candidates for research degrees may submit their thesis at any time after the beginning of the final quarter of the final year of their course. Candidates who have completed their thesis to the stage when it is ready for presentation may, on the provision of evidence satisfactory to the appropriate Chair of the Board of Studies, be permitted by their department to submit their thesis for examination earlier than the beginning of the final quarter of the final year of their course provided they have completed the minimum period of study as specified below.

43. **The arrangements for the submission and examination of the thesis, including the assessment criteria, shall be as for the PhD by Thesis or Composition.**

RIGHT OF APPEAL

44. In accordance with the Academic Appeals Regulations contained in Section VII of the General Regulations in the University Calendar, a student registered for a PhD with Integrated Studies may appeal against academic decisions relating to his/her candidature.

CORE REGULATIONS FOR RESEARCH DEGREES BY THESIS OR COMPOSITION

Doctor of Philosophy (PhD), Doctor of Medicine (MD), Master of Philosophy (MPhil), Master of Letters (MLitt), Master of Education (MEd), Master of Jurisprudence (MJur), Master of Music (MMus), Master of Theology (MTh), Master of Science (MSc), Master of Arts (MA), Master of Professional Practice (MProf)

PRE-CONDITIONS OF AWARD OF A RESEARCH DEGREE BY THESIS OR COMPOSITION

1. To qualify for the award of a research degree of the University, a student must, subject to these Core Regulations:

(a) be approved by the department concerned as a candidate for the degree;
(b) engage in advanced study under the direction of teachers appointed as their supervisors;
(c) undertake research in a subject approved by the Education Committee. The results of their research and study must be satisfactorily presented in a thesis (except as provided in 2 below) and they must undergo such oral and other examinations as may be prescribed in accordance with the regulations;
(d) satisfy the examiners in a thesis or in such other assessment requirements as prescribed, for the degree for which they are registered.

2. Candidates in the Department of Music may be permitted to undertake advanced study in musical composition. Such candidates must present, in lieu of a thesis, a folio of compositions, which may include the use of electro acoustic material. All other regulations applying to candidates proceeding by thesis will apply to candidates in the Department of Music undertaking advanced study in musical composition and all other regulations applying to theses will also apply to composition folios.

3. **The degree shall not normally be awarded until after the completion of the required period of supervised study.**

ADMISSION

4. Applicants must be graduates of this or another approved University or possess some other qualification approved by the Education Committee. Normally an upper second class Honours degree or equivalent in a subject relevant to the proposed course of study is required. Applicants for the Doctor of Medicine must be a medical practitioner with a qualification which is recognised for registration by the General Medical Council for the United Kingdom. All applicants must first discuss their proposals for research with a teacher in the University and must provide evidence of adequate training and ability to undertake a course of advanced study in the subject proposed. Any application for approval as a candidate for the degree must be submitted to the Academic Office. It must include a statement of the applicant's qualifications, together with any documents required to substantiate them.

5. Students admitted to a research degree programme not already matriculated in the University must matriculate during the Michaelmas Term. As a matriculation requirement students whose first language is not English must have shown evidence of their proficiency in the English language. Applicants will normally be approved for periods of supervised study relating to their chosen degree as follows:

Degree	**Full-time study**	**Part-time study**
Doctor of Philosophy	36 months / 3 years	72 months / 6 years
Doctor of Medicine	24 months / 2 years	48 months / 4 years
Master of Philosophy	24 months / 2 years	48 months / 4 years
Master of Letters	24 months / 2 years	48 months / 4 years
Master of Music	24 months / 2 years	48 months / 4 years
Master of Education	24 months / 2 years	48 months / 4 years
Master of Jurisprudence	12 months / 1 year	24 months / 2 years
Master of Theology	12 months / 1 year	24 months / 2 years
Master of Science	12 months / 1 year	24 months / 2 years
Master of Arts	12 months / 1 year	24 months / 2 years
Master of Professional Practice	12 months / 1 year	24 months / 2 years

Note: the part-time mode of study for the degree of Doctor of Medicine is only available to staff candidates.

Departments may, in certain instances, recommend longer periods of supervised study to reflect the requirements of, for example, research councils. Shorter periods of supervised study than those outlined above will not normally be appropriate.

6. A research degree programme title specifying “with Placement” will include a period where the researcher uses research/practical skills developed during the PhD to work in an organisation beyond the academy or on a topic beyond their field of study. These programmes are only available to UKRI funded students. This may take place in the UK or abroad to give postgraduate researchers additional learning, training, and development opportunities. Such placement opportunities:

(a) Will include a placement of up to the equivalent of 6 months full-time (or shorter period as determined by the relevant funding provider) approved by the Department or Doctoral Training Partnership/Centre as appropriate;
(b) Will last for a minimum of 8 weeks or comply with the terms and conditions of the training grant funder where appropriate;
(c) May only take place following successful outcome of the Formal 9-month Progression Review;
(d) Will be accompanied by a placement report reflecting on the placement (max 2000 words) that the student will provide to their supervisor and Director of Postgraduate Research/ Doctoral Training Partnership and which they may include as an appendix within their thesis;
(e) Will be completed more than 6 months before the end of supervised studies.

Students who fail to satisfactorily complete “with Placement” programme to the satisfaction of the Director of Postgraduate Studies/Director of the Doctoral Training Partnership (or are unable to complete a placement for other reasons) will transfer (back) to the standard PhD programme of study. Where possible any programme change that reduces the period of supervised study should occur prior to the intended date of the placement to avoid recovery of funding charges already incurred.

7. Applicants for the degree of Doctor of Philosophy may be approved for a split-site mode of study, whereby a substantial portion of supervised study will be spent at a location outside of the UK, subject to certain conditions additional to the standard entry requirements. Applicants who propose to undertake their research on a split-site basis must specify the period(s) when they will be based in Durham, the period(s) when they will be based elsewhere, and the location at which they will be based when not studying in Durham. The minimum period of study spent away from Durham will normally be 12 months. Applicants must demonstrate that they will have appropriate access for the duration of their studies to the resources and research facilities required to successfully undertake their programme of research. The split-site mode of study is only available to full-time Overseas or EU applicants. Students will not normally be permitted to transfer into a split-site mode of study.

INTEGRATED PRE-SESSIONAL PROGRAMME

8. Any programme of study may begin with a period of intensive English Language study, normally of 4, 8 or 12 weeks duration, as part of an integrated programme of study. Students undertaking this pre-sessional provision as part of an integrated programme of study will be required, at the end of the 4, 8 or 12 week period, to meet the agreed English Language progression requirements as defined for their main academic programme and published within the Learning and Teaching Handbook. Any student who does not meet this requirement will be required to withdraw. A student who meets the progression requirements at threshold level may be required to undertake a further period of English Language instruction as outlined in paragraph 18.

STAFF CANDIDATES

9. The following may apply to be permitted to register for a higher degree as Staff Candidates:

(a) Full-time members of staff of the University.
(b) Full-time members of staff of the recognised Colleges of the University or of Ushaw College engaged in academic work in the University.
(c) Full-time academic staff from the Validation Institutions teaching on the validated programmes.

(d) Part-time members of the staff of the University provided they are employed on a contract to undertake duties which, when averaged over twenty-two weeks, are in excess of the six hours a week including preparation time.
Note: For this purpose a one-hour lecture counts as a total of four hours, a one-hour tutorial or seminar as two hours and one hour's demonstrating or marking as one hour.

Those approved as Staff Candidates will be registered as part-time students. Staff Candidates are not permitted to study on a full-time basis. Full-time students are not permitted to be registered as Staff Candidates.

RESIDENCE

10. **Students must gain admission to a College or Society of the University**.

PROGRESS AND ATTENDANCE

11. Each programme shall last for the period of study required for the award. **All students are required to fulfil their academic commitments as provided in paragraph 1 of Section V of the University General Regulations. Failure to do so will render a student liable to be required to withdraw from the University under the provisions of that section.**

12. **The appropriate Board of Studies may permit the interruption of a student's programme of study for a period to be specified by the Committee in each instance. This period may not be more than 12 months in any one instance, and extensions to a 12 month suspension of study will not normally be granted. A student will only be permitted to suspend for more than 24 months consecutively in exceptional circumstances. Students who wish to suspend studies beyond this point will be required to withdraw, and advised to re-apply to the University (if they so wish) when they are in a position to do so.**

13. During any period of study, students shall maintain such contact with the principal supervisor or his/her nominee, and provide the supervisor or his/her nominee with such evidence of progress, as they may require.

14. **Students undertaking full-time study may accept paid teaching, demonstrating and other research work in the University if the time given thereto, including time required for preparation, does not exceed six hours per week.** Durham Doctoral Teaching Fellows, who have protected time set aside for teaching as part of their programme of study, may exceed these hours in line with the stated conditions of their role. All students are required to comply with any additional requirements of any sponsor of their programme of study and, where relevant, with the requirement of any visa which they hold.

15. Students wishing to spend a period away from Durham for the purposes of their programme of study or for other good reason must obtain permission from the appropriate Board of Studies. When the nature of the research requires that work be undertaken at an institution outside Durham, the Board of Studies may appoint an additional supervisor.

16. **Candidates registered on programmes lasting more than one full-time year will be subject to a formal Progression Review approximately 9/21 months (full-time/part-time) after the beginning of their research programme. Doctoral candidates who, upon review, do not demonstrate the potential for doctoral-level study will be required to transfer to a master's-level programme, and will normally be required to undergo a second review. Master's candidates who, upon review, do not demonstrate the potential for master's-level study will normally be required to undergo a second review. Those candidates who fail to demonstrate the potential for doctoral- or master's-level study at the second attempt will either be required to withdraw from the University, or may be permitted to write up and submit their work for the award of a Master's, or Master of Science, by Research, if appropriate.** Candidates registered on research programmes of one full-time year's duration will not be subject to a formal Progression Review.

17. Throughout their approved periods of study, all candidates must submit written reports on their progress as and when requested by their supervisors. Candidates and supervisors are also required to submit annual reports until a thesis is successfully examined, or the candidate's registration lapses.

18. Doctoral candidates may, in addition to the preparation of a thesis, be required to study and be assessed in taught modules to a maximum value of 120 credits, with no more than 30 credits at levels 1 – 3. Candidates who fail to satisfy the examiners in these modules will normally be required to be re-examined at the next normal occasion. Candidates who fail to satisfy the examiners at a second attempt will normally be required to withdraw from the University.

19. If it should appear during the first term of his/her programme that a student's attainment in the English language is not fully adequate for his/her study, the student may be required by the appropriate Board of Studies to undertake, at his/her own expense, an approved course of instruction in the English language or to withdraw. At the end of such a course the Committee will then either satisfy itself that the student has become competent to proceed with his/her study or require that his/her registration be terminated. If the student is deemed competent to proceed, the Board of Studies shall determine in each individual case whether any of the period spent in receiving English language instruction may be counted towards the requirements for the programme for which they are registered.

PROGRAMME REGULATIONS

20. Each programme shall normally last from the 1st of October, 1st January or 1st April for the period specified in regulation 6 above. Extensions to the period specified in regulation 6, or start dates other than those specified here, may be requested by concession.

21. All students are encouraged to complete the writing up of their thesis within their period of supervised study. Candidates who have not completed the writing up of their thesis by this point, may be permitted a period of continuation of up to:

Degree	**Maximum Period of continuation**
Doctor of Philosophy	12 months
Doctor of Medicine	12 months
Master of Philosophy	9 months
Master of Letters	9 months
Master of Music	9 months
Master of Education	9 months
Master of Jurisprudence	6 months
Master of Theology	6 months
Master of Science	6 months
Master of Arts	6 months
Master of Professional Practice	6 months

22. **Any further period of continuation will only be permitted by concession. Candidates who do not submit by the end of their period of supervised study, or by the end of their agreed period of continuation, will be required to withdraw from the University.**

ASSESSMENT REGULATIONS

23. The word limits for research degrees exclude the bibliography, appendices, tables, diagrams and photographs, but include footnotes and endnotes.

Degree	**Maximum word length**
Doctor of Philosophy	100,000
Doctor of Medicine	100,000
Master of Philosophy	70,000
Master of Letters	70,000
Master of Music	70,000
Master of Education	70,000
Master of Jurisprudence	50,000
Master of Theology	50,000
Master of Science	50,000
Master of Arts	50,000
Master of Professional Practice	30,000 + 5,000 professional evidence

	Commentary Length	**Composition Length**
Doctor of Philosophy by Composition	20,000	90 minutes
Master of Music by Composition	12,000	60 minutes

	Commentary Length	Performance Length
Doctor of Philosophy by Performance	50,000	70 minutes of music
Master of Music by Performance	30,000	60 minutes of music
	Critical Dissertation	**Creative Portfolio (Maximum)**
Doctor of Philosophy by Creative Writing	50,000 words	either 50,000 words of prose or 50 pages of poetry (max. 2,000 lines).
Master of Letters by Creative Writing	35,000 words	either 35,000 words of prose or 35 pages of poetry (max. 1,400 lines).
	Critical Dissertation	**Portfolio of Artefacts**
Doctor of Philosophy by Creative Portfolio	60,000 words	substantial physical, visual, audio, digital or textual artefacts approved by the relevant Board of Studies

Note: Permission to exceed these word limits must be obtained from the appropriate academic department in advance of submission.

24. All theses submitted must be clear, concise, well-written and orderly in arrangement. They must also include a list of books and other sources used in their preparation.

25. **The assessment criteria for research degrees are as follows:**

(a) Doctor of Philosophy (All Faculties) / Doctor of Medicine (Faculty of Social Sciences and Health)

By Thesis:
Candidates are required to demonstrate the ability to conduct original investigations, to test or explore ideas / hypotheses (whether their own or those of others), and to understand the relationship of the theme of their investigations to a wider field of knowledge. The thesis should include an original and significant contribution to knowledge, for example through the discovery of new knowledge, the connection of previously unrelated facts, the development of new theory, or a new analysis of older views. It should also include substantial matter worthy of publication, though it need not be submitted in a form suitable for publication.

By Composition (Faculty of Arts and Humanities):
The folio of works submitted by candidates in the Department of Music should demonstrate a distinctive practice articulated with advanced technical competence, worthy of public dissemination. It should constitute an original contribution to knowledge in the field of contemporary composition. The commentary should discuss the folio of works in an appropriate creative and cultural context and delineate the manner in which the research is embodied in the practice.

By Performance (Faculty of Arts and Humanities):
Doctoral level performance candidates in the Department of Music undertake a research project in performance practice, leading to a recital and a dissertation. The recital of works presented by candidates should encapsulate the outcomes of a performance research project, demonstrating advanced technical competence, coherence and originality in invention, and be worthy as a professional public performance. The performance should include a well-crafted programme that articulates the research findings. The accompanying PhD thesis should be an in-depth investigation of the project, including performance practice issues relating to the performance or repertoire involved more widely, demonstrating full understanding of current musicological discourse. It should also include substantial matter worthy of publication, though it need not be submitted in a form suitable for publication.

By Creative Writing: (Faculty of Arts and Humanities)
The creative portfolio submitted by Creative Writing candidates in the Department of English should demonstrate advanced technical competence in its chosen form, a highly developed understanding of structural and/or formal possibilities, sustained stylistic flair, show coherence and originality in invention, and be worthy of publication. Candidates are required to demonstrate in the critical dissertation the ability to conduct original investigations, to test or explore ideas / hypotheses (whether their own or those of others), and to understand the relationship of the theme of their

investigations to a wider field of knowledge. The dissertation should include an original and significant contribution to knowledge, for example through the discovery of new knowledge, the connection of previously unrelated facts, the development of new theory, or a new analysis of older views. It should also include substantial matter worthy of publication, though it need not be submitted in a form suitable for publication.

By Creative Portfolio: (Faculty of Social Sciences and Health)
The portfolio submitted by candidates seeking a PhD in the named discipline by this route should demonstrate advanced technical competence in chosen form represented by the portfolio and its elements, a highly developed understanding of structural and/or formal possibilities, sustained stylistic flair, show coherence and originality in invention, and be worthy of professional dissemination through publication, performance, exhibition, or other means appropriate to the portfolio's form. The portfolio may take a number of forms, including, but not limited to, an exhibition; an audio, visual, or audio-visual recording; a dramatic performance; or a digital production, as well as, optionally, accompanying text that is integrated into the portfolio. In the critical dissertation, candidates are required to demonstrate the ability to conduct original investigations, to test or explore ideas / hypotheses (whether their own or those of others), and to understand the relationship of the theme of their investigations to a wider field of knowledge. Taken as a whole (i.e. the creative portfolio plus the critical dissertation), the PhD should demonstrate an original and significant contribution to knowledge, for example through the discovery of new knowledge, the connection of previously unrelated facts, the development of new theory, a new mode of expression, or a new analysis of older views. It should also include substantial matter worthy of publication or other form of public dissemination, though it need not be submitted in a form suitable for publication or public presentation.

(b) Master of Philosophy (Faculty of Business, Faculty of Science and Faculty of Social Sciences and Health) / Master of Letters (Faculty of Arts and Humanities) / Master of Education (Faculty of Social Sciences and Health)

Candidates are required to demonstrate some originality and discrimination in the conduct of their investigation and to show that they appreciate the relationship of their theme to a wider field of knowledge. Their thesis should include a contribution to knowledge worthy of publication, although the thesis itself need not be in a form suitable for publication.

(c) Master of Letters (MLitt) by Creative Writing (Faculty of Arts and Humanities)

The creative portfolio submitted by Creative Writing candidates in the Department of English should demonstrate advanced technical competence in its chosen form, a developed understanding of structural and/or formal possibilities, stylistic flair, show coherence and originality in invention, and be approaching a standard worthy of publication. Candidates are required to demonstrate in the critical dissertation some originality and discrimination in the conduct of their investigation and to show that they appreciate the relationship of their theme to a wider field of knowledge. Their dissertation should include a contribution to knowledge worthy of publication, although the thesis itself need not be in a form suitable for publication.

(d) Master of Music (Faculty of Arts and Humanities)

By Thesis:
Candidates are required to demonstrate some originality and discrimination in the conduct of their investigation, and to show that they appreciate the relationship of their theme to a wider field of knowledge. Their thesis should include a contribution to knowledge worthy of publication, although the thesis itself need not be in a form suitable for publication.

By Composition:
The folio of works should demonstrate technical competence in the use of a range of musical resources, show coherence and originality in invention, and be worthy of public performance. The accompanying commentary should explain the structure of the works and the technical procedures employed.

By Performance:
Candidates are required to demonstrate some originality and discrimination in the conduct of their investigation, and to show that they appreciate the relationship of their topic in performance practice to a wider field of knowledge. Their thesis should include a contribution to knowledge worthy of

publication, although the thesis itself need not be in a form suitable for publication. Their recital should be worthy of public performance, providing a cohesive demonstration of the underlying research in performance practice.

(e) Master of Science (Faculty of Business, Faculty of Science or Faculty of Social Sciences and Health) / Master of Arts (Faculty of Arts and Humanities, Faculty of Business or Faculty of Social Sciences and Health) / Master of Jurisprudence (Faculty of Social Sciences and Health) / Master of Theology (Faculty of Arts and Humanities)

Candidates are required to demonstrate that they possess advanced knowledge of the subject of the thesis, including a satisfactory knowledge of the literature on the subject. Candidates are expected to display critical discrimination and, where appropriate, a sense of proportion in evaluating evidence and the opinion of others. It is expected that candidates should demonstrate work at the current limits of understanding of the subject, but it is not necessary, however, that the thesis should constitute an original contribution to knowledge or be worthy of publication.

(f) Master of Professional Practice (All Faculties)

Candidates are required to demonstrate an advanced knowledge of the subject of the thesis including a satisfactory knowledge of the literature on the subject. Candidates will have demonstrated an ability to interpret evidence and apply theoretical and conceptual knowledge to complex policy, management and operational issues. It is expected that candidates should demonstrate work at the current limits of understanding of the subject with a critical reflection on professional practice. In addition to the thesis, students will submit 'professional evidence'; an additional piece of assessment (maximum 5,000 words) that demonstrates how the research in the thesis can inform professional practice. The exact nature of this professional evidence may vary and will be determined by the department but may include, for example, a portfolio of evidence or reflective diary. Although the thesis need not constitute an original contribution to knowledge or be worthy of publication, it is expected that it should present novel practical solutions to work-based problems or dilemmas identified by the research.

Submission of Assessed Work

26. A student who is unable due to illness or other good cause to submit their thesis for assessment by the required date may apply to the appropriate Deputy Executive Dean (or their nominee) for an extension of that date, to be determined by the Committee in the light of the known circumstances.

27. Candidates for research degrees may submit their thesis at any time after the beginning of the final quarter of the final year of their course. Candidates who have completed their thesis to the stage when it is ready for presentation may, by concession, be permitted to submit their thesis for examination earlier than the beginning of the final quarter of the final year of their course provided they have completed the minimum period of study as specified below.

Degree	**Minimum period of full-time study**	**Minimum period of part-time study**
Doctor of Philosophy	24 months / 2 years	48 months / 4 years
Doctor of Medicine	24 months / 2 years	48 months / 4 years
Master of Philosophy	18 months / 1.5 years	36 months / 3 years
Master of Letters	18 months / 1.5 years	36 months / 3 years
Master of Music	18 months / 1.5 years	36 months / 3 years
Master of Education	18 months / 1.5 years	36 months / 3 years
Master of Jurisprudence	9 months	18 months / 1.5 years
Master of Theology	9 months	18 months / 1.5 years
Master of Science	9 months	18 months / 1.5 years
Master of Arts	9 months	18 months / 1.5 years
Master of Professional Practice	9 months	18 months / 1.5 years

Note: Candidates permitted to submit their thesis early under the above provisions shall be liable to pay the annual tuition fee on a termly basis until and including the term in which their thesis is submitted.

28. Theses must be submitted in accordance with the 'Rules for the Submission of Work for Higher Degrees'. The appropriate forms which must accompany the submission of a thesis must be obtained from the Academic Office.

29. **Those approved as Staff Candidates are required to have both examiners as external examiners and not members of staff of this University.**

Oral Examination

30. **Candidates for the degrees of Doctor of Philosophy, Doctor of Medicine, Master of Philosophy, Master of Letters, Master of Music or Master of Education shall be examined orally on their thesis and on subjects relevant to it.** In exceptional circumstances the appropriate Deputy Executive Dean (or their nominee) may, on sufficient grounds submitted by the examiners, dispense the candidate from the oral examination. The requirement for candidates to present themselves for oral examination for the degree of Master of Theology, Master of Jurisprudence, Master of Science or Master of Arts is at the discretion of the examiners.

Re-examination

31. **Candidates who have not satisfied the examiners for the degree at the first examination may be permitted by the appropriate Deputy Executive Dean (or their nominee), on the recommendation of the examiners, to submit their thesis or folio in a revised form on one occasion only. Such candidates will be required to submit their thesis or folio in a revised form within one calendar year. If the examiners find the revised thesis or folio acceptable no further oral examination is required. If the examiners do not find the revised thesis or folio acceptable a second oral examination must be held for any candidate for the degree of Doctor of Philosophy, Doctor of Medicine, Master of Philosophy, Master of Letters, Master of Music or Master of Education.**

32. Candidates who at the first examination submit a satisfactory thesis or folio but fail to satisfy the examiners in an oral examination may be permitted by the appropriate Deputy Executive Dean (or their nominee), on the recommendation of the examiners, to submit themselves for a second oral examination or a written examination within six months.

33. A candidate who has failed to satisfy the examiners that they have achieved the standard required for the degree for which they are registered but who, in the opinion of the examiners, has reached the standard required for the award of an appropriate alternative degree may be permitted by the appropriate Deputy Executive Dean (or their nominee), on the recommendation of the examiners, to proceed to that degree. Candidates permitted to proceed to an alternative degree shall arrange for their thesis to be bound for presentation for the appropriate degree in accordance with the 'Rules for the form of Compositions and the Submission of Work for Higher Degrees' before a pass list may be issued.

RIGHT OF APPEAL

34. In accordance with the Academic Appeals Regulations contained in Section VII of the General Regulations in the University Calendar, a student registered for a research degree of the University may appeal against academic decisions relating to his/her candidature.

GENERIC ASSESSMENT CRITERIA
FOR TAUGHT POSTGRADUATE PROGRAMMES

%	**Generic Assessment Criteria ***
86 - 100	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 evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied at a high level.
76 - 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and a majority satisfied at a high level.
70 - 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and many satisfied at a high level.
65 - 69	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 evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and some are satisfied at a high level.
60 - 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied and many are more than satisfied.
55 - 59	The work examined is acceptable and provides evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence that all the learning outcomes and responsibilities appropriate to that Level are satisfied and some are more than satisfied.
50 - 54	The work examined is acceptable and provides evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also evidence that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
45 - 49	The work examined is unacceptable. It provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification, although a substantial majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
40 - 44	The work examined is unacceptable. It provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification, although the many of the learning outcomes and responsibilities appropriate to that Level are satisfied.
35 - 39	The work examined is unacceptable. It provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification, although some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
30 - 34	The work examined is unacceptable and provides evidence of insufficient knowledge, understanding and/or skills appropriate to the Level of the qualification. The evidence shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied OR that none is satisfied but there is evidence that many of the learning outcomes may be almost satisfied.
20 - 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and/or skills appropriate to the Level of the qualification. The evidence shows that few, if any, of the learning outcomes and responsibilities appropriate to that Level are satisfied.
10 - 19	The work examined is unacceptable and provides very little evidence of the knowledge, understanding and/or skills appropriate to the Level of the qualification. The evidence shows that very few, if any, of the learning outcomes and responsibilities appropriate to that Level are satisfied.

0 - 9	The work examined is unacceptable and provides negligible or no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
* 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.	

LEVEL DESCRIPTORS MATRIX

	OVERVIEW	SKILLS AND ATTRIBUTES				OUTCOMES AND RESPONSIBILITIES		
		Knowledge	Understanding	Subject-Specific Skills	Problem solving/ Investigative skills	Autonomy in learning	Independence	Personal responsibility for wider issues
For Level Descriptors below Level 4, please refer to the Undergraduate Level Descriptors Matrix								
Level 4 (*FHEQ Level 7)*	The student acquires and demonstrates depth of knowledge in a complex and specialised area, and/or across specialised or applied areas. This may include work at the current limits of theoretical and/or research understanding	The ability to master a complex and specialised area of knowledge and skills	The ability to critically review a specialised area of knowledge, including representing the complexity and/or contradictions in the knowledge base and apply it in novel and/or complex situations	The use of highly specialised and advanced technical, professional and/or scholastic skills, including the ability to communicate results of own work to peers in a manner appropriate to the subject area	The ability to operate in complex, unpredictable and normally specialised contexts demanding innovative work which may involve exploring the current limits of knowledge	The ability to work autonomously within the bounds of professional practice, taking a high level of responsibility for self and possibly others	The ability to operate independently, exercising appropriate judgement, in novel or complex contexts	The ability to accept personal responsibility in relation to academic and professional codes of conduct, including an ability to evaluate and resolve any ethical dilemmas likely to arise in research and professional practice
Level 5 (*FHEQ Level 8)*	The student demonstrates the ability to create and interpret new knowledge, through original research or other advanced scholarship, of quality to satisfy peer	A detailed knowledge in a specific area of their discipline based on a wide-ranging, critical study of the relevant literature and research, along with a systematic acquisition of a substantial body of knowledge	A detailed understanding of applicable techniques for research and advanced academic enquiry, as well as the general ability to conceptualise, design and implement a project for the	The ability to decide on appropriate methods of enquiry suitable for the investigation of particular cases and contexts within their specialist field, including the ability to modify established	The ability to undertake independent investigation within a defined area, leading to valid conclusions worthy of publication, and to report their findings in a clear, concise, orderly way; the ability to make	The ability to work autonomously, and to take a high level of responsibility for their work, and, where appropriate, the work of others.	The ability to take responsibility for their own learning, including the ability to direct their own study and manage time effectively.	The ability to exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments; to work within

	review, extend the forefront of the discipline, and merit publication.	which is at the forefront of an academic discipline or area of professional practice.	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.	techniques and introduce innovative methods; a detailed understanding of applicable techniques for research and advanced academic enquiry.	informed judgements on complex issues in specialist fields, often in the absence of complete data, and to be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.			professional and academic codes of conduct, and to confront ethical issues with due respect.

These level descriptors are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific descriptors in line with the relevant subject benchmarks and other requirements appropriate to the discipline.

UNIVERSITY OF DURHAM QUALIFICATION DESCRIPTORS
FOR POSTGRADUATE PROGRAMMES

QUALIFICATION DESCRIPTORS FOR THE FOLLOWING QUALIFICATIONS:

Graduate Certificate
Graduate Diploma
Postgraduate Certificate
Postgraduate Diploma
Taught Masters Degree
Doctorate with Integrated Studies
Professional Doctorate

GRADUATE CERTIFICATE

1. The holder of a Durham Graduate Certificate or Diploma will have developed an understanding of a complex body of knowledge, some of it at or close to current boundaries of an academic discipline or disciplines. They will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

2. A Durham Graduate Certificate is awarded to a student who has demonstrated:

   (a) a systematic understanding of selected aspects of their field of study, based upon coherent knowledge of core areas, and advanced knowledge of defined topics that is informed by research at, or close to, the current forefront of the subject(s);
   (b) the ability to deploy accurately established techniques of analysis and enquiry within the subject(s);
   (c) conceptual understanding that enables the student:

      (i) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline;
      (ii) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in defined areas of their programme of study;
      (iii) to use appropriate theoretical and conceptual frameworks to order and/or interpret new data or kinds of evidence;
      (iv) to critically evaluate the reliability, validity and significance of data, evidence or interpretations within the field of study;

   (d) an awareness of current disciplinary boundaries and an appreciation of the uncertainty, limits and contested nature of knowledge within their programme of study;
   (e) the ability to direct and manage their own learning effectively across a range of topics;
   (f) the ability to make use of scholarly reviews and primary sources (eg refereed research articles and/or original materials appropriate to the discipline).

3. Typically, a holder 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 or further enquiry within areas of their programme of study;
   (b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate strategies to investigate topics within defined aspects of their programme of study;
   (c) communicate relevant information, concepts, ideas and, where appropriate, problems and solutions, within their programme of study to both specialist and non-specialist audiences;

   and will have:

   (d) academic qualities such as flexibility and discrimination, together with personal qualities and transferable skills necessary for employment requiring:

(i) the exercise of initiative and personal responsibility;
(ii) decision making in complex and unpredictable contexts;
(iii) the learning ability needed to undertake appropriate further education and training of professional or equivalent nature and standard.

GRADUATE DIPLOMA

1. A Durham Graduate Diploma is awarded to a student who has demonstrated:

(a) a systematic understanding of their field of study, based upon coherent knowledge of core areas, and advanced knowledge of selected aspects that is informed by research at, or close to, the current forefront of the subject(s);
(b) the ability to deploy accurately established techniques of analysis and enquiry within the subject(s);
(c) conceptual understanding that enables the student:

(i) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline;
(ii) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in defined areas of their programme of study;
(iii) to use appropriate theoretical and conceptual frameworks to order and/or interpret new data or kinds of evidence;
(iv) to critically evaluate the reliability, validity and significance of data, evidence or interpretations within the field of study;

(d) an awareness of current disciplinary boundaries and an appreciation of the uncertainty, limits and contested nature of knowledge within their programme of study;
(e) the ability to direct and manage their own learning effectively across a range of topics;
(f) the ability to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

2. Typically, a holder 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 or further enquiry within areas of their programme of study;
(b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate strategies to investigate topics within defined aspects of their programme of study;
(c) communicate relevant information, concepts, ideas and, where appropriate, problems and solutions, within their programme of study to both specialist and non-specialist audiences;

and will have:

(d) academic qualities such as flexibility and discrimination, together with personal qualities and transferable skills necessary for employment requiring:

(i) the exercise of initiative and personal responsibility;
(ii) decision making in complex and unpredictable contexts;
(iii) the learning ability needed to undertake appropriate further education and training of a professional or equivalent nature and standard.

POSTGRADUATE CERTIFICATE

1. A Durham graduate at Postgraduate Certificate level will have developed an understanding of a complex and specialised body of knowledge which may be informed by research and original thinking at current boundaries of theoretical knowledge. The graduate will be able to evaluate evidence according to rigorous academic criteria, and to communicate effectively.

2. A Durham Postgraduate Certificate is awarded to a student who has demonstrated one or more of the following:

   (a) knowledge across one or more specialized or applied areas which may be informed by research at the current limits of understanding;
   (b) the high-level skills needed to understand research findings;
   (c) the ability to decide on appropriate advanced techniques of analysis and inquiry within their specialist field, including the ability to modify established techniques where appropriate;
   (d) conceptual understanding that enables the student:

      (i) to absorb and evaluate a complex literature and/or body of research results;
      (ii) to evaluate the advantages and disadvantages of competing methods of inquiry and conceptual frameworks in the discipline;
      (iii) to identify and solve problems, using appropriate, and sometimes innovative, techniques and methods;

   (e) a recognition of apparent contradictions and ambiguities in the field of knowledge and of the areas in which further research is necessary;
   (f) the capacity to take responsibility for their own learning, including the ability:

      (i) to direct their own study and manage time effectively;
      (ii) to make critical and discriminating use of primary research literature in the discipline.

3. Typically, a holder of the qualification will, across a defined range of topics, be able to:

   (a) apply knowledge so as to make supportable judgements when confronted by new problems within their own specialised or applied area;
   (b) communicate complex information and detailed argument in a clear and orderly way to both specialist and non-specialist audiences;
   (c) work autonomously, taking a high level of responsibility for their work, and, where appropriate, for the work of others;
   (d) make professional or academic judgements which may involve others and which recognize the limits of their own competence;
   (e) observe professional and academic codes of conduct and confront ethical issues with due respect

   and will have:

   (f) academic qualities such as flexibility, discrimination and resourcefulness, together with personal qualities and transferable skills necessary for employment requiring:

      (i) the exercise of initiative and personal responsibility;
      (ii) decision making in complex and unpredictable contexts;
      (iii) problem posing and problem solving;
      (iv) identification of and respect for empirical data.

POSTGRADUATE DIPLOMA

1. A Durham graduate at Postgraduate Diploma level will have developed a thorough understanding of a complex and specialised body of knowledge which may be informed by research and original thinking at current boundaries of theoretical knowledge. The graduate will be able to evaluate evidence according to rigorous academic criteria, and to communicate effectively.

2. A Durham Postgraduate Diploma is awarded to a student who has demonstrated:

   (a) a depth of knowledge across one or more specialized or applied areas which may be informed by research at the current limits of understanding;
   (b) the high-level skills needed to understand research findings;
   (c) the ability to decide on appropriate advanced techniques of analysis and inquiry within their specialist field, including the ability to modify established techniques where appropriate;
   (d) conceptual understanding that enables the student:

(i) to absorb and evaluate a complex literature and/or body of research results;
(ii) to evaluate the advantages and disadvantages of competing methods of inquiry and conceptual frameworks in the discipline;
(iii) to identify and solve problems, using appropriate, and sometimes innovative, techniques and methods;

(e) a recognition of apparent contradictions and ambiguities in the field of knowledge and of the areas in which further research is necessary;
(f) the capacity to take responsibility for their own learning, including the ability:
(i) to direct their own study and manage time effectively;
(ii) to make critical and discriminating use of primary research literature in the discipline.

3. Typically, a holder of the qualification will be able to:

(a) apply a depth of knowledge so as to make supportable judgements when confronted by new problems within their own specialised or applied area;
(b) communicate complex information and detailed argument in a clear and orderly way to both specialist and non-specialist audiences;
(c) work autonomously, taking a high level of responsibility for their work, and, where appropriate, for the work of others;
(d) make professional or academic judgements which may involve others and which recognize the limits of their own competence;
(e) observe professional and academic codes of conduct and confront ethical issues with due respect;

and will have:

(f) academic qualities such as flexibility, discrimination and resourcefulness, together with personal qualities and transferable skills necessary for employment requiring:

(i) the exercise of initiative and personal responsibility;
(ii) decision making in complex and unpredictable contexts;
(iii) problem posing and problem solving;
(iv) identification of and respect for empirical data.

TAUGHT MASTERS DEGREE

1. A Durham graduate at Masters level will have developed a thorough understanding of a complex and specialised body of knowledge which may be informed by research and original thinking at current boundaries of theoretical knowledge. The graduate will be able to evaluate evidence according to rigorous academic criteria, to contribute to debate at the frontiers of knowledge, and to communicate effectively.

2. A Durham Masters Degree will be awarded to a student who has demonstrated:

(a) a depth of knowledge across one or more specialised or applied areas which may be informed by research at the current limits of understanding;
(b) the high-level skills needed to understand research findings and contribute to debate at the current frontiers of knowledge;
(c) the ability to decide on appropriate advanced techniques of analysis and inquiry within their specialist field, including the ability to modify established techniques where appropriate;
(d) conceptual understanding that enables the student:

(i) to absorb and evaluate a complex literature and/or body of research results;
(ii) to evaluate the advantages and disadvantages of competing methods of inquiry and conceptual frameworks in the discipline;
(iii) to identify and solve problems, using appropriate, and sometimes innovative, techniques and methods;

(e) a recognition of apparent contradictions and ambiguities in the field of knowledge and of the areas in which further research is necessary;
(f) the capacity to take responsibility for their own learning, including the ability;

(i) to direct their own study and manage time effectively;
(ii) to make critical and discriminating use of primary research literature in the discipline;
(iii) to undertake independent investigation of a defined topic in order to reach valid conclusions, some of which may be original, and which are worthy of note by peers; and to report these findings effectively and within the conventions of the academic community to which they belong.

3. Typically, a holder of the qualification will be able to:

(a) conduct original research either independently or in a team as the next stage in their career; and in particular to identify appropriate fields of inquiry, determine an appropriate investigative methodology and pursue their research to a conclusion;
(b) apply advanced methods and techniques of inquiry to new problems in their field;
(c) apply a depth of knowledge so as to make supportable judgements when confronted by new problems within their own specialised or applied area;
(d) communicate complex information and detailed argument in a clear and orderly way to both specialist and non-specialist audiences;
(e) work autonomously, taking a high level of responsibility for their work, and, where appropriate, for the work of others;
(f) make professional or academic judgements which may involve others and which recognise the limits of their own competence;
(g) observe professional and academic codes of conduct and confront ethical issues with due respect;

and will have:

(h) academic qualities such as flexibility, discrimination and resourcefulness, together with personal qualities and transferable skills necessary for employment requiring:

(i) the exercise of initiative and personal responsibility;
(ii) decision making in complex and unpredictable contexts;
(iii) problem posing and problem solving;
(iv) identification of and respect for empirical data;

(i) academic training and the learning skills needed to undertake original research.

DOCTORATE WITH INTEGRATED STUDIES

1. A Durham graduate at Doctorate with Integrated Studies level will have developed the ability to conduct an original investigation based on a detailed and extensive knowledge of a specific area of their discipline, including an understanding of its place in the wider field of learning to which it is related and a recognition of areas in which further research is required. The results of this investigation will constitute an original contribution to knowledge and include matter worthy of publication presented in a form which is clear, orderly and in accordance with the conventions for reporting primary research in the relevant academic community.

2. A Durham Doctorate with Integrated Studies is awarded to a student who has demonstrated:

(a) a detailed knowledge in a specific area of their discipline based on a wide-ranging, critical study of the relevant literature and research results;
(b) the ability to identify areas in which further research is required and to frame testable hypotheses and/or other appropriate research questions;
(c) the ability to decide on appropriate methods of enquiry suitable for the investigation of particular cases and contexts within their specialist field, including the ability, where appropriate, to modify established techniques and introduce innovative methods;
(d) the ability to undertake independent investigation within a defined area leading to valid, original conclusions worthy of publication (although not necessarily presented in a form suitable for publication) and to report their findings in a clear, concise, orderly way;

(e) conceptual understanding that enables them to understand and evaluate a wide-ranging and complex literature and body of research results as well as the advantages and disadvantages of competing methods of inquiry and conceptual frameworks;
(f) the capacity to take responsibility for their own learning, including the ability to direct their own study and manage time effectively.

3. Typically a holder of the qualification will be able to:

(a) conduct original research; in particular to identify appropriate fields of inquiry, determine an appropriate investigative methodology and pursue their research to a conclusion which makes an original contribution to knowledge;
(b) identify problems in their field based on a depth of knowledge and apply advanced methods and techniques of data collection and analysis;
(c) communicate research findings that include complex information and detailed argument in a clear and orderly way;
(d) work autonomously, taking a high level of responsibility for their work, and, where appropriate, for the work of others;
(e) make professional or academic judgements which may involve others and which recognise the limits of their own competence and the rights of informants;
(f) observe professional and academic codes of conduct and confront ethical issues with due respect.

and will have:

(g) academic qualities such as flexibility, discrimination, and resourcefulness together with personal qualities and transferable skills necessary for employment requiring:

(i) understanding of a range of complex phenomena;
(ii) the exercise of initiative and personal responsibility;
(iii) decision-making in complex and unpredictable contexts;
(iv) problem-posing and problem-solving;
(v) identification of and respect for empirical data;

(h) academic training and the learning skills needed to undertake original research;
(i) the subject knowledge, research training and academic experience necessary to guide colleagues with less experience.

PROFESSIONAL DOCTORATE

1. A Durham graduate at Professional Doctorate level will have developed the ability to conduct an original investigation based on a detailed and extensive knowledge of a specific area of their discipline, including an understanding of its place in the wider field of learning to which it is related and a recognition of areas in which further research is required. The results of this investigation will constitute an original contribution to knowledge, will have the potential to enhance an area of professional practice and will include matter worthy of publication presented in a form which is clear, orderly and in accordance with the conventions for reporting primary research in the relevant academic community.

2. A Durham Professional Doctorate is awarded to a student who has demonstrated:

(a) a detailed knowledge in a specific area of their discipline based on a wide-ranging, critical study of the relevant literature and research results;
(b) the ability to identify areas in which further research is required and to frame testable hypotheses and/or other appropriate research questions;
(c) the ability to decide on appropriate methods of enquiry suitable for the investigation of particular cases and contexts within their specialist field, including the ability, where appropriate, to modify established techniques and introduce innovative methods;
(d) the ability to undertake independent investigation within a defined area leading to valid, original conclusions worthy of publication (although not necessarily presented in a form suitable for publication) and to report their findings in a clear, concise, orderly way;

(e) conceptual understanding that enables them to understand and evaluate a wide-ranging and complex literature and body of research results as well as the advantages and disadvantages of competing methods of inquiry and conceptual frameworks;
(f) the capacity to take responsibility for their own learning, including the ability to direct their own study and manage time effectively.

3. Typically a holder of the qualification will be able to:

(a) conduct original research; in particular to identify appropriate fields of inquiry, determine an appropriate investigative methodology and pursue their research to a conclusion which makes an original contribution to knowledge;
(b) identify problems in their field based on a depth of knowledge and apply advanced methods and techniques of data collection and analysis;
(c) communicate research findings that include complex information and detailed argument in a clear and orderly way;
(d) work autonomously, taking a high level of responsibility for their work, and, where appropriate, for the work of others;
(e) make professional or academic judgements which may involve others and which recognise the limits of their own competence and the rights of informants;
(f) observe professional and academic codes of conduct and confront ethical issues with due respect.

and will have:

(g) academic and professional qualities such as flexibility, discrimination, and resourcefulness together with personal qualities and transferable skills necessary for employment requiring:

(i) understanding of a range of complex phenomena;
(ii) the exercise of initiative and personal responsibility;
(iii) decision-making in complex and unpredictable contexts;
(iv) problem-posing and problem-solving;
(v) identification of and respect for empirical data;

(h) academic training and the learning skills needed to undertake original research;
(i) the subject knowledge, research training and academic experience necessary to guide professional colleagues with less experience.

These qualification descriptors are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific descriptors in line with the relevant benchmarks and other requirements appropriate to the discipline.

RULES FOR THE FORM OF COMPOSITIONS AND THE SUBMISSION OF WORK FOR HIGHER DEGREES

1. These rules apply to all material, whether in the form of a thesis, composition, documented performance or of published or unpublished work, submitted for the following degrees:

Master of Arts	Master of Letters	Doctor of Divinity
Master of Science	Master of Philosophy	Doctor of Letters
Master of Jurisprudence	Doctor of Science	Doctorate of Business Administration
Master of Theology	Doctor of Education	Doctor of Music
Master of Music	Doctor of Philosophy	Master of Professional Practice
Doctor of Medicine	Doctor of Ministry	Doctor of Theology & Ministry

2. **Submission for examination.** Candidates for degrees by thesis must submit an electronic copy of the thesis. Any thesis or unpublished work must be in the required form given in point 5 below.

3. Candidates for degrees by musical composition or performance must submit two copies of all the items to be examined (a third copy may be required for the DMus). Any thesis, unpublished work or composition must be in the required form given in points 5, 6 and 7.

4. All candidates must submit:

A Higher Degree entry form including statements concerning the following:

(i) what part, if any, of the material offered has previously been submitted by the candidate for a degree in this or any other University, and if joint work is submitted what part of it is the candidate's independent contribution.

(ii) that the thesis/commentary/compositions conforms with the word/time limit set out in the Regulations. If that word/time limit has been exceeded, the statement shall include a reference to the decision of the Chair of appropriate Board of Studies to allow the thesis/commentary/compositions to be a longer work.

(iii) a certificate from their supervisor that they have satisfactorily completed the required course if the regulations for the degree in question require candidates to undertake supervised study.

(iv) in the case of theses or unpublished work - a declaration stating that the candidate is willing that the work, if approved for the degree in question and deposited in the University Library will be made available via an online repository for consultation by scholars either without delay or after a stated period not exceeding five years.

5. Theses (or unpublished work submitted for the DD, DLitt, DSc and DMus degrees) must:

(a) Be written in English; exceptionally, in the Faculty of Arts and Humanities, permission may be given to present a thesis in the Modern Language of the subject being studied, subject to approval by the Board of Studies and the Supervisor concerned. The oral examination of a thesis, where required, will normally be conducted in the language of the thesis. The abstract of the thesis must in all cases be written in English.

(b) Be legible and use an inclusive font. The size of character used in the main text, other than headings should be at least 10 points and not exceed 12 points

6. Compositions may be presented either in clear and legible manuscript, or in computer processed form. Scores should be no larger than A3, paginated and fully edited for performance. A full list of instrumentation, including doublings, must be included, stating whether the score is in C or whether instruments transpose. If a composition employs a text, a copy of the words must appear at the front of the score, with the name of the author, title of the source, and publisher. In the case of documented performances, or compositions consisting wholly or in part of electroacoustic material, an electronic recording must be submitted in accordance with 7 and 8 below. In the case of the DMus the submission may also include a statement in cases where the research imperatives, process and the outcomes of the composition(s) or performance(s) might further be made evident by descriptive and contextualising information.

7. In some areas it may be considered necessary to include a substantial amount of supporting material in electronic data storage formats that cannot be bound. In such cases, the following guidelines apply:

(a) Material is only to be used in exceptional circumstances where the presentation of some of the data e.g. large quantities of statistics in the standard printed form is difficult.

(b) The use of material should only be considered in conjunction with the candidate's supervisor and must be approved by the Chair of the appropriate Postgraduate Faculty Education Committee

(c) Material must be properly secured in a pocket as part of the binding of the thesis.

(d) The material must be labelled with the candidate's name, thesis title and an indication of the contents.

(e) The material must be stored on a system which can be read in the University i.e. the hardware and software used should be currently in use in the University. The make and model of the computer used to produce the material, the software and the operating system used, the format of the files, together with a printout of the directory of the file names and a description of their contents must be specified separately in hard copy form within the thesis itself.

(f) Full instructions for accessing the material must be included in the thesis and details of the material included should be indicated in any index

8. Candidates for the Master of Professional Practice are expected to bind their thesis and professional evidence together in one cover, subject to the allowance described in paragraph 5.

9. In their theses, candidates should take care to acknowledge the work and opinions of others and avoid any appearance of representing them as their own. Unacknowledged quotation or close paraphrasing of other people's writing, amounting to the presentation of other persons' thoughts or writings as one's own, is plagiarism and will be penalised. In extreme cases, plagiarism may be classed as a dishonest practice under Section IV of the General Regulations and can lead to expulsion.

10.**Submission after examination.** When a positive recommendation for the awarding of the degree has been made, candidates must submit:

(i) an electronic copy of the thesis, submitted via an online repository, and formatted in accordance with paragraph 5.
(ii) an electronic copy of the title page, abstract and list of contents.

An official pass list will not be issued until the final examined version of the thesis, in permanent form as described above is deposited via the online repository.

11. Compositions must be uploaded as a scanned version of the score and/or, in the case of compositions consisting wholly or in part of electroacoustic material, as an audio file. Documented performances will be provided as audio or video files, together with accompanying publicly-disseminated material (e.g. programme notes) where applicable.

12. Copyright in the thesis is retained by the author. Access to electronic copies shall be restricted for any period specified under 4(a) (iv) above. The University Library and the British Library will make theses available for the purpose of research or private study. Use of theses is subject to observance of copyright permissions, including that no quotation from the thesis may be published without proper acknowledgement.

NOTES:
(i) The attention of candidates is drawn to General Regulation X, Intellectual Property Rights, under which they have a duty to inform the Treasurer of the University, in writing, of any device, materials, product or process, data, computer software or other result developed or obtained in the course of their academic work which is considered to have commercial significance, whether patentable or not and to do so in good time before publication or other disclosure. Such candidates should also consult their supervisors on whether access to their theses should be restricted as in 4 (iv) above.

(ii) A booklet - Format of a Composition Submission - including further information on the presentation of both notated and electroacoustic materials is available from the Department of Music.

CORE REGULATIONS FOR UNDERGRADUATE PROGRAMMES IN THE COMMON AWARDS IN THEOLOGY, MINISTRY AND MISSION SCHEME

DEFINITIONS

1. In these Regulations, the following definitions will apply:

Validated programmes of study
A *validated programme of study* is an approved pathway of study in Theology, Ministry and Mission that has been developed in conjunction with the Archbishops' Council, and which leads to a particular named award of the University of Durham within a specified period of registration, yet resourced, delivered and supported by a Theological Education Institution (TEI). All such validated programmes in Theology, Ministry and Mission are subject to these Core Regulations for Undergraduate Programmes in the Common Awards Scheme. Additional requirements may be set out in the programme regulations.

Programme Leader
Reference to a 'Programme Leader' in these regulations should be read as referring to a member of TEI staff who manages and/or has academic oversight of the programme of study. Different terms may be used (for example "Director of Studies"). Similarly the role may be undertaken by a number of staff rather than a single individual (e.g. Level 4 Director, Level 5 Director, Level 6 Director). The student handbook or comparable information provided to students by the TEI will state which member of staff acts in the capacity of 'Programme Leader' used in these regulations.

Theological Education Institutions (TEIs)
A *TEI* is an institution that has been designated in Schedule 1 of the Service Contract between Durham University and the Archbishops' Council, and with which Durham University has signed a Standard Validation Contract detailing the terms and conditions governing the validation agreement for each validated programme. Designated TEIs are deemed to have met the University's principles and policies for Collaborative Provision. TEIs are responsible for ensuring that students receive adequate information about their chosen validated programme. This information will usually be contained in one or more student handbooks. For the purposes of these regulations, all such handbooks shall be referred to as *the appropriate handbook issued by the TEI.*

Quality and Standards Committee (QSC)
The *Quality and Standards Committee* is the University Committee through which the University's validation activity, both undergraduate and postgraduate, is monitored. QSC reports to Senate through the University's Education Committee.

Management Board
The *Management Board* is the joint Board established by the University and the Archbishops' Council, which has responsibility and oversight for the services provided pursuant to the Framework Validation Agreement and Standard Validation Contracts. The Management Board has equal representation from staff of the University and representatives of the Archbishops' Council and the TEIs, and reports to QSC.

Board of Examiners
The *Board of Examiners* has a membership appointed by the University's Senate. It consists of internal and external examiners recommended for membership by the Management Board. The Board of Examiners will include at least one member of the University. It is required to follow the policies and processes set by the University, and recommends to the

Senate students who have satisfied the Board of Examiners that they have met all the requirements for the award of a qualification of the University.

University Liaison Officers (ULOs)

University Liaison Officers are subject specialists appointed by the University, to review the work of students and to advise the University on the comparability of the standards they achieve with those of other registered students of the University. However, ULOs are not expected to play a part in marking. It is their role to advise the Board of Examiners, and the University, on the comparability of standards reached by the students on the validated programme being examined, and the standards reached by students on equivalent or similar programmes offered by the University. In order to perform this role, ULOs need to have unrestricted access to students' work and to the marks awarded, both on the validated programme and on any relevant University programme.

Concessions

A *concession* is any request which falls outside what is permitted within the regulations of the University. Concessions will be considered by the Chair of the Management Board or the Chair of the TEI Management Committee as specified by the University. The concession will set out the terms and conditions under which a student who has demonstrated good grounds might be granted permission to interrupt their studies or extend their period of registration. Other concessions may be permitted, as specified by the University.

Modules

A *module* is a defined course of study which is self-contained and which receives a specified number of credits. The minimum number of credits that a module is worth is 10 credits, and the credit value of all modules is 10 credits or a multiple of 10 credits. Credits are gained when a student has passed the module by satisfying the Board of Examiners in respect of the assessment requirements for the module concerned. Modules cannot be sub-divided and must be taken and assessed as a whole. Each module is set at a given *Level of study* (see below) appropriate to its learning outcomes and is assessed against appropriate criteria. Certain modules may be defined in Programme Regulations as prerequisites for study of certain other modules at a higher Level. Not all the modules listed in the programme regulations for a given degree programme may be available in any one year. Students are not permitted to register for the same module on more than one occasion.

Prerequisite modules

A *prerequisite module* is one which must be satisfactorily completed (i.e. passed) prior to registration for a defined module. Certain modules may be defined in programme regulations as prerequisites for study of certain other modules at a higher Level.

Corequisite modules

Corequisite modules must be studied together during the same year.

Excluded combinations

Excluded combinations are modules both/all of which cannot be studied within the same programme.

Levels

A *Level* refers to the stage of study within a programme and hence to the order in which particular modules would typically be studied. Levels, therefore, indicate the intellectual challenge of a module within a programme of study. The University's Level Descriptors provide a common framework for this. Undergraduate levels in these regulations adopt the

level numbering and descriptors of the Framework for Higher Education Qualifications (England, Wales and Northern Ireland):

FHEQ Level	Full-Time Equivalent	Typical Qualification Equivalent
Level4	FT UG Year 1	Certificate
Level5	FT UG Year 2	Diploma
Level6	FT UG Year 3	Honours Degree

Year
A *year* is a 12 month period of study, normally beginning from the start of the academic year. The defined Level of study remains fixed irrespective of the actual year of study of a particular student. So, for example, a part-time student undertaking a Certificate in Higher Education over the course of two years will progress from Year 1 to Year 2, while remaining at Level 4 throughout.

Assessment components
The *assessment* of a module may be by examination alone or by other forms of summative assessment such as continuously assessed coursework, practicals, oral examinations and fieldwork. Each of these forms an *assessment component* of the module. The mode(s) of assessment approved by the University are specified in the Common Awards Assessment Patterns Guidance (Undergraduate). The assessment for a module must be attempted on the first occasion during or at the end of the academic year in which the module has been studied. The results of the assessment at the end of each module will be the basis for allowing students to progress from one Level to the next. The results of the assessment of all modules studied for Final Honours will be used in the classification of the degree to be awarded.

Assessment elements
An *assessment element* is a defined piece of assessment which contributes a stated percentage of the mark for the module. This may be an examination paper, a coursework essay, a dissertation, a presentation etc. Several *assessment elements* may make up an *assessment component* (e.g. two exam papers may make up the examination *component* of the assessment; an essay and a presentation may make up the coursework *component* of the assessment).

Programme regulations
Programme regulations specify the modules approved for delivery for a validated programme at a designated TEI.

Assessment Patterns Guidance (Undergraduate)
The *Assessment Patterns Guidance (Undergraduate)* specifies the approved assessment components for modules approved for delivery within the Common Awards Framework.

Module Overview Table
A *Module Overview Table* specifies the approved assessment components for each module delivered at the TEI, in line with the Assessment Patterns Guidance (Undergraduate).

University examinations
University examinations comprise the following:

(a) ***Preliminary Honours*** examination: the assessment of modules studied during Level 4 of a programme of study, to a total of 120 credits. This equates to Certificate Level;

(b) ***Final Honours*** examination: the assessment of modules studied during Level 5 of a programme of study (equivalent to Diploma Level) and Level 6 of a programme of study (equivalent to degree Level), to a total of 120 credits per Level. This includes examinations for the Ordinary degree where appropriate.

ADMISSION

2. **Students shall not become matriculated members of the University,** neither shall they become members of a College or a Society of the University unless by special arrangement with a particular College or Society.

3. Students shall be subject to the regulations of the TEI except in the matter of an appeal against a decision of the University's Board of Examiners or of a committee of the University, on an academic matter affecting them. In such cases, students will be subject to the Regulations for Academic Appeals (regulation 44 below refers).

REGISTRATION

4. **Students enrolled on the Theology, Ministry and Mission programmes will be students of the TEI. They will be registered for an award of the University but will not be members of the University.**

5. The TEI is responsible for informing the University of all students who are registered for a Common Awards validated programme of study and by the date specified by the University.

6. All validated programmes are delivered and assessed in English. Students whose first language is not English shall be required to present satisfactory evidence of their achievement in an approved English Language proficiency test.

RESIDENCE

7. Students registered for the validated Theology, Ministry and Mission programmes are not subject to the University's residence requirements but shall be subject to any residence requirements of the TEI.

ACCREDITATION OF PRIOR LEARNING (APL)

8. **A Certificate, Diploma or degree will be awarded only if the student has undertaken study within the Durham University programme of at least two-thirds of the credits for the award.** Thus standard maximum APL requests will be as follows:

Foundation Award (60 credits):	Not applicable
Certificate (120 credits):	40 credits
Certificate (180 credits):	60 credits
Diploma:	80 credits, including no more than 60 credits of APEL.
Bachelor's degree:	120 credits, including no more than 60 credits of APEL.

APL is not permitted for the Foundation Award.

PROGRESS AND ATTENDANCE

9. All students registered for validated programmes of study are required to:

   (a) fulfil the attendance requirements of the TEI as specified in the appropriate handbook issued by the TEI;

   (b) fulfil all academic engagements (including registration, examinations, tests, written work, tutorials, seminars, practical classes, professional placements, field courses, including those which may be held during vacations, interviews and lectures) to a standard satisfactory to the Programme Leader.

10. **Not all modules listed in the validated programme regulations will be available in any one year. Details of availability will be included in the appropriate handbook issued by the TEI, and listed on the programme regulations.**

11. During any period of study, students shall maintain such contact with the Programme Leader or his/her nominee, and provide the Programme Leader or his/her nominee with such evidence of progress, as they may require.

12. The Chair of the Management Committee or Management Board as stated in the Standard Validation Contract may permit an interruption to, or the extension of, a student's registration for a period to be specified by concession.

13. **Students who fail to achieve satisfactory marks in approved assessments, and who are not allowed or qualified to proceed to the next year of a programme of study, will be required to leave the validated programme of study.**

14. If it should appear during the first term of his/her study that a students' attainment in the English language is not fully adequate for his/her study, the student may be required to undertake, at his/her own expense, an approved course of instruction in the English language.

PROGRAMME REQUIREMENTS

15. Requirements for each validated programme shall be as specified in the relevant programme regulations.

16. Credits may be counted towards one award and on one occasion only.

PRE-CONDITIONS FOR THE AWARD OF A DEGREE, DIPLOMA OR CERTIFICATE

17. In order to qualify for the award of a first degree of the University, a student must:

   (a) be admitted to an approved validated programme of study and included in the record of registered students returned to the University by the TEI.

   (b) study in accordance with the Core Regulations for Undergraduate Programmes in the Common Awards in Theology, Ministry and Mission Scheme, and the programme regulations for the validated programme for which they are registered;

   (c) pass, in the period of time permitted, the assessment requirements prescribed in the Module *Overview* Table of the named validated programme for which they are registered.

18. Unless otherwise stated in the programme regulations approved by the University, all students must register for, study and be assessed in modules to the value of 120 credits at each appropriate Level of study, irrespective of the target award. Thus a student registered

for a Certificate, Diploma or Ordinary degree must study and be assessed in modules to the value of 120 credits at the relevant Level irrespective of the fact that the target qualification may be awarded on the basis of passes in fewer than 120 credits at the Level in question.

19. Subject to any specific requirements in the programme regulations, students must gain credits as follows:

Foundation Award (60 credits):	**A total of 60 credits** at Level 4
Certificate (120 credits):	**A total of 120 credits** at Level 4 or above
Certificate (180 credits)	**A total of 180 credits,** including: • at least 60 credits at Level 5 or above • and no more than 120 credits at Level 4
Diploma:	**A total of 240 credits,** including: • at least 90 at Level 5 or above • and no more than 150 at Level 4
Ordinary Degree:	**A total of 300 credits,** including: • at least 60 at Level 6 or above • and no more than 240 at Levels 4 and/or 5
Bachelor's degree with Honours:	**A total of 360 credits,** including: • at least 90 at Level 6 or above • and no more than 270 at Levels 4 and/or 5

Note:

(a) a student who fails 20 credits at Level 4, transfers to the Ordinary degree for Level 5 and subsequently transfers back to Honours for Level 6 may be awarded an Honours degree notwithstanding failure in 20 credits at Level 4. Such a student may therefore be awarded a Bachelor's degree with Honours having gained only 340 credits;

(b) exceptionally, a student may be awarded a Certificate, Diploma or degree despite having fewer than the approved number of credits where a concession has been granted or the Board of Examiners has exercised its discretion for the student to progress or to be given an award;

(c) credit may be awarded by compensation in accordance with the regulations below.

20. A student may be allowed to take a module whose Level is below the student's own Level of study (e.g. a student may take a Level 4 module as part of his/her Level 5 study.) This will normally be restricted to:

(a) adjacent Levels of study such that a module is taken from the Level below the student's Level of study;

(b) a total of 30 credits during Level 5, and 30 credits during Level 6;

and should not contravene the credit requirements for the programme of study concerned (as set out in paragraphs 18-19 above).

21. Full-time undergraduate students will be admitted to study for a Bachelor's degree with Honours, a Certificate, a Foundation Award or a Diploma. They may not be admitted to study for an Ordinary degree.

22. A degree will not be awarded on the basis of credits accumulated in isolation from registration for a named award. However, a student may be awarded a named award at a lower level than the award for which theyregistered provided that:

    (a) the student has gained the necessary credits for the lower level award;

    (b) the lower level award is defined in the programme regulations as an exit qualification in respect of the award for which the student has registered.

23. Unless otherwise indicated in the programme regulations, all named undergraduate Common Awards programmes:

    (a) lead to a Certificate, Diploma or Bachelor's degree; or,

    (b) may be awarded at Certificate or Diploma level; or,

    (c) may be awarded at Ordinary degree level; or,

    (d) may be awarded at Graduate Certificate or Graduate Diploma level.

24. **The award of a Certificate or Diploma is not conferred on a student progressing directly to the next Level of study.** Should the student leave the programme before completing successfully the next Level of award, they will be formally awarded the parchment for the award for which they are eligible.

25. Students' choice of modules may be subject to timetable constraints and other constraints, and shall be subject to approval by the Programme Leader or nominee in the relevant TEI. Students of one TEI may study modules from another TEI, with the permission of each party, and as long as the modules taken are to the value of no more than 60 credits at each Level of study and to the value of no more than 50% of the registered programme

ADDITIONAL PRE-CONDITIONS FOR PART-TIME STUDENTS

26. The following regulations apply to the registration of part-time students in addition to the regulations above for pre-conditions for an undergraduate award:

    (a) part-time students will be required to study each Level of the programme for which they are registered across no fewer than two and no more than three years;

    (b) part-time students may take modules to the value of no fewer than 40 credits and not more than 90 credits in each year of study;

    (c) part-time students aiming for a particular award may, at the discretion of the TEI, be admitted to an award at a lower level in the first instance (e.g. Certificate of Higher Education) and subsequently be registered for a higher award (e.g. Diploma of Higher Education or Bachelor's degree) subject to satisfying the progression requirements below;

    (d) if a part-time student who is eligible for the award of a Certificate or Diploma wishes to register for study for the next Level of award (i.e. Diploma or degree respectively), the award for which the student is eligible will not be made at that time. Should the student leave the programme before completing successfully the next Level of award, they will be awarded formally the parchment for the award for which they are eligible.

PLACEMENT LEARNING

27. Where approved by the University, a degree programme may include time spent at an educational institution or a place of work in the UK or abroad to give students additional learning opportunities. Such placement opportunities:

    (a) may last for a full year or for a shorter period of time;

    (b) may take place during term-time and/or vacations;

    (c) may replace a period of study within the TEI or offer additional experience;

    (d) may or may not contribute marks to the classification of the degree but must have an assessment requirement at least at threshold level;

    (e) must be formally approved by the University through the agreed procedures and documented as appropriate to the type of placement involved.

28. The regulations for the degree programme concerned must clarify the status of the placement with respect to the options listed above.

29. These regulations do not cover intercalated years taken at the request of the student in addition to the prescribed programme of study. Such years have no status within the University's regulatory framework.

PROGRESSION INTO AND FROM A STUDY ABROAD OR YEAR-LONG WORK PLACEMENT

30. To participate in any study abroad placement (such as an exchange), students must have successfully completed the previous Level of study under the core regulations and the relevant programme regulations for progression to the next Level of study. To proceed to the next Level of study following their placement they must in addition:

    (a) pass the assessment required for the placement;

    (b) conduct themselves in an appropriate way during the placement.

31. Students who fail to fulfil their academic commitments or who bring the University into disrepute during their placement may be required to leave the validated programme of study under the University's regulations for Academic Progress and/or student discipline as appropriate.

32. The marks for a placement which contributes to the assessment of the student for the purposes of progression or degree classification must be awarded according to the Durham assessment scale or translated by an approved procedure into the Durham scale.

33. Where a placement replaces study at Level 5 in the TEI and therefore contributes marks to the classification of the student's degree, a resit opportunity must be provided by the TEI concerned if it is not routinely provided by the host institution. The form and content of the resit should take into account prerequisites for study at the next Level and the material covered during the year abroad. The resit should be arranged in consultation with the external examiner. The volume of work to be resat should be comparable with the resit provisions of the University of Durham (half of the year's work - 60 credits - being permitted as a resit where not more than two-thirds of the year's work - 80 credits - has been failed).

34. The learning outcomes of a placement which replaces a period of study which would normally be undertaken within the TEI must be consistent with the learning outcomes of the programme as a whole and of the modules which would have been taken at the TEI, and

be subject to assessment comparable in standard with that obtaining for the year of study at the TEI. The marks obtained shall stand as marks under the core progression regulations and (where relevant) must be integrated into the Durham degree classification procedure. The marks for such a placement must be awarded according to the Durham assessment scale or translated by an approved procedure into the Durham scale.

35. A placement which provides additional learning experiences but does not contribute to the marks used for the degree classification process must nevertheless be assessed by means of an appropriate test or coursework for the purposes of progression. This assessment may be at threshold level or be graded. The marks obtained are additional to those required in the core progression regulations and students are required to pass this assessment before progressing to the next Level in their chosen programme of study. However, a student who fails this assessment must be offered a place on a parallel programme which does not require completion of the placement, on the basis of his/her successful completion of the previous Level of study.

36. Boards of Examiners have discretion to take into account the performance of a student in the assessment at the end of a placement which does not otherwise contribute to the marks for the classification of the degree.

ASSESSMENT

37. Student achievement may be assessed using a variety of methods including written examination papers, continuously assessed coursework, practicals, oral examinations and fieldwork. The mode(s) of assessment are specified in the Module Overview Tables proposed by the TEI, and approved by the University The mode(s) of assessment must comply with the Assessment Patterns Guidance (Undergraduate) issued by the University.

38. All work submitted for assessment must be in a form suitable for assessment by the external examiners and comply with any format requirements detailed in the appropriate handbook issued by the TEI. All assessed work shall be available to external examiners and the University Liaison Officers on request.

39. **Summative assessed coursework submitted after the due deadline will be penalised in the following ways:**

    a. Summative assessed work submitted late but within five working days of the deadline shall be penalised by having the mark for that work capped at the module pass mark. The work will be marked and feedback supplied. The mark that would have been awarded to the student had the penalty not been applied should be indicated to the student. A working day in this context refers to Monday to Friday, and excludes bank holidays and days which the TEI is officially closed.

    b. Summative assessed work submitted more than five working days after the deadline will not be marked and a mark of zero will be recorded.

40. A student who is unable, due to illness or other good cause, to submit coursework for assessment by the required date may apply to the Programme Leader or his/her nominee for an extension of that date. This should normally be done in advance of the deadline.

41. The University-level Board of Examiners will classify the performance of students using the approved Marking and Classification Conventions of the University . The Board of Examiners has the power to exercise discretion to take account of special circumstances if

it considers it right to do so in the proper discharge of its duties. The views of an External Examiner or Moderator must be particularly influential in the case of disagreement within the Board of Examiners.

42. Where a student's arithmetic means falls no more than 2% below a classification boundary, the University-level Board of Examiners must consider whether to award the higher classification by the exercise of discretion. Boards of Examiners may only consider exercising discretion to raise a classification for a student whose arithmetic mean falls outside of this 2% range where there are personal mitigating circumstances, or a combination of personal mitigating circumstances and academic factors, that warrant such consideration.

43. Students who fail to satisfy the Board of Examiners may be permitted by the Board to resubmit **on one further occasion only,** within a period of time to be specified by the Board. The mark recorded for any resubmission will be capped at the appropriate pass mark and will normally be considered at the next scheduled meeting of the Board of Examiners. The registration period of any student permitted to resubmit by the Board of Examiners will be extended accordingly and communicated to the University by the TEI.

PASS LISTS

44. Progression Lists shall be approved by the Chair of the Board of Examiners, External Examiners and the University Liaison Officers and shall state the name of the TEI delivering the validated programme.

45. Pass Lists shall be issued by the University and shall state the name of the **TEI** delivering the validated programme. Pass lists shall be signed by an appropriate University authority.

46. The transcript issued to students following the award shall state the name of the TEI delivering the validated programme.

RIGHT OF APPEAL

47. Students may appeal against a decision of the Board of Examiners or of a Committee of either the TEI or the University on an academic matter affecting them and shall be subject to the University's General Regulation VII: Academic Appeals.

MARKING AND CLASSIFICATION CONVENTIONS

48. All validated programmes of study shall comply with Durham University's scale for the relationship of marks to awards and with the University's Marking and Classification Conventions as applicable to the award concerned.

49. All validated programmes of study shall comply with Durham University's Qualification Descriptors.

ACADEMIC MISCONDUCT

50. The validated programmes of study shall have published regulations and processes approved by the University for Academic Misconduct. Students will be subject to these regulations.

PRELIMINARY HONOURS

PROGRESSION REGULATIONS

51. **At Level 4 students shall study and be assessed in a programme consisting of modules to a total of 120 credits (or 60 credits where students are registered for a Foundation Award), according to the regulations for individual programmes.**

52. **The programme regulations shall specify the intensity of study for part-time students (within the range of 40-90 credits per year). This may not be varied during the period of study for the Level except by concession.**

53. **A student must achieve a pass of at least 40% in each module taken at Level 4 (to a total of 120 credits) to be allowed to progress to Level 5.**

54. Unless stated in the programme regulations approved by the University, Modules shall be studied sequentially: from Level 4 through to Level 6. Students may not normally undertake modules of a higher Level without previously attaining 120 credits in the adjacent lower Level. This may include up to 20 credits of modules which were failed, provided that such failure will not preclude the student from being eligible for the award for which they are registered.

55. Subject to the programme regulations approved by the University, part-time students may be permitted to undertake Level 5 modules during the same Year as Level 4 study, provided that they have completed the Level 4 modules (to the value of at least 80 credits) taken previously. This may include up to 20 credits of modules which were failed, provided that such failure will not preclude the student from being eligible for the award for which they are registered.

56. A student who gains at least 120 credits at Level 4 in their Preliminary Honours Examination shall be eligible to progress to Level 5 in the programme of study for which they are registered. If they gain 120 credits at Level 4 they will be eligible for the award of a Certificate in the named programme for which they are registered. A student who gains 100 credits at Level 4 shall be eligible to transfer to the Ordinary degree operating in parallel with the Honours degree for which they are registered. This is subject to any pre-requisites defined in the programme regulations for such transfer. Such transfer shall not be permitted if the student has failed any module(s) named as a pre-requisite(s) for module(s), study of which is required at Level 5. A student who gains 60 credits at Level 4 shall be eligible for the award of a Foundation Award in the named programme for which they are registered.

57. **A student who fails more than 20 credits at Level 4 following reassessment will be required to leave the programme.**

RESITS

58. If a student gains an overall mark of less than 40% in any one or more modules up to the value of 120 credits, they will be required to resit the failed assessment element(s) of any failed assessment component(s) (e.g. where the examinations have been failed overall but the coursework passed, a student must resit the failed examination paper(s) and those only). The student must achieve mark(s) in the resit examination(s) such that the average for the module as a whole (taken together with the marks for any component(s) passed at the first attempt) is at least 40% in order to proceed in that programme of study. If a student achieves a lower mark in the resit than at the first attempt in respect of any assessment

component, the higher mark shall prevail for the purpose of establishing an overall mark for the module.

59. **A student permitted to resit one or more module element(s) may do so on one occasion only.** In such cases, a student:

(a) must resit all failed elements of any failed component(s) within the failed module(s) (e.g. a failed coursework assignment where the coursework overall has been failed);

(b) may not resit module components or elements in which they have achieved a mark of 40% or more at the first attempt;

(c) may be assessed at the resit by a mode of assessment different from that by which they were originally assessed, provided that this has been approved by the University;

(d) will have a maximum mark of 40% recorded for modules which have been passed at a resit.

60. Part-time students eligible to resit a module must do so in the resit period in which study for the module was commenced. They may not defer this to the subsequent year of study at the same Level.

61. Marks awarded for modules completed for the Preliminary Honours Examination will not count towards the final classification of the degree to be awarded.

62. **A student who gains 100 credits at Level 4 on the BA Honours degree shall be eligible to transfer to the Ordinary degree operating in parallel with the Honours degree for which they are registered. This is subject to any pre-requisites defined in the programme regulations for such transfer. Such transfer shall not be permitted if the student has failed any module(s) named as a pre-requisite(s) for module(s), study of which is required at Level 5.**

63. **A student who gains fewer than 100 credits at Level 4 will be required to leave the validated programme of study.**

COMPENSATION

64. In respect of the award of a Certificate, or progression from Level 4 to Level 5 of the Diploma, up to 20 credits may be gained by compensation in respect of Level 4 modules provided that:

(a) a mark of not less than 30% has been obtained in the module to be compensated;

(b) the overall average for the Level 4 modules taken is at least 40%;

(c) the module is not specified as a 'non-compensatable' module within the Programme Specification

(d) The actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

65. **Compensation is not permitted for the Foundation Award.**

PASS LISTS

66. The Pass List for the Preliminary Honours Examination shall list the names of students who are registered for, and eligible for, the award of Certificate of Higher Education or the Foundation Award.

67. The Progression list for the Preliminary Honours Examination shall list the names of:

    (a) students who are registered for, and eligible for, the award of Certificate of Higher Education;

    (b) students who are allowed to enter Level 5 of a named Diploma or Honours degree programme;

    (c) students who are eligible for the award of a Certificate but not for progression to Level 5;

    (d) part-time students who are eligible to study for and be assessed in further modules for the Certificate of Higher Education;

    (e) students who are not eligible to proceed within an Honours programme but may transfer to the Ordinary degree. This will usually be the Ordinary degree offered in parallel with the Honours programme on which the student has been registered.

FINAL HONOURS
LEVEL 5

PROGRESSION REGULATIONS

68. Unless otherwise stated in the programme regulations for the qualification concerned, students who successfully complete the Preliminary Honours Examination shall study and be assessed for not less than two further Years, in a programme consisting of modules to a total of 120 credits for each Level, according to the regulations for the relevant programme.

69. **At Level 5, students shall study and be assessed in a programme consisting of modules to a total of 120 credits (60 credits for a Certificate in *Christian Theology, Ministry and Mission)* according to the relevant programme regulations (see also regulation 18, above).**

70. **A student must achieve a pass of at least 40% in each module taken at Level 5 (to a total of 120 credits) to be allowed to progress to Level 6.**

71. Modules shall be studied sequentially: from Level 5 through to Level 6. Students may not normally undertake modules of a higher Level without previously attaining 120 credits in the adjacent lower Level unless otherwise stated in the programme regulations. Part-time students may be permitted to undertake Level 6 modules during the same Year as Level 5 study, provided that they have completed all the Level 5 modules taken previously (to a total of at least 60 credits). This may include up to 20 credits of modules which were failed, provided that such failure will not preclude the student from being eligible for the award for which they are registered (or, in the case of a student registered for an honours degree, at least for an Ordinary degree).

RESITS

72. **If a student gains an overall mark of less than 40% in any one or more modules to the value of not more than 60 credits, they will be required to resit the failed assessment element(s) of any failed assessment component(s) (e.g. where the examinations have been failed overall but the coursework passed, a student must resit the failed examination paper(s) and those only).** The student must achieve mark(s) in the resit examination(s) such that the average for the module as a whole (taken together with the marks for any component(s) passed at the first attempt) is at least 40% in

order to proceed in that programme of study. If a student achieves a lower mark in the resit than at the first attempt in respect of any assessment component the higher mark shall prevail for the purpose of establishing an overall mark for the module.

73. **If a student achieves a mark of less than 40% in modules to the value of 80 credits they may resit modules to the value of 60 credits for transfer to the Ordinary degree or the award of a Diploma.** The modules to be resat shall be selected by the student in line with regulation 70 above, in the light of advice from the TEI concerned and taking into account prerequisites for Level 6 of the Ordinary degree if required.

74. **If a student achieves a mark of less than 40% in modules to the value of more than 80 credits they may not resit any of the modules and will be required to leave the validated programme of study.**

75. **A student permitted to resit one or more module element(s) may do so on one occasion only.** In such cases, a student:

    (a) must resit all failed elements of any failed component(s) within the failed module(s) (e.g. a failed coursework assignment where the coursework overall has been failed);

    (b) may not resit module components or elements in which they have achieved a mark of 40% or more at the first attempt;

    (c) may be assessed at the resit by a mode of assessment different from that by which they were originally assessed, provided that this has been approved by the University;

    (d) will have a maximum mark of 40% recorded for modules which have been passed at a resit. This is the mark which will be carried forward into the averaging process for the classification of the degree.

76. Part-time students eligible to resit a module must do so in the resit period at the end of the academic year in which study for the module was commenced. They may not defer this to the subsequent year of study at the same level.

PROGRESSION AND CLASSIFICATION

77. **Marks awarded for modules completed at Level 5 will count towards the final classification of the degree to be awarded by the University.**

78. **A student who has gained at least 120 credits in his/her assessment at Level 5 shall be eligible to progress to Level 6 in the programme of study for the Honours degree for which they are registered.**

79. A student who gains 100 credits in his/her assessment at Level 5 shall be eligible to transfer to or (if already registered for the Ordinary degree) progress in the Ordinary degree operating in parallel with the Honours degree for which they are registered. This is subject to any pre-requisites defined in the programme regulations for such transfer. Such transfer or progression shall not be permitted if the student has failed any module(s) named as pre-requisite(s) for module(s), study of which is required at Level 6.

80. **A student who fails more than 20 credits at Level 5 following resit will be required to leave the programme.**

COMPENSATION

81. A student who has gained a total of at least 240 credits including at least 90 Level 5 credits and no more than 150 Level 4 credits shall be eligible for the award of a Diploma in the named programme for which they are registered. In respect of the award of a Diploma up to 40 credits may be gained by compensation in respect of modules taken during Level 4 and/or Level 5 provided that:

    (a) a mark of not less than 30% has been obtained in the module(s) to be compensated;

    (b) the overall average for the modules taken during Level 5 is at least 40%;

    (c) the module is not specified as a 'non-compensatable' module within the Programme Specification.

    (d) The actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

ORDINARY DEGREES

82. A student registered for an Ordinary degree who gains a total of 120 credits in his/her assessment at Level 5 and has gained a total of at least 220 credits in his/her assessments at Levels 4 and 5 together may transfer back to the named Honours degree programme operating in parallel with his/her Ordinary degree. This is subject to having passed any pre-requisites defined in the programme regulations for such transfer. Such transfer or progression shall not be permitted if the student has failed any module(s) named as pre-requisite(s) for module(s), study of which is required at Level 6.

PASS LISTS

83. A Pass List will be issued for the Level 5 Examination listing the names of:

    (a) students who are registered for, and eligible for, the award of Diploma of Higher Education;

    (b) students who are required to leave the validated programme with the award of a Certificate.

84. A Progression List will be issued for the Level 5 Examination listing the names of:

    (a) students who are registered for, and eligible for, the award of Diploma of Higher Education;

    (b) students who are allowed to progress to Level 6 of a named Honours degree programme;

    (c) part-time students who are eligible to study for and be assessed in further modules for the Diploma of Higher Education in the named programme for which they are registered;

    (d) students who have not reached the required standard but are eligible to resit assessments. For each such student the Board of Examiners concerned shall specify which module assessment element(s) must be re-examined, and the form of the resit examination;

    (e) students who are not eligible to progress to Level 6 of an Honours programme but may transfer to or proceed within an Ordinary degree

    (f) students who are eligible for the award of a Diploma but not for progression to Level 6;

(g) students who are required to leave validated programme with the award of a Certificate.

FINAL HONOURS
LEVEL 6

LEVEL 6 REGULATIONS FOR DEGREE PROGRAMMES

85. **At Level 6, students shall study and be assessed in a programme consisting of modules to a total of 120 credits, according to the regulations for the relevant programme.**

86. **A student must achieve a pass of at least 40% in each module taken at Level 6 (to a total of 120 credits) to be awarded a degree with Honours. There are no resit opportunities at Level 6.**

87. Notwithstanding this requirement, up to 40 credits may be gained by compensation in respect of modules taken at Level 5 and/or 6 provided that:

(a) a mark of not less than 30% has been obtained in each of the modules to be compensated;

(b) the overall average for all the modules taken at Levels 5 and 6, including the module(s) to be compensated, is at least 40%. To derive the average for Levels 5 and 6 together, marks shall be weighted as follows:

The first 120 credits of Level 4 modules:	Not included in weighting
The first 120 credits of Level 5 modules (which may include up to 30 credits of Level 4 modules taken under the adjacent levels rule):	Weighted **2**
Level 6 modules to the value of 120 credits (which may include up to 30 credits of Level 5 modules taken under the adjacent levels rule):	Weighted **3**

(c) the achievement of the learning outcomes of the programme is not compromised by failure in the module(s) concerned. The Programme Specifications indicate which module(s) may not be passed by compensation because failure in those modules would compromise the achievement of the learning outcomes of the programme.

88. The actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

89. **Marks awarded for modules completed for the Level 6 Examination will count towards the final classification of the degree to be awarded.**

90. A student who, following his/her assessment at Level 6, has gained a total of 300 credits including at least 60 credits at Level 6 shall be eligible for the award of an Ordinary degree. No modules may be gained by compensation in respect of this award.

91. A student who, following his/her assessment at Level 6, has gained fewer than 300 credits in total or fewer than 60 Level 6 credits, will not be eligible for the award of a degree but will be eligible for a Diploma where they have satisfied the requirements for this award.

92. A part-time student who has failed more than 60 credits at Level 6 will be required to leave the programme.

MARKING AND CLASSIFICATION CONVENTIONS

93. The University has approved the following scale for the relationship of marks to degree classes:

Honours Class	%	**Generic Assessment Criteria** * %	
I	70-100	86 - 100	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.
		76- 85	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.
		70- 75	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.
II(i)	60- 69	65- 69	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.
		60- 64	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.
II(ii)	50- 59	55- 59	The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50- 54	The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
III	40 - 49	45 - 49	The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning

			outcomes and responsibilities appropriate to that Level are satisfied.
		40 - 44	The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

Fail			
	0- 39	35- 39	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable evidence showing that the great majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30- 34	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		20- 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that only some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 - 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0-9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
* These assessment criteria are generic and apply to all subject areas at the relevant level across the University. The Common Awards Scheme supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline.			

All summative assessed work should be marked according to this scale and students should be given the percentage mark awarded for each coursework assignment and examination paper. Marks are provisional until they have been confirmed by a Board of Examiners.

94. A Board of Examiners will classify the performance of students using the general University conventions as guidelines. A Board of Examiners has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties. Such circumstances

shall include, but not be restricted to, personal mitigating circumstances. Boards of Examiners may also take into account academic factors such as the overall pattern of marks gained by a student and the relative significance of various modules for the learning outcomes of the programme. The views of an External Examiner must be particularly influential in the case of disagreement within the Board of Examiners on the mark to be awarded for a particular unit of assessment, or on the final level of award to be derived from the array of marks of a particular student.

95. **here a student's arithmetic means falls no more than 2% below a classification boundary, the University-level board of examiners must consider whether to award the higher classification by the exercise of discretion. The Board of Examiners may only consider exercising discretion to raise a classification for a student whose arithmetic mean falls outside of this 2% range where there are personal mitigating circumstances, or a combination of personal mitigating circumstances and academic factors, that warrant such consideration.**

96. Only marks for modules taken after the Preliminary Honours will be taken into consideration for the classification of degrees.

97. Marks for double modules (40 credits) shall be returned as two identical marks and for triple modules as three identical marks (60 credits).

98. Honours degrees will be classified according to the mean weighted classification scheme:

The first 120 credits of Level 4 modules:	Not included in weighting
The first 120 credits of Level 5 modules (which may include not more than 30 credits of Level 4 modules taken under the adjacent levels rule):	Weighted **2**
Level 6 modules to the value of 120 credits (which may include not more than 30 credits of Level 5 modules taken under the adjacent levels rule):	Weighted **3**

99. A degree will be awarded to a student who has passed the appropriate number of modules to the required credit value at the required Level with a mark of at least 40% in each module, after a resit if applicable, subject to the Preconditions for the Award of a Degree, Diploma or Certificate and the Progression Regulations.

The Honours classification of an individual student shall be determined as outlined below:

(a) First Class Honours shall be awarded to a student who achieves an arithmetic mean of 70% or greater.

(b) Second Class Honours (First Division) shall be awarded to a student who achieves an arithmetic mean of at least 60% but less than 70%.

(c) Second Class Honours (Second Division) shall be awarded to a student who achieves an arithmetic mean of at least 50% but less than 60%.

(d) Third Class Honours shall be awarded to a student who achieves an arithmetic mean of at least 40% but less than 50%.

CORE REGULATIONS FOR MODULAR TAUGHT MASTER'S DEGREES, POSTGRADUATE DIPLOMAS AND POSTGRADUATE CERTIFICATES IN THE COMMON AWARDS SCHEME

DEFINITIONS

1. In these Regulations, the following definitions will apply:

Validated programmes of study
A *validated programme of study* is an approved pathway of study in Theology, Ministry and Mission, Chaplaincy Studies, Contemporary Christian Leadership, Worship and Liturgical Studies, or Church Law, that has been developed in conjunction with the Archbishops' Council, and which leads to a particular named award of the University of Durham within a specified period of registration, yet resourced, delivered and supported by a Theological Education Institution (TEI). All such validated postgraduate programmes in Theology, Ministry and Mission, Chaplaincy Studies, Contemporary Christian Leadership, Worship and Liturgical Studies, or Church Law are subject to these Core Regulations for Postgraduate Programmes in the Common Awards Scheme. Additional requirements may be set out in the programme regulations.

Programme Leader
Reference to a 'Programme Leader' in these regulations should be read as referring to a member of TEI staff who manages and/or has academic oversight of the programme of study. Different terms may be used (for example "Director of Studies"). Similarly the role may be undertaken by a number of staff rather than a single individual (e.g. Level 4 Director, Level 5 Director, Level 6 Director). The student handbook or comparable information provided to students by the TEI will state which member of staff acts in the capacity of 'Programme Leader' used in these regulations.

Theological Education Institutions (TEIs)
A *TEI* is an institution that has been designated in Schedule 1 of the Service Contract between Durham University and the Archbishops' Council, and with which Durham University has signed a Standard Validation Contract detailing the terms and conditions governing the validation agreement for each validated programme. Designated TEIs are deemed to have met the University's principles and policies for Collaborative Provision. TEIs are responsible for ensuring that students receive adequate information about their chosen validated programme. This information shall usually be contained in one or more student handbooks. For the purposes of these regulations, all such handbooks shall be referred to as *the appropriate handbook issued by the TEI.*

Quality and Standards Committee (QSC)
The *Quality and Standards Committee* is the University Committee through which the University's validation activity, both undergraduate and postgraduate, is monitored. QSC reports to Senate through the University's Education Committee.

Management Board
The *Management Board* is the joint Board established by the University and the Archbishops' Council, which has responsibility and oversight for the services provided pursuant to the Framework Validation Agreement and Standard Validation Contracts. The Management Board has equal representation from staff of the University and representatives of the Archbishops' Council and the TEIs, and reports to QSSC.

Board of Examiners
The *Board of Examiners* has a membership appointed by the University's Senate. It consists of internal and external examiners recommended for membership by the Management Board. The Board of Examiners will include at least one member of the University. It is required to follow the policies and processes set by the University, and recommends to the Senate students who have satisfied the Board of Examiners that they have met all the requirements for the award of a qualification of the University.

University Liaison Officers (ULOs)
University Liaison Officers are subject specialists appointed by the University to review the work of students and to advise the University on the comparability of the standards they achieve with those of other registered students of the University. However, ULOs are not expected to play a part in marking. It is their role to advise the Board of Examiners, and the University, on the comparability of standards reached by the students on the validated programme being examined, and the standards reached by students on equivalent or similar programmes offered by the University. In order to perform this role, ULOs need to have unrestricted access to students' work and to the marks awarded, both on the validated programme and on any relevant University programme.

Concessions

A *concession* is any request which falls outside what is permitted within the regulations of the University. Concessions will be considered by the Chair of the Management Board or the Chair of the TEI Management Committee as specified by the University. The concession will set out the terms and conditions under which a student who has demonstrated good grounds might be granted permission to interrupt their studies or extend their period of registration or otherwise depart from these regulations. Other concessions may be permitted, as specified by the University.

Modules

A *module* is a defined course of study which is self-contained and which receives a specified number of credits. A single module at Level 7 is worth 20 credits; larger modules are worth multiples of 20 credits. A dissertation module at Level 7 is normally worth between 60 and 120 credits, as specified in the relevant programme regulations. Modules at levels 4-6 are worth 10 credits or multiples of 10 credits. Modules cannot be sub-divided and must be taken and assessed as a whole. Credits are gained when a student has satisfied the Board of Examiners in respect of the assessment requirements for the module concerned.

Each module is set at a given Level of study appropriate to its learning outcomes and is assessed against criteria appropriate to that Level. Certain modules may be defined in Programme Regulations as prerequisites for study of certain other modules at a higher Level. Not all the modules listed in the Programme Regulations for a given degree programme may be available in any one year.

Students are not permitted to register for the same module on more than one occasion.

Prerequisite modules

A *prerequisite module* is one which must be satisfactorily completed (i.e. passed) prior to registration for a defined module. Certain modules may be defined in programme regulations as prerequisites for study of certain other modules at a higher Level.

Corequisite modules

Corequisite modules must be studied together during the same year.

Excluded combinations

Excluded combinations are modules both/all of which cannot be studied within the same programme.

Levels

A *Level* refers to the stage of study within a programme and hence to the order in which particular modules would typically be studied. Levels, therefore, indicate the intellectual challenge of a module within a programme of study. The University's Level Descriptors provide a common framework for this. Postgraduate levels in these regulations adopt the level numbering and descriptors of the Framework for Higher Education Qualifications (England, Wales and Northern Ireland):

FHEQ Level	Full-Time Equivalent	Typical Qualification Equivalent
Level 4	FT UG Year 1	Certificate
Level 5	FT UG Year 2	Diploma
Level 6	FT UG Year 3	Honours Degree
Level 7	PGT	Postgraduate Certificate/ Diploma/ Taught Master's Degree

Year

A *year* is a 12-month period of study, normally beginning from the start of the academic year. The defined Level of study remains fixed irrespective of the actual year of study of a particular student. So, for example, a part-time student undertaking a Taught Master's Degree over the course of two years will progress from Year 1 to Year 2, while remaining at Level 7 throughout.

Assessment components
The *assessment* of a module may be by examination alone or by other forms of summative assessment such as continuously assessed coursework, practicals, oral examinations and fieldwork. Each of these forms an *assessment component* of the module. The mode(s) of assessment approved by the University are specified in the Common Awards Assessment Patterns Guidance (Postgraduate). The assessment for a module must be attempted on the first occasion during or at the end of the academic year in which the module has been studied. The results of the assessment at the end of each module will be the basis for allowing students to progress from one Level to the next. The results of the assessment of all modules studied for Final Honours will be used in the classification of the degree to be awarded.

Assessment elements
An *assessment element* is a defined piece of assessment which contributes a stated percentage of the mark for the module. This may be an examination paper, a coursework essay, a dissertation, a presentation etc. Several *assessment elements* may make up an *assessment component* (e.g. two exam papers may make up the examination *component* of the assessment; an essay and a presentation may make up the coursework *component* of the assessment).

Programme regulations
Programme regulations specify the modules approved for delivery for a validated programme at a designated TEI.

Assessment Patterns Guidance (Postgraduate)
The *Assessment Patterns Guidance (Postgraduate)* specifies the approved assessment components for modules approved for delivery within the Common Awards Framework.

Module Overview Table
A *Module Overview Table* specifies the approved assessment components for each module delivered at the TEI, in line with the Assessment Patterns Guidance (Postgraduate)

PRE-CONDITIONS FOR THE AWARD OF A MASTER'S DEGREE, POSTGRADUATE DIPLOMA OR POSTGRADUATE CERTIFICATE

1. To qualify for the award of a Master's degree, Postgraduate Diploma or Postgraduate Certificate, a student must:
   (a) be admitted to, and approved by, the TEI concerned as a candidate for the validated programme of study;
   (b) study and be assessed in accordance with these Core Regulations and the Programme Regulations of the award for which they are registered for the period of time required;
   (c) satisfy the examiners in the assessment requirements as prescribed in the Programme Regulations of the award for which they are registered within the period allowed.

ADMISSION

2. Applicants must be graduates of this or another approved University or possess some other qualification approved by the University. Normally an upper second class Honours degree or equivalent in a subject relevant to the proposed course of study is required, unless otherwise specified in the Programme Specifications.

3. **Students shall not become matriculated members of the University,** neither shall they be members of a College or a Society of Durham University unless by special arrangement with a particular College or Society.

4. Students shall be subject to the regulations of the TEI except in the matter of an appeal against a decision of the University's Board of Examiners or of a committee of the University, on an academic matter affecting them. In such cases, students will be subject to the Regulations for Academic Appeals (regulation 53 below refers).

5. All validated programmes are delivered and assessed in English. Students whose first language is not English shall be required to present satisfactory evidence of their achievement in an approved English Language proficiency test.

REGISTRATION

6. **Students enrolled on the Theology, Ministry and Mission, Chaplaincy Studies, Contemporary Christian Leadership, Worship and Liturgical Studies, or Church Law programmes will be students of the TEI. They will be registered for an award of the University but will not be members of the University.**

7. The TEI is responsible for informing the University of all students who are registered for a Common Awards validated programme of study. and by the date specified by the University.

RESIDENCE

8. Students registered for the validated Theology, Ministry and Mission, Chaplaincy Studies, Contemporary Christian Leadership, Worship and Liturgical Studies, or Church Law programmes are not subject to the University's residence requirements but shall be subject to any residence requirements of the TEI.

ACCREDITATION OF PRIOR LEARNING (APL)

9. **A Postgraduate Certificate, Postgraduate Diploma or Taught Master's Degree will normally be awarded only if the student has undertaken study within the Durham University programme of at least two-thirds of the credits for the award.** Thus standard APL requests will total:

Postgraduate Certificate:	20 credits
Postgraduate Diploma:	40 credits
Masters:	60 credits

PROGRESS AND ATTENDANCE

10. All students registered for validated programmes of study are required to:

    (a) fulfil the attendance requirements of the TEI as specified in the programme regulations or the appropriate handbook issued by the TEI;

    (b) fulfil all academic engagements (including registration, examinations, tests, written work, tutorials, seminars, practical classes, professional placements, field courses, including those which may be held during vacations, interviews and lectures) to a standard satisfactory to the Programme Leader.

11. **Not all modules will be available in any one year. Details of availability will be included in the appropriate handbook issued by the TEI, and listed on the programme regulations.**

12. During any period of study, students shall maintain such contact with the Programme Leader or his/her nominee, and provide the Programme Leader or his/her nominee with such evidence of progress, as they may require.

13. The Chair of the Management Committee or Management Board as stated in the Standard Validation Contract may permit an interruption to, or the extension of, a student's registration for a period to be specified by concession.

14. **Students who fail to achieve satisfactory marks in approved assessments, and who are not allowed or qualified to proceed to the next year of a programme of study, will be required to leave the validated programme of study.**

15. If it should appear during the first term of his/her programme that a student's attainment in the English language is not fully adequate for his/her study, the student may be required to undertake, at his/her own expense, an approved course of instruction in the English language.

PROGRAMME REQUIREMENTS

16. **Requirements for each validated programme shall be as specified in the relevant programme regulations.**

17. **Credits may be counted towards one award and on one occasion only.**

18. A student's choice of modules shall be subject to the approval of the Programme Leader responsible for the programme.

19. In order to qualify for the award of the University, a student must:

    (a) be admitted to an approved validated programme of study and included in the record of registered students returned to the University by the TEI.

    (b) study in accordance with the Core Regulations for Postgraduate Programmes in the Common Awards in Theology, Ministry and Mission Scheme, and the programme regulations for the validated programme for which they are registered;

    (c) pass, in the period of time permitted, the assessment requirements prescribed in the Module Overview Table of the named validated programme for which they are registered.

20. A student must gain credits as follows subject to the requirements of the relevant programme regulations:

    (a) for the award of a Master's degree: a total of **180 credits** including at least 150 credits at Level 7.

    (b) for the award of a Postgraduate Diploma: a total of **120 credits** including at least 90 credits at Level 7.

    (c) for the award of a Postgraduate Certificate: a total of **60 credits** including at least 40 credits at Level 7.

21. A student may be awarded a named award at a lower level than the award for which they are registered provided that the student has gained the necessary credits for the lower level of award as per regulation 19 above.

22. Unless otherwise stated in the programme regulations, all named Master's degrees may be awarded at Postgraduate Certificate or Postgraduate Diploma level and all named Postgraduate Diploma awards may be awarded at Postgraduate Certificate level.

23. Students taking a taught Master's programme in part-time mode must normally take the dissertation in the final year, any research methods module before the final year, and as equal a division of credits between the years of study as possible.

24. Students' choice of modules may be subject to timetable constraints and other constraints, and shall be subject to approval by the Programme Leader or nominee in the relevant TEI. Students of one TEI may study modules from another TEI, with the permission of each party, and as long as the modules taken are to the value of no more than 60 credits at each Level of study and to the value of no more than 50% of the registered programme.

MARKING AND CLASSIFICATION CONVENTIONS

25. Student achievement may be assessed using a variety of methods including written examination papers, continuously assessed coursework, practicals, oral examinations and fieldwork. The mode(s) of assessment for each programme shall be specified in the Module Overview Table proposed by the TEI, and approved by the University The mode(s) of assessment must comply with the Assessment Patterns Guidance (Postgraduate) (and Undergraduate, where applicable) issued by the University.

26. All validated programmes of study comply with Durham University's scale for the relationship of marks to awards and with the University's classification conventions as applicable to the award concerned unless otherwise stated in the Programme regulations.

27. All validated programmes of study comply with Durham University's Qualification Descriptors.

28. Each component of assessment for a module shall be marked according to the table below:

MARKING LEVELS FOR EACH UNIT OF ASSESSMENT	
MASTER'S DEGREES, PG CERTIFICATES AND PG DIPLOMAS	
% **Mark**	
70 - 100	Distinction
60- 69	Merit
50- 59	Pass
0-49	Fail

29. **The pass mark for Master's programmes, Postgraduate Diplomas and Postgraduate Certificates is 50%. This must be achieved overall in each of the taught modules and in the dissertation.**

30. **Any module taken from Levels 4-6 is marked according to the undergraduate mark scale but Master's students are required to obtain a mark of at least 50% to pass.** The mark is included in the usual way within the run of marks contributing to the average for the Master's programme pro rata to the credit value of the module concerned.

31. Each module should be marked as a percentage. An overall weighted average mark is used to determine eligibility for a Merit or Distinction grade as in 36-43 below, and compensation as in 46 below. The overall average is calculated by multiplying the mark achieved for each module by the number of credits, summing the resultant marks and dividing the summed total by the number of credits required for the award (e.g. for a Masters degree the overall average mark is (sum: X multiplied by Y)/ 180) where X is the mark achieved for the module and Y the credit value of the module.

32. All work submitted for assessment must be in a form suitable for assessment by the external examiners and comply with any format requirements detailed in the appropriate handbook issued by the TEI. All assessed work shall be available to external examiners and the University Liaison Officers on request. The usual language of assessment is English.

33. Candidates in the final year of their programme must submit their dissertation by a date specified by the TEI.. The deadline will be specified in a Handbook issued by the TEI.

34. Summative assessed coursework submitted after the due deadline will be penalised in the following ways:

    a. **Summative assessed work submitted late but within five working days of the deadline shall be penalised by having the mark for that work capped at the module pass mark.** The work will be marked and feedback supplied. The mark that would have been awarded to the student had the penalty not been applied should be indicated to the student. A working day in this context refers to Monday to Friday, and excludes bank holidays and days which the TEI is officially closed.

    b. **Summative assessed work submitted more than five working days after the deadline will not be marked and a mark of zero will be recorded.**

35. A student who, due to illness or other good cause, is unable to submit coursework other than the dissertation for assessment by the required date may apply to the Chair of the Board of Examiners or his/her nominee for an extension of that date. A student who is unable to present a dissertation may similarly apply for an extension of that date; if the extension is for no more than two weeks after the original submission deadline, this request should be considered by the Chair of the Board of Examiners or his/her nominee. Any extension beyond two weeks after the original submission deadline requires the approval of the Chair of the Management Board.

36. A Board of Examiners appointed by the University has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties. Such circumstances shall include, but not be restricted to, personal mitigating circumstances. Boards of Examiners may also take into account academic factors such as the overall pattern of marks gained by a student and the relative significance of various modules for the learning outcomes of the programme. The views of an External Examiner must be particularly influential in the case of disagreement within the Board of Examiners on the mark to be awarded for a particular unit of assessment, or on the final level of award to be derived from the array of marks of a particular student.

37. **Where a student's arithmetic means falls no more than 2% below a classification boundary, the University-level board of examiners must consider whether to award the higher classification by exercise of discretion. In order to be considered for the award of distinction by discretion a student must have obtained either a mark of 70% in their dissertation or an arithmetic mean of 70%, and a mark of at least 68% and less than 70% in relation to the other criteria for the award of a distinction. In order to be considered for the award of a merit by discretion, a student must have obtained either a mark of 60% in their dissertation or an arithmetic mean of 60%, and a mark of at** least 58% and less than 60% in relation to the other criteria for the award of a merit. Boards of Examiners may only consider exercising discretion to raise a classification for a student whose arithmetic mean falls outside this 2% range where there are personal mitigating circumstances, or a combination of personal mitigating circumstances and academic factors, that warrant such consideration.

<u>Award of Distinction</u>

38. The requirement for the award of the Master's degree with Distinction shall be as follows:

    (a) the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 180 credits, including:

    (b) the achievement of a mark of 70% or more in the dissertation.

39. The requirement for the award of the Postgraduate Diploma with Distinction shall be as follows:

    (a) the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 120 credits.

40. The requirement for the award of the Postgraduate Certificate with Distinction shall be as follows: the achievement of an overall average mark of at least 70% across all the modules taken.

41. Any supplementary requirements for achieving an award with Distinction shall be as defined in the Programme Regulations for the programme.

Award of Merit

42. The requirement for the award of the Master's degree with Merit where the candidate did not meet the criteria for the award of a distinction shall be:

    (a) the achievement of an overall average mark of at least 60%, including:

    (b) the achievement of a mark of 60% or more in the dissertation.

43. The requirement for the award of the Postgraduate Diploma with Merit shall be the achievement of an overall average mark of at least 60%, including the achievement of a mark of 60% or more in the dissertation, but where the candidate did not meet the criteria for the award of a distinction.

44. The requirement for the award of the Postgraduate Certificate with Merit shall be the achievement of an overall average mark of at least 60%, but where the candidate did not meet the criteria for the award of a distinction.

45. Any supplementary requirements for achieving an award with Merit shall be as defined in the Programme Regulations for the programme.

Re-examination

46. **Students who achieve an average mark of less than 50% in any module (including the dissertation) at the first attempt are allowed one further attempt to pass the module. The total number of taught modules which a student may resit must total no more than half the total credit value of their programme's taught modules, excluding the dissertation.** The resit (without repeating the module itself) shall normally be at the time of the next normal assessment of the module component(s) concerned. Any alternative arrangements for re-examination shall be as specified in the Programme Regulations of the programme. **Students who achieve a mark of less than 50% in the dissertation at first attempt are allowed one further opportunity to resubmit the dissertation.** The resubmission (without further supervision) shall normally be at the next dissertation submission time, unless otherwise specified in the Programme Regulations of the programme.

47. **The mark for any module following a resit shall be capped at 50%.**

COMPENSATION

48. Notwithstanding the requirements in paragraph 20 (above), up to 40 credits for a Master's degree, up to 30 credits for a Postgraduate Diploma, and up to 20 credits for a Postgraduate Certificate may be gained by compensation provided that:

    (a) a mark of not less than 40% has been obtained in each of the modules to be compensated;

    (b) the overall average for all modules taken including the module(s) to be compensated is at least 50%;

    (c) the achievement of the learning outcomes of the programme is not compromised by failure in the module(s) concerned. The programme regulations indicate which module(s) may not be passed by compensation because failure in that module(s) would compromise the achievement of the learning outcomes of the programme.

49. The actual mark received for modules passed by compensation will be taken forward to the averaging process for the classification of the degree and will be entered on the student's transcript.

PASS LISTS

50. Progression Lists shall be approved by the Chair of the Board of Examiners, External Examiners and the University Liaison Officers and shall state the name of the TEI delivering the validated programme. Pass lists shall be signed by an appropriate University authority.

51. Pass Lists shall be issued by the University and shall state the name of the TEI delivering the validated programme.

52. The transcript issued to students by the University following the award shall state the name of the TEI delivering the validated programme.

RIGHT OF APPEAL

53. Students may appeal against a decision of the Board of Examiners or of a Committee of either the TEI or the University on an academic matter affecting them and shall be subject to the University's General Regulation VII: Academic Appeals.

ACADEMIC MISCONDUCT

54. The validated programmes of study shall have published regulations and processes approved by the University for Academic Misconduct. Students will be subject to these regulations.

CORE REGULATIONS FOR GRADUATE DIPLOMAS AND GRADUATE CERTIFICATES IN THE COMMON AWARDS IN THEOLOGY, MINISTRY AND MISSION SCHEME

DEFINITIONS

1. In these Regulations, the following definitions apply:

Validated programmes of study
A *validated programme of study* is an approved pathway of study in Theology, Ministry and Mission that has been developed in conjunction with the Archbishops' Council, and which leads to a particular named award of the University of Durham within a specified period of registration, yet resourced, delivered and supported by a Theological Education Institution (TEI). All such validated graduate programmes in Theology, Ministry and Mission are subject to these Core Regulations for Graduate Programmes in the Common Awards Scheme. Additional requirements may be set out in the programme regulations.

Programme Leader
Reference to a 'Programme Leader' in these regulations should be read as referring to a member of TEI staff who manages and/or has academic oversight of the programme of study. Different terms may be used (for example "Director of Studies"). Similarly the role may be undertaken by a number of staff rather than a single individual (e.g. Level 4 Director, Level 5 Director, Level 6 Director). The student handbook or comparable information provided to students by the TEI will state which member of staff acts in the capacity of 'Programme Leader' used in these regulations.

Theological Education Institutions (TEIs)
A *TEI* is an institution that has been designated in Schedule 1 of the Service Contract between Durham University and the Archbishops' Council, and with which Durham University has signed a Standard Validation Contract detailing the terms and conditions governing the validation agreement for each validated programme. Designated TEIs are deemed to have met the University's principles and policies for Collaborative Provision. TEIs are responsible for ensuring that students receive adequate information about their chosen validated programme. This information shall usually be contained in one or more student handbooks. For the purposes of these regulations, all such handbooks shall be referred to as *the appropriate handbook issued by the TEI.*

Quality and Standards Committee (QSSC)
The *Quality and Standards -Committee* is the University Committee through which the University's validation activity, both undergraduate and postgraduate, is monitored. QSC reports to Senate through the University's Education Committee.

Management Board
The *Management Board* is the joint Board established by the University and the Archbishops' Council, which has responsibility and oversight for the services provided pursuant to the Framework Validation Agreement and Standard Validation Contracts. The Management Board has equal representation from staff of the University and representatives of the Archbishops' Council and the TEIs, and reports to QSC.

Board of Examiners
The *Board of Examiners* has a membership appointed by the University's Senate. It consists of internal and external examiners recommended for membership by the Management Board. The Board of Examiners will include at least one member of the University. It is required to follow the policies and processes set by the University, and recommends to the Senate students who have satisfied the Board of Examiners that they have met all the requirements for the award of a qualification of the University.

University Liaison Officers (ULOs)
University Liaison Officers are subject specialists appointed by the University, to review the work of students and to advise the University on the comparability of the standards they achieve with those of other registered students of the University. However, ULOs are not expected to play a part in marking. It is their role to advise the Board of Examiners, and the University, on the comparability of standards reached by the students on the validated programme being examined, and the standards reached by students on equivalent or similar programmes offered by the University. In order to perform this role, ULOs need to have unrestricted access to students' work and to the marks awarded, both on the validated programme and on any relevant University programme.

Concessions

A *concession* is any request which falls outside what is permitted within the regulations of the University. Concessions will be considered by the Chair of the Management Board or the Chair of the TEI Management Committee as defined by the University. The concession will set out the terms and conditions under which a student who has demonstrated good grounds might be granted permission to interrupt their studies or extend their period of registration or otherwise depart from these regulations. Other concessions may be permitted, as specified by the University.

Modules
A *module* is a defined course of study which is self-contained and which receives a specified number of credits. The minimum number of credits that a module is worth is 10 credits, and the credit value of all modules is 10 credits or a multiple of 10 credits. Modules cannot be sub-divided and must be taken and assessed as a whole. Credits are gained when a student has satisfied the Board of Examiners in respect of the assessment requirements for the module concerned.

Each module is set at a given Level of study appropriate to its learning outcomes and is assessed against criteria appropriate to that Level. Certain modules may be defined in Programme Regulations as prerequisites for study of certain other modules at a higher Level. Not all the modules listed in the Programme Regulations for a given degree programme may be available in any one year.

Students are not permitted to register for the same module on more than one occasion.

Prerequisite modules
A *prerequisite module* is one which must be satisfactorily completed (i.e. passed) prior to registration for a defined module. Certain modules may be defined in programme regulations as prerequisites for study of certain other modules at a higher Level.

Corequisite modules
Corequisite modules must be studied together during the same year.

Excluded combinations
Excluded combinations are modules both/all of which cannot be studied within the same programme.

Levels
A *Level* refers to the stage of study within a programme and hence to the order in which particular modules would typically be studied. Levels, therefore, indicate the intellectual challenge of a module within a programme of study. The University's Level Descriptors provide a common framework for this. Undergraduate levels in these regulations adopt the level numbering and descriptors of the Framework for Higher Education Qualifications (England, Wales and Northern Ireland):

FHEQ Level	Full-Time Equivalent	Typical Qualification Equivalent
Level 4	FT UG Year 1	Certificate
Level 5	FT UG Year 2	Diploma
Level 6	FT UG Year 3	Graduate Certificate/Graduate Diploma/Honours Degree

Year
A *year* is a 12 month period of study, normally beginning from the start of the academic year. The defined Level of study remains fixed irrespective of the actual year of study of a particular student.

Assessment components
The *assessment* of a module may be by examination alone or by other forms of summative assessment such as continuously assessed coursework, practicals, oral examinations and fieldwork. Each of these forms an *assessment component* of the module. The mode(s) of assessment approved by the University are specified in the Common Awards Assessment Patterns Guidance (Undergraduate). The assessment for a module must be attempted on the first occasion during or at the end of the academic year in which the module has been studied. The results of the assessment at the end of each module will be the basis for allowing students to progress from one Level to the next. The results of the assessment of all modules studied for Final Honours will be used in the classification of the degree to be awarded.

Assessment elements
An *assessment element* is a defined piece of assessment which contributes a stated percentage of the mark for the module. This may be an examination paper, a coursework essay, a dissertation, a presentation etc. Several *assessment elements* may make up an *assessment component* (e.g. two exam papers may make up the examination *component* of the assessment; an essay and a presentation may make up the coursework *component* of the assessment).

Programme regulations
Programme regulations specify the modules approved for delivery for a validated programme at a designated TEI.

Assessment Patterns Guidance (Undergraduate)
The *Assessment Patterns Guidance (Undergraduate)* specifies the approved assessment components for modules approved for delivery within the Common Awards Framework.

Module Overview Table
A *Module Overview Table* specifies the approved assessment components for each module delivered at the TEI, in line with the Assessment Patterns Guidance (Undergraduate)

PRE-CONDITION FOR THE AWARD OF A GRADUATE DIPLOMA OR GRADUATE CERTIFICATE

1. To qualify for the award of a Graduate Diploma of the University, a student must:

   (a) be approved by the TEI concerned as a candidate for the degree and included in the list of registered students returned to the University;
   (b) study and be assessed in accordance with these Core Regulations and the Programme Regulations of the award for which they are registered for the period of time required;
   (c) satisfy the examiners in the assessment requirements as prescribed in the Programme Regulations of the degree for which they are registered.

ADMISSION

2 Applicants must be graduates of this or another approved University or possess some other qualification approved by the University. Normally an upper second class Honours degree or equivalent is required, unless otherwise specified in the Programme Specification.

3. Students shall not become matriculated members of the University, neither shall they become members of a College or a Society of the University unless by special arrangement with a particular College or Society.

4. Students shall be subject to the regulations of the TEI except in the matter of an appeal against a decision of the University's Board of Examiners or of a committee of the University, on an academic matter affecting them. In such cases, students will be subject to the Regulations for Academic Appeals (regulation 44 below refers).

REGISTRATION

5. **Students enrolled on the Theology, Ministry and Mission programmes will be students of the TEI. They will be registered for an award of the University but will not become members of the University.**

6. The TEI is responsible for informing the University of all students who are registered for a Common Awards validated programme of study and by the date specified by the University.

7. All validated programmes are delivered and assessed in English. Students whose first language is not English shall be required to present satisfactory evidence of their achievement in an approved English Language proficiency test.

8. Part-time students registered on the Graduate Certificate in Theology, Ministry and Mission programme will be required to study across up to two years and may take modules of not less than 20 credits and not more than 60 credits in each year of study.

9. Part-time students registered on the Graduate Diploma in Theology, Ministry and Mission programme will be required to study across no fewer than two years and not more than three years and may take modules to the value of not less than 40 credits and not more than 90 credits in each year of study.

RESIDENCE

10. Students registered for the validated Theology, Ministry and Mission programmes are not subject to the University's residence requirements but shall be subject to any residence requirements of the TEI.

ATTENDANCE AND PERFORMANCE

11. All students registered for validated programmes of study are required to:
(a) fulfil the attendance requirements of the TEI as specified in the appropriate handbook issued by the TEI;
(b) fulfil all academic engagements (including registration, examinations, tests, written work, tutorials, seminars, practical classes, professional placements, field courses, including those which may be held during vacations, interviews and lectures) to a standard satisfactory to the Programme Leader.

12. **Not all modules will be available in any one year. Details of availability will be included in the appropriate handbook issued by the TEI, and listed on the programme regulations.**

13. During any period of study, students shall maintain such contact with the Programme Leader or his/her nominee, and provide the Programme Leader or his/her nominee with such evidence of progress, as they may require.

14. The Chair of the Management Committee or Management Board as stated in the Standard Validation Contract may permit an interruption to, or the extension of, a student's registration for a period to be specified by concession.

15. **Students who fail to achieve satisfactory marks in approved assessments, and who are not allowed or qualified to proceed to the next year of a programme of study, will be required to leave the validated programme of study.**

16. If it should appear during the first term of his/her programme that a student's attainment in the English language is not fully adequate for his/her study, the student may be required to undertake, at his/her own expense, an approved course of instruction in the English language.

ACCREDITATION OF PRIOR LEARNING (APL)

17. **A Graduate Certificate or Graduate Diploma will normally be awarded only if the student has undertaken study within the Durham University programme of at least two-thirds of the credits for the award.** Thus standard maximum APL requests will be:

Graduate Certificate:	20 credits
Graduate Diploma:	40 credits

PROGRAMME REGULATIONS

18. Each programme shall be as specified in the relevant programme regulations.

19. A student's choice of modules shall be subject to the approval of the Programme Leader.

20. In order to qualify for the award of the University, a student must:

(a) be admitted to an approved validated programme of study and included in the record of registered students returned to the University by the TEI.

(b) study in accordance with the Core Regulations for Graduate Diplomas and Graduate Certificates Programmes in the Common Awards in Theology, Ministry and Mission Scheme, and the programme regulations for the validated programme for which they are registered;

(c) pass, in the period of time permitted, the assessment requirements prescribed in the Module Overview Table of the named validated programme for which they are registered.

21. **A student must gain credits as follows, subject to the requirements of the relevant programme regulations:**

a) **for the award of a Graduate Diploma: a total of at least 120 credits, including at least 80 credits at level 6.**
b) **for the award of a Graduate Certificate: a total of at least 60 credits, including at least 40 credits at level 6.**

22. A student may be awarded a named award at a lower level than the award for which they are registered, provided that the student has gained the necessary credits for the lower level of award as per regulation 21 above. Unless otherwise stated in the programme regulations all named Graduate Diplomas may be awarded at Certificate level.

23. Students taking a taught Graduate Diploma or Graduate Certificate programme in part-time mode must normally take any research methods module in the first year and as equal a division of credits between the years of study as possible.

24. Students' choice of modules may be subject to timetable constraints and other constraints, and shall be subject to approval by the Programme Leader or nominee in the relevant TEI. Students of one TEI may study modules from another TEI, with the permission of each party, and as long as the modules taken are to the value of no more than 60 credits at each Level of study and to the value of no more than 50% of the registered programme.

PASS LISTS

25. Progression Lists shall be approved by the Chair of the Board of Examiners, External Examiners and the University Liaison Officers and shall state the name of the TEI delivering the validated programme.

26. Pass Lists shall be issued by the University and shall state the name of the TEI delivering the validated programme. Pass lists shall be signed by an appropriate University authority.

27. The transcript issued to students following the award shall state the name of the TEI delivering the validated programme.

ASSESSMENT REGULATIONS

28. Each component of assessment for a module shall be marked according to the table outlined below.

Marking Levels for Each Unit of Assessment	
GRADUATE CERTIFICATES AND GRADUATE DIPLOMAS	
% Mark	
70-100	Distinction
60-69	Merit
40-59	Pass
0-39	Fail

29. **The pass mark for Graduate Certificates and Diplomas is 40% which must be achieved in each of the modules. Compensation is not permitted for the award of Graduate Certificate or Graduate Diploma.**

ASSESSMENT

30. Student achievement may be assessed using a variety of methods including written examination papers, continuously assessed coursework, practicals, oral examinations and fieldwork. The mode(s) of assessment are specified in the Module Overview Tables proposed by the TEI, and approved by the University. The mode(s) of assessment must comply with the Assessment Patterns Guidance (Undergraduate) issued by the University.

31. All work submitted for assessment must be in a form suitable for assessment by the external examiners and comply with any format requirements detailed in the appropriate handbook issued by the TEI. All assessed work shall be available to external examiners and the University Liaison Officers on request.

32. **Summative assessed coursework submitted after the due deadline will be penalised in the following ways:**

a. Summative assessed work submitted late but within five working days of the deadline shall be penalised by having the mark for that work capped at the module pass mark. The work will be marked and feedback supplied. The mark that would have been awarded to the student had the penalty not been applied should be indicated to the student. A working day in this context refers to Monday to Friday, and excludes bank holidays and days which the TEI is officially closed.

b. Summative assessed work submitted more than five working days after the deadline will not be marked and a mark of zero will be recorded.

33. A student who is unable, due to illness or other good cause, to submit coursework for assessment by the required date may apply in advance of that date to the Programme Leader or his/her nominee for an extension of that date. This should normally be done in advance of the deadline.

34. The University-level Board of Examiners will classify the performance of students using the approved Marking and Classification Conventions of the University, A Board of Examiners appointed by the University has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties. Such circumstances shall include, but not be restricted to, personal mitigating circumstances. Boards of Examiners may also take into account academic factors such as the overall pattern of marks gained by a student and the relative significance of various modules for the learning outcomes of the programme. The views of an External Examiner must be particularly influential in the case of disagreement within the Board of Examiners on the mark to be awarded for a particular unit of assessment, or on the final level of award to be derived from the array of marks of a particular student.

35. Each module should be marked as a percentage. An overall weighted average mark is used to determine the award of Merit or Distinction as in 32-35 below. The overall average is calculated by multiplying the mark achieved for each module by the number of credits, summing the resultant marks and dividing the summed total by the number of credits required for the award (e.g. for a Graduate Diploma the overall average mark is (sum: X multiplied by Y)/ 120) where X is the mark achieved for the module and Y the credit value of the module.

36. Where a student's arithmetic means falls no more than 2% below a classification boundary, the University-level board of examiners must consider whether to award the higher classification by exercise of discretion. Board of Examiners may only consider exercising discretion to raise a classification for a student whose arithmetic mean falls outside this 2% range where there are personal mitigating circumstances, or a combination of personal mitigating circumstances and academic factors, that warrant such consideration.

37. Students who fail to satisfy the Board of Examiners may be permitted by the Board to resubmit on one further occasion only, within a period of time to be specified by the Board. The mark recorded for any resubmission will be capped at the appropriate pass mark and will normally be considered at the next scheduled meeting of the Board of Examiners. The registration period of any student permitted to resubmit by the Board of Examiners will be extended accordingly and communicated to the University by the TEI.

Award of Distinction

38. The requirement for the award of the Graduate Diploma with Distinction shall be as follows: the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 120 credits. The requirement for the award of the Graduate Certificate with Distinction shall be as follows: the achievement of an overall average mark of at least 70% across all the modules taken, to the value of 60 credits.

Award of Merit

39. The requirement for the award of the Graduate Diploma with Merit shall be the achievement of an overall average mark of at least 60%, but where the candidate did not meet the criteria for the award of a distinction across all the modules taken, to the value of 120 credits.

40. The requirement for the award of the Graduate Certificate with Merit shall be the achievement of an overall average mark of at least 60%, but where the candidate did not meet the criteria for the award of a distinction across all the modules taken, to the value of 60 credits.

Re-examination

41. Students who achieve an average mark of less than 40% in any module at the first attempt are allowed one further attempt to pass the module. They will be required to resit the failed assessment element(s) of any failed assessment component(s) (e.g. where the examinations have been failed overall but the coursework passed, a student must resit the failed examination paper(s) and those only). The student must achieve mark(s) in the resit examination(s) such that the average for the module as a whole (taken together with the marks for any component(s) passed at the first attempt) is at least 40% in order to proceed in that programme of study. If a student achieves a lower mark in the resit than at the first attempt in respect of any assessment component, the higher mark shall prevail for the purpose of establishing an overall mark for the module.

42. A student permitted to resit one or more module element(s) may do so on one occasion only. In such cases, a student:

(a) must resit all failed elements of any failed component(s) within the failed module(s) (e.g. a failed coursework assignment where the coursework overall has been failed);

(b) may not resit module components or elements in which they have achieved a mark of 40% or more at the first attempt;

(c) may be assessed at the resit by a mode of assessment different from that by which they were originally assessed, provided that this has been approved by the University;

(d) will have a maximum mark of 40% recorded for modules which have been passed at a resit.

43. Part-time students eligible to resit a module must do so in the resit period in which study for the module was commenced. They may not defer this to the subsequent year of study at the same Level.

RIGHT OF APPEAL

44. Students may appeal against a decision of the Board of Examiners or of a Committee of either the TEI or the University on an academic matter affecting them and shall be subject to the University's General Regulation VII: Academic Appeals.

ACADEMIC MISCONDUCT

45. The validated programmes of study shall have published regulations and processes approved by the University for Academic Misconduct. Students will be subject to these regulations.

University of Durham

Provider's UKPRN: 10007143

STUDENT PROTECTION PLAN

1. Introduction

1.1. Summary

1.1.1. This **Student Protection Plan** is relevant to current and future students. Its purpose is to:

- provide transparent and accessible information on the likelihood of substantial course change or closure at Durham, and on the action which we will take in the event of substantial course change or closure;
- outline how we will work with you, our students, ensuring you are consulted on, and kept informed of, substantial course change or closure;
- enable us to ensure that your interests are protected in the event of substantial course change or closure, preserving the quality – and, wherever possible, the continuation – of study for all.

1.1.2. Our **Student Protection Plan** is published online[1]. The location is highlighted on our student landing page, alongside the institutional regulations which form our Terms & Conditions, and in our offer letters to prospective applicants.

1.1.3. Our staff guidance on changing and withdrawing modules and programmes, and our curriculum development system, both link to this **Student Protection Plan**; it is a reference point in our training for staff who manage and support curriculum development processes. This ensures that our staff are aware of its implications where course closure, or significant changes, are considered or proposed.

1.2. What do we mean by substantial course change or closure?

1.2.1. At Durham University, we are committed to helping you achieve the best possible academic outcomes from your studies. We regularly review and update our modules and programmes to reflect the latest developments and research in subject areas, and to respond to feedback from students, external subject specialists, employers and professional bodies. We have clear timelines for making changes to our curricula, which, depending on the nature of the change, will take place in advance of the delivery of programmes, levels and/or modules.

1.2.2. The Student Protection Plans covers instances where students' Continuation of Study is put at risk[2], i.e. where programme change or withdrawal means that students are not able to complete their academic programme. We believe that such changes are unlikely; however, occasionally events may occur which mean that substantial changes may have to be made to our

[1] https://www.dur.ac.uk/about-us/governance/governance-documentation/programme-regulations/student-protection/

[2] For more information on the Office for Students' (OfS) definition of 'Continuation of Study', see *Securing student success: Regulatory framework for higher education in England*, Condition C3 pp.100-102

programmes. We may need to respond reactively to changes in circumstance or the external environment, or we may identify opportunities for enhancement or problems with provision and take proactive steps to implement improvements. It is possible that, in some circumstances, delivery of a programme – or substantial aspects of a programme – may not be feasible. We may need to discontinue or combine programmes, or to vary the campus location of a course, after delivery has begun. This Student Protection Plan is designed to provide guidance in instances where we reasonably consider such changes to be necessary. Mitigating the impact upon students will be our primary consideration when substantial changes or closures are required.

1.2.3. This plan does not apply to more minor changes which may occur (such as late and/or unforeseen changes to individual module options or timetables in light of, for example, student feedback or staff illness/unavailability) where we have separate policies and practices for mitigation, and for communicating changes. Similarly, it is not designed to cover situations where circumstances beyond the University's control (for example, flooding or governmentalaction) interfere with our ability to deliver modules or other services in accordance with the descriptions provided. In such instances, however, we are committed to using all reasonable endeavours to minimise disruption as far as it is practical to do so.

1.3 How likely is course change or closure?

1.3.1 Substantial changes to, or the closure of, programmes of study are exceptional. In general, we believe the risks of substantial change at Durham are **low** or **very low**.

1.3.2 **Section 2** of this Student Protection Plan contains a more detailed assessment of the risk that your course might close or change unexpectedly.

1.4 What happens if my course changes substantially?

1.4.1 We have identified a series of measures designed to preserve continuation of study in the event that your course does change substantially. These measures are focussed in particular on those areas where we have identified a higher risk of change.

1.4.2 The measures outline what we **have done** (in relation to the transfer of programmes from Queen's Campus to Durham, and the closure of the School for Medicine, Pharmacy & Health) or what we **will do** (if we have to contend with other unforeseen changes in the future).

1.4.3 **Section 2** of this Student Protection Plan contains a more detailed outline of the mitigation which we have, and will, put in place to support you in the event of unforeseen change.

1.5 What happens if it is not possible to preserve continuation of study?

1.5.1 If we take the decision to close an academic programme and to cease admission to it, we will aim and expect to teach you to the end of your programme ('teach out'), enabling you to complete your studies for a Durham award. This is what we have done with every programme closure undertaken to date.

1.5.2 In the unlikely event that we closed your programme, and were not able to 'teach out', we would offer you the opportunity to transfer to another suitable programme at the University. We would also provide support (for example, transcripts and records of study undertaken to date) to help you to transfer to a suitable programme at another UK higher education provider.

1.5.3 In the event that continuation of study is not possible, or if continuation of study is preserved but at additional cost, the University has processes for considering compensation. For more specific detail, please refer to our Student Compensation Policy (Continuation of Study)[3]. This policy is underpinned by the University's unrestricted reserves, as detailed in our annual financial statements[4].

1.6 How will I know if my course needs to change?

1.6.1 Expected and routine changes (e.g. to individual optional modules) are published annually as we enhance your programmes in response to student feedback and developments in research, pedagogy or practice. Information on minor changes will normally be available from your academic department in the first instance.

1.6.2 Where substantial course closure or change becomes necessary, **we will inform you as soon as we are able to do so**. This will normally be in advance of the academic year in which change is due to take place. In the unlikely event that this is not feasible (if, for example, the need for major change only becomes apparent mid-year), we will inform you as soon as we are able to do so.

1.6.3 **When dealing with course closure or change, we will consult affected students, and will keep you informed as we implement change.** For example, when considering the implications of the repurposing of our Queen's Campus, we consulted with the Students' Union and the Student Presidents of the Queen's Campus Colleges, and held town hall meetings with students affected by the changes. Consultation will be undertaken in person and in writing. Where change affects students studying remotely, consideration will be given to holding virtual and remote consultations to maximise the opportunity for student participation and involvement.

1.6.4 In all instances, academic support will be available from your academic departments, and welfare support and guidance will be available from the University's Student Support and Wellbeing services (in your college and/or centrally). In addition, the Durham Students' Union Advice & Support Centre provides "free, friendly and **independent advice** and information to all Durham University students"[5].

1.7 What happens if I am not satisfied with the University's response to substantial change?

1.7.1 The University has a Student Complaints Process for students. This has an informal first stage, where we will work with you to try and mitigate and address concerns, and a second stage where, if you are unhappy with our informal action, you may submit a formal complaint to the University. If you are dissatisfied with the resolution of all the University's internal complaints processes, you may complain to the Office of the Independent Adjudicator (OIA), the independent regulator for higher education. A separate Admissions Complaints process is available to applicants. Further details of both processes are available online[6].

[3] https://www.dur.ac.uk/about-us/governance/governance-documentation/programme-regulations/student-protection/

[4] https://www.durham.ac.uk/about-us/professional-services/finance-service/about-us/financial-reports/

[5] https://www.durhamsu.com/advice-and-support/about/

[6] https://www.durham.ac.uk/colleges-and-student-experience/student-support-and-wellbeing/student-conduct/student-complaints/

1.8 How is this plan developed and reviewed?

1.8.1 This plan has been developed in consultation with Durham Students' Union, and in light of our experience of supporting students through the changes necessitated by the repurposing of Queen's Campus, and the closure of the School for Medicine, Pharmacy & Health. That experience was itself informed by consultation with the Students' Union, College JCR Presidents, and affected students.

1.8.2 The plan will be reviewed annually through our Education Committee, with any proposed changes reported to our Senate and Council as necessary. Students are represented at each of these committees, and Durham Students' Union will be consulted directly on the plan as part of each review.

2. Risk and Mitigation

2.1. Institutional Risk

2.1.1. We are confident that the risk that Durham as a whole is unable to operate is **low** due to:

- our sustainable financial position;
- our clear strategic direction;
- our rigorous, structured approach to risk management and business continuity planning;
- the high quality of our programmes, academic standards, and student outcomes.

2.1.2. **Our financial position is sustainable**. We are committed to responsible and sustainable financial planning and performance, supporting the University's strategic and operational plans within a changing funding landscape and wider financial environment.[7]

2.1.3. **Our strategic direction is clear**. Acknowledging that we operate in a highly competitive and global environment, our *University Strategy 2017-2027*[8] will provide us with long-term financial sustainability, while ensuring that we continue to deliver excellence in world-class research, education and the wider student experience.

2.1.4. **Our approach to risk management and business continuity planning is structured and rigorous**. Our Annual Report[9] summarises our system of risk management, monitored by our Audit and Risk Committee and University Council, with key controls and mitigating actions designed to ensure business continuity in light of adverse circumstances. Operational risk registers operate at a departmental level; regular checkpoint reports on strategy delivery provide a mechanism for the escalation of any issues which might impact business continuity to our University Executive Committee (UEC), chaired by the Vice-Chancellor.

2.1.5. **We provide a high-quality education, delivering excellent student outcomes while maintaining core academic standards.** The high quality of the education which we provide, and the rigour of our academic standards, are clear from our student outcomes, and the outcome of all recent external evaluations, minimising any risk to our degree awarding powers or

[7] https://www.durham.ac.uk/about-us/professional-services/finance-service/about-us/financial-reports/

[8] https://www.dur.ac.uk/strategy2027/

[9] https://www.durham.ac.uk/about-us/professional-services/finance-service/about-us/financial-reports/

university title. We passed both of our most recent external audits of education: our 2016 Higher Education Review, conducted by the Quality Assurance Agency (QAA), and our 2017 Annual Provider Review, conducted by Hefce. Our external examiners routinely praise both the quality of the education which we provide, and the achievements of our students, and we are consistently ranked in the top 10 providers nationally in UK league tables. The previous Teaching Excellence Framework (TEF) exercise noted that our teaching and learning was of very high quality, with outstanding rates of continuation, completion and progression to employment. and our rates .

2.2. Campus Risk

2.2.1. We have taken the strategic decision to repurpose our Stockton-based Queen's Campus, and consequently relocated programme delivery at our main Durham City Campus. This enabled us to consolidate teaching and support services, improving the effectiveness and critical mass of both, with the aim of enhancing both the student experience and student outcomes.

2.2.2. This decision means that we oversaw a phased relocation to Durham City of 1,900 students. Students previously based at Queen's Campus were more likely to be classified within widening participation categories (e.g. LPN, Acorn, SEC); analysis of hardship grants and loans indicated that students at Queen's Campus were not disproportionately represented in terms of the number of awards made. These factors were explicitly considered when developing plans for compensation and support, as were individual student circumstances (for example, students who had caring responsibilities).

Example 1: Mitigation to Preserve Continuation of Study, Campus Change

The decision to relocate programmes from Stockton was taken in 2016-17, as part of the development of the University Strategy 2017-2027; students were informed at this point. Discussions were held with the Students' Union and with the Student Presidents of the Colleges based in Stockton, and town hall meetings were held for affected students. Mitigation arrangements continue to be overseen by a dedicated Queen's Campus Transition Group, reporting to UEC.

The relocation is taking place in 2017-18 and 2018-19. Services and support continue at Stockton until 2017-18. From 2018-19, all programmes will be delivered at our main Durham campus (with the exception of some programmes formerly based within our School for Medicine, Pharmacy & Health, which is closing, and which are dealt with separately below, cf. 2.3.1-2).

Some programmes are being discontinued and taught out, and some programmes will continue recruiting at our Durham City campus. All students therefore have the opportunity to complete their original programme of study, albeit with a changed location.

Core staff with expertise in student financial support considered potential hardship issues for students affected by the change of campus, identifying a number of potential financial difficulties (including accommodation, travel and personal commitments e.g. part-time work, childcare), and a number of other, non-financial issues that need consideration as part of the transition.

This work was done proactively, and resulted in specific support being provided for disability/access, and for travel and accommodation costs (based on an analysis of regional rent variation) for students who did not already reside in Durham City. £1.3m was set aside to ensure that affected students could be supported as necessary.

Transferring students completed their studies in 2020 and 2021, and we continued to monitor our support for these cohorts until the point of completion.

2.2.3. Consolidating the delivery of all our courses at our main Durham campus means that there is **no risk** of further Campus closure. The closure has also provided us with significant experience in ensuring student interests are protected, and continuation of study preserved, when undergoing

major change. That experience has informed the development of this Student Protection Plan, and our Student Compensation Policy (Continuation of Study).

2.3. Risks to Subjects, Departments or Programmes

2.3.1. Repurposing the Queen's Campus lead to the closure of our School of Medicine, Pharmacy & Health, the only school based solely at the Campus. We are discontinuing all programmes in the School; we have therefore ceased recruitment to these programmes, and taught out all registered students.

2.3.2. When considering mitigation and support, student demographics and personal circumstances were considered explicitly (cf. 2.2.2). In addition, our programmes in Medicine and Pharmacy are accredited, and we consulted the relevant Professional, Regulatory and Statutory Bodies regarding the closure and mechanisms for student support.

Example 2: Mitigation to Preserve Continuation of Study, Department Closure

To enable students to complete the two years of the MBBS programme delivered at Durham, and our one-year Health MScs, we have contracted a partner organisation to provide additional teaching support, ensuring full continuation of study can be provided (with no change in location). Students on Medicine & Health programmes are scheduled to complete their studies with us in 2017-18.

For our MPharm Pharmacy, we worked with Newcastle University and the General Pharmaceutical Council (GPhC) – the independent regulator for pharmacists, pharmacy technicians and pharmacy premises, and the accrediting body for MPharm programmes – to facilitate a full transfer of provision (students, resources and staff) to Newcastle, providing continuation of study (leading to a Durham degree) for students, albeit with a changed location. A small number of students elected to transfer to cognate programmes in Durham.

Matters of finance and support were considered on the same basis as for other Stockton programmes, with compensation provided as necessary. Students on our Pharmacy programme completed their studies by 2020, and we continued to monitor our support for these cohorts until the point of completion.

2.3.3. The risk that we are otherwise unable to deliver courses in particular subject areas or departments is **low**. Although we will consider future closures should the need arise, any such a decision would not be taken lightly; the closure of our School for Medicine, Pharmacy & Health is the only such closure in the last decade.

2.3.4. Sustainability is core to programme approval, curriculum development and departmental planning. Our programmes do not rely on individual staff for core provision, and are designed to be delivered by academic teams. In the event that we faced particular staffing challenges, we would seek to make use of our relationships with other educational providers in the region, as we have done with the repurposing of Queen's Campus, and the closure of the School for Medicine, Pharmacy & Health. The majority of our programmes are delivered on a full-time basis. We have a small number of bespoke part-time and distance learning programmes, often delivered for or with employers; these are appropriately resourced and supported. The risk that we are unable to deliver specific programmes – or material aspects of specific programmes – is therefore **low**.

2.3.5. In the event of department, subject or programme closure, we will seek to ensure that students can be taught out to complete their programme as expected. In the unlikely event that a teach out is not possible, we will offer students the opportunity to transfer to another suitable programme at the University. When considering the impact of programme closure, particular attention will be paid to the potentially different needs of students sharing particular protected

characteristics (for example, the impact of delivery location on students requiring reasonable adjustments).

2.4. Risk to Specific Student Groups

2.4.1. We maintain Highly Trusted Sponsor status with the Home Office, which enables us to recruit and support international students in the UK. The risk of any change to this status (i.e. the risk that we would no longer be able to recruit or teach international students) is therefore **very low**. We have a dedicated team of staff who understand the Home Office regulations and who ensure compliance across the University. We are significantly below the 10% visa refusal threshold set by Home Office, and have successfully passed all previous Home Office compliance audits. We have recently been accepted onto the Home Office Master's Programme pilot scheme, which has only been made available to institutions that the Home Office considers "low risk".

2.5. Risks to Students at Partner Institutions

2.5.1. **Sub-contractual, dual- or joint-award programmes:** sustainability and risk are critical considerations within our partnership approval and renewal processes, and we would not enter into arrangements with a partner where we identified a high risk that a programme was not sustainable, or would not be of appropriate quality. This ensures that the risk that we will no longer be able to deliver collaborative programmes is **low**.

2.5.2. Nonetheless, for each of our current joint- and dual-award programmes we offer an equivalent Durham-only programme, ensuring that we can provide students with continuation of study even if our partners are no longer able to deliver their agreed elements of provision. For our sub-contractual provision we have identified a substantial number of alternative providers with whom we would seek to work with to ensure continuation of study could be provided, in the unlikely event that current partners could no longer deliver provision.

2.5.3. **Study Abroad:** a majority of undergraduate programmes include optional opportunities available to students who are able to secure places at international institutions or other organisations (and meet any necessary academic or professional requirements); however, Durham does not typically recruit directly to programmes which require study or employment overseas. We maintain a large number of partnership arrangements for study abroad; these are being considered specifically in the context of Brexit, ensuring that the risk that we are no longer able to offer study abroad opportunities is **low**.

2.5.4. All study abroad programmes have direct equivalents, to which students can transfer in the event that they are unable to secure a placement, ensuring continuation of study for students even if they are unable to secure study abroad opportunities.

2.5.5. **Validated Programmes:** Validated students are registered with our partner higher education providers, rather than with Durham University itself, and are therefore not subject to the provisions of this plan. However, sustainability and risk are critical considerations within our partnership approval and renewal processes for validated partners, and we would not enter into validated arrangements with a partner where we felt that was a high risk that a programme was not sustainable, or would not be of appropriate quality.

2.5.6. We currently work with a large number of partner organisations, all of whom offer programmes in Theology, Ministry and Mission. In the event that one provider could no longer provide continuation of study, we would seek to work with that partner to facilitate student transfer to other partners delivering the same programme(s).

2025-2026

University of Durham

Provider's UKPRN: 10007143

Student Compensation Policy (Continuation of Study)

1. Scope

1.1. Responsibility

1.1.1. This policy will be reviewed annually through the Education Committee, reporting to Senate and Council as necessary.

1.2. Eligibility

1.2.1. Durham University considers refunds and compensation to be a remedy of last resort. In the event of programme discontinuation, Durham is committed to using all reasonable endeavours to ensure that students are able to continue and complete their studies at the University. However, the University recognises that this may not be feasible in all circumstances.

1.2.2. This policy sets out the circumstances in which the University will consider refund of tuition fees and other relevant costs, and/or provision of compensation, to registered students of the University (or, where applicable, applicants who have accepted offers of study at the University) who are affected by the withdrawal or substantial change of a programme of study by the University, where the University is no longer able to preserve continuation of study.

1.2.3. This policy only applies to situations where either:

1.2.3.1. the University is ceasing to deliver an academic programme of study before registered students of that programme have completed their studies, and where the University determines that it is not possible to teach a student through to the end of their academic programme; or,

1.2.3.2. the University has changed the location of delivery of a programme from one campus to another, and where the University determines that this change in location has generated or will generate increased costs for some or all students on that programme.

1.2.4. This policy does not apply where students choose to withdraw from, or are suspended from, a programme of study which is not being withdrawn. The University has a separate Student Debt Policy[1] which outlines how we will refund tuition fees and other costs in the event of student withdrawal or suspension, and the processes by which refund payments will be made.

1.2.5. This policy applies to all registered students of the University. This includes: students in receipt of a tuition fee loan from the Student Loans Company; students who pay their own tuition fees; and students whose tuition fees are paid by a sponsor. In all cases, tuition fees and other costs will only be refunded to the original source of funding (e.g. Student Loans Company, student, student sponsor, or other individual or group). Where tuition fees are refunded, or future fees

[1] www.durham.ac.uk/media/durham-university/governance/terms-and-conditions/Student-Debt-Policy.pdf

are reduced, this will be done in accordance with the provisions within the University's Student Debt Policy.

1.2.6. This policy does not apply to students at partner institutions, where those students are registered with, and pay tuition fees to, the partner institution rather than the University.

1.3. Application

1.3.1. Where a decision has been taken to close an academic programme and to cease admission to it, and students have already commenced study on that programme, the University will aim to 'teach out' students to the end of their programme. If the process of teaching out generates additional costs for students – for example, requiring a change in campus location – the University will proactively consider supporting students with these additional costs.

1.3.2. In the unlikely event that the University is not able to 'teach out' students on a programme that is being discontinued, students (or applicants) will be offered the opportunity to transfer to another programme at the University. Where there is no suitable alternative programme at the University, the University will consider supporting students to transfer to a suitable programme at another UK higher education provider.

1.3.3. In circumstances where the University ceases to deliver an academic programme of study, and students have already commenced study on that programme, the University will consider reasonable financial compensation for affected students where they are forced to withdraw from the University.

1.3.4. The University will give due care and regard to the individual circumstances and characteristics of affected students in the application of this policy. In some situations (for example, where students have caring responsibilities) it may be necessary to vary this policy to provide additional support or compensation for individual or groups of students. This will be considered on a case by case basis, in dialogue with affected students.

2. Circumstances for Refund and Compensation

2.1. Discontinuation and transfer to an alternative programme at Durham University

2.1.1. In the event that a programme is discontinued, and registered students transfer to an alternative programme of study at this University with tuition fees different from the original course, the University will charge students the lower of the two fees for their continuing studies. Where the fees of the new programme are less than those of the discontinued programme, the University will refund fees already paid over and above the rate of the new programme.

2.1.2. If a student is transferring to an alternative programme at this University following discontinuation of their original programme but suffers a disrupted year as a result (i.e. not able to complete that year's programme of study due to discontinuation of provision and that year of study will not count towards completion of the new degree), any tuition fees already paid for the affected year will be refunded.

2.1.3. Where a programme is discontinued and a student accepts an alternative programme of study at the University, and the student is in receipt of a University bursary or University hardship funding, the University will make provision for the continuation of that bursary or hardship funding.

2.2. Discontinuation and transfer to an alternative programme at another UK higher education provider

2.2.1. In the event that a programme is discontinued and students are required to transfer to an alternative programme of study at another higher education provider to continue their studies, the University will support student transfer arrangements, producing transcripts and academic records and ensuring that such students receive the University award (for example, certificate or diploma) that recognises the stage they have reached.

2.2.2. Where the transfer involves students receiving 'credit', through an approved mechanism for the Recognition of Prior Learning (or equivalent), for study completed at Durham, no refund will be offered in relation to the elements of study which count towards that credit. Refunds of tuition fees incurred at Durham will be provided in respect of elements of study which do not receive credit for future study at a receiving higher education provider.

2.2.3. If a student is transferring to an another higher education provider following discontinuation of their original programme but suffers a disrupted year as a result (i.e. if a student is not able to complete that year's programme of study due to discontinuation of provision and that year of study will not count towards completion of the new degree), any tuition fees already paid for the affected year will be refunded.

2.2.4. This provision only applies to student transfer within the context of this policy. It will not apply where students withdraw from study at Durham and seek to restart studies at another provider at a future point in time.

2.3. Discontinuation and student withdrawal

2.3.1. In the unlikely event that the University is not able to 'teach out' current students on a discontinued programme of study, and the student is forced to withdraw from the University as a result of the programme discontinuation, the student (or their sponsor or the Student Loans Company) will be offered a refund of any fee payments made towards that year's programme of study. The refund of fees will normally only apply to tuition fee costs incurred in the year in which the academic programme ceases to be offered. Where appropriate, credit and/or qualifications will be awarded for completed years of study.

2.3.2. Where a student is in receipt of a University bursary and is forced to withdraw due to discontinuation of provision, the University will maintain the bursary to the end of the term in which the withdrawal occurs, recognising that the student will not have had opportunity to make alternative provision for living costs.

2.3.3. Where a student has to withdraw from the University due to discontinuation of provision without being able to complete the year of study, consideration will also be given to providing compensation of maintenance costs incurred in the year of the withdrawal, where those costs were incurred directly as a result of engagement with the programme. Eligible maintenance costs may include travel costs, the cost of academic materials, accommodation and catering costs. The maximum refundable amount for maintenance costs will be aligned with the maximum maintenance loan available from the Student Loans Company in the year of the student withdrawal. Students may be asked to provide evidence of expenditure. The amount of compensation payable will be determined on a case by case basis taking into account the duration of study completed in that year and the circumstances of each student (for example, for some students there may be enhanced costs relating to a disability).

2.3.4. Where a student has to withdraw from the University due to discontinuation of provision without being able to complete the year of study, consideration will be given to refunding payments for future University services (for example catering, college and society memberships, accommodation costs) where those services can no longer be accessed.

2.4. Change in campus location resulting in additional travel or accommodation costs

2.4.1. Where the location for delivery of a programme changes from one campus to another, or where a programme is discontinued and students accept an alternative programme of study at the University which is delivered at a campus different to that of the original course, the University will consider either: providing students with adequate compensation in respect of additional travel costs that are incurred as a result of the changed location; providing students with free or subsidised travel between campuses; or, where students are required to reside in a campus location with higher accommodation costs than that of their original campus, providing students with support for those increased accommodation costs.

University Exceptional Regulations

1. The following Exceptional Regulations have been designed for use in circumstances where the University's standard regulations are no longer sufficient to enable the University to meet its obligations to students, as defined by external regulation, such as the Office for Students Conditions of Registration (particularly the C conditions, which are concerned with Student Protection specifically), and the related guidance on Consumer Protection Law. This includes any instance where there is a significant risk to our ability to graduate or progress students within our normal timescales (e.g. June-August for undergraduates, October-November for postgraduates).

2. A decision to enact some or all of the Variations contained within these exceptional regulations will be taken by the University's OfS Accountable Officer and Chair of Senate (or their nominated deputy in emergency circumstances where the Accountable Officer is not available), under authority delegated by University Council (as the formal governing body with ultimate responsibility to the OfS), after consultation with Senate. Any enaction of some or all Variations would apply to a specific academic year.

3. A review will be undertaken of the impact of each use of the Exceptional Regulations, reporting to Education Committee and Senate. Any subsequent amendment to these Exceptional Regulations will require the approval of Council, after consideration by Senate.

Variation 1: the operation of Boards of Examiners

4. Where Exceptional Regulations are enacted, the following variations to standard practice of Boards of Examiners will be permitted, drawing on the existing models for faculty-level boards at Durham (e.g. for preliminary honours and interdisciplinary programmes):

    a. the Terms of Reference for Faculty-level Preliminary Honours Boards of Examiners may be varied to enable the Boards to consider progression decisions for students at levels 1-4;

    b. the Terms of Reference for other Faculty-level Boards of Examiners (such as those in place for interdisciplinary programmes) may be varied to enable the Boards to consider progression and/or classification for all single honours programmes within their Faculty;

    c. the membership for such Faculty-level Boards of Examiners will be as follows:

        - Faculty Executive Dean (or their nominee) as Chair;
        - the appropriate faculty lead for interdisciplinary combined programmes (or nominee);
        - one member of academic staff from each of the departments contributing to the programme(s) under consideration by the Board.[1]
        - at least one external examiner or moderator (Boards for Finalists only);
        - a Secretary (typically a non-voting member of support staff from the relevant faculty office).

    d. minimum quoracy will follow Durham's standard model, which requires a Chair, Secretary, and for internal examiners to outnumber external examiners (with a minimum of 2 internal examiners);

[1] note: department representatives must be familiar with standard subject approaches to discretion (Boards for finalists only); as per standard practice for faculty-level prelim boards, not all departmental representatives will necessarily be expected to attend the meeting (Boards for continuing students only), but all representatives should be available to respond to queries arising prior to or following the Board meeting.

e. the role of the external would mirror the role on existing Faculty-level Boards, and would be to provide assurance as to classification and award decisions, and adherence of the Board to University policy and procedure;

f. assurance processes for marking (e.g. marking, moderation) are unchanged, and remain the responsibility of the department delivering any specific module.

Variation 2: the operation of standard quality assurance practices

5. The University's minimum requirements for the assurance of assessments are outlined in the Learning & Teaching Handbook in LTH 6.1.1. Where Exceptional Regulations are enacted, departments will be expected to continue to comply with these minimum expectations; however, they will not be expected to go beyond these minimum requirements, and may be required to vary from normal departmental practice in light of this.

Variation 3: enabling student progression where marks are unavailable

6. Where marks are unavailable due to exceptional disruption, and/or where resits have not taken place due to delays in marking or marks confirmation, and this is expected to cause delays to student progression, Boards of Examiners will ensure that no student is prevented from progressing solely due to the disruption.

7. Where possible, students should be supported to undertake resits prior to the start of the academic year (for example, any student who has not submitted, or who otherwise has known module failure, can resit, even if not all marks for all students are available). Where this is not possible, one of two actions will be undertaken to support students, depending on the cause of the disruption:

    a. where the disruption is the result of an external challenge (for example, widespread student illness affecting individual attendance at examinations or submission of assessment during a pandemic), students will be permitted to proceed where they meet agreed, exceptional minimum thresholds for progression set by individual academic departments, as approved by the relevant Chair of Faculty Education Committee (with any students not meeting the minimum requirements being require to resit after a year out of residence, as per standard processes);

    b. where the disruption is deemed to be the direct responsibility of the University (for example, where the University has not been able to mark work or reschedule resits), students will be permitted to proceed where they meet the normal criteria for progression, or where they could – when any missing marks or outstanding resits are taken into account – meet the criteria for progression.

8. A student who has been permitted to progress with some marks unknown or with resits outstanding, and who subsequently has one or more of those unknown marks confirmed as failing marks, will be permitted to undertake in-year resits for any failed assessment that would otherwise prevent them from continuing with their studies or graduating from their degree.

9. Exceptionally, this may include some resit opportunities which would not normally be permitted (e.g. a module failed at the second attempt, or a failed module taken by an Integrated Masters student at Level 3), where the student would otherwise be disadvantaged. Such resits – including those at Level 3 – will be capped at the pass mark, ensuring that students are provided with a further opportunity to demonstrate performance at the threshold level (any resits granted as first attempts would not be capped, as per standard practice).

10. A student who has been permitted to progress with some marks unknown, and who is subsequently deemed by their department to have failed either a very significant number of assessments or a number of assessments with a significant impact on their ability to succeed at the next level of study, may instead be offered the opportunity to repeat their previous year of study rather than undertake in-year resits, on the recommendation of their academic department, with approval from the relevant Chair of Faculty Education Committee (or their nominee).

11. A student who has been permitted to progress with some marks unknown, and who subsequently fails some in-year resits, should at the end of the year be permitted to continue to further levels of study as long as they pass modules at the higher level of study, and/or should be permitted to graduate where they meet programme learning outcomes. Specifically:

    a. where a student has in-year failure relating to Level 1 but has nonetheless met the requirements for progression from Level 2, the student should be permitted to proceed to Level 3 (outstanding module failure at Level 1 should not prevent a student from subsequently gaining an Honours or Ordinary degree). Exceptions would only be made for failure in assessments required for accreditation, or for pre-requisites for future study (e.g. if a Level 1 module is a pre-requisite for study at Level 3). Students affected in this way should be offered progression to an alternative programme if available.

    b. where a student has in-year failure relating to Level 2 but has nonetheless met the requirements for progression from Level 3 to Level 4 of an Integrated Master's degree, the student should be permitted to proceed to Level 4 (outstanding module failure at Level 2 should not prevent a student from subsequently gaining an Integrated Masters degree). Exceptions would only be made for failure in assessments required for accreditation (students affected in this way should be offered progression to an alternative programme if available).

    c. where a Bachelors student has in-year failure relating to Level 2 but has nonetheless passed modules at Level 3, the student should be considered for an appropriate award (e.g. Diploma, Ordinary or Honours Degree) depending on their overall performance.

    d. where an Integrated Master's student has in-year failure relating to Level 3 but has nonetheless passed modules at Level 4, the student should be considered for an appropriate award (e.g. Bachelors or Integrated Masters Degree) depending on their overall performance.

12. In respect of 14c and 14d, as part of the application of these Exceptional Regulations, if the University is concerned that there is a potentially higher risk of in-year resit marks being lower (e.g. in light of the atypical timing and/or format of assessments), the normal compensation threshold may be lowered from 30 to 0 (meaning that students would be able to compensate module failure even if their marks were lower than the normal minimum of 30, including marks of 0). Other standard compensation requirements (e.g. modules must not be flagged as non-compensatable) and credit limits (e.g. no more than 40 credits can be compensated across Levels 2-3 for a bachelors award) will continue to apply.

Variation 4: awarding qualifications where some marks are unavailable

The Framework of the '75% Rule'

13. The '75% rule' (LTH 6.2.6.1) enables the University to award classified/unclassified degrees where at least 75% of relevant evidence (i.e. credit-weighted marks) is available over the final two levels of study (e.g. where a student has at least 60 credits' worth of assessments in their final year of an undergraduate degree). This rule forms the basis for the framework in which action can be taken below.

Principles of Interim Classification and Award

14. Where marks are unavailable on a large scale due to exceptional disruption, and this is expected to cause delays to student graduation, Boards of Examiners will ensure that students are provided with interim outcomes. To ensure that they carry due weight with employers and other providers, interim outcomes will **guarantee** that a particular level of qualification or classification will be awarded to the student as a **minimum**. In light of this, interim degree or interim classification will only be confirmed where it is possible to determine with confidence that a student would ultimately be able to achieve that degree or classification.

    a. to have confidence in a particular **degree award**, this means ensuring that a student will be likely to have enough credit for a degree;

    b. to have confidence in a particular **classification** for a **degree**, this means ensuring that a student has passed or will pass any modules deemed critical to the programme and, where relevant, has met any external accreditation requirements, as well as being satisfied that a student is unlikely to only qualify for a lower classification when missing marks are taken into account.

15. Extensive modelling and testing[2] has confirmed that Boards can confidently consider students for a **degree award** where they meet the normal 75% requirement across the final two levels of study (and therefore have at least 60 credits' worth of assessments in their final level of study), and can confidently look to **classify** where they meet the 75% threshold *and* have completed 2/3 of the credit in their final level of study (and therefore have at least 80 credits' worth of assessments in their level year of study), subject to the additional tests and checks noted below (cf. 22-28). Students can therefore be split into up to four groups where some marks are unavailable:

    a. **Student Group 1**: students with all marks who can be **classified as normal**, with standard outcomes;

    b. **Student Group 2**: students with marks for more than 80 (UG) or 135 (PGT) credits' worth of final level assessment can be given a **minimum guaranteed classification** on the basis of their interim AMW (cf. 20). Such students will receive an outcome such as *Interim Outcome: Guaranteed at least Class 2:1*.[3]

    c. **Student Group 3: undergraduate** students with marks for 60-79.99 (BA/BSc), or just less than 80 (Integrated Masters), credits' worth of final year assessment, can be determined to be **eligible for some form of degree.** Postgraduate students with 60-134.99 credits can be determined to be eligible for some form of postgraduate award; in addition, postgraduate students can be determined to be eligible for a full postgraduate degree where modules can be confirmed as passes even if assurance processes have not been fully completed (cf. 29a). Such students will receive an outcome such as *Interim Outcome: Guaranteed at least a bachelors degree, currently on track for an Integrated Masters Class 2:2* or *Interim Outcome: Guaranteed a degree, currently on track for Class 2:1*, [4] depending on their level of study.

    d. **Student Group 4:** students with marks for less than 60 final year credits' worth of assessment will **not yet be** eligible for a degree (but should be given an indication of current performance). Such students can receive an outcome such as *Interim Outcome: Currently on*

[2] Accuracy ranges from 99-100%, as per S-23-48

[3] Or postgraduate equivalents

track for a degree Class 2:1.[4] This outcome is not a guaranteed minimum outcome, and any final outcome may be higher or lower than this outcome.

16. For any students in Groups 2-4 whose AMW indicates either unclear classification or potential failure, interim outcomes such as *Guaranteed a degree-level award* or *may be eligible for a degree-level award* [4] will be recommended.

Calculating the Interim AMW

17. Boards will use an 'interim AMW' to support classification where marks are missing. The interim AMW will be determined by credit-weighted assessments, rather than whole module marks, and will be calculated by excluding any missing assessments, and then calculating an average taking account of the remaining assessment credits, using normal weightings for the level of study at which the assessment was taken (e.g. a 2:3 weighting for Levels 2 and 3 of a bachelors degree; a 2:3:4 weighting for Levels 2-4 of an integrated masters; a 1:1 weighting for a postgraduate degree). This mirrors the methodology used for classification under the 75% Rule, with the calculation represented as follows:

$$\frac{\sum (\text{Assessment Mark} * \text{Assessment Credits} * \text{Year Weight})}{\sum (\text{Assessment Credits} * \text{Year Weight})}$$

19. The 'Interim AMW' will generate a mark based on completed assessments. There will most likely be some fluctuation in final AMW when the remaining assessments are marked. In recognition, the interim classification is determined by an AMW requirement 1 percentage point higher than normal (e.g. to receive a guaranteed 1st, an AMW or 71, rather than 70, is required). Any other requirements (e.g. a mark of 70+ in the dissertation for a Postgraduate distinction) should also be met.

Enhanced confidence in making interim awards and classifications: programme learning outcomes, accreditation requirements, delayed use of SACs, module failure and consideration of anomalous mark patterns

20. **Programme learning outcomes** are set at a high level, and fulfilling programme learning outcomes is not dependent on the passing of every assessment or module. Completion of programme learning outcomes can be assured by ensuring that any non-compensatable modules flagged in the programme regulations have been or will be passed (conversely, any modules which are not flagged are not critical to the achievement of programme learning outcomes, and do not need to be passed for a degree to be awarded). In practice:

    a. *classified* interim awards **(Student Group 2)** should be made where there is confidence that these non-compensatable modules have been or will be passed, and therefore the programme learning outcomes will be met;

    b. we can make *unclassified* interim awards **(Student Group 3)** without knowing whether non-compensatable modules have been passed (as unclassified degrees and lower awards do not require this).

21. In the case of classified awards, this confidence can most easily be provided where the student has a confirmed (and passing) mark for the module(s) in question, and the Board can therefore determine that the module *has been* passed. However, in practice the vast majority of non-compensatable modules are *very likely to be* passed (e.g. for assessments classed as dissertations, the most common non-compensatable module type, the annual pass rate is over 99%), and confidence can therefore also be provided where work has been marked but not yet

moderated/double-marked, and where the mark is a clear pass (i.e. where the mark is at least 10 marks above the pass mark, cf. 23a).

22. **Accreditation requirements** often overlap with core programme learning outcomes (with accreditation requirements set as 'non-compensatable modules'); however, accreditation requirements are overseen by external bodies. Students should ultimately be eligible for a classified degree, if they meet all requirements when all marks are available; however, if a student has missing marks for assessments which are required by an accrediting body, they will need to be provisionally considered for an (unaccredited) degree (this may include a classified unaccredited degree), rather than an accredited degree. University communications and documents (interim passlists, transcripts and accompanying guidance) will make this clear.

23. University requirements on **module failure** will be taken into account when considering students for interim outcomes:

    a. a student with an uncompensatable module fail (a mark more than 10pp below the pass mark), and who does not have SACs against the failed module(s), will not be considered for an interim classified award (**Student Group 2**), but may be considered for an interim unclassified award **(Student Group 3**) or exit award as appropriate.

    b. a student who has failed more than 30 credits across their final two levels of study (for a Bachelor degree), or more than 20 credits in their final level (for an integrated masters degree), or more than 30 credits for a postgraduate taught degree, and who does not have SACs against the failed module(s), will not be considered for an interim classified award (**Student Group 2**), but may be considered for an interim unclassified award **(Student Group 3**) or exit award as appropriate.

    c. a student carrying 10-30 credits of compensatable module failure, who does not have at least 90-110 (UG) or 150-170 (PGT) credits' worth of final-year assessment marked and/or SACs against the failed module(s), will not be considered for an interim classified award (**Student Group 2**), but may be considered for an interim unclassified award **(Student Group 3**) or exit award as appropriate.

24. **SACs** should be considered where they are used to confirm that failed credits should be deemed to be passed/compensatable or further resit opportunities offered. However, as the University will not have access to the full run of marks for students with interim classifications, SACs and academic discretion should not otherwise be considered when determining classification for such students, as they cannot be considered with confidence. SACs and academic discretion should be deferred until final classifications are considered.

25. While the use of the interim AMW will enable Boards to be provided with recommended outcomes for every student in each of the student groups, Boards of Examiners will be asked to consider **anomalous mark patterns** for any students in Student Group 2. This will specifically include any students whose marks show a significant decline between the penultimate and final year of study. Boards will be able to vary interim outcome recommendations for individual students where there is concern that they will not achieve the expected degree class.

26. To be considered for an interim outcome, a student should have completed and submitted their work; a student who has been granted an extension or is otherwise still studying, would not normally be given an interim outcome.

Using incomplete marks

27. Marks can only be entered into Banner and confirmed where the mark for an assessment is complete, and when minimum quality assurance checks have been completed. However, unconfirmed or incomplete marks can still be used in classification and award under the following specific circumstances:

    a. **where a module or assessment needs to be passed** for a classified/unclassified award to be confirmed, that assessment will be deemed to have been passed where it has been marked by one marker, but not yet moderated, and where the mark is deemed to be a comfortable pass (+10 marks above the pass mark, e.g. 50+ for a module which must be passed at 40). This may permit one of two actions:

        - where a student has at least 80 final year credits' worth of marked assessments in Banner, but does not have final marks for assessment(s) for a non-compensatable module, an unmoderated but comfortably passing mark for that non-compensatable module would permit the student to be considered for an interim classified award (**Student Group 2**);

        - where the unmoderated assessment would, if included with other assessments for which the student had complete marks, give the student more than 60 credits' worth of final year assessments in total, this would permit the student to be considered for an appropriate interim undergraduate or postgraduate award (**Student Group 3**).

    b. **where a discrete part of an assessment has been completed and marked** (and, where appropriate. assured)**,** that assessment could be used (credit-weighted appropriately) to contribute to an interim calculation for a classified award, or can be used to contribute to the minimum credit requirements for an unclassified award, even though marks cannot be entered into Banner. In practice:

        - in a situation where marks are available for 80% of a 20-credit student portfolio, but the remaining 20% has not been marked, the marked work could be included in an interim AMW with a credit-weighting of 16 (**Student Group 2**), or used to contribute 16 credits towards an interim (unclassified) award (**Student Group 3**).

Confirming final awards

28. Interim outcomes are designed to enable the University to respond to intermediate delays to student graduation. After the period of delay, once marks do become available, Boards of Examiners will consider and provide final outcomes for affected students. As interim awards for students in **Student Group 2** or **Student Group 3** are guaranteed minimum awards, final outcomes will always be the same (or higher) than interim outcomes.

29. If delays extend over a more significant period of time (e.g. beyond the undergraduate resit period), or if individual students request and require a final outcome (e.g. for an employer or other specific reason) at an earlier point, the University will convert interim award outcomes into full awards even if not all marks are available, where it is able to do so (e.g. where guaranteed minimum classifications have been made, or where bachelor's level awards can be confirmed for integrated master's students). If further marks subsequently become available, outcomes will be reviewed and, where necessary, upgraded and reissued (again, outcomes would always be the same, or higher, than previous outcomes).