

**FALMOUTH ACADEMIC REGULATIONS
2016-17:
TAUGHT COURSES**

Quality Assurance & Enhancement

VERSION CONTROL

PURPOSE/CHANGE	AUTHOR	DATE
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FALMOUTH ACADEMIC REGULATIONS 2016-17: TAUGHT COURSES

1. Scope

- 1.1 Falmouth University is a higher education institution with the power to award degrees, diplomas, certificates and other academic distinctions up to the level of taught Master's in accordance with its Articles of Government.
- 1.2 These regulations prescribe general requirements for entry to and progression within the University's courses, and the assessment, classification and certification of awards. They are made by the University's Academic Board, and may be varied for exceptional reasons with the approval of the Academic Board. The regulations apply to all awards at Levels 4, 5, 6 and 7, and to full- and part-time study alike. The regulations also apply to awards with integrated Level 3 and 6 foundation programmes.
- 1.3 A Falmouth University award may be made to a student who registers for and completes a course approved by the Academic Board, within the prescribed time, to the standard prescribed by these regulations and the assessments designated for the course.
- 1.4 To qualify for the certificate or transcript for an award, a student must have met the requirements for an award, paid the fees and other charges prescribed by the Board of Governors, and be in compliance with all academic and disciplinary regulations or codes of conduct adopted by the University.
- 1.5 A Falmouth University award may be made to a person who has satisfactorily completed a course of study at a collaborative partner organisation, provided that the organisation and the course of study are approved within procedures specified for Collaborative Provision by the Academic Board.
- 1.6 The Foundation Diploma in Art and Design has specific regulations set by their validating body (UAL).

2. Regulations for courses with a professional placement stage

- 2.1 An undergraduate professional placement stage must comprise at least 36 weeks of supervised and assessed work experience, including evidenced periods of self-reflection, which must take place within the duration of the whole third year of a full-time undergraduate course.
- 2.2 Students participating in a professional placement stage must continue to abide by all of the University's regulations and procedures.
- 2.3 Students who complete the professional placement successfully will receive 120 credits. Successful completion of a four-year course including the professional placement stage will be indicated by the words 'Including Professional Placement' appearing on the student's degree certificate and academic transcript.
- 2.4 The expectation is that all students registering for a four-year full-time course with professional placement will undertake the professional placement stage. Where a student is unable to undertake the professional placement stage they must transfer to the standard three-year degree.

- 2.5 Students are still considered full-time registered students whilst undertaking the professional placement year.
- 2.6 Prior to commencing the professional placement year students must have completed either 120 credits at stage 2 (Level 5) or have completed 80 credits at stage 2 (Level 5) and been offered conditional progression in accordance with the Regulations (see clause **3.23**).
- 2.7 All placements will need to be approved by the University, prior to the end of stage 2 (Level 5).
- 2.8 Each professional placement will be underpinned by a formal Learning Contract which will apply to the University, the student and the employer/placement provider. The Learning Contract will indicate the following:
- i) the exact nature and duration of the placement, including a description of the placement provider and the role and responsibilities the student will have during the placement;
 - ii) the learning activities and/or projects that the student will undertake during the placement and how these will be assessed (reflecting the appropriate Module Information Form);
 - iii) the academic contact in the University who will act as placement co-ordinator;
 - iv) the person at the employer/placement provider who will act as the student's contact during the placement;
 - v) any relevant Health & Safety considerations;
 - vi) any relevant PSRB requirements in regard to the placement (if applicable).
- 2.9 Students registered on a course with a professional placement must complete the professional placement year satisfactorily in order to progress to the final year of the course.
- 2.10 Reassessment of the professional placement will be via re-submission and re-evaluation of the assessment work, not by re-taking the placement itself. Where the full placement has not been completed, either in terms of specified weeks or learning outcomes, an Assessment Board may require a student to switch to the non-placement, standard 360 credit degree.

3. Credit, progression and classification

Credit framework

- 3.1 Falmouth University aligns the levels of its higher education modules, courses and awards with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- 3.2 Falmouth University taught courses use the Credit Accumulation and Transfer System (CATS), which quantifies the 'volume' of academic work needed to fulfil the demands of courses and modules by credit 'points'. 'Academic work' includes formal contact, guided study, independent learning, and assessment. 1 CATS (credit) point is equal to 10 hours of academic work. Modules are weighted according to their credit value.

3.3 Credit may be awarded to students who demonstrate that they have achieved the learning outcomes specified for a course or module. An award may be made to a student who demonstrates that they have accumulated the credit required for the award.

3.4 The following table specifies the credit required for the University's taught awards:

Award title	FHEQ Level	CATS (Credit) Points
Certificate of HE	4	120
Diploma of HE	5	240, of which at least 120 must be Level 5
Foundation Degree	5	240, of which at least 120 must be Level 5
Bachelor's Degree	6	300, of which at least 60 must be Level 6
Bachelor's Degree (with Placement)	6	420, of which 120 must be Level 5 placement and at least 60 must be Level 6
Bachelor's Degree with Honours	6	360, of which at least 120 must be Level 6
Bachelor's Degree with Honours (with Integrated Foundation)	6	480, of which at least 120 must be Level 6
Bachelor's Degree with Honours (with Placement)	6	480, of which 120 must be Level 5 placement and at least 120 must be Level 6
Postgraduate Certificate	7	60
Postgraduate Diploma	7	120
Master's Degree	7	180
Master's Degree (with 60-credit Integrated Foundation)		240, including 60 at level 6 and 180 at level 7
Master's Degree (with 120-credit Integrated Foundation)	7	300, including 120 at level 6 and 180 at level 7
Master of Fine Art	7	240

Courses and modules

3.5 Modules of 20, 30 or 40 credits are permitted at all levels. Modules of 60 credits are only permitted for major projects at Level 6 and dissertations or final year projects at Level 7. Additionally, 10 credit modules may be used in short courses or professional orientated courses with a part-time mode of delivery.

3.6 Modules shall be designated 'compulsory' or 'optional'.

3.7 Modules are delivered in a single study block, with the exception of 60-credit postgraduate taught dissertations or final year projects for part-time students, which shall be delivered over two study blocks.

3.8 All modules must include summative assessment related to the learning outcomes specified. The summative assessment may consist of one or more assessment elements. Assessment elements may be differently weighted. Assessment elements may be designated 'core' (i.e. 'must pass') elements.

- 3.9 Courses leading to a Master’s degree shall include independent study in the form of a dissertation or final year project module, representing 60 credits at Level 7 or 120 credits at Level 7 for the Master of Fine Art.

Marks and outcomes

- 3.10 A student demonstrates that they have achieved the learning outcomes for a module by passing the summative assessment set for the module, to the satisfaction of the Assessment Board for the course.
- 3.11 The marks for module assessment elements shall be combined according to the published proportions, and rounded to one decimal place to give a weighted average, which is recorded as a percentage representing the mark for the summative assessment of the module. For all courses, all assessment element and module marks will be calculated to one decimal point; the overall degree mark will then be calculated to two decimal points. All marks will be rounded to integers (whole numbers) for display in assessment board reports and transcripts (the standard rounding rule applies – that is, 0.5 or above rounds up and 0.4 or lower rounds down).
- 3.12 Assessment Boards may award a ‘Pass’ for an undergraduate module when the weighted average mark is 40% or more, and any core assessment elements have marks of 40% or more. Assessment Boards may award a ‘Pass’ for a taught postgraduate module when the weighted average mark is 50% or more, and any core assessment elements have marks of 50% or more.

Mark-band (%)	Outcome	
	Levels 4–6	Level 7
70–100	Pass (1)	Pass (Distinction)*
60–69	Pass (2.1)	Pass (Pass)
50–59	Pass (2.2)	Pass (Pass)
40–49	Pass (3)	
0-49		Fail
0–39	Fail	

*Please refer to clause **3.34** regarding classification of Master’s degrees

Progression

- 3.13 An Assessment Board may make an award to a student who has accumulated the credit required at the end of any stage.
- 3.14 A student who has achieved passing marks in all modules required for an award may progress to the next stage.
- 3.15 Where an Assessment Board convenes part-way through a stage, a student may be permitted to commence the next study block in that stage without prejudice to the outcome of the Assessment Board.
- 3.16 Undergraduate courses without a placement year or integrated foundation have 3 stages, aligned with credit level. Master’s courses without an integrated foundation have 1 stage.

Undergraduate			Master's			
Stage	Level	Award	Stage	Level	Credit achieved	Award
1	4	CertHE	1	7	Less than 180 credits	Postgraduate Certificate/ Diploma
2	5	DipHE / Foundation Degree	1	7	180 credits	Master's degree
3	6	Bachelor's degree / Bachelor's degree with honours	1	7	240 credits	Master of Fine Art

Undergraduate Honours courses with a placement year have 4 stages, with the placement year at Level 5. Undergraduate Honours courses with integrated foundation have 4 stages, with credit awarded at all stages. Master's courses with an integrated foundation have 2 stages, with credit awarded at both stages.

- 3.17 In order to be eligible to progress to the next stage, students must attempt all summative assessments designated for the modules for which they registered at first attempt or at referral.

Failure and retrieval

- 3.18 Students may be referred on one occasion in respect of each assessment element. The assessment element mark is capped at 40% for undergraduate and 50% for postgraduate work.
- 3.19 Where an Assessment Board has determined that a module has been failed, a student shall be referred only in relation to the element(s) they have failed within that module.
- 3.20 Every assessment element must have an appropriate reassessment strategy. If a student is unable (eg through disability or injury) to be assessed by the normal methods specified, they will be set an alternative mode of assessment.
- 3.21 Where an assessment board determines that an assessment element has failed as a result of non-submission on both the first and second (referred) attempt, no further opportunity to retrieve the work will be offered and the student's studies will be terminated.
- 3.22 A student whose referred work fails may be permitted by the assessment board to retake the module or to take a replacement module, if the failed module is no longer offered. A module may be retaken once only.
- 3.23 With the exception of integrated foundation stages of study, where a student has 40 credits or less outstanding, the student can progress without prejudice into the next stage. In such cases, the student's continuing progression in that stage will be subject to the successful completion of the outstanding module(s), which may be retaken without attendance (trailed). If a referred module is trailed, this is the final attempt at retrieval. Students studying on accelerated courses should additionally refer to **Appendix A**. Students studying on courses with integrated foundation must successfully complete all foundation modules before they can progress to the next stage of their course.

- 3.24 An Assessment Board may agree that a module can be trailed where this is in the academic interest of the student. If a referred module is trailed, this is the final attempt at retrieval. If the module is being retaken with attendance, the module will be taken as a first attempt and in accordance with clauses **3.25** to **3.28** of the Regulations.
- 3.25 Where an assessment board considers that the volume of failed assessment elements is not retrievable by the referral deadline, a student may be permitted instead to retake part or all of the stage of study prior to advancing to the next stage. A retake with attendance may be offered once only.
- 3.26 Where an assessment board permits a student to retake (with attendance) part or all of a stage of study, or an individual module, all marks for assessment elements that have previously been passed must be surrendered. All assessed elements must be retaken. All elements will be retaken as a first attempt.
- 3.27 Students may not retake modules or assessment elements to improve marks.
- 3.28 The University will set institutional deadlines for the submission of retrieval work.

Titles of awards

- 3.29 The subject title of an award will be defined as part of the approval process. All awards for a course (including lower exit awards) will take the same subject titles, with the exception of BA(Hons) Architecture, for which the Bachelor's Degree will be titled "BA Architectural Studies."
- 3.30 The named award is the full name of the degree on which a student is enrolled. The name reflects the subject or subjects of focus within the award where:
- '&' – signifies a single honours degree (with a descriptive title)
 - 'And' – signifies a joint honours degree
 - 'With' – signifies a major/minor split
- Where an award features specialist pathway options these will be indicated in parenthesis following the award title.

Classification of awards

- 3.31 CertHE, DipHE, Bachelor's degrees ('Ordinary degrees'), Postgraduate Certificates and Postgraduate Diplomas are unclassified. Foundation degrees shall be classified Distinction; Merit; and Pass. Bachelor's degrees with honours shall be classified 1 ('First class'); 2.1 ('Upper Second Class'); 2.2 ('Lower Second Class'); 3 (Third Class). Master's degrees may be awarded with distinction.
- 3.32 An Assessment Board may not determine an award where less than 120 credits at the highest level required for the award have been assessed by Falmouth University.
- 3.33 In the case of a Foundation degree, where Falmouth University has assessed all credit at Level 5, the award shall be classified as follows (weighted averages for classification will be presented as whole numbers):

Class	Weighted average of all credit at Level 5 is
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Distinction	70% or more
Merit	60% or more
Pass	40% or more

In the case of a Bachelor's degree with honours, where Falmouth University has assessed all credit at stages 2 and 3 (Levels 5 and 6), either column A or column B below applies, whichever gives the better result. In the case of a placement year, the 120 Level 5 placement credits count towards the award but are not used in classification. Where Falmouth University has assessed only the credit at stage 3 (Level 6), the column A only applies. Where Falmouth University has assessed all credit at stage 3 (Level 6), and less than 120 credits at stage 2 (Level 5), the column A only applies.

	A	B
Class	Weighted average of all credit at Level 6 is	In the ratio 33:67, the weighted average of all credit at Levels 5 and 6 is
1	70% or more	70% or more
2.1	60% or more	60% or more
2.2	50% or more	50% or more
3	40% or more	40% or more

- 3.34 A distinction may be awarded in respect of a Master's degree where the dissertation/project has been awarded a mark of 70% or more, and the weighted average mark of the other modules is 65% or more. For a Master's degree with Integrated Foundation, the foundation stage does not contribute to the calculation of distinction.
- 3.35 Assessment boards may exceptionally award an Aegrotat degree where the student has died or is unable to complete their studies through severe and/or permanent illness or disablement. Aegrotat degrees are unclassified.

Extenuating circumstances

- 3.36 Any student whose assessment is significantly affected by circumstances beyond their control, may make an application under the Extenuating Circumstances Policy.
- 3.37 The outcome of an application for Extenuating Circumstances will be ratified at an Assessment Board.

Submission of assessed work

- 3.38 Dates and times for submission of summative assessed work, and instructions on the manner of submission, will be published before teaching begins.
- 3.39 Work handed in up to one week after the submission date will be accepted, but the mark for passing work will be capped at 40% for undergraduate work or 50% for postgraduate work. This regulation applies to the initial submission of work at the first attempt only. Reassessed work, or work where the deadline has been deferred as a result of extenuating circumstances, must be submitted by the published institutional deadline.

Academic integrity

- 3.40 Students attempting to gain credit for work that is not their own, either unknowingly or in an attempt to mislead, will be dealt with under the Academic Integrity Policy.

4. Assessment boards

General

- 4.1 Falmouth University modules are managed within courses; courses are managed within subjects; subjects are managed within departments. Academic management responsibility for departments and subjects is with Directors and Heads.
- 4.2 Each module, course and subject shall have a designated external examiner. The Academic Board shall determine the powers and responsibilities of external examiners, and no award of the University may be made without the proper involvement of an external examiner.
- 4.3 Directors and Heads of Subject are responsible for ensuring that have been assessed according to these Regulations. Heads of Subject are responsible to Directors of departments for ensuring that module marks submitted to Assessment Boards are accurate, and have been determined according to these Regulations.
- 4.4 An Assessment Board is responsible for determining decisions on progression and classification on the basis of the marks provided.
- 4.5 In exceptional cases an Assessment Board may recommend suspension of regulations to allow a student to continue with their studies. Such cases will be referred to the Chair of the Academic Quality & Standards Committee for approval, and will be reported to the Committee at its next meeting. Suspension of regulations in an individual case does not create a general precedent.
- 4.6 Assessment Boards shall meet at least once per stage of study and shall be held at Departmental level.

Assessment Boards: membership and terms of reference

- 4.7 The membership of Assessment Boards is:
- i) Director of Department, Deputy Vice-Chancellor or Senior Deputy Vice-Chancellor (Chair)
 - ii) All Heads of Subjects
 - iii) External examiner(s) for all subjects
 - iv) Registrar's representative
 - v) Course Co-ordinators or senior academics as approved by the Director of Department.
- 4.8 The terms of reference for Assessment Boards are:
- i) To confirm that University regulations have been applied consistently and fairly for all students.

- ii) To determine whether students shall progress in the courses for which they are registered.
 - iii) To determine retrieval arrangements for students who fail modules.
 - iv) To determine each student's award and classification according to these Regulations.
 - v) To determine interim awards for students who do not meet the requirements of their award aim.
 - vi) To receive preliminary comments from external examiners.
- 4.9 A Director of Department, Deputy Vice-Chancellor or Senior Deputy Vice-Chancellor may delegate another member of staff as Chair; in such cases the Director remains responsible for the proper conduct of the Board.
- 4.10 Names of members shall be provided to the Registrar at least two weeks before boards meet. The decisions of Assessment Boards shall be recorded in a form determined by the Registrar.
- 4.11 Attendees may participate remotely at an Assessment Board.
- 4.12 The quorum for Assessment Boards is half the membership, including the nominated Chair, the Registrar's representative and at least one external examiner. Where an Assessment Board meets without a quorum, the results are provisional until the next quorate meeting.

Reconvened Assessment Boards

- 4.13 The quorum for Reconvened Assessment Boards shall be the Chair, Heads of Subject or nominee(s), and the Registrar's representative. Heads of Subject or nominee(s) will consult with other staff involved in assessment and represent their views to the Board.
- 4.14 External examiners are not expected to attend Reconvened Assessment Boards, delegating their authority to the Board. They may be consulted regarding any contentious cases or final award candidates.

FALMOUTH ACADEMIC REGULATIONS 2016-17 APPENDIX A: ACCELERATED DEGREES

1. The University's Academic Regulations apply to all students enrolled and registered on accelerated degrees, in full-time and part-time mode, save for the following regulatory exceptions:

Failure and Retrieval

2. Students with 40 credits or less outstanding at the end of a stage may be permitted a retake the module(s), with or without attendance, or resubmit the outstanding assessment element(s) whilst progressing into the next stage of study.
3. Students with more than 40 credits outstanding will not be permitted to progress into the next stage of study. In such cases, the student may be required to either:
 - retake all or part of the stage with attendance; **or**
 - re-submit the work on which they have been referred, by the institutional deadline, in order to be considered at the next Assessment Board. If the work is deemed to be of a passing standard, then the student will be permitted to progress to the next stage of study at the closest available opportunity.

The University's Regulations governing attempt numbers and retake opportunities will apply in all cases.

4. Exceptionally, students with more than 40 credits outstanding may be permitted to progress without prejudice into the next stage of study. Such an exception is at the discretion of the Assessment Board and only where **all** of the following circumstances apply:
 - the student has valid extenuating circumstances in place for the work outstanding;
 - the student has demonstrated a high level of engagement with the course and their tutors, notwithstanding any difficulties they might have experienced; and
 - the relevant Module Tutor(s) can confirm that the work outstanding is sufficiently developed and progressed, such that the student will be able to submit the work within four (4) weeks of the start of the next stage of study.