

**Academic Regulations 2020-21**  
**Emergency Regulations**  
**(Covid 19)**

# Table of Contents

<b>Introduction</b>	<b>2</b>
<b>Section 1 – Key Principles</b>	<b>2</b>
<b>Section 2 – Use of Emergency Regulations</b>	<b>2</b>
<b>Section 3 – Covid-19 situation that impacts teaching and assessment</b>	<b>3</b>
<b>Section 4 – Covid-19 situation leading to missing marks or moderation</b>	<b>4</b>
Marking and Internal Moderation	4
External Examiner review of work	4
Unconfirmed Marks	5
<b>Section 5 – Assessment Boards</b>	<b>5</b>
Quoracy of Assessment Boards	5
Operation of Assessment Boards	5
Decision making at Assessment Boards	6
Resits and Retakes	6
Compensation for module failure	6
Progression	6
Awards	7
<b>Appendix 1 – Final Mark Calculation Algorithms for 2020-2021</b>	<b>9</b>
<b>Appendix 2 – Glossary</b>	<b>11</b>

## Introduction

The University's Academic Regulations take account of occasions when some marks are not available for a student or a module or where there has been disruption to a module or element of assessment, to ensure that progression and classification decisions can be made.

However, in cases where the academic business of the University is severely disrupted by the Covid-19 situation, it is necessary to have Emergency Regulations to ensure that decisions about student progression or final awards are made as timely as possible. These Emergency Regulations are intended to enable the continued assessment of students in these circumstances.

## Section 1 – Key Principles

1. The Emergency Regulations can be applied to a particular cohort or course, or to all taught undergraduate and postgraduate courses of the University, or of its Academic Partners.
2. The Emergency Regulations are intended to best protect the interests of students given the Covid-19 situation experienced by the University and its Academic Partners.
3. Where courses are governed by Professional, Regulatory and Statutory Body (PSRB) requirements, these PSRB requirements may need to take precedence over the Emergency Regulations.
4. In all cases, the University will operate to ensure that, as far as possible, students' overall achievement is not negatively impacted by the Covid-19 situation.

## Section 2 – Use of Emergency Regulations

5. The Emergency Regulations will be invoked and stood down by the Vice- Chancellor or nominated deputy on behalf of Academic Board as and when circumstances require. This may be at different times for the University and its Academic Partners, where circumstances require. The fact that the Emergency Regulations have been invoked, and the timing of their operation will be reported to the next meeting of the Academic Board and noted at Assessment Boards.
6. The Vice-Chancellor may determine that some or all of the measures in these Emergency Regulations are implemented in view of the nature of the Covid-19 situation. These determinations will also be reported to the Academic Board and noted at Assessment Boards.
7. The Emergency Regulations are to be read in conjunction with the standard Academic Regulations. They will take precedence over the University's Academic Regulations relating to student assessment, progression, classification and award and are confined to the period of the Covid-19 situation agreed in the process of invocation. All other Academic Regulations will continue to apply.
8. The key principles applied during the operation of the Emergency Regulations are that:
  - i) maintaining academic standards and integrity of the University's awards; and taking account of professional requirements will remain paramount;
  - ii) consideration will be given to whether the learning outcomes for a course as a whole, or the specific Level of the course, have been met;
  - iii) the provisions of the emergency regulations will continue to apply to any affected module throughout a student's course of study; and

- iv) the University will endeavour to maintain fairness to students individually and as a group.
- 9. Standard submission and response times, as set out in fitness to practise panels, academic offences panels, disciplinary panels as well as submitted academic appeals, or complaints, may be adjusted where necessary, including but not limited to the number of working days by which students can submit and expect to receive outcomes of.
- 10. Where necessary, an extension to the maximum registration period will be granted for any student who is unable to complete within the standard registration period. Requests for extension to the registration period will be considered at the Regulatory Casework Panel.
- 11. The University's Research Degree Regulations will normally remain in force during periods of disruption caused by the Covid-19 situation. Adjustments may be made where necessary to the timings, and the means of undertaking oral examinations (e.g. using electronic communications).

### **Section 3 – Covid-19 situation that impacts teaching and assessment**

- 12. In the Covid-19 situation, there will be circumstances in which teaching and learning, and assessment activity cannot take place as scheduled. The University will endeavour to establish alternative arrangements for students to minimise the impact to their scheduled learning, teaching and assessment.
- 13. Changes commensurate with the level of study will be applied to teaching delivery, assessment strategies (including the establishment of alternative assessments), and submission deadlines, in order to mitigate the impact of the circumstances.
- 14. The Examinations Timetable may also be revised, including the rescheduling of the whole examination period or deferring it to a later date.
- 15. Examinations, practicals and other assessments may also be replaced with alternative assessments, where this is appropriate and where these alternative assessments will meet the learning outcomes and requirements of the Professional, Statutory and Regulatory Bodies where applicable.
- 16. Where all other alternatives have been explored but have not proved sufficient, Learning Outcomes may be amended where they can no longer be assessed. In this event, changes to award titles or to the course of study may be required. Students who do not wish to be awarded with the new title will be offered the opportunity to meet the original learning outcomes at a later date.
- 17. The process for approving and recording these changes, as set out in the Academic Quality and Standards Handbook, may be varied. Any such variations will be approved by the Chair of the Academic Quality and Standards Committee and reported to the Academic Board.
- 18. When determining alternative arrangements for teaching and assessment, the following principles will be applied:
  - i) Consistency of approach, as far as possible;
  - ii) Focus on the delivery of content that allows students to meet the learning outcomes of the module or course affected
  - iii) Prioritising the necessary guidance, support and supervision for students whose assessment methods/requirements have changed

- iv) Treatment of students with Individual Support Plans must be consistent with all relevant policies and regulations.

## **Section 4 – Covid-19 situation leading to missing marks or moderation**

- 19. Circumstances may lead to missing marks, for example if appropriate academic staff are not available to mark or moderate work or if a significant number of students are not able to engage with assessments due to the nature of the Covid-19 situation.

### **Marking and Internal Moderation**

- 20. Standard marking and moderation procedures will be adjusted if necessary. Any such adjustments must be reported to the relevant Assessment Board(s). Allowed adjustments are:
  - a) Where it is not possible to manage internal moderation within the course team, this will normally be carried out by staff from a cognate subject.
  - b) In circumstances where internal moderation has not been able to take place, however the work has been reviewed by an External Examiner, the module marks can be considered final and confirmed by the Assessment Board.
  - c) In circumstances where the required internal moderation has not taken place, and where it has also not been possible for an External Examiner to review this work, the outcomes agreed by the Board will be considered unconfirmed until an External Examiner review has taken place.

### **External Examiner review of work**

- 21. Standard External Examining procedures will be adjusted if necessary, as set out at Regulation 22 below. Any such adjustments must be reported to the relevant Assessment Board(s).
- 22. Where an External Examiner is not available to review student work for a module which is normally externally examined, the Academic Quality and Standards Office (AQSO) will check the most recent External Examiner reports and course responses in order to determine whether there have been any concerns about standards or quality associated with the module(s) in question. Following this review, allowed adjustments are:
  - a) If no issues with the External Examiner's report are identified, or if any issues identified have already been resolved, the Board will receive confirmation of this together with assurance that the University's double-marking/internal moderation processes have been applied. This will be explicitly recorded in the minutes of the Board. The Board will accept the exceptional circumstances and the assurances given by the AQSO and consider the marks as they are presented. The agreed marks will be confirmed.
  - b) If unresolved issues are identified as a consequence of checking the External Examiner report, Heads of School/College, in consultation with the AQSO, will seek to appoint an appropriate replacement External Examiner to review student work. Their attendance will not be required at the Board, but their written confirmation of process and marks must be received by the Board. The Board will then consider and agree the marks as normal.
  - c) If it is not possible to secure a replacement External Examiner in time for the Board, the University will allow the module results to be considered by the Board, but the agreed marks will be unconfirmed until an External Examiner is available to review the work. At that point, the marks will be confirmed by Chair's Action.

## **Unconfirmed Marks**

23. Unconfirmed module marks will be referred to Assessment Boards to allow progression or award outcomes to be considered. In all cases, the Boards will confirm any unconfirmed marks by Chair's Action once the External Examiner's review has taken place.

## **Section 5 – Assessment Boards**

### **Quoracy of Assessment Boards**

24. Where members of Assessment Boards are unable to attend scheduled Boards, either in person or remotely, the Emergency Regulations allow Assessment Boards to be considered quorate when the Chair of the Board, an academic member of staff and/or the Academic Registrar (or nominee) are able to participate in the business of the Board either in person or remotely.
25. Prior to the start of the Board, the scope of the Board's decision-making powers will be determined, based on the members who are available. This will be established by the Chair in conjunction with the Registry managers and recorded in the minutes of the Assessment Board. For example, it might be decided that a Board with the reduced quoracy as outlined in Regulation 24 above could not determine the impact of PSRB requirements on outcomes. Where this is the case, the Board will reconvene as soon as possible to finalise outcomes.
26. All quoracy arrangements and determinations will be recorded in the minutes of the Board and retained on file.

### **Operation of Assessment Boards**

27. Wherever possible, Boards and Pre-Boards will continue to convene at the scheduled times. The Boards may be conducted in person or via virtual methods.
28. Each Board and Pre-Board will note which set of Regulations - standard Academic Regulations or Emergency Regulations - is in use for each cohort under consideration.
29. Boards will note any amendments made to assessments, delivery and Learning Outcomes.
30. A Pre-Board will be held prior to the Assessment Board.
31. Assessment Boards will typically convene as Joint Assessment Boards (JABs) but Module Assessment Boards (MABs) and Progression and Award Boards (PABs) may meet as required.
32. External Examiners can attend remotely or present their views by correspondence to the Board. If it has not been possible for a module to be reviewed by an External Examiner, the JAB will consider the module results in line with the arrangements detailed in Regulations 21-22 above.
33. If it is not possible for an External Examiner to participate in the JAB, the Board will consider the course outcomes but the agreed outcomes will be unconfirmed until such time that an External Examiner is available to review a sample of outcomes and confirm that they have been applied consistently and fairly.

## Decision making at Assessment Boards

34. Assessment Boards should exercise caution about making decisions that would normally lead to the withdrawal of students. If a decision is not possible based on available information, it will be deferred until sufficient information is available.

## Resits and Retakes

35. Resit marks for a module or for an element of assessment during the period of the Covid-19 situation will be awarded uncapped.
36. An alteration to the resit or retake process may be implemented where required, to support retaking students to achieve the module learning outcomes to support progression and completion.
37. This may include:
  - i) allowing an exceptional third resit opportunity for any failed module(s)
  - ii) the implementation of an accelerated retake opportunity for modules at Level 4
38. Bespoke arrangements may be established to support individual students to meet any missing learning outcomes.

## Compensation for module failure

39. Compensation will be considered after a first attempt for Undergraduate and Postgraduate taught courses.
40. Compensation for Postgraduate courses will in all other respects continue to operate under the standard Academic Regulations.
41. At all Levels, Compensation will be available for Undergraduate courses for up to 40 credits over a maximum of two modules in accordance with the criteria below:
  - a) an average mark of 40% or more has been achieved across 120 credits at the Level (including any failed modules); and
  - b) the final mark for any individual module to be compensated is at least 30%.
  - c) The Dissertation or Final Major Project module may not be compensated.

Compensation will not be available for some PSRB-accredited courses.

## Progression

42. The standard Undergraduate Regulations already allow students to carry forward one module retake into the next Level, with exceptions for courses accredited by PSRBs.
43. Under these Emergency Regulations for the **2019/20 academic year**, all undergraduate courses will be permitted to allow students to carry forward to the next Level up to two module retakes, or two modules without marks, to a maximum total of 40 credits, provided at least 80 credits at the level have been passed. Where courses are governed by PSRB requirements, any PSRB requirements will take precedence over this Regulation.
44. For the **2020/2021 Academic Year**, where a student has failed a resit attempt in one module, the student may progress to the next Level with one retake in that module as approved by the

Assessment Board, unless specified otherwise by the relevant Professional, Statutory and Regulatory Body. Where they have not passed modules from the 2019/20 Academic Year, students will still be permitted to carry forward up to 40 credits, provided they have passed 100 credits in the 2020/21 academic year.

45. For students who commenced their studies in January 2020, their academic profiles will be reviewed prior to allowing them to progress onto the next level of study, according to their level of engagement on the course.
46. Where the JAB has agreed that students can carry forward 40 credits in the absence of module marks, module outcomes will be reviewed once marks become available and students will be offered additional options where a module(s) has not been passed. This may include provision of resit or retake opportunities at a time established by the Board, including in a later semester or year.
47. Where student or cohort circumstances are outside the scope of the Emergency Regulations, they will continue to be considered by the Regulatory Casework Panel.

### Awards

48. The award and classification of a degree is normally dependent upon a student's successful completion of all necessary credit for that award. However, for the duration of the Emergency Regulations, JABs will consider those students at the final stage of a Degree for a final award and classification under the following principles:
  - a) Students will be supported to submit to assessment in all modules, through alternative assessments where required.
  - b) Students completing their award during the period of the Covid-19 situation will have their classification considered through the algorithms as set out in Appendix 1.
  - c) During the operation of the Emergency Regulations, the average mark for the purpose of degree classification will be taken as the average mark attained prior to the date determined as the start of the Covid-19 situation or their overall mark taking all assessments into account, whichever is the higher. This will ensure that a student will graduate with **at least** the same profile they had prior to the implementation of the emergency regulations.
49. For Honours Degree students who complete and achieve a pass (or compensated pass) in all modules, the algorithms available as outlined in Appendix 1 will be used to calculate their classification. Where the average mark falls below the student's average mark prior to the Covid-19 situation, Regulation 45(c) will apply.
50. If due to the Covid-19 situation, an Honours Degree student is unable to complete the full diet of module assessments, they will be considered for an award, where the following requirements are met:
  - i) they have completed and passed 120 credits at Level 4 and 120 credits at Level 5, to include any compensation; and
  - ii) they have completed and passed at least 80 credits at Level 6, including the final major piece of assessed work for the course - typically the Final Major Project or Dissertation – (not including any compensated credit); and
  - iii) It is confirmed that all course learning outcomes have been met;

The award will be calculated with the algorithms in Appendix 1, adjusted for the credits achieved. Regulation 45(c) will also apply. This will not apply where a PSRB requirement prevents it.

51. Where an Honours Degree student is unable to complete the Final Major Project or Dissertation, or if they submit and do not achieve a pass, they cannot immediately be considered for an award. However, they will be supported as far as possible to submit or to make a resubmission, the mark for which will be uncapped.
52. For Level 6 'top up' Degree students, the same principles will apply as for an Honours Degree. Their award will be calculated with the algorithms in Appendix 1, adjusted for the credits achieved. Regulation 45(c) will also apply.
53. For Certificate of Higher Education students, the same principles will apply. A total of 80 credits at Level 4, not including any compensated credit, must be passed in order to be considered for an award. Certificate of Higher Education awards are not classified, therefore Regulation 45(c) does not apply.
54. For Diploma of Higher Education students, the same principles will apply. A total of 120 credits at Level 4, including any compensated credit, and 80 credits at Level 5 (not including any compensated credit) must be passed in order to be considered for an award. Diploma of Higher Education awards are not classified, therefore Regulation 45(c) does not apply.
55. For Foundation Degree students, the same principles will apply, but a total of 120 credits at Level 4, including any compensated credit, and 80 credits at Level 5 (not including any compensated credit) must be passed in order to be considered for an award. Their award will be calculated with the algorithms in Appendix 1, adjusted for the credits achieved. Regulation 45(c) will also apply.
56. For Master's Degree students, the same principles apply, but a total of 120 credits (not including any compensated credit), including the Dissertation or Project module, must be passed in order to be considered for an award. The calculation for Classification will be made in accordance with the algorithm in Appendix 1, adjusted for the credits achieved. The provisions in Regulation 45(c) will also apply.
57. Where students are not in their final semester during the implementation of the Emergency Regulations, but have been studying or submitting to assessment for modules that contribute to the final award, their average mark for the purposes of classification will be taken either as the average mark attained outside the period of operation of the Emergency Regulations, or their overall mark across all assessments, whichever is the higher. This will ensure that a student will graduate with **at least** the same profile they had outside the implementation of the emergency regulations.
58. Where a student has been made an award under the provisions of Regulations 45-53, they may choose not to accept this award and retake the missing or failed modules at the next available opportunity.
59. Where a cohort's circumstances are not adequately taken into account by the above provisions, a determination on their degree classification or progression will be approved by the Vice-Chancellor following consideration by the Regulatory Casework Panel.

## Appendix 1 – Final Mark Calculation Algorithms for 2020-2021

### Honours Degree

The final mark is calculated by applying one of the three methods below, whichever produces the highest score:

- a) the weighted marks using the best 100 credits at Level 5 and the average of the level 6 modules completed prior to the Covid-19 situation, with Level 5 weighted as 0.5 and Level 6 weighted as 0.5 (Method of Calculation:  $\text{Mark (\%)} \times \text{credit value of module} \times \text{module level weighting}$ );

OR

- b) the weighted marks using the best 100 credits at Level 5 and the best 100 credits at Level 6\*, with Level 5 weighted as 0.5 and Level 6 weighted as 0.5 (Method of Calculation:  $\text{Mark (\%)} \times \text{credit value of module} \times \text{module level weighting}$ );

\*where a student has been deemed to have met the learning outcomes, this calculation will be made using the 80 credits or more achieved at Level 6.

OR

- c) the marks using the best 100 credits at Level 6 alone (Method of Calculation:  $\text{Mark (\%)} \times \text{credit value of module}$ ).

### Foundation Degree

The final mark is calculated by applying one of the three methods below, whichever produces the highest score; the final mark is rounded to the nearest whole number.

- a) the weighted marks using best 100 credits at Level 4 and the average of the Level 5 credits completed prior to the Covid-19 situation, equally weighted. (Method of Calculation:  $\text{Mark (\%)} \times \text{credit value of module} \times \text{module level weighting at each level separately}$ );

OR

- b) the weighted marks using best 100 credits at Level 4 and the best 100 credits at Level 5\*, equally weighted. (Method of Calculation:  $\text{Mark (\%)} \times \text{credit value of module} \times \text{module level weighting at each level separately}$ );

\*where a student has been deemed to have met the learning outcomes, this calculation will be made using the 80 credits or more achieved at Level 5.

OR

- c) the marks using best 100 credits at Level 5 alone.

### Master's Degree

The final mark is calculated by applying either of the two methods below, whichever produces a higher score: either:

- a) the module credit values multiplied by the final module mark for each module, divided by the total number of credits. The final mark is calculated up to two decimal points and then rounded to the nearest whole number;

OR

- b) the module credit values multiplied by the final module mark of all the modules that were completed outside the Covid-19 situation, divided by the number of module credits considered. The final mark is calculated up to two decimal points and then rounded to the nearest whole number.

## Appendix 2 – Glossary

(extract from the Academic Regulations 2020-2021, see document for full list)

**Academic Board:** the Academic Board is responsible for academic governance, academic standards and quality and the student experience.

**Academic Credit:** see **Credit**.

**Academic Judgment:** a judgment where only the opinion of an academic expert is sufficient, for example decisions on assessment, degree classification, fitness to practice, research methodology, course content and outcomes.

**Academic Level:** The relative complexity, depth of study, and learner autonomy required in relation to a module in the context of its discipline. Levels are determined by National Frameworks: the Framework for Higher Education Qualifications and the Regulated Qualifications Framework. See [www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf](http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf). Each module is assigned a level from the following scale:

Level 3: Preliminary  
Level 4: Certificate  
Level 5: Foundation  
Level 6: Honours  
Level 7: Masters  
Level 8: Doctoral

**Academic Quality:** refers to how and how well a higher education provider supports students to enable them to achieve their award. It covers learning, teaching and assessment, and all the different resources and processes a provider puts in place to help students progress and fulfil their potential.

**Academic Quality and Standards Handbook:** produced by the University's Academic Quality and Standards Office and documents all academic quality-related procedures.

**Academic Quality and Standards Office:** the professional central service responsible for overseeing the assurance and maintenance of the University's academic standards and the quality of its higher education provision to ensure it meets agreed expectations, including those of its academic partnerships, for example by approval, monitoring and review of modules and courses.

**Academic Regulations:** guarantee the standards of all of the University's awards. The Regulations are the responsibility of the Academic Board, and are reviewed and revised annually through the Academic Regulations Review Committee. See also **Emergency Regulations**.

**Academic Standards** are the standards that individual degree-awarding bodies set and maintain for the award of their academic credit or qualifications. These may exceed the threshold academic standards. They include the standards of performance that a student needs to demonstrate to achieve a particular classification of a qualification, such as a first-class honours degree classification in a certain subject or the award of merit or distinction in a master's degree.

**Academic Year:** the Higher Education Statistics Agency (HESA) defines an Academic Year as a period running from 1 August to 31 July. This is the period of time used by the University to frame its activities, with policies and regulations normally written by academic year. For students, the definition of an Academic Year will vary, depending on their course of study. Students commencing

an undergraduate course will typically commence study in September and end their year the following June. Undergraduate students who commence their studies in January will typically have an academic year which runs from January to December. Many Masters courses run for a full calendar year which may cross two academic years. See also **Calendar Year**.

**Advanced Standing:** prior, certificated study from another institution deemed equivalent to the University modules from which exemption is sought. Can only be applied at the point of admission.

**Assessment (Assessed coursework):** coursework that students are required to complete and submit, and which contributes in whole or in part to module marks and awards.

**Assessment Board:** the forum where definitive decisions on matters related to student attainment, progression and awards are made with specified remits in relation to assessment standards.

**Average Mark:** the weighted average of a student's performance, calculated in accordance with the regulations for the award, on which the classification of the award is based. It is rounded up or down to the nearest whole number.

**Award:** awards are the academic qualifications determined by National Frameworks that may be awarded on completion of a course of study, including Undergraduate, graduate, and postgraduate certificates and diplomas, Bachelor's degrees, Bachelor's degrees with Honours, undergraduate and postgraduate Masters degrees and Doctoral degrees. See [www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf](http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf)

**Calendar Year:** a twelve month period, January – December. See also **Academic Year**.

**Capstone Project:** See **Dissertation**.

**Chair:** leads and manages a meeting, committee or assessment board to ensure it runs smoothly and efficiently and operates within the authorised Terms of Reference. Chairs of Assessment Boards are trained and licensed annually by the University.

**Compensation:** compensation of failed academic credits is a measure to reduce the need for referral of assessment (i.e. resit or retake) where the student has demonstrated academic ability through achieving a specified average mark.

**Course:** a course is an approved and validated combination of modules leading to a named award by the University of West London.

**Course Handbook:** the Course Handbook contains detailed information about how a course is taught and managed, and how students will be assessed. They are available to students on the University's VLE, accessed via the Student Portal [portal.uwl.ac.uk](http://portal.uwl.ac.uk) See also **Student Portal** and **VLE**.

**Course Leader:** a Course Leader provides academic leadership for a course of study; they also resolve issues relating to the course.

**Coursework:** coursework is written or practical work produced by a student during a course of study, usually assessed in order to count towards a final mark or grade.

**Credit(s):** academic credit is a means of measuring and recognising learning, as outlined in the Higher Education credit framework for England. A number of credits is normally assigned to each module, which indicates the amount of learning undertaken, and a specified credit level indicates the

relative depth of learning involved. Credit is awarded in recognition of the amount and depth of learning which has been achieved once a student has successfully completed a module. Credits are then accumulated towards the total credit required for a named course of study and a qualification, for example, BA (Hons). A full-time undergraduate course of study with Honours normally consists of 360 credits in total.

**Dean/Director of College:** the Dean of College has responsibility to lead and manage for all matters relating to their College within the University.

**Deferral of Studies:** a temporary postponement of studies, between one to four semesters, agreed between the student and their School or College or decided upon by the School or College.

**Delegated Authority:** where the authority invested in an individual or body is delegated to another individual or body for a specified purpose.

**Deputy Vice-Chancellor (DVC):** senior University executive who deputises for and supports the Vice-Chancellor in leading the University, with a remit to drive research and enterprise across the University. [uwl.ac.uk/about-us/how-university-works/our-people/deputy-vice-chancellor-and-pro-vice-chancellors](http://uwl.ac.uk/about-us/how-university-works/our-people/deputy-vice-chancellor-and-pro-vice-chancellors)

**Dissertation:** an extended piece of independent study assessed by an output report, an extended essay or a capstone project. The dissertation or capstone project comprises a significant part of most Masters courses. There is also a dissertation as part of the Honours award in many first degrees.

**Element of Assessment:** an individual item of assessment. The assessment for a module may comprise several elements of assessment.

**Emergency Regulations:** a set of Regulations, supplemental to the Academic Regulations, which may be invoked by the Vice-Chancellor in exceptional situations. The Emergency Regulations ensure that the standard of the University's awards is maintained, and that students' achievement is as far as possible unaffected. See also **Academic Regulations**.

**Exceptional Circumstances:** the University recognises that there may be times when students will encounter difficulties (exceptional circumstances) during their course of study and provisions are made to support the student in continuing to study.

**Extension:** an extension may be given when unexpected and unanticipated difficulties adversely impact a student's ability to complete assessments on time.

**External Examiner:** a professional academic from outside the University who monitors the assessment process. The role has four elements: maintain academic standards, check processes, act as a guardian of national standards and also to act as a critical friend to the University or School/College.

**Note:** The definition and remit of External Examiners for all undergraduate and postgraduate courses is not applicable to research programmes covered by the Postgraduate Research Regulations which have their own examiner/External Examiner arrangements in place.

**Formative Assessment:** an assessment that provides students with feedback on progress and informs their development. It does not normally contribute to the overall assessment mark.

**Governor:** see **Board of Governors**.

**Graduate Centre:** the Centre supports doctoral students and supervisors and runs courses to support their development.

**Head of School/College:** the Head of School/College has responsibility to lead and manage all matters relating to their School or College within the University.

**Head of Subject:** the Head of Subject has responsibility for an academic subject within a School or College.

**Individual Support Plan (ISP):** all students who have registered with the Wellbeing Team and provided evidence of their disability, long term medical condition or specific learning difficulty will be provided with an ISP. The ISP summarises the support requirements for an individual student.  
[uwl.ac.uk/students/support-services-for-students/disability-and-mental-health-support](http://uwl.ac.uk/students/support-services-for-students/disability-and-mental-health-support)

**Learning Outcomes:** statements that describe and emphasise the application and integration of the knowledge or skills that students should acquire by the end of a particular assignment, class or course.

**Level:** see **Academic Level**.

**Mitigating Circumstances (Mitigation):** circumstances that are outside a student's control which may have an adverse impact on a student's ability to undertake or complete an assessment so as to cast doubt on the likely validity of the assessment as a measure of the student's achievement.

**Module:** an approved block of teaching and learning leading to the award of academic credit and forming part of a course of study.

**Module Assessment:** assessment of the performance of a student on a module. This may include a variety of elements and forms, including coursework, dissertations, practical assignments, presentations and exams.

**Module Leader:** a Module Leader provides academic leadership for a module of study; they also resolve issues relating to the module.

**Module Mark:** the overall module result. This may be an aggregate of marks from several elements of assessment, which may be weighted.

**Module Specification:** the validated (approved) document outlining how a module is taught and assessed and its intended learning outcomes for the student. Students can access this information through the Module Study Guide.

**Module Study Guide (MSG):** a guide for students with detailed information about how the module will be taught and assessed, where to access support and the learning resources recommended for the module.

**MyRegistry:** 'MyRegistry' is the website provided for students which enables them to access their student record in order to enrol, re-enrol, update personal details and view their results, etc. The website is located at [uwl.ac.uk/myregistry](http://uwl.ac.uk/myregistry).

**Plagiarism:** the practice of taking someone else's work and/or ideas and passing it/them off as their own or where a student represents someone else's work as their own irrespective of whether this was intended. Plagiarism also encompasses a student using their own work where it has already

been submitted for assessment in another module or course of study. Plagiarism may be detected through the submission of written work through an online detection system.

**Portal:** see **Student Portal**

**Professional, Statutory and Regulatory Bodies:** a diverse group of professional and employer bodies, regulators and those with statutory authority over a profession or group of professionals. PSRBs provide membership services and promote the interests of people working in professions; accredit or endorse courses that meet professional standards, provide a route through to the professions or are recognised by employers.

**Progression:** the process of moving from one level of study to the next, or from the taught element to the dissertation, placement or project element of a course.

**Pro Vice-Chancellor (PVC):** senior University executive who supports the Vice-Chancellor in leading the University, and works to drive strategy and policy within the University in specialised areas such as research or student experience.

**Reasonable Adjustments:** the support requirements for an individual student, summarised in the Individual Support Plan (see ISP above).

**Recognition of Prior Learning (RPL):** the generic term for the recognition of prior learning, whether the result of a formal course, certified (or certificated) learning (RPCL) or learning through experience (RPEL). An applicant who has their relevant prior qualification or certified learning accepted may be admitted onto a course of study with advanced standing credit.

**Registry:** the central University service responsible for many aspects of the student journey: enrolment to graduation, maintaining the curriculum, assessment administration, School and College governance, the Academic Regulations, academic administration and policy.

**Regulatory Casework Panel:** a panel comprised of senior Registry and Academic Quality Office staff. The Panel is convened to consider individual student cases that may fall outside the Academic Regulations.

**Research Students:** registered for a course of study specifically designated as a research course. Research courses have separate Academic Regulations.

**Resit:** the repeat of all or part of a module's assessments, following module failure at a previous attempt, including non-submission. Resits do not involve the repeat of attendance for the module. The assessment mark is normally capped at the pass mark.

**Retake:** the repeat of a module following failure at a previous attempt, including non-submission. Retakes normally involve attendance, payment of tuition fee and completion of all elements of the module, and the submission of all assessments (summative and formative). They count towards the value of academic credit for which students must normally be registered in an academic year. The assessment mark(s) for a retake of a module is not capped. One resit attempt is available for each element of a retake module (see **Resit** above).

**Special Regulations (PSRB):** Special Regulations are academic regulations for individual courses of study that diverge from the standard Academic Regulations for the University where there is a legitimate academic rationale, or a specific requirement set down by a Professional Statutory or Regulatory Body, or a joint or collaborative course requires it. Special regulations shall be

designated as such through the course approval process, and approved by the Academic Board or its delegated authority.

**Student Portal:** the online dashboard that enables students to access sources of information relevant to the studies and time at University. See [portal.uwl.ac.uk](http://portal.uwl.ac.uk)

**Students' Union:** the University of West London Students' Union is the official union for all students of the University – see [www.uwlsu.com](http://www.uwlsu.com)

**Summative Assessment:** formally measures a student's achievement in relation to the learning outcomes of a module and contributes to the module mark.

**Threshold:** a specified minimum mark which is prescribed by a Professional, Statutory and Regulatory Body (PSRB) that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the overall module mark to pass the module.

**Threshold Academic Standards:** the minimum acceptable level of achievement that a student has to demonstrate to be eligible for the award of academic credit or a qualification. For equivalent qualifications, the threshold level of achievement is agreed across the UK.

**University:** the University of West London, unless otherwise specified.

**University Secretary:** senior advisor on governance-related issues and associated legislative matters. The University Secretary reports directly to the Vice-Chancellor and is also the University's Chief Compliance Officer.

**Vice-Chancellor (VC):** The Vice-Chancellor is the Chief Executive of the University.

**Vice-Chancellor's Executive (VCE):** advises and supports the Vice-Chancellor in fulfilling their responsibilities to the University.

**Withdrawal from Studies:** the decision of a student to leave a course of study completely, with no intention of returning at a later date; or the decision by an Assessment Board to remove a student permanently from a course of study.