

Postgraduate Regulations 2019-20

REGULATIONS FOR POSTGRADUATE PROGRAMMES LEADING TO
THE AWARD OF POSTGRADUATE CERTIFICATES AND DIPLOMAS OF
HIGHER EDUCATION, AND TAUGHT MASTER'S DEGREES

2019 – 2020

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Other Relevant Documentation

See the Quality Assurance Handbook for related information including:

- Assessment Policy
<https://my.sunderland.ac.uk/download/attachments/105484817/Assessment%20Policy%20v8.pdf?version=3&modificationDate=1531237357000&api=v2>
- Generic Assessment Criteria
<https://my.sunderland.ac.uk/download/attachments/105484817/Generic%20Assessment%20Criteria%20v5.pdf?version=2&modificationDate=1497861202000&api=v2>
- Accreditation of Prior Learning
<https://my.sunderland.ac.uk/pages/viewpage.action?pageId=105484841>
- Appeals Procedure
<https://my.sunderland.ac.uk/pages/viewpage.action?pageId=105484836>
- Procedures for Extenuating Circumstances
<https://my.sunderland.ac.uk/display/AQH/Extenuating+Circumstances>
- Student Conduct and Discipline
<https://my.sunderland.ac.uk/download/attachments/105484836/Student%20Disciplinary%20Regulations%20v4.pdf?version=1&modificationDate=1505382427000&api=v2>
- Academic Integrity and Misconduct
<https://my.sunderland.ac.uk/display/AQH/Academic+Integrity+and+Misconduct>

and links to external documentation including:

- Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ)
http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14
- Northern Ireland Credit Accumulation and Transfer System (NICATS) Level Descriptors
<https://my.sunderland.ac.uk/download/attachments/105582064/NICATS%20Extract.pdf?version=1&modificationDate=1499847085000&api=v2>

A. ADMISSIONS REGULATIONS

1.1 General Requirements for Admission to Programmes at Level 7

1.1.1 The minimum entry qualifications are specified in individual programme regulations but are generally

(a) an Honours degree from a British University

and

(b) Where an applicant's first language is not English they will be required to demonstrate evidence of achievement of 6 overall in the International English Language Testing Scheme (IELTS) with all element scores at 5.5 or higher. An alternative approved Secure English Language Test (SELT) and the University's recognised English language qualifications/tests (as approved by Academic Board) will also be accepted if the applicant's element scores are equivalent to those required for IELTS.

(c) such other qualifications or appropriate experience as the Programme Studies Board deems to be equivalent.

1.2 Entry with advanced standing

1.2.1 Students may be permitted to enter with advanced standing by Accreditation of Prior Learning (APL) or through an approved articulation or progression route. Such prior learning may be certificated or experiential or a combination of both. In such cases students are awarded credit for experience gained elsewhere. The approved processes by which entry with advanced standing may be permitted are described in the Academic Quality Handbook.

1.2.2 A student may not receive advanced standing for more than two-thirds of the credits for his/her target award.

1.2.3 If a student has already gained a named target award at the same level as, or a higher level than, the target award towards which she/he is seeking entry with advanced standing, she/he may not use this to gain credit. However, if a student has gained an exit or interim award towards the target award, he/she may use that towards a target award at a higher level. Similarly, if a student has gained individual credits without gaining a named award, he/she may use those to seek advanced standing towards a target award at any level.

1.2.5 Credits gained by advanced standing are not given a mark or grade, and may not be used in any summative grade such as a merit or distinction - see regulation 6.5.1.

B. ASSESSMENT REGULATIONS

1 INTRODUCTION

- 1.1 These regulations provide a regulatory framework for all the University's taught postgraduate programmes. Separate regulations exist for undergraduate programmes (including Integrated Master's programmes) and postgraduate research programmes. Exceptions to these regulations, particularly to meet PSRB requirements, must be approved by, or on behalf of, Academic Board and recorded as programme-specific regulations.
- 1.2 This edition of the regulations is applicable to all postgraduate programmes for students. It was approved by Academic Board on 14 May 2008.
- 1.3 Some students are subject to national regulations in respect of visas and related matters which over-ride these regulations.

2 STRUCTURE AND DEFINITIONS

2.1 Credit Framework

- 2.1.1 All programmes consist of modules, each of which has its own learning outcomes and is set at an academic level consistent with those outcomes. Each module is given a credit rating which indicates the amount of learning time which the typical student is expected to spend to achieve the learning outcomes. Learning time includes both contact time and private study. The typical student is expected to take 100 hours of learning time to achieve the learning required for each 10 credits.
- 2.1.2 Credit is awarded for achievement of the specified learning outcomes of the module. Credit is accumulated sequentially, by level. No additional credit can be awarded for achievement above the threshold level although such achievement is recognised through the award of marks
- 2.1.3 The following definitions are assumed within the University regulations.
- (a) **Programme:** a programme is a complete study route with its own aims and learning outcomes consisting of combinations of modules and leading to a specific named academic award. Programmes can be based on a single subject, or be multidisciplinary or be a combination of two or three subjects or be customised to individual students' requirements.
 - (b) **Academic Award:** an academic award is given for the successful completion of a designated programme at the appropriate level(s), with a specific title. The standards of awards are aligned with the QAA Framework for Higher Education Qualifications. Awards available are listed in Appendix 1.
 - (c) **Credit:** a measure of the volume of student learning time required to achieve defined learning outcomes at a given level. A full-time postgraduate workload is 180 credits per year representing 1800 hours of notional learning time.
 - (d) **Credit rating:** the process of assigning to a module a number of credits at a specific level, and the result of that process.
 - (e) **Notional learning time:** the length of learning time which it is estimated will be taken on average by a typical student to achieve a given volume of credit.

- (f) **Level:** an indicator of challenge, complexity, depth of study and learner autonomy. All modules are attributed to an academic level. Levels 3-8 are the equivalent of Foundation Year (level 3), HE Stages 1-3 (undergraduate levels 4-6) HE4 (Masters, level 7) and HE5 (Doctoral, level 8).
- (g) **Stage:** an indication of the structure of a programme such that each Stage equates to one year of full-time study irrespective of the Level(s) of the modules taken within that Stage. A typical Master's degree has one Stage.
- (h) **Year:** an indication of the progress of study of a student defined by the number of years (usually academic years) for which he/she has been registered for a programme. This is irrespective of the Stage of study and of the Level(s) of the modules involved.
- (i) **Learning outcomes:** statements of what the successful learner will know, understand and/or be able to do.
- (j) **Assessment criteria:** descriptions of the standards required to achieve a particular mark or set of marks in assessed activities in a given subject area and at a specified level. The University's generic criteria define a basis for the academic standards expected. Subject-specific criteria should be aligned to the generic criteria.
- (k) **Element of assessment:** an agreed assessment activity such as an examination or a piece of coursework, defined in the module outline and given a weighting to indicate the contribution of the mark for that work to the assessment of the module as a whole. Where several pieces of work (e.g. several laboratory reports) make up an element of assessment the marks for all the pieces of work must be aggregated and a single mark returned for the element of assessment. If students are required to pass an element of assessment it does not follow that they are required to pass each piece of work within the element.
- (l) **Programme-specific regulations:** regulations which define the modules to be taken within the programme and any particular requirements in relation to assessment and progression, including compensation. Where these require a variation from the university regulations this must be approved by, or on behalf of, Academic Board. They should be communicated to students in the programme and/or module handbook(s) as appropriate.

2.2 **Modules**

2.2.1 Modules are discrete units of assessed learning with coherent aims and learning outcomes. They may include projects, professional practice, and work-based study.

2.2.2 A standard module:

- is equivalent to one-sixth of a full-time postgraduate student's annual learning activity;
- is worth 30 credits;
- represents at least 300 hours of student learning activity, including contact time, directed learning, assessed work and private study (there is no minimum specified contact time);

- is normally studied on either a whole-year or a half-year basis, depending on the programme structure.

2.2.3 Wherever possible, the standard module size is used but the following sizes are permissible:

| Size | Credit Rating | Learning Hours |
|-------------------|---------------|----------------|
| Half | 15 | 150 |
| Single (Standard) | 30 | 300 |
| One and a half | 45 | 450 |
| Double | 60 | 600 |

2.2.4 Only modules at Level 7 are applicable to taught Master's programmes.

2.2.5 Types of modules are as follows.

- Core:** module which all students taking a particular programme are required to take.
- Option:** one of a group of modules from which a choice must be made within a particular programme.
- Elective:** module undertaken as a free choice which may be outside the primary area of study.
- Pre-requisite:** module which students are required to pass, or be credited with, prior to proceeding to a specific module.
- Co-requisite:** module which students are required to take in conjunction with other specific module(s).

2.3 **Study Requirements**

2.3.1 The study load for a full-time student is 180 credits per year. The maximum study load for a part-time student is 140 credits per year.

2.3.2 The maximum period of registration on a programme of study is three times the normal full-time registration period plus one year, i.e. four years for Masters programmes where the full-time route would be one year.

2.3.3 The standard postgraduate teaching year comprises three terms plus the summer vacation, totalling 45 weeks including assessment time. However, some programmes may be delivered in ways which differ from the standard pattern. The teaching day is 0900 to 2100.

2.3.4 Students are expected to engage with their programme of study, including attendance at lectures, seminars and any other timetabled teaching sessions. The University monitors the attendance of students on campus so that those who may be at risk of disengaging can be offered support and advice and those who do not attend any classes for a period of four weeks and fail to respond to contact arising from it will be withdrawn from their programme. Students in collaborative partner institutions are subject to the same regulation where their attendance is monitored by their college. Some programmes have an attendance requirement set by a professional body; where this is more rigorous than that set by the University the requirement of the professional body will prevail.

- 2.3.5 The language of teaching, learning and assessment is English. Unless required as part of academic requirements of the programme, all work presented as part of any formal assessment activity must be presented in English. Where work within any element of assessment is not in English then that part will not be considered in the assessment process.

3 STUDENT REGISTRATION

- 3.1 Students are required to conform to the University's processes and schedules for module and programme registration which are published annually. Neither module change nor late registration for a module is permissible unless agreed by the Programme and Module Leaders having regard to specified exceptional individual circumstances.
- 3.2 Each student must be registered in each year of study for the programme to which he/she has been admitted and for the modules within that programme which he/she is to take. Full-time students must be registered for 180 credits per academic year. Part-time students may register for up to 140 credits.
- 3.3 A student may not register on a taught postgraduate programme for more than 180 credits in one teaching year.
- 3.4 A student who wishes to take additional modules must do so by registering separately for a short course. A fee is charged for this. The assessment of such modules will not contribute to the assessment of the student's primary programme of study. Such registration requires the approval of the programme/course/module leader(s) of the student's original programme and of the student's additional course of study before he/she may be allowed to register. The assessment of such additional study will not contribute to the assessment of the student's initial programme of study. A separate fee is charged for any additional study.
- 3.5 Students must register for modules in line with the programme-specific regulations which specify compulsory modules, optional modules and, where applicable, the provision for a student to take a module of choice from elsewhere in the University. All modules must be at Level 7.

4 THE ASSESSMENT OF STUDENTS

4.1 General

- 4.1.1 Assessment is carried out and the outcomes determined in two phases: that of the module and that of the programme. Each module shall be assessed in accordance with its published assessment methods. Module assessment and reassessment will take place at times specified by the relevant Module Assessment Board. Module Assessment Boards determine the marks for each module. Programme Assessment Boards receive marks from the Module Assessment Boards and determine progression and awards. In some programmes Boards may determine progression between the Certificate, Diploma and Master's phases of a Master's programme. Where deemed to be appropriate, combined Module and Programme Assessment Board arrangements may be approved by Academic Board.
- 4.1.2 The responsibility of each Module Assessment Board and Programme Assessment Board is to make its judgments on student performance within its own approved terms of reference and to record these using the approved progression codes.
- 4.1.3 In-module assessments must be submitted by fixed dates during the year. Students must be given written details at the start of a module of the assessment

scheme for the module, and of the arrangements and timetable according to which assessed work must be submitted. Students are required to submit coursework as prescribed by the relevant module guide.

4.1.4 The Programme Assessment Board will produce a statement of the marks awarded and credits gained for each student and will confirm the programme status of each student. Where a student has satisfied the requirements for an intermediate award (typically Postgraduate Certificate or Diploma of Higher Education), this will also be stated. The Board may require a student to withdraw from the programme, to repeat modules with or without attendance and/or to withdraw from study in full-time mode and to study part-time (to a maximum of 140 credits).

4.1.5 Where a student is eligible for the award of a Master's Degree, the Board will award a Merit or Distinction according to the regulations for the award.

4.2 The Assessment of Modules

4.2.1 The overall pass mark for each module is 40%. To pass a module a student must also have submitted work for each element of assessment.

4.2.2 Where module assessment comprises two or more contributory elements, a pass will be awarded where a student achieves at least 40% in the overall module mark, providing that the student has submitted assessment in all elements. The student does not need to achieve a mark of 40% in each element.

4.2.3 A requirement may be imposed that students pass (at 40%) each element of assessment within the module to meet PSRB requirements or, where one or more learning outcomes are assessed in only one element of assessment, to ensure that module learning outcomes are met. Such a requirement must be approved on behalf of Academic Board and included in the programme-specific regulations and the module information provided to students.

4.2.4 In-module assessments which are not submitted by the required date will be given a mark of zero and coded as non-submissions unless extenuating circumstances can be demonstrated.

4.2.5 A student who has passed a module at the first attempt may not re-take the module in order to achieve a higher mark, unless the student's performance is judged to have been affected by extenuating circumstances (see section 8).

4.3 The Re-assessment of Modules

4.3.1 Referrals

(a) When a student fails to achieve the overall pass mark for the module at the first attempt, he/she will have the right to be re-assessed in that module, once only, without attendance, at a time specified by the appropriate Module Assessment Board. Up to 180 credits may be re-assessed in this way.

(b) A student may only be referred in the elements which he/she has failed.

(c) When a student is re-assessed in a module (by coursework and/or by written examination) under 4.3.1(a) above, the marks obtained in the elements of assessment passed at the first attempt shall stand whereas the maximum mark that may be awarded for the referred elements is 40%. The overall mark for the module will be calculated on the basis of the original marks for the elements passed at the first attempt and the capped marks gained in the referred elements.

- (d) The form of the reassessment at any stage may vary from the original, at the discretion of the programme studies board. Note that the programme studies board may delegate this authority to the assessment board, but that the students who are to be reassessed must be informed of the style of reassessment to be adopted, including identification of the various assessment components and weighting. Changes to the format of assessment must apply to the whole cohort

4.3.2 Repeat with attendance or by an alternative mode of study

- (a) When a student has failed a module at both the first attempt and when subsequently reassessed under 4.3.1, he/she may, at the discretion of the Programme Assessment Board and taking into account the recommendations of the Module Assessment Board, attempt that module again, once only, with attendance or in an alternative mode of study as deemed by the Board to be appropriate. Up to 180 credits may be repeated in this way. Where applicable students may therefore be studying a full-time programme in part-time mode for one year. The standard applicable fee is charged.
- (b) In the case of a repeat with attendance or by an alternative mode of study the student will retake the assessment for all the elements of assessment and no marks from previous attempts will be carried forward. The overall mark for the module will be capped at 40%.
- (c) A student who fails assessment for the repeat is entitled to one final reassessment as a referral (cf 4.3.1). The marks for the referral(s) and for the module as a whole will be capped at 40%.
- (d) Substitution of an alternative module is not permitted at Masters level.

4.3.3 A student has a total number of four attempts at assessment on a module. Should a student transfer route or programme of study and the new route or programme of study contains a module the student has already attempted the total number of attempts at assessment on the module does not increase: i.e. if the student had completed first attempt and referral attempt at a module assessment on their original route or programme of study, they would be permitted to be assessed twice on the module assessment, once on the first occasion of assessment and once (as of right) for a referral. No further attempts are permitted. The subsequent attempt will still be subject to the same capping as would have been the case if the student had completed the further attempts on the original route or programme of study.

5 STUDENT PROGRESSION

5.1 General

- 5.1.1 In all programmes the Programme Assessment Board will consider students' marks at the end of the programme of study and will make decisions relating to resits and to the final award. Some programmes may also require a formal progression decision to be made between the various phases of a Master's programme: Certificate, Diploma, Master's. In such cases progression must be agreed by the Programme Assessment Board and a student may not register for modules from the next phase until he/she has progressed.
- 5.1.2 A student may not be referred for re-assessment for a module until all the marks for all the elements of assessment have been received and his/her overall module mark has been confirmed by a Module Assessment Board. A Module Assessment Board may meet after one or more modules have been completed to confirm the

marks for those modules and may offer students failing one or more modules an 'in-year' referral on the same basis as in 4.3.1 above.

- 5.1.3 A student offered an in-year referral:
- may not be given another referral after the Programme Assessment Board;
 - may make a request using approved procedures to defer the referral until a later time to manage his/her workload.
- 5.1.4 If a student fails to pass a module at the end of the permitted referrals and repeats and is required to leave the University, he/she will be awarded the exit qualification to which he/she is entitled.

5.2 **Compensation between Modules**

- 5.2.1 Compensation between modules is not permitted in Postgraduate Certificate or Diploma or Master's programmes.

6 **REQUIREMENTS FOR AWARDS**

6.1 **General**

- 6.1.1 To obtain an award a student must gain credits as follows:

| | Total number of credits | Level of award | Number of credits at level of award |
|--|--------------------------------|-----------------------|--|
| Postgraduate Credit | 10-50 | Level 7 | 10-50 |
| Postgraduate Certificate of Higher Education | 60 | Level 7 | 60 |
| Postgraduate Diploma of Higher Education | 120 | Level 7 | 120 |
| Master's Degree | 180 | Level 7 | 180 |

- 6.1.2 In addition a student may be required to fulfil other academic commitments as specified in the programme regulations, such as to pass a placement.
- 6.1.3 Exit qualifications may be awarded for all Master's degrees as Postgraduate Certificates or Diplomas of Higher Education. The name of the exit qualification shall be the same as that for the Master's degree unless an alternative name is approved at programme validation and recorded as a programme-specific regulation.
- 6.1.4 A student may choose to leave the University with the exit qualification to which he/she is entitled at any time.
- 6.1.5 A student who, by completion of programme requirements, has received, or is eligible to receive, an award, may not submit additional work for assessment for the purpose of improving an award classification.
- 6.1.6 Credits gained for a module may be counted towards only one named degree award or towards an interim award within the programme culminating in that final named degree award.
- 6.1.7 Within a continuous programme of study, where a student has satisfied the requirements for an interim award within a programme leading to a further award, the University will not confer the first award unless and until the student ceases to be a candidate for, or fails to meet the requirements of, the further award.

- 6.1.8 A student who has entered with advanced standing is eligible for an interim award (e.g. Postgraduate Certificate, or Postgraduate Diploma, of Higher Education as an exit award from a Masters degree) only if she/he has completed at least one third of that interim award at the University of Sunderland.

6.4 Postgraduate Awards

6.4.1 Master's degree

- (a) A Master's degree is awarded for the achievement of 180 credits at Level 7 as required by the programme regulations.
- (b) A classification of Merit or Distinction is awarded on the basis of a weighted mean average of the module marks for all credits obtained at Level 7. If that average is 70% or higher, then a Distinction will be awarded. If that average is 60% or higher, then a Merit will be awarded.
- (c) A 2% borderline will apply to the classification boundaries (i.e. if the student achieves 58-59.99% or 68-69.99% in the final credit-weighted average). Where a result is borderline, the award will be moved up to the higher classification if the student's dissertation or project mark is at the higher level (i.e. 70% or higher for a Distinction, 60% or higher for a Merit). Where there is no project or dissertation component, or where it is fewer than sixty credits, sixty credits (including, where applicable, the smaller project or dissertation) should be designated in the programme regulations that will be the determining credits for borderline purposes.
- 6.4.2 Programme regulations may specify particular combinations of modules required for either or both of the Certificate or Diploma. In other cases only the number of credits gained will be taken into account.
- 6.4.3 Where a programme is approved as a Postgraduate Diploma only (i.e. as the intended award for all students on that programme), the award of Postgraduate Diploma will be classified as in 6.4.1b above. A 2% borderline will apply to the classification boundaries (i.e. if the student achieves 58-59.99% or 68-69.99% in the credit-weighted average). Where a result is borderline, the student will be moved into the higher classification if sixty or more credits are at the higher level (i.e. 70% or higher for a Distinction, 60% or higher for a Merit). Postgraduate Diplomas awarded as interim awards where the student was enrolled on an programme with an intended award of a Masters qualification (MA/MSc etc.) will not be classified.

6.5 Credits Awarded by Advanced Standing

- 6.5.1 Up to two-thirds of the credits for an award may be given by advanced standing. Marks obtained for credits imported by advanced standing are not used in making an award, including the award of a Merit or Distinction or of a Postgraduate Certificate or Diploma. The award is calculated on the basis of the marks obtained from modules taught and assessed at Sunderland.

7 DISCRETION OF THE ASSESSMENT BOARD

- 7.1 Assessment Boards have the power to exercise their discretion in the light of their academic judgement to ensure that students are treated equitably and that academic standards are maintained. In exercising their discretion Assessment Boards must take account of the views of the external examiner(s) and should ensure that decisions are taken in the spirit of these regulations. Decisions reached

as a result of the exercise of discretion must be minuted together with the reasons for the decision.

- 7.2 Boards will particularly exercise their discretion in the case of:
- decisions relating to students with extenuating circumstances;
 - decisions relating to cohorts or to individual students whose academic experience has been disrupted for reasons beyond their control other than those which naturally fall within the terms of extenuating circumstances.
- 7.4 These factors should be considered in the light of the learning outcomes of the programme and the award descriptors in the QAA Framework for Higher Education Qualifications. Under no circumstances should personal information about the student be imported into the discussion.

8 EXTENUATING CIRCUMSTANCES

- 8.1 It is the responsibility of students to attend examinations and submit work for assessment as required and to report, in writing, in advance of the published date(s) of the relevant Assessment Board(s), any extenuating circumstances which may have affected their performance prior to, or during, assessment. Any student who takes an examination, submits coursework, or participates in a presentation, practical session or other form of assessment has deemed him/herself fit to engage, and other than in exceptional circumstances cannot subsequently claim extenuating circumstances. Full details of the process can be found in the University's 'Procedures for Extenuating Circumstances'.
- 8.2 If a student fails, without good cause, to provide information about extenuating circumstances in accordance with the procedures laid out in the Procedures for Extenuating Circumstances, the Module Assessment Board, Programme Assessment Board, Academic Board, or any other University body authorised to consider requests for reviews of Assessment Board decisions, has the authority to reject such a request on these grounds.
- 8.3 If it is established to the satisfaction of the Assessment Board that a student's absence or failure to submit work in all or part of an assessment for an award was due to illness, or other cause found valid on production of acceptable evidence, the Board may exercise its discretion to address the case, including in exceptional circumstances only cases where the student, by submission of work, has declared him/herself to be fit to engage with the assessment. The Board may exercise its discretion to:
- permit the student to be deferred in the assessment (i.e. be reassessed as if at the original assessment point without penalty);
 - permit the student an additional or exceptional referral or repeat or trail (subject to the attendance and assessment requirements and marks penalties in 4.3 above as applicable);
 - condone failure in the assessment to allow the student to progress or receive an award notwithstanding failure but without changing the mark; and hence:
 - allow the student to progress or to receive an award.
- 8.4 Where there is insufficient evidence to determine the recommendation of an award but the Programme Assessment Board is nevertheless satisfied that the student would have qualified for the award for which he/she was a candidate had it not been for illness or other valid cause, an Aegrotat award may be made. Aegrotat awards are unclassified and cannot be given with Distinction or Commendation.

- 8.5 Where a decision to condone failure, and, where applicable, to progress the student or to make an award is made on the grounds of extenuating circumstances, the student must have signified that he/she is willing to accept the award/decision and understands that this implies waiving the right to be reassessed under 8.3 above.
- 8.6 Any award listed in these regulations may be conferred posthumously by a Programme Assessment Board, provided that the normal conditions of award are satisfied. The Programme Assessment Board may seek permission of the Chair of Academic Board to make an award where the normal conditions of the award are not fully met, but the Programme Assessment Board is nevertheless satisfied that the student would have qualified for the award for which he /she was a candidate.

9 APPEAL AGAINST A DECISION OF AN ASSESSMENT BOARD

- 9.1 The Academic Board, or a review group authorised by it, may in the following circumstances require an Assessment Board to reconsider its decision
- (a) if a student requests such a reconsideration and establishes to the satisfaction of the Academic Board or review group that his/her performance in the assessment was adversely affected by illness or other factors which he/she was unable, or, for valid reasons, unwilling to divulge before the Assessment Board reached its decision. The student's request must be supported by medical certificates or other documentary evidence acceptable to the Academic Board;
 - (b) if the Academic Board or review group is satisfied on evidence produced that there has been a material irregularity in administration, or in the assessment of the programme, or that some other material irregularity has occurred.
- 9.2 All requests for reviews of assessment decisions will be conducted in accordance with the review procedure agreed by the Academic Board.

10. REVOCATION OF AWARDS

The University may revoke an award, and all privileges and rights associated with that award, where it is established that a person who has followed a programme of study or a programme of supervised research has obtained an award by fraud or deception or where other circumstances come to light after the award is made which if known at the time, would have meant that the award would not have been made.

Where such fraud or deception is alleged, a recommendation for revocation of award must be made to the Vice-Chancellor, acting as Chair of Academic Board, by the Chair of the relevant Programme Assessment Board.

If a decision to revoke the award is made, a notice of revocation will be sent out from the Vice-Chancellor. The individual concerned may appeal this decision via the University's Academic Appeals Procedure. In this case, the individual will have six weeks from the date of the issuing of the notice of revocation to appeal the decision. All other parts of the Appeals Procedure will apply, and when that process has been exhausted, the individual will be issued with a Completion of Procedures letter.

THE ACADEMIC AWARDS OF THE UNIVERSITY

The postgraduate awards of the University are

- (a) Certificates and Diplomas
 - (i) Postgraduate Certificate of Higher Education
 - (ii) Postgraduate Diploma of Higher Education
 - (iii) Postgraduate Certificate in Education (PGCE)

- (b) Master's Degrees
 - (i) Master of Arts (MA)
 - (ii) Master of Business Administration (MBA)
 - (iii) Master of Business Studies (MBS)
 - (iv) Master of Business Management (MBM)
 - (v) Master of Education (MEd)
 - (vi) Master of Engineering (MEng)
 - (vii) Master of Pharmacy (MPharm)
 - (viii) Master of Science (MSc)
 - (ix) Master of Laws (LLM)
 - (x) Masters (M)

- (c) Research Degrees
 - (i) Master of Philosophy (MPhil)
 - (ii) Doctor of Philosophy (PhD)
 - (iii) Professional Masters (MProf)
 - (iv) Professional Doctorate (DProf)
 - (v) Doctor of Business Administration (DBA)

- (d) Higher Doctorates
 - (i) Doctor of Letters (DLitt)
 - (ii) Doctor of Laws (LLD)
 - (iii) Doctor of Science (DSc)
 - (iv) Doctor of Technology (DTech)

- (e) Honorary Degrees
 - (i) Master of Arts (Hon MA)
 - (ii) Master of Business Administration (Hon MBA)
 - (iii) Master of Design (Hon MDes)
 - (iv) Master of Education (Hon MEd)
 - (v) Master of Laws (Hon LLM)
 - (vi) Master of Letters (Hon MLitt)
 - (vii) Master of Music (Hon MMus)
 - (viii) Master of Science (Hon MSc)
 - (ix) Master of Technology (Hon MTech)
 - (x) Doctor of Arts (Hon DArt)
 - (xi) Doctor of Business Administration (Hon DBA)
 - (xii) Doctor of Design (Hon DDes)
 - (xiii) Doctor of Education (Hon DEd)
 - (xiv) Doctor of Laws (Hon LLD)
 - (xv) Doctor of Letters (Hon DLitt)
 - (xvi) Doctor of Music (Hon DMus)
 - (xvii) Doctor of Science (Hon DSc)
 - (xviii) Doctor of Technology (Hon DTech)