



**Higher Education Services
Academic Regulations &
Regulatory Framework**

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<https://www.roehampton.ac.uk/corporate-information/quality-and-standards/academic-regulations/>

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Higher Education Services Academic Regulations 2025/26

1.0 Introduction

1.1 These regulations apply to programmes of study leading to taught postgraduate awards at Masters Level except in cases where professional body requirements dictate otherwise.

1.2 These regulations are applied to FutureLearn’s validation arrangements only and for detail relating to OPM sub contractual partnerships, further detail can be found in [schedule 1](#) and the Glossary in the appendix. Schedule 1 provides the academic regulations for FutureLearn’s partner institutions.

1.3 FutureLearn undertakes a systematic review and evaluation of its academic regulations based on an annual cycle. This review is within a framework, and culture, of continuous review and enhancement with appropriate updating of academic regulations, when required, through FutureLearn’s Academic Governance structure.

2.0 Awards

2.1 FutureLearn’s programme of study is an academically coherent collection of modules through which students may satisfy the requirements for the intended award. Programmes of study may also be designed to enable students to gain formal recognition by professional bodies.

2.2 Modules are discrete units of assessed learning for which credit is awarded upon successful completion. The credit value assigned to the module at validation represents an estimate of the amount of work, including teaching contact, practical work, independent study and assessment, typically required in order to complete the module, on the basis that each credit represents a minimum of 10 hours’ work. The level of study of each module is set by following the guidance of the Framework for Higher Education Qualifications.

2.3 FutureLearn offers taught Postgraduate programmes with partners as outlined in [schedule 1](#).

3.0 Admission to a Programme of Study

3.1 Generally, to be admitted onto a postgraduate programme a Bachelor’s Degree from a UK university in a relevant subject area, or an equivalent academic qualification, or evidence of equivalent experience and learning acquired in a professional context. The reference point for the approved entry criteria per programme is at validation and recorded within the Programme Specification documents.

3.2 Applicants are also required to provide evidence of proficiency in spoken and written English as outlined in the University’s general admissions requirements.

3.3 Universities may set additional conditions for admission to individual programmes of study, subject to the above minimum requirements.

3.4 The minimum requirements for admission to a programme of study are included in [schedule 1](#) for each partner and the programme specification documents available during the admissions process.

4.0 Associate and Affiliate Students (Continuous Professional Development)

4.1 An individual may register as an Associate Student on a full-time or part-time basis in order to follow and be assessed in modules comprising up to 120 credits. Associate Students are not eligible to receive an academic award from the university. An Associate Student may subsequently apply for admission to a programme of study under the provisions of Section 3, in which case any credits achieved as an Associate Student may be considered under the arrangements for credit transfer under the provisions of Section 5.

4.2 An individual may register as an Affiliate Student on a full or part-time basis in order to follow modules comprising up to 120 credits. Affiliate Students are not entitled to submit work for assessment, or to receive credit or an academic award of the University. Affiliate students may be eligible for transfer to become an Associate student in order for them to be able to submit their work. This would be assessed by the programme teams.

4.3 Associate and Affiliate Students are not subject to the admission requirements set out in Section 3 unless they subsequently apply for admission to a programme of study.

4.4 A fee is payable for modules completed or followed as an Associate or Affiliate student.

4.5 There are no restrictions on Associate and Affiliate Students being registered concurrently at another university, or a similar institution.

5.0 Credit Transfer

5.1 A student who has earned credit at another university, or a similar institution may apply for that credit to be transferred towards the requirements of a programme of study at FutureLearn or one of its partners. Module marks will not be transferred. Applications seeking recognition of prior certificated learning (RPCL), will be expected to submit evidence supporting their claim. For RPCL, this will include transcripts, certificates and information on the programme content of their previous study. The Education Advisor, Link Tutor, Programme Leader or nominee of the Head of Programmes, will assess the evidence according to the criteria set out in 5.2. Advice about levels, credit volume and equivalences are supplied by the Education Advisors. Final sign-off will be through the FutureLearn Admissions Department on behalf of the Academic Registrar.

5.2 In order to qualify for consideration, the credit must:

5.2.1 correspond, in terms of the level and subjects studied, to modules within the programme of study at the university;

5.2.2 have been undertaken at a university, or a similar institution of appropriate standing and be certified by a competent officer at that institution;

5.2.3 have been undertaken normally no more than five years before the proposed date of initial registration.

5.3 There are restrictions on the volume of credit which may be transferred towards the requirements of programmes of study at the university, as set out in [schedule 1](#).

5.4 A previous award may count towards the requirements for a programme of study where the exemption of credit from a higher award is being sought. The transfer of credits from an award at the same level is stipulated in [schedule 1](#).

6.0 Registration on a Programme of Study

6.1 An applicant who has been offered admission by FutureLearn and has accepted and met all the conditions of the offer may register as a student on a programme of study by completing the enrolment process described in Section 7.

6.2 Registered students retain their registration status until they achieve the award, withdraw, or have their registration terminated by FutureLearn or the university as outlined in [schedule 1](#). Maximum registration periods include:

- Part time: Six years
- Full time: Four years

7.0 Enrolment

7.1 Each student must complete the enrolment process:

7.1.1 at the point of initial registration with the FutureLearn and the university;

7.1.2 at the beginning of the student's 12 month anniversary point during the period of study, unless the student is taking an approved interruption of study at that time;

7.1.3 on returning from an approved interruption of study.

7.2 If a student does not enrol or re-enrol within relevant deadlines his/her registration on the programme will be cancelled or terminated as appropriate.

7.3 In order to complete the enrolment process, a student must:

7.3.1 complete the administrative procedures for enrolment;

7.3.2 make acceptable arrangements to pay fees and any outstanding debts to FutureLearn or the university;

7.3.3 agree to comply with the terms of the Student Contract

7.3.4 register for modules in accordance with the regulations for the programme of study.

7.4 Students may enrol on a full-time or part-time basis, or may transfer between full-time and part-time status, subject to the restrictions and any additional rules which may apply to individual programmes of study.

7.4.1 A full-time student on a programme of study leading to any other Masters Degree is normally expected to register for modules comprising 180 credits each academic year.

7.4.2 No postgraduate student may register for more than 180 credits over 12 calendar months.

7.4.3 A part-time postgraduate student must register for modules comprising no more than 90 credits in an academic year. The minimum expectation of study and awarded credit per year is 30.

7.5 Enrolment for each partner can be found in [schedule 1](#).

8.0 Period of Study

8.1 The maximum period of study, from initial registration to completion of all the programme requirements is set out in [schedule 1](#), usually taking a maximum period of four years to complete for full time study and six years to complete for part time study as per the above in 6.2.

8.2 Any part of the programme of study in respect of which the student has been granted credit transfer under the provisions of Section 5 will be counted towards the period of study. Including RPCL. The overall period of study also includes the time allowed for achievement of any intermediate award.

8.3 Any interruption(s) or suspension(s) of study approved under the provisions of Sections 12 and 13 will be counted towards the maximum period of registration.

9.0 Module Assessment

9.1 The FutureLearn Subject and Award Board and partner Boards will determine the overall outcome and percentage mark, refer to [schedule 1](#), recorded as an integer between 0% and 100% inclusive, for each module assessment as follows.

9.1.1 For modules at Level 7, an outcome of Pass with a percentage mark will be recorded where the student has gained a mark of 50% or above overall and in any components of the module assessment that carry an individual pass requirement. The Subject and Award Board or partner Board may condone a mark in the range 40–49% in a component of the module assessment that carries an individual pass requirement if it is satisfied that the student has achieved the learning outcomes for the module and the student has nonetheless gained a mark of 50% or above overall.

9.1.2 For modules at Level 7, an outcome of Fail with a percentage mark will be recorded where the student has gained a mark of 49% or below overall, or in any components of the module assessment that carry an individual pass requirement subject to the provisions of 9.1.1.

9.2 The Subject and Award Board or partner Board may record a Condoned Fail at Level 7 where the overall mark is above 40%, subject to the following conditions. Credits in condoned modules count towards the requirements for academic progression and awards in the same way as credits which are achieved in modules that have been passed as laid out in

[schedule 1](#). A student who has been granted a Condoned Fail and has not yet qualified for the intended award may instead elect to resit the module assessment at the next scheduled opportunity. Condonement of a module applies to one module only across a programme.

9.3 The Subject and Award Board or partner Board will confirm a student's eligibility for a resit of a component of assessment that has been failed or retake of a module. Students may be given a resit before the marks of the first attempt have been confirmed by the Module Assessment Board.

9.3.1 A resit is defined as one additional attempt of an assessment without attendance.

9.3.2 A retake is defined as a re-study of the module with attendance, including the completion of all assessments for that module, [refer to schedule 1](#).

9.3.3 A student may be eligible for a resit of a module being retaken, subject to the resit regulations below. The retake mark overrides any previous mark for the same module, no mark or credit may be carried forward from a previous attempt. A maximum of one retake opportunity is permitted per module. Students are required to pay a module fee to retake a module.

9.4 A student who has failed the module assessment overall on the first attempt will normally be permitted one opportunity to resit the failed components of the module assessment, without further study, subject to availability. In cases where it is not practical for a student to resit a component of assessment without further study, the Subject and Award Board has discretion to require a student to retake the module. The Subject and Award Board may grant a maximum of two resit opportunities. A student who has been granted a resit must submit all outstanding work at the next scheduled opportunity as specified by [schedule 1](#). There is no provision for a student to resit a component of assessment which has already been passed.

9.5 There will be a penalty on resitting the assessment of a failed module, unless the Subject and Award Board or partner Board determines that the student may resit without penalty under the provisions of the Mitigating Circumstances Policy. The percentage mark for each previously failed component of the module assessment, rather than for the module overall, may be capped at the pass mark 50%.

9.6 A student whose academic performance has been, or is likely to be, impaired because of ill health or other significant reasons may ask for this to be considered by the Subject and Award Board or partner Board under the provisions of the Mitigating Circumstances Policy.

9.7 The Subject and Award Board or partner Board monitor reasonable adjustments to the method of assessment for an individual student where this is justified by the student's circumstances and under the provisions of the Mitigating Circumstances Policy. In all cases the methods of assessment must provide a fair and valid assessment of the learning outcomes for the module as approved at validation.

9.8 The Subject and Award Board or partner Board can exercise discretion and terminate the registration of a student who has demonstrated unsatisfactory academic achievement due to failure to submit to assessment or academic failure on modules.

9.9 The Academic Registry will hold the authoritative record of the outcomes of the module assessment. Each student will be eligible for a formal transcript of their results by the partner University's Academic Registry when they leave the programme of study.

10.0 Submission of Work for Assessment

10.1 Except for the provisions of Section 11, students are expected to submit all work for assessment at the first scheduled opportunity after registering for a given module.

10.2 There will be a penalty on work which is submitted after the deadline as set out [in schedule 1](#). Where a student has had an extension approved or extenuating circumstances approved grading will differ as set out in [schedule 1](#).

10.3 All work submitted for assessment in whatever form will remain the property of the FutureLearn or the university partner. Examinations scripts will not be returned to students; other work may be returned to students at the discretion of FutureLearn or the university.

10.4 All work submitted for assessment must be in English, unless it is specified otherwise in the rubric for the assessment.

11.0 Extensions to Assessment Deadlines

11.1 Students who experience circumstances outside of their control that impact on their ability to submit an assessment on time, are able to apply for an extension.

11.2 A student may apply, on the grounds of mitigating circumstances, for an extension to the deadline of an assessment in one or more components of a particular module. The maximum period of extension available is found in [schedule 1](#).

11.3 A student may apply for a maximum period of self-certified extensions per academic year, found in [schedule 1](#). No evidence is required to be submitted for a self-certified extension.

11.4 The extension for a mitigating circumstances claim may only be granted where the mitigating circumstances and supporting evidence are judged to be sufficient.

11.5 The effect of a granted extension on those elements of assessments not submitted through Turnitin or through formal examination is to allow a student to complete the assessment at the next available opportunity, as determined by [schedule 1](#).

11.6 There may be some forms of assessment which deadlines cannot be extended and must be deferred as per section 12.

12.0 Deferral of Module Assessment

12.1 Students who experience circumstances outside of their control that impact upon their ability to submit a piece of coursework or sit an exam/in-class test can apply for a deferral. A deferral is used when more than 14 days are needed to complete the assessment or if the assessment is of a nature that cannot be extended. A deferral can be applied in line with the mitigating circumstances process. An approved deferral will defer the assessment to the next Examination Period without any penalties being applied.

12.2 A student may apply on grounds of mitigating circumstances for permission to defer an assessment in one or more components of a particular module to the next available assessment opportunity.

12.3 The deferral may only be granted where:

12.3.1 the mitigating circumstances and supporting evidence are judged to be sufficient;

12.3.2 an extension to the assessment deadline under the provisions of Section 11 would not be appropriate;

12.3.3 provision is normally made for a subsequent assessment opportunity at the next available point in the study calendar.

12.4 The application to defer should be submitted sufficiently in advance so that the student would still have the opportunity to undertake the assessment at the normal time if the application were to be declined and must be submitted before the date and time of the assessment in question. An application may exceptionally be accepted after the deadline if it is satisfied that the student could not with reasonable diligence have disclosed their circumstances at the appropriate time.

12.5 Applications and supporting evidence must be submitted in line with the mitigating circumstances policy.

12.6 A student who has been granted a deferral may nonetheless decide to submit the assessment at the normal time, in which case the deferral is automatically cancelled.

12.7 Students are able to appeal against an extension decision via the standard appeal policy.

12.8 Partner deferrals of assessment can be found in [schedule 1](#).

13.0 Interruption of Study and Withdrawal

13.1 The period of study shall normally be continuous.

13.2 A student may apply for permission to interrupt his/her studies on one or more occasions, as long as the total period of interruption does not exceed 12 months across the programme (subject to any Professional, Statutory and Regulatory Body requirements). Following an approved continuous period of interruption, a student must either re-enrol or apply for a further interruption of study. Any approved interruption of study will be counted towards the maximum period of registration. Students who have interrupted their studies continue to be registered on their programmes of study but are not entitled to receive tuition or to use any facilities. Students may only return for the start of the academic year, or the start of term, as appropriate. Requests for an additional exceptional interruption period must be approved by the Academic Registrar or nominee.

13.3 Any marks from assessments that are partially completed shall stand, but students may request them to be considered under the Mitigating Circumstances Policy.

13.4 Where the programme of study or module has changed during the period a student has interrupted, it may be necessary for the student to take a revised diet of modules or assessment in order to achieve the same or equivalent award on which they are registered.

13.5 A student may withdraw from his/her programme of study at any time by submitting the self-withdrawal form. A student who has formally withdrawn may only be re-admitted to a programme of study at the discretion of FutureLearn or partner.

13.6 Requests for parental leave of no more than 12 months may be considered in addition to the maximum period of interruption.

13.7 Partner interruptions or withdrawals can be found in [schedule 1](#).

14.0 Formal Withdrawal Procedure

14.1 FutureLearn or its partners reserves the right to terminate or interrupt the registration of a student where:

14.1.1 At the end of the assessment in the modules for which the student is currently registered, the student's academic progress overall is judged to be unsatisfactory.

14.1.2 In the absence of a satisfactory and adequately documented reason, the student's record of attendance and engagement is unsatisfactory as highlighted in [schedule 1](#).

14.1.3 Students who have been withdrawn under provisions 14.1.1 and 14.1.2 will be provided with the opportunity to lodge a formal appeal against the decision.

15.0 Confirmation of Student Outcomes

15.1 The Subject and Award Board or partner Board will submit one of the following recommendations if at any time a student is deemed to have made unsatisfactory academic progress:

15.1.1 Permit the student to resit the failed component(s) of one or more modules without attendance;

15.1.2 Suspend the student's future new modules of study for the following academic year in order to resit the failed component(s) of one or more modules without attendance;

15.1.3 Permit the student to register on a full-time or part-time basis in the following academic year in order to retake the failed modules with attendance a second time, or to attend substitutes for the failed modules. Students who are registered on this basis may be permitted to resit the failed component(s) of one module without attendance alongside the modules which they are attending. Students are permitted to retake a module not passed a maximum of once during the registration period;

15.1.4 Permit the student to transfer to a different programme of study for which all academic requirements have been met to permit the credit transfer to another programme, subject to the approval of the Programme Leader;

15.1.5 Terminate the student's registration on the programme. Students who have had their registration terminated due to academic failure will not be re-admitted onto the same or similar programme of study.

15.2 The Subject and Award Board acts with the delegated authority of the Academic Standards and Quality Committee on all matters relating to the award of taught postgraduate certificates, diplomas and degrees of the awarding body.

15.3 [Schedule 1](#) sets out the composition and responsibilities of partner Awards Boards. Decisions of the Board are normally reached by consensus and are binding on all members. Resolutions may be reached by a majority vote of those members who are present, with the Chair holding a casting vote.

16.0 Appointment of External Examiners

16.1 The role of the external examiner(s) is to provide an independent evaluation of the arrangements for assessing student work, to verify that academic and professional standards are set and maintained at appropriate levels, and to report systematically and objectively to FutureLearn or partners on their findings. To this end, external examiners will be:

16.1.1 of sufficient authority and expertise in the area(s) to be examined to command the respect of the wider academic community;

16.1.2 familiar with current standards and procedures of programmes at the same level in the UK and will have relevant experience of examining student work.

16.1.3 free from any type of involvement with current staff, students or activities of FutureLearn or partners as set out in [schedule 1](#).

16.2 External examiners are nominated and appointed as set out in [schedule 1](#).

17.0 General Regulations on Awards

17.1 In order to qualify for an award a student must satisfactorily complete the programme of study and any requirements that are set out in the individual regulations for the programme and must achieve credits as set out within [schedule 1](#). For the purposes of these regulations, achievement of credit includes the approved transfer of credits from outside the of FutureLearn and its partners under the provisions, and credits in modules with a Pass or Condoned Fail.

17.2 The award will be conferred and classified, where appropriate, as soon as the student qualifies. There is no provision for a student, having qualified for an award, to undertake additional study and assessment towards that award. Where a student is prevented from qualifying for an award as a result of failures in modules that could be condoned and the programme regulations, the Boards set out in [schedule 1](#) may condone such failures and confer the award without offering the student the opportunity to resit.

17.3 No student may receive more than one award of the same curriculum of study and assessment, except where the student has undertaken additional study and assessment which, when considered with his/her previous attainment, is sufficient to qualify for a higher award. Where a programme is designed so that students may qualify for intermediate awards as they progress, students will normally receive only the highest award for which they have qualified at their point of departure from the programme.

17.4 All formal transcripts of results and certificates of award will be issued by the Academic Registry of the Awarding Body and may withhold confirmation of results and awards from students who owe tuition-related fees under the provisions of the Student Fees Policy in [schedule 1](#).

17.5 The Chair of the awarding board may revoke any award which has been conferred and all privileges connected with it if at any time if:

17.5.1 it is discovered and proved to the satisfaction of the FutureLearn and its partner that there was an administrative error in conferring the award; or

17.5.2 having taken account of information which was unavailable at the time the award was conferred and which has subsequently been accepted, determine that the award should be revoked or that any details of the award should be altered.

18.0 Award and Classification of Master's Degrees

18.1 In order to qualify for the award of a Masters Degree a student must achieve 180 credits at Level 7. The regulations for individual programmes of study may require students to achieve additional credits through the assessment of professional practice.

18.2 Master's Degrees are classified on the basis of the average of the percentage marks in the best 180 credits at Level 7 which the student has achieved through the awarding university (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number, refer to schedule 1. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 180 credits, the award will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved, irrespective of subject, rounded to the nearest whole number.

18.3 Master's Degrees are classified on the following scale from the average mark which has been reached using the relevant calculation set out in 21.2.

Distinction	70–100%
Merit	60–69%
Pass	50–59%

18.4 In order to qualify for the award of a Postgraduate Diploma a student must achieve 120 credits at Level 7.

18.5 Postgraduate Diplomas are classified on the basis of the average of the percentage marks in the best 120 credits at Level 7 which the student has achieved at the university of current study (i.e. not through credit transfer), irrespective of subject, rounded to the nearest whole number. Each mark is weighted in the calculation according to the credit value of the module to which it applies. Where a student has achieved fewer than 120 credits the award

will be classified on the basis of the average of the percentage marks in all of the credits at Level 7 which the student has achieved, irrespective of subject, rounded to the nearest whole number.

18.6 Postgraduate Diplomas are classified on the following scale from the average mark which has been reached using the relevant calculation set out in 18.5.

Distinction	70–100%
Merit	60–69%
Pass	50–59%

18.7 In order to qualify for the award of a certificate a student must achieve credits as follows for the Postgraduate Certificate, 60 credits at Level 7. This is not a classified award and students will receive only a pass/fail grade.

18.8 Any award may be conferred posthumously and accepted on the learner's behalf by a family member or appropriate individual. The normal conditions of the award must be satisfied, refer to [schedule 1](#).

18.9 Where there is insufficient evidence to determine the recommendation of an award, but the Subject and Award Board is nevertheless satisfied that the student would have qualified for the award for which they were a candidate had it not been for illness or other valid cause, an Aegrotat award may be recommended. Aegrotat awards are approved through the partner universities regulations, refer [schedule 1](#).

19.0 Appeals

19.1 Students are not permitted to challenge academic judgement under this regulation and cannot submit an appeal on the basis that they are unhappy or dissatisfied with a mark, grade or classification that has been awarded. Appeals submitted on such a basis will normally be rejected.

19.2 Where a student submits an academic appeal, the original decision that is being appealed against will remain in effect unless or until an appeal is upheld. Where an appeal relates to a withdrawal for non-engagement, FutureLearn and its partner may consider allowing a student to continue studying during consideration of their appeal.

19.3 Students are normally expected to submit their own appeal and represent themselves throughout the process set out in this regulation. FutureLearn and its partners will not normally accept submissions from third parties or representatives, including students or legal representatives.

19.4 The academic appeals process is confidential, but information will be shared with certain relevant members of staff within FutureLearn and its partners in order to fully investigate any claims or issues raised by a student. Where an individual member of staff is named in an academic appeal, they will normally be given an opportunity to respond.

19.5 No student will be prejudiced as a result of submitting an academic appeal. FutureLearn and its partners reserves the right to reject an appeal if there is evidence that it is frivolous or vexatious. They may investigate the authenticity of any documents submitted in support of an academic appeal, and evidence of any falsification of documents may lead to action being taken under the Student Disciplinary Regulations, refer to [schedule 1](#).

19.6 Students should first raise any issues relating to a mark or classification with their module or programme leader, who will be able to provide further clarification and information about the assessment process.

19.7 An appeal can only be submitted on one or more of the following grounds:

19.7.1 That a procedural irregularity or administrative error has occurred in the process of an assessment which is of such a nature as to create a reasonable possibility that in the absence of the procedural irregularity or administrative error the decision in question would have been different;

19.7.2 That the student's academic performance was materially affected by significant, relevant and uncontrollable circumstances that were unknown to the decision-maker, and which were of such a nature that the student could not with reasonable diligence have disclosed to them before the decision was made;

19.7.3 That there is evidence of prejudice or bias on the part of the decision-maker, which is of such a nature as to create a reasonable possibility that in the absence of any prejudice or bias the decision in question would have been different.

19.8 This regulation should be read in conjunction with the academic appeals guidance for students under [schedule 1](#).

20.0 Academic Monitoring and Governance

20.1 Academic Standards and Quality Committee is responsible for the continued high academic standards and quality provision across FutureLearn's Higher Education Services. It delegates specific responsibilities to several sub committees to monitor and evaluate performance, standards and enhancements, refer to [schedule 1](#).

20.2 Quality is monitored in several ways:

- Through programme committees and the evaluation of programme and module performance
- Module leader evaluations and reports
- Learner end of module surveys
- External examiners
- Student representative system

20.3 The purpose of monitoring programmes is to ensure they are being delivered in accordance with the programme guidelines, and it is an opportunity to address areas of concern and develop good practice.

20.4 The annual monitoring report with partners formalises this review and processes of programmes and considers overall B3 metrics, module and programme data, programme committee actions, student feedback, examiner reports, module leader feedback, partner university feedback, programme/module modifications, support team feedback and comments from Professional Statutory and Regulatory Bodies.

20.5 All programmes will be subject to a quinquennial review through the partnerships to ensure the programme is still of quality and relevance.

Appendix

Schedule 1

FutureLearn
Academic Governance Structure: https://progress.futurelearn.com/governance
Academic Policies: https://progress.futurelearn.com/policies-and-regulations
Brunel University
Academic Regulations: https://www.brunel.ac.uk/about/administration/governance-and-university-committees/senate-regulations
Academic Policies: https://www.brunel.ac.uk/about/administration/documents-and-policies
Approved Programmes: https://onlinestudy.brunel.ac.uk/online-programme
Roehampton University
Academic Regulations: https://www.roehampton.ac.uk/corporate-information/quality-and-standards/academic-regulations/
Academic Policies: https://www.roehampton.ac.uk/corporate-information/policies/
Approved Programmes: https://www.onlinestudy.roehampton.ac.uk/study/online-postgraduate-degrees

GLOSSARY

Academic Appeal: Formal process by which students request a review or reconsideration of an academic decision. This may include decisions related to grades, progression, graduation, or disciplinary actions.

Academic Award: Qualification awarded to student upon completion of degree.

Academic Levels: Level associated with a specific year of study: Level 7 = Postgraduate degree

Academic Misconduct: Any action by a student that breaches the rules or expectations of academic integrity. This includes cheating, plagiarism, collusion, falsification of data, or any behaviour that unfairly benefits oneself or others in academic work.

Accredited Degree: Degree that meets specific educational standards that are set by an accrediting agency.

Applicant: The person on behalf of whom an application record has been created and submitted for consideration on a programme for a specific entry point.

Assessment: Process used to evaluate a student's understanding, skills, and knowledge through various methods such as exams, coursework, projects, or presentations to measure their performance against set learning objectives.

Assessment Attempt: Each submission of an assessment is an assessment attempt. Students are usually permitted two attempts at any given assessment.

Assessment Criteria: Specific standards or guidelines used to evaluate and measure a student's performance on assignments, tests, or other educational activities. They outline what is expected in terms of knowledge, skills, and abilities, helping students understand how their work will be judged.

Assessment Method: The way in which a student will be assessed for a particular component or module, such as written examinations, essays, presentations, reports, or group work.

Attendance: Participation in taught classes (lectures, seminars, practical sessions, laboratories) online.

Subject and Award Board: Formal committee responsible with ratifying decisions related to student graduation, academic progression, resits, or retake.

Capped Mark: Limiting maximum mark that can be achieved at the minimum passing mark (50 for postgraduate modules) due to work being submitted late, academic misconduct or the assessment being a resit.

Cognate Programmes: A programme with a substantial volume of content and/ or teaching in common with another programme.

Combined Programmes: The approved set of modules that students take in order to complete an award belong to two separate programmes of study.

Component Mark: The mark or grade achieved for an individual piece of assessment.

Condonement: Allowing students to achieve the credits from a module where they have not achieved the minimum pass mark as long as it doesn't affect overall learning goals. Students are entitled to a maximum of 60 credits to condone during their degree.

Coursework: An assessment method conducted outside of controlled conditions (such as essays and projects).

Credit: The numerical value assigned to each module, in order to measure the level of learning/assignment required to complete it. This could be as little as 30 credits or as many as 60 credits.

Deferral: A postponement of assessment to the next semester's examination period. Students request a deferral via the Mitigating Circumstances Portal and need to provide supporting evidence.

Dissertation: An extended essay or research paper which often forms the culmination and synthesis of a student's learning on a programme.

Distance Learning Programme: All teaching, learning, and assessment activities take place away from the campus. Students are not required to attend for enrolment or scheduled activities. Students have access to libraries, facilities and learning support.

Enrolment: Process of officially registering with FutureLearn or a university.

Exam: A method of assessment which tests a student's knowledge or skills under controlled conditions.

Exit Award: Qualification provided to students after completing some of the learning outcomes of the programme of study but not all of them for a full Award.

Extension: An assessment extension requiring a request via the Mitigating Circumstances Policy.

External Moderation: The process of submitting a sample of marked work to a suitably qualified External Examiner to verify whether internal marking has been carried out to appropriate national standards.

Completing Assessments: Students who have completed the teachings of their programme of study and only have to complete the last piece(s) of assessment(s). Students will be awarded upon passing outstanding assessment(s).

Interruption: A temporary pause in a student's enrolment on their programme. During this period, the student is not actively engaging with their studies or accessing university resources. Interruptions can be for a period of three, six or twelve months and students can resume their studies upon completion of the interruption period

Mitigating Circumstances: Process allowing students to request extra time or a deferral of an assessment due to extraordinary or unforeseen circumstances that negatively affect their ability to submit on time or perform at their best.

Module: A block/term of study in which students complete a specified learning outcome and assessments. Modules have credits attached to them based on the amount of learning time they include.

Module Code: Individual code provided to each module for identification purposes. The module code is used to identify the programme of study that the module belongs to and the number of credits it provides.

Module Leader: Academic member of staff who is responsible for the running of a particular module.

Canvas: Online learning environment where students can access teaching material, lecture slides and submit assessments.

OPM Sub-Contractual Partnership: A relationship, based on a formal contract, in which a body with degree awarding powers (the lead provider) allows another provider (the delivery provider) to deliver all, or part, of a programme which has been designed, approved and owned by the degree awarding body. The lead provider or subcontracting provider retains overall control of the programme's content, delivery, assessment and quality assurance arrangements. Sometimes described as a franchise arrangement.

Programme Leader: Academic member of staff who is responsible for the running of a specific academic programme.

Programme Representative: Students appointed to represent their fellow colleagues in providing feedback to the programme team in regard to learning and teaching.

Programme of Study: The approved set of modules that students take in order to complete an award.

Programme Suspension: Temporary interruption of enrolment for students until they submit their outstanding coursework or sit any outstanding exams.

Programme Termination: The formal discontinuation of a student's enrolment in a university programme. This can occur due to various reasons, such as academic failure, breaches of regulations, non-payment of tuition fees, low attendance and engagement or withdrawal by the student.

Resit: Resubmission of a failed piece of coursework or exam at the next examination period.

Retake: Opportunity to retake an entire module, including attending lectures and seminars, upon failing the module in the previous academic year. Students can retake a module only once.

Scholarship: Financial grant awarded to students to support with education and living expenses. Scholarships are awarded based on academic excellence or other criteria.

School Representative: Student appointed to represent all students in a specific school/faculty and deliver feedback to senior management.

Self-Certification: Students can request self-certifications during an academic year through the Mitigating Circumstances Policy.

Student Record System (SRS): Software used to store student academic and personal information. The SRS houses the student academic profile.

Student Union (SU): Organisation associated with the university that represents the interests of the students. The Union organises student events and activities and provides academic

support to students. Officers of the Student Union are elected students who contribute directly to how the union is run.

Supporting Evidence: Information supporting a student's mitigating circumstances request, such as medical certificates or letters from official bodies. Evidence must be date-relevant, signed, and authentic. The University may verify the evidence and penalise falsification.

Validation Arrangement: A validated course is a module or programme which a degree awarding body approves to contribute, or lead, to one of its awards. The validated course is delivered by the provider that designed it and students on the course normally have a direct contractual relationship with that provider and not the validating provider. The validating provider remains responsible for the academic standards of the award granted in its name.