Academic Regulations 2026-27 (Scheme B)

Approved by Academic Board (July 2026)

Contents:

1. Introduction
2. Responsibilities
3. Courses and awards
4. Academic sessions
5. Courses of Study
6. Undergraduate courses
7. Placement Learning
8. Postgraduate Courses
9. Registration periods and certification for courses
10. Credit
11. Module Design
12. Module Assessment
13. Marking and moderation of assessments
14. Late submission of assessment
15. Extension of an assessment submission deadline
16. Non-submissions
17. Grading of modules
18. Compensation
19. Reassessment
20. Progression on Extended Degrees
21. Progression on Undergraduate (including Integrated Master's) Degrees
22. Progression on Master's Degrees
23. Conferment of awards
24. Award of Bachelors Degree
25. Classification of Bachelors Degree
26. Award of an Integrated Master's Degree
27. Classification of an Integrated Master's Degree
28. Award and classification of Foundation Degrees
29. Award and classification of Higher Nationals
30. Award and classification of Postgraduate Certificate
31. Award and classification of Postgraduate Diploma
32. Award and classification of Master's Award
33. Undergraduate and Postgraduate Exit awards
34. Posthumous and Aegrotat awards

Annex 1: Schedule of Awards and criteria to be used for the designation of university awards

1. Introduction

1.1. Aside from courses which have transferred to delivering their course using core aspects of Solent Future Learning these regulations (Scheme B) apply to all taught awards as listed in the University Schedule of Awards (Annex 1).

1.2. The Academic Board is responsible for approving these Academic Regulations on an annual basis based on recommendations received from the Education Committee.

The Academic Registrar has authority, delegated by Academic Board through the Education Committee, to approve exceptional exemptions to the regulations and the associated policies, ensuring that the principles underlying the regulations are maintained. The Academic Registrar will report to the Education Committee once a year on the exercise of this authority.

2. Responsibilities

2.1. The academic departments, schools and services that own courses are responsible for the implementation of the assessment regulation in collaboration with Professional Services.

2.2. Individual members of staff delivering each module are responsible for ensuring that the quality of the teaching and learning opportunities provided will facilitate students in attaining the required standard. Staff are expected to use both formative and summative assessments that promote effective learning and are encouraged to use a range of assessment methods.

2.3. Course teams are responsible for ensuring that:

2.3.1. the amount, timing and type of summative assessments enable effective and appropriate judgements of a student's achievement of intended learning outcomes to be made.

2.3.2. students have clear information about the expected standard of individual assessments and assessments are timed to ensure students have adequate time to reflect on learning and/or practical skills.

2.3.3. grades/marks and feedback on assessments is provided within 20 working days of the submission deadline.

2.4. The Progression & Award Board has delegated authority from Academic Board to make decisions on student completion of modules and on progression and awards.

2.5. The effectiveness of assessment practice will be monitored via student feedback, external examiner reports, course review and assessment boards.

2.6. At the beginning of each academic year of the course students will be provided with the details and planned timings of the summative assessments (number, type, weighting) for all modules studied during that year.

3. Courses and awards

3.1. The awards that the University confers are defined in Annex 1. Each award title must be unique within the University's portfolio and reflect the content and learning outcomes of the course. Exceptions may be permitted where it is demonstrated, through the course approval process, that the award titles, including those used for exit awards, are associated with identical learning outcomes for the proposed courses.

3.2. A course is an approved programme of study that provides a coherent learning experience with a defined set of course learning outcomes leading to a University award.

3.3. The University has aligned its credit values with the 'Higher Education Credit Framework for England'. Table 1 depicts the credit value to be applied in the design of courses. Courses are expected to be designed using the required credit value at the level of award. Exceptionally, a course may be designed using the minimum credit required at the level of the award, this would be considered and approved through the course approval process.

Table 1: Credit values of awards

HE qualification as set out in the FHEQ	**FHEQ level**	**Credit required in the design of the award**	**Credit required at the level of the award**	**Minimum credit at the level of the award**	**FQ-EHEA cycles**
PhD	8	Not credit rated			Third cycle
Professional doctorates (e.g. DBA, EdD,	8	540			
MPhil	7	Not credit rated			
MA/MSc/MProf/MEd/MBA/MRes	7	180	180	150	
Integrated Masters degree	7	480	120	120	
Integrated Masters degree (with a placement year)	7	600*	120	120	

Postgraduate diploma	7	120	120	90	Second cycle
Postgraduate certificate	7	60	60	40	
Classified Bachelor's degree	6	360	120	90	First cycle
Classified Bachelor's degree (with a placement year)	6	480*	120	90	
Top-up Degree – Classified Bachelor's degree	6	120	120	120	
Graduate diploma	6	120	120	80	
Ordinary Degree (non-honours)	6	300	60	60	
Foundation Degree	5	240	120	90	Short cycle
Diploma of Higher Education	5	240	120	90	
Higher National Diploma	5	240	120	90	
Certificate of Higher Education	4	120	120	90	
Higher National Certificate	4	120	120	90	
Foundation Certificate	3**	120	120		

* 120 of these credits are P credit points for the placement year

** RQF level

3.4. To ensure the integrity of award titles at least 60 credits across levels 5 and 6 (undergraduate courses consisting of 3 or more levels) or 45 credits at level 7 (postgraduate courses), excluding research methods and final year projects/dissertations modules, must be distinct to the course. This does not exclude the sharing of modules between courses.

3.5. The University validates:

3.5.1. Undergraduate courses – this includes all awards of qualifications at FHEQ levels 4-6 and Integrated Master's qualifications at level 7; or

3.5.2. Postgraduate Taught courses – this includes all awards of qualifications at level 7, except Integrated Master's and Research Master's qualifications (where students spend more time on original research than on taught or guided study, e.g. MPhil).

3.6. All courses must be divided into levels and where appropriate stages to offer appropriate progression and award points in alignment with the Framework for Higher Education Qualifications (FHEQ) and the Regulated Qualification Framework (RQF).

3.7. Levels are a series of sequential stages (a developmental continuum) expressed in terms of a range of generic outcomes against which typical qualifications can be positioned, the higher the level the more difficult the qualification. The University's levels mirror the levels in the FHEQ and RQF as indicated in Table 1. Within each level, the various qualifications involve different volumes of learning and hence differences in the range of intended learning outcomes.

3.8. Stages are progression points within or across a level (e.g. part-time or Master's course) where specific progression regulations are applied and decisions are made regarding the student's progression to the next stage. Stages are considered and approved through the course approval process.

3.9. Undergraduate courses will be delivered over two semesters and each module, except 40 or 60 credit dissertation or major project modules, must be delivered over one semester.

3.10. To ensure an equal balance of teaching across a level, the volume of credits within a level must be equally split between the two semesters, i.e. 60 credits to be delivered in semester 1 and 60 credits in semester 2.

3.11. Higher and degree apprenticeship programmes will include stages that are after the completion of the academic course, i.e. end-point assessments, and may also include stages that need to be completed before starting the academic course.

3.12. Students on a validated course can only study the modules on that course and may not substitute these for any other modules; except, through the application of Recognition of Prior Learning or where they are studying an equivalent module at a partner institution abroad in line with the University's Academic Framework.

3.13. To be eligible for an award a student must be registered on the award and complete it within the approved maximum registration period.

4. Academic sessions

4.1. An academic session is a specified period of time during which an academic course or a level/stage of a course is delivered and assessed; a session may be synonymous with an

academic year, a calendar year or another defined period of time lasting no more than 12 calendar months and will have a specific start and finish date.

4.2. With the exception of courses which recruit through UCAS, courses can start and finish at any time throughout the year when the University is open.

4.3. When determining the length of non-UCAS courses through the course development and approval process, full consideration must be given to the length of time needed to complete the prescribed credit (1 credit = 10 notional learning hours).

4.4. Careful consideration should also be given, through the course development and approval process, to the funding implications of course lengths, e.g. Master's courses should be at least 45 weeks in order to qualify as 'long courses' and receive additional funding.

4.5. Academic Registry and Departments will notify students of their progress and achievements through their studies and of the outcomes from all assessment boards.

4.6. A reassessment opportunity must be provided before the start of the next academic session, except where this requirement has been set aside through an exemption approved by the Academic Registrar.

5. Courses of study

5.1. The course structure must specify in which order modules will be studied. All modules must be designated in the definitive documentation as either:

5.1.1. Core: Modules which students studying for a named award are required to study; or

5.1.2. Option: Modules which can be chosen by students from alternative modules as defined in the course specification.

5.2. Courses should offer students optionality within the curriculum as appropriate for the level of study, the subject area and any PSRB requirements.

5.3. The available options from within the course and other courses should be stipulated in the course specification.

5.4. Where module choices exist, students will have the opportunity to choose their preferred option. Where students do not make their choices by a date set by Academic Registry then the option module(s) will be automatically allocated.

5.5. Students on a validated course can only study the modules on that course and may not substitute these for any other modules; except, through the application of Recognition of Prior Learning or where they are studying an equivalent module at a partner institution abroad.

5.6. To be eligible for an award a student must be registered on the award and complete it within the approved maximum registration period specified.

5.7. Practice-based standards and requirements of professional bodies may be reflected in learning outcomes where appropriate.

5.8. Student course representatives play a major role in the quality assurance and enhancement of courses. To provide the most appropriate course representative system, each course must have a minimum of one course representative for each year of a course.

6. Undergraduate courses

6.1. Undergraduate courses may be multi-levelled, but the level of the final award and any exit awards must be clearly stated on the course specification.

6.2. Undergraduate courses which are part of the agreed national competitive application process are classed in the documentation as 'UCAS courses'. All 'UCAS courses' in full time or sandwich mode must be 30 weeks long in each annual academic session. They are free to use any combination of module delivery modes, but the start and finish dates of individual modules, under 40 credits, must be within a single semester.

6.3. Courses must be designated as full-time or part-time or both.

6.4. Undergraduate courses (not including Integrated Masters) may also be designated as extended (4 levels including a foundation year at level 3) or sandwich (including a 26 week or longer placement).

6.5. Integrated Master's courses may be designated as sandwich (including a 26 weeks or longer placement).

6.6. Full-time undergraduate courses must be designed to enable a student to complete a minimum of 120 credit points at the same level of the course in one academic session.

6.7. Full-time standard undergraduate courses, and their constituent modules, should be delivered in a standard pattern of learning and teaching over two semesters in the academic year (i.e. September-January and January-June).

6.8. Under exceptional circumstances and at the discretion of the Academic Registrar, individual students enrolled on a full-time or part- time course may reduce the number of modules they study over a period of time. The Academic Registrar will ensure that students do not exceed the time limits determined by the Student Loans Company or the UK Visas and Immigration Authority. During those periods students:

6.8.1. Will be considered part-time for registration and funding purposes;

6.8.2. Must be registered on between 40 and 100 credits points at levels 4-6 and between 30 and 100 credit points at level 7 (Integrated Master's only);

6.8.3. Maximum registration period will be calculated pro-rata according to the attendance modes studied, but cannot exceed the part-time maximum registration period as set out in this Framework.

6.9. Part-time courses must be designed to allow students to achieve a level or an award over a longer period than a full-time variant. Part-time courses will comprise a minimum of 40 credits and a maximum of 80 credits in any one academic session and are designed so that each level can be completed within two academic sessions. Any exceptions will be considered and approved through the course approval process.

6.10. Course documentation must inform prospective students of the minimum credit to be achieved in an academic session.

6.11. Students studying an undergraduate course of three or more levels may study level 5 at a partner institution abroad where the modules being studied are equivalent and have been appropriately mapped and the impact to relevant professional body requirements assessed by the Course Leader. The credit values of the modules will be recognised; the assessment marks achieved abroad will not be transferred.

6.12. The following limits apply to the volume of option credits that can be provided at each level of an undergraduate course consisting of three or more levels (which would include any foundation years):

Level	**Maximum number of options**
3	Zero
4	Zero
5	Normally at least, one module (20 credits) from a maximum choice of two optional modules
6	Normally at least, two modules (40 credits) from a maximum choice of four optional modules
7 (Integrated Master's only)	Two modules (40 credits) from a maximum choice of four option modules

6.13. Some subject areas are multi- and inter-disciplinary and course titles and content should reflect and specify this interrelation.

6.14. Nomenclature should be explained in course documentation, marketing material and other instructions to students.

6.15. Courses which bring together two distinct subjects should follow the following naming conventions and credit allocations:

6.15.1. Joint Honours: Title: Subject A and Subject B Credit allocation: A minimum total of 140 credits in each of the two subjects (which may include subject specific options) and no more than a 20-credit difference between the totals for each subject, excluding the final level project where applicable; and

6.15.2. Major/Minor: Title: Subject C with Subject D Credit allocation: A maximum total of 240 credits in subject C and 120 in subject D, minimum of 180 credits in subject C and 80 in subject D.

7. Placement Learning

7.1. All placements that form a validated part of a named award must be registered appropriately by the University and approved by the designated academic (module leader/course leader) and the employer.

7.2. The support arrangements for placements are detailed in the Student Work Placement Handbook and the Employer Placement Handbooks.

7.3. The University retains ultimate responsibility for the academic standards related to placement learning where the placement is part of an assessed module.

7.4. All placement learning (including professional practice experience) that forms a formal part of a course must be defined in terms of credits, level, learning outcomes and assessment requirements.

7.5. A period of placement learning exceeding 24 weeks that forms part of a sandwich degree will be assigned 120 placement credit points. These 'P' points will be in addition to the total credits needed for the degree.

7.6. A four or five-year undergraduate course with a period of placement learning exceeding 24 weeks must also have a validated three or four-year (respectively) version to which students can transfer in the event they cannot successfully obtain or complete the required partner-based learning element. Course documentation must make clear if differences exist in the recognition of a course by professional bodies between the three/four year and the four/five year versions.

7.7. Credit rated placement learning must have the appropriate level of detail shown in the course specification and be part of the University's quality assurance procedures that apply to the course.

7.8. The University will assure itself of the standards of all placement learning where a partner (e.g. employer organisation or educational institution) is partly or wholly responsible for delivering the outcome level and the assessment of learning.

8. Postgraduate courses

8.1. All postgraduate taught courses are at level 7; the final award and any exit awards must be clearly stated on the course specification.

8.2. Full-time courses should be designed so that they can be completed within one academic session.

8.3. Under exceptional circumstances and at the discretion of the Academic Registrar, individual students enrolled on a full-time or part- time course may reduce the number of modules they study over a period of time. The Academic Registrar will ensure that students do not exceed the time limits determined by the Student Loans Company or the UK Visas and Immigration Authority. During those periods students:

8.3.1. Will be considered part-time for registration and funding purposes;
8.3.2. Must be registered on between 30 and 150 credits points.
8.3.3. Maximum registration period will be calculated pro-rata according to the attendance modes studied and must not exceed the part-time maximum registration period as set out in this Framework.

8.4. Courses in part-time mode will comprise of modules totaling a maximum of 120 credits and a minimum of 60 credits in any one academic session. Any exceptions will be considered and approved through the course approval process.

8.5. For the award of MRes the course structure should contain between 30-60 CATS of taught provision primarily based around research methods followed by a research project between 120-150 CATS. Annex 1 contains a description of the MRes award.

9. Registration periods and certification for courses

9.1. To be eligible for an award a student must be registered on the award and all awards must have been completed within the approved maximum registration periods specified in table 2.

Table 2: Registration periods

Traditional Qualifications	FHEQ Level	Indicative FT Length	Full time Maximum Registration	Indicative PT Length	Part time Maximum Registration

Foundation Certificate	3	1	3	2	4
Certificate of Higher Education	4	1	3	2	4
Higher National Certificate	4	1	3	2	4
Diploma of Higher Education	5	2	4	4	6
Foundation Degree	5	2	4	3	5
Higher National Diploma	5	2	4	4	6
Top-up Degree	6	1	3	2	4
Degree or Honours Degree	6	3	5	6	8
Graduate Diploma	6	1	3	2	4
Ordinary Degree	6	3	5	6	8
Postgraduate Certificate	7	-	-	1	3
Postgraduate Diploma	7	1	3	2	4
Integrated Masters	7	4	6	8	10
Masters	7	1	3	2	4

9.2. The registration requirements for a named award, including the extra time granted to make good credit point deficits and periods of formal suspension, must be met within the standard length (as approved at validation) plus two years.

9.3. The maximum registration period for higher and degree apprenticeship programmes will need to take into account the additional time it will take to complete all the components of the programme, e.g. the End-Point Assessment. This will be considered and approved through the course approval process.

9.4. Since the University encourages the use of Recognition of Prior Learning (RPL) process and advanced standing there are no minimum registration periods for awards.

9.5. A student will be entitled to receive only one Solent University award as a result of a continuous period of registration.

9.6. Students registered on research degrees may register on taught courses and modules in addition to their research degree.

9.7. Direct-entry students will have their maximum periods of registration shortened by one year (full-time) or two years (part-time) for each complete level with which they enter.

9.8. Students who transfer between attendance modes will have their registration periods calculated pro rata.

9.9. Students who withdraw from a course will not be permitted to register back onto that course from which they have withdrawn: this includes students who transfer to another course within the University.

9.10. An award certificate and transcript of results will be produced for each qualifying student.

9.11. Diploma supplements will be provided to students for all completed undergraduate and postgraduate taught courses.

10. Credit

10.1. A credit-rated module-based system allows students to be awarded credit for what they have achieved. Credits gained are portable, allowing students to be recognised for what they have achieved and to be able to transfer between modes of study, courses or institutions.

10.2. Credit is awarded to students in recognition of the verified achievement of designated learning outcomes at a specified level.

10.3. All student learning activities and demonstrations of achievement that count towards a named award or credit of the University must be contained within a credit-rated module. Credit awarded will be compatible with the UK Credit Accumulation and Transfer System (CATS) and the European Credit Transfer System (ECTS) where 2 CATS are equivalent to 1 ECTS point.

10.4. Credit will be awarded for the achievement of learning outcomes, as specified by the volume of work (amount) that students are expected to do to achieve the learning outcomes (level). One credit point represents 10 notional hours of learning. This includes Directed Learning, Collaborative Learning and Guided Learning as well as student independent study.

11. Module Design

11.1. A module is a self-contained, formally structured, learning experience with a coherent and explicit set of learning outcomes and assessment criteria. All modules will be designated either as ‘credit-bearing module’ or ‘non-credit bearing module’.

11.2. A credit-bearing module will award University credit on successful completion. Includes all modules, stand alone or as part of a designated course delivered by the University or a collaborative partner. The module descriptor will clearly identify the module is credit bearing and the level and amount of the credits.

11.3. A non-credit bearing module is developed and delivered by the University without any award of university credit on completion. Requirements contained in this section do not apply to non-credit bearing modules; these modules are approved and documented through a University process established by Academic Registry.

11.4. Each module must have a validated Module Descriptor containing key information, such as the level and number of credits, aims, learning and teaching approach, assessment strategy and the weighting of individual elements of assessment.

11.5. The minimum and maximum credit sizes of undergraduate and postgraduate modules are provided in table 3.

Table 3: Module credit size

	FHEQ level	Minimum module size	Maximum module credit size	Must be divisible by
Undergraduate	4-7	20	60	20
Postgraduate Taught	7	30	60	15
Standalone modules	4-7	2	60	2 or 5

11.6. The following exceptions apply to table 3:

11.6.1. Placement modules may be larger than 60 credit points in size.

11.6.2. Level 7 Integrated Master's modules can be either divisible by 15 credits (minimum module size 30 credits) or divisible by 20 credits.

11.6.3. Research project and dissertation modules may be greater than 60 credits for MRes awards.

11.6.4. Only dissertation and final year project modules on undergraduate courses may be greater than 20 credits.

11.7. All modules must be assigned to an appropriate level in accordance with the Sector Recognised Standards, FHEQ or RQF. The credit level of a module provides an indicator of the relative complexity, demand and/or depth of learning and of learner autonomy.

11.8. The University recognises the following module credit levels:

11.8.1. **Level 3:** aimed at preparing students for study at higher education entry level.

11.8.2. **Level 4:** aimed at providing students with the opportunity to acquire the knowledge and skills demanded for study at undergraduate level.

11.8.3. **Level 5:** aimed at providing students with the knowledge and opportunities to demonstrate a repertoire of skills, critical judgement and independent thought.

11.8.4. **Level 6:** aimed at providing students with the opportunities to demonstrate that they have become skillful, competent, critical, reflective, adaptable, employable and capable of the acquisition and evaluation of new knowledge and concepts.

11.8.5. **Level 7:** aimed at providing students with opportunities to demonstrate mastery of a complex area of specialised knowledge and expertise in advanced technical, professional and/or research skills, to devise methodologies and communicate the results of research.

11.8.6. **Placement:** Credit rated and assessed experience which is part of an agreed and negotiated period of learning up to one year's duration and takes place outside the University (except where the University is the placement provider/employer) and is additional to the 360 credit points required for an undergraduate degree. These credits can be awarded at any specified level and do not count towards the final degree classification, except where this rule has been set aside through an exemption approved by the Academic Registrar. (This is distinct from experiential, work placement, study placement or work based learning modules which are part of an award bearing course).

11.8.7. Effective staffing arrangements for modules delivered by a collaborative partner must be agreed with the partner organisation and form part of the memorandum of agreement.

11.9. Where prior study of a specific module or group of modules (either from the previous level or within the same level) is essential before another module can be attempted, the module descriptor of the latter module must explicitly state the details of the pre-requisite module or group of modules.

11.10. Core modules must always run to ensure students can complete their course of study. A minimum or maximum student number restriction cannot be defined in this case since all students enrolled on the course must be guaranteed access, although Departments should work with Academic Registry and External Relations at the recruitment stage to avoid core modules operating with unviable numbers.

11.11. Modules may be shared between courses such that students registered on different courses may be enrolled on the same modules.

11.12. Modules at the same level can be shared between courses where the learning outcomes are appropriate for the courses concerned.

11.13. Departments wishing to share an existing module through a new course must fully consider and assess any timetabling and resourcing implications. This will be assessed and approved through the course approval process.

11.14. Module aims will be set out within all assessment briefs and the equivalent Living CV outputs provided.

11.15. Module Leaders are responsible for the design and production of assessments (i.e. assignment briefs, examination papers) that:

11.15.1. are explicitly aligned with the student learning experience and the intended learning outcomes.
11.15.2. are clear and equitable.
11.15.3. will facilitate students in demonstrating achievement of the module.
11.15.4. meet the assessment strategy as defined by the module descriptor in terms of type and weighting of assessment.

11.16. Module Leaders must clearly define assessment criteria for students, within the specified quality standards and timescales set by the University to allow all staff involved in the internal moderation process sufficient time to fulfil their duties.

11.17. The assessments and assessment criteria will be subject to Internal and, where required, external peer review.

11.18. All assessments are confidential until released to the students and departments/schools/services must ensure they have appropriate procedures in place to assure the security of assessments.

11.19. Module leaders are responsible for informing students of the submission date of assessments and the date of examinations. No extensions to submission dates will be granted unless approved through the Extenuating Circumstances policy.

11.20. Students are responsible for ensuring that all assessment submissions are complete, correctly uploaded (where required), and successfully submitted for marking. Students must verify that their work has been fully submitted (including all required files and components) and are advised to retain copies of all assignments

11.20. Academic Registry will ensure the safe submission of all hard-copy assignments and the availability of receipts.

11.21. Where work is returned to students, Course Leaders are responsible for informing the students the mechanism by which it will be returned.

12. Module Assessment

12.1. All students registered for a particular module should follow the same assessment plan and consequently take the same number of assessment elements and assessment types, although the precise assessment task may legitimately vary between student groups and students. One Progression and Award Board will ratify the marks for all the students taking that module in the same sitting.

12.2. Every time a module is offered to students it must have a defined academic session start and end date. An academic session is a specified period of time during which an academic course or a level/stage of a course is delivered and assessed; a session may be synonymous with an academic year, a calendar year or another defined period of time lasting no more than 12 calendar months and will have a specific start and finish date.

12.3. The first assessment attempt for all elements must be scheduled to occur before the end date of the module.

12.4. The form of assessment for each module must be specified within the module descriptor. Where there is more than one element of assessment, the weighting attached to each element must be stated on the module descriptor.

12.5. All modules must be summatively assessed; they will normally be marked using the Grade Marking scale. A grade or a mark must be produced for each assessment element such that an overall module mark can be determined. Exceptionally, there may be a requirement for individual assessments to be exempt from grade marking. Such exceptions must be approved through the course approval or module approval and course modification processes and stated on the module descriptor.

12.6. Where required, modules must be assigned to a Module External Examiner. The external examiners policy specifies which modules must be assigned to a Module External Examiner.

12.7. Students are responsible for managing their own assessment workload, but the amount, type and timing of assessments needs to be taken into account when module and course assessment schedules are designed.

12.8. Module Leaders are responsible for providing students with full details of all summative assessments, including a clear statement of the task, the learning outcomes being assessed and the assessment criteria.

12.9. Assessment is a matter of academic judgement and not just the computation of marks. Academic judgement cannot be questioned or overturned. Students may not appeal against the academic judgement of examiners.

12.10. Where a student believes a mark has been recorded incorrectly, they should raise this under the Academic Appeal Policy. Where a student is dissatisfied with their learning and/or assessment experience they should raise this concern with their Course Leader in the first instance. This does not preclude the ability for the student to make a complaint using the student complaint procedure.

13. Marking and moderation of assessments

13.1. All assessments must be marked by appropriately qualified staff according to the specific assessment criteria which are based on the University's generic grading and classification criteria (see Annex 2).

13.2. Course Leaders are responsible for ensuring that all assessments are marked and moderated in line with this policy.

13.3. Where there is more than one module assessor, the module leader is responsible for ensuring the consistency of marks for that module.

13.4. Double Marking of assessment elements must take place at Level 6 and Level 7 replacing the need for further internal moderation:

13.4.1. on all major projects, dissertations and portfolios; and

13.4.2. on any assessment which constitutes 100% of the weighting for modules of more than 20 credit points for undergraduate courses, or 30 credit points or more for postgraduate taught courses.

13.5. Where the marks cannot be agreed by the two markers a third marker assigned by the Head of Department or nominee or Director of School or nominee will determine the final agreed mark.

13.6. All departments, schools, services and partners are subject to the Anonymous Marking policy. The policy must be adopted for all examination scripts, and for all summative course work submitted for assessment at Levels 3–7, with the exception of those identified as exempt on the module descriptor. Exemptions from anonymous marking is approved through the course approval or module approval and course modification processes.

13.7. Performance-based assessments (e.g. presentations, shows, concerts etc.) should normally be marked and moderated or double marked (if required) at the time of the performance. All performances should be recorded to enable the assessments to be externally and/or internally moderated (where required).

13.8. Internal moderation must be undertaken by an appropriately qualified and experienced member of University staff prior to release to students. Where required, assessments must then be externally moderated.

13.9. Internal and external moderation samples must be properly representative and include borderline cases between each band of award classification and an example of a first class/distinction piece of work and a fail where appropriate. The sample size must represent 10% of submissions which should not be more than 15 or less than 5 (or all assignment if less than 5) assignments for large of small modules.

13.10. Where an internal moderator identifies a potential issue, a larger sample should be scrutinised and a second moderator requested to arbitrate if appropriate.

13.11. Moderators cannot change individual student grades/marks but can recommend that changes are made to the whole cohort of student grades/marks.

13.12. Where a module assessment utilizes group work, the means by which grades/marks are allocated to individual members of the group must be clearly articulated on the assignment brief and referral arrangements clearly stated on the module descriptor.

13.13. Where student peer assessment is part of the summative assessment strategy, the criteria used to allocate grades/mark must be clearly articulated and the referral arrangements must be clearly stated on the module descriptor.

13.14. The University believes that students need clear feedback on assessments, at the right time, so they can learn and improve.

13.15. Students can expect to receive feedback on all summative assessments within 20 working days of the submission date; students will be informed if there are any exceptions to this.

13.16. Students are responsible for the collection of their own work and feedback. Submitted and marked assessments will be retained in accordance with University policies.

14. Late submission of assessment

14.1. Coursework, which is submitted no later than seven calendar days after the original submission date, without an approved extension request, will be marked as normal and the mark will be capped at 40%.

14.2. Coursework submitted for the first assessment attempt more than seven calendar days after the scheduled hand-in date will be treated as a non-submission and awarded a mark of zero.

14.3. For referral work there is no late submission period, with the exception of any approved Extenuating Circumstances applications. Any referral work submitted after the scheduled hand in date will be treated as a non-submission and awarded a mark of zero. Even with approved Extenuating Circumstances students who submit referral work after seven calendar days of the deadline submission date, will not have their assessment marked. The assessment will be regarded as a non-submission for assessment purposes.

15. Extension of an assessment submission deadline

15.1. Students may submit a request for an extension to an assessment submission date where Extenuating Circumstances have impacted on their learning and where a later submission would put them in a position of being 'fit to study' and to complete the work.

15.2. All approved extension requests will result in the student having an additional seven calendar days from the original deadline date in which to submit their assessment.

15.3. Students are responsible for alerting the University to any additional learning needs as part of the enrolment process or as soon as they have been diagnosed. When notified, the University will assess the needs and determine if any additional support and special arrangements need to be put in place at the time of assessments. No additional allowance can be made at the time of marking.

16. Non-submissions

16.1. Students are required to make a credible and reasonable attempt at all assessments by showing that:

16.1.1. the work is fully submitted (i.e. not a draft submission) and in the form required by the assessment brief; and

16.1.2. the academic content of the assessment addresses the specified topic.

16.2. Submissions which do not meet these criteria will be regarded as a non-submission for assessment purposes and awarded a mark of zero.

17. Grading of modules

17.1. The overall module pass mark is 40%, or where a module is validated as pass/fail, the pass grade of pass (or its equivalent) will be used. Modules with pass/fail module outcomes are excluded from the award classification.

17.2. The grades/marks for all elements of assessment will be aggregated by the assessment sitting to determine the overall module result for that sitting. For the purposes of

progression and award the best mark achieved for each element will be aggregated, (except where a student has repeated a module, in which case marks prior to the repeat sitting are not used) regardless of sitting. The module will be deemed a pass where the aggregated module result is 40% or above, even if individual elements are below 40%.

17.3. There may be a requirement for individual assessment elements to be passed in their own right. In these circumstances those elements must achieve a pass mark of 40% or more, in order for the module to be passed. Such exceptions must be approved through the course approval or module approval and course modification processes and stated on the module descriptor.

17.4. When a module profile at a sitting includes a 'defer', the sitting module mark will be calculated on the marks available and regardless of the module outcome the student will be offered an opportunity to make good the deferred element at the next sitting.

17.5. When a module profile at a sitting includes an assessment element failed as a result of the outcome of academic misconduct, a credible attempt at that assessment element must be made before the module can be deemed to have been passed. The number of subsequent attempts being allowed will be in line with the relevant assessment regulations.

17.6. All module marks are calculated up or down to the nearest integer e.g. 54.4 is recorded as a module mark of 54; 54.8 is recorded as a module mark of 55. Award classifications are calculated using whole module marks (integers).

18. Compensation

18.1. Compensation is the process by which an assessment board, in consideration of the student's overall performance in a module of study and their engagement on a course recommends that credit be awarded for a module in which the student has failed to satisfy the assessment criteria, in order to enable the student to progress to the next level or be awarded the appropriate qualification.

18.2. Compensation will be used to re-dress marginal failure where a student has obtained a minimum mark of 30% in the module being considered for compensation.

18.3. At levels 3-6 and additionally level 7 of Integrated Master's courses compensations will be permitted up to 20-credit points (whole modules only) per level.

18.4. At level 7 (not including Integrated Master's courses) compensation will be permitted up to 30 credit points (whole modules only).

18.5. Compensation may not be applied to modules where a student has failed an element which has been designated as 'must pass' or where a student has failed the module as a result of receiving an academic misconduct penalty of failing the module with no right to resit.

18.6. Compensation will be applied automatically when all the above criteria for compensation have been met. Where students are eligible for compensation in more than one module at that level, the module with the highest average mark will be compensated. If, exceptionally, a Head of Department or Director considers a compensation decision should not be applied then they must apply to the Academic Registrar for an exemption from this regulation.

18.7. For part-time courses compensation will be awarded at the end of defined stage, which may be before all the modules at a level have been completed.

19. Reassessment

19.1. The following definitions apply under this heading:

19.1.1. **Refer:** The student is required to attempt the failed assessment element(s) only. Students are not expected to attend tutorials and the University is not expected to provide tutorials for referral assessment. The marks for referred assessments will be capped at the pass mark.

19.1.2. **Deficit module**: This refers to the module which was not passed after the referral period but the student was able to proceed to the next level/stage with that deficit. Students will be required to undertake the assessments that have not been passed in this module at the next available opportunities and the results will be capped at the pass mark.

19.1.3. **Repeat module:** This refers to a module which was not passed after the referral period and the student was not able to proceed to the next stage /level. The module must be attempted again with attendance. Students must attempt all assessment elements associated with the module; grades/marks will not be capped and grades/marks from the original attempt will not be carried forward. Students will be given one referral opportunity for any assessment not passed on a module being repeated. Penalties are applied in line with standard module regulations. Students cannot progress with a failed repeat module as they become an irretrievably failed module.

19.1.4. **Irretrievably failed:** Where all attempts on a module have been taken and the module has not been passed. Students cannot progress to the next level/stage where they have irretrievably failed a module and will be offered the appropriate exit award or institutional credits.

19.1.5. **Defer:** The student's application for extenuating circumstances against an assessment element was approved and therefore they will be permitted to take those assessments again at the next available opportunity without any additional penalty; existing penalties will remain. Where assessment element has been deferred, this will not count as an assessment attempt for making and award, but will be considered for compensation decisions. If a student has not passed enough credit to progress, then any outstanding undergraduate modules will become repeat modules including those that had previously been deferred.

19.2. Where students have failed to achieve a pass mark for the module, they shall be offered referral attempts as allowed under these regulations for each failed element, except where the recommendation of a Student Academic Misconduct Inquiry Panel invokes a 'no right to re-sit' academic penalty.

19.3. Students shall not be able to re-attempt any passed elements of assessment except where students are required to repeat a module or where an academic misconduct penalty of fail module has been recommended.

19.4. Students must attempt the referred assessments at the next referral period as indicated at the time of results publication.

19.5. Undergraduate students who, after the referral period, did not pass the module, but are eligible to proceed with deficit credits, will be granted two further referral attempts on the failed assessment element(s). Postgraduate students who, after the referral period, did not pass the module, but are eligible to proceed with deficit credits, will be granted one further referral attempts on the failed assessment element(s). Deficit modules that have not been passed after the final attempt will be classified as an irretrievably failed module. Students cannot progress to the next level/stage with an irretrievable failure.

19.6. Undergraduate students who, after the resit period, are unable to progress shall be permitted one opportunity to repeat the failed module(s), except where the recommendation of a Student Academic Misconduct Inquiry Panel invokes a 'no right to re-sit' academic penalty. Students must register for the repeat module(s) and attempt all assessment elements. Postgraduate students will not be offered repeat modules.

19.7. Students who have failed to achieve a pass mark for the repeat module(s) shall be offered one final referral attempt for each failed element, except where the recommendation of a Student Academic Misconduct Inquiry Panel invokes a 'no right to re-sit' academic penalty.

19.8. Where one or more assessment element of an optional module has been failed at the first attempt the student shall have the right to substitute, once during the period of their registration, another available option and to be taught and assessed in that option, as if for the first time; unless the failure was as a result of receiving an academic misconduct penalty of failing the module with no right to resit. This option is not available to students who have submitted any referral assessments for the optional module they wish to transfer from. Subject to availability, students will start the new module the next time it is delivered, this must be within 2 weeks of the module's start date unless a strong academic rationale is provided and approved by the relevant Head of Department or nominee.

19.9. Where a student is referred in an assessment element as a result of a proven case of academic misconduct, they must make a valid attempt at the referred element. If no valid attempt is made, the module mark will be capped at F2 (Fail).

19.10. Where a student has submitted Extenuating Circumstances which have been accepted, they will be offered a deferral, that is, another attempt to take the missed assessment element. In such cases, the deferred assessment element will be marked as normal, and the actual mark awarded. In cases where a deferral is offered in respect of a referred assessment, the mark will be capped at 40%.

19.11. Where a student has passed a module but has been deferred in an element they will be offered the opportunity to take the deferred element.

20. Progression on Extended Degrees

20.1. A student may progress from the extended year (level 3) to level 4 with 100 credits as long as the failed modules(s) do not include any 'must pass' elements.

20.2. Students will not be required to be reassessed in the failed 20 credits. Credits gained at level 3 do not count towards the credit requirements for the final degree.

20.3. Students on HNC/D courses may undertake a foundation stage, which is less that 120 credits prior to progression on to the HNC/D.

21. Progression on Undergraduate (including Integrated Master's) Degrees

21.1. Students on a full-time course can proceed to the next level of the course with a maximum of 20 referred/deferred credits from the current level. Students cannot progress to the next level/stage with an irretrievably failed module where all its reassessment opportunities have been exhausted.

21.2. Students on a part time course can proceed to the next stage of the course with a maximum of 20 referred/deferred credits. The part-time course structure, including details of each stage, is approved as part of course approval.

21.3. Additionally, Integrated Master's students must achieve an average of 50% or higher at level 5 in order to progress to level 6 of the Integrated Master's course. Students who do not achieve this will have their registration transferred to the appropriate bachelors course.

21.4. Students who are unable to progress to the next level/stage will be required to retake the failed modules.

21.5. Final year, level 6 students who have not achieved the credits for their registered award will be given a first reassessment opportunity in all failed modules as allowed under the regulations or accept the exit award for which they are eligible. Where a student fails to notify the University of their choice within 10 working days, they are assumed to be attempting the first reassessment opportunity.

21.6. Final year, level 6 students, who achieve 60 credits at level 6 after the first reassessment opportunity, but have not achieved enough credit for their registered award, will be offered the opportunity to have further reassessment attempts at the failed assessment elements on failed modules as allowed under the regulations or accept the exit award for which they are eligible. Students failing to notify the University of their choice within 10 working days of being offered a second reassessment opportunity will be given the appropriate award.

21.7. Final year, level 6 students, who achieve less than 60 credits at level 6 after the first reassessment opportunity, and have not achieved enough credit for their registered award, will be offered to repeat the failed modules or accept the exit award for which they are eligible. Where a student fails to notify the University of their choice within 10 working days of the notification of their results, they will be given the appropriate award.

21.8. Integrated Masters students who achieve less than 100 credits at Level 6 after the resit period will have their registration transferred to the appropriate bachelors course.

21.9. A progression and Award Board may withdraw a student who has not submitted any assessment elements in the second period of an academic year.

22. Progression on Master's Degrees

22.1. All masters students undertaking the same sitting of a level 7 module will be considered at the next available Progression and Award Board, which will confirm the module outcome, including reassessment requirements. Any reassessments required will be undertaken at the next available opportunity, within the stage of study where possible.

22.2. On completion of the course, or stage if earlier, the Progression and Award Board will confirm the outcomes for any modules not previously considered and also confirm the award or progression outcome for the student. Any compensation decisions will be confirmed at the award or progression stage, considering the results of the most recent module assessment opportunity available to the student.

22.3. Masters students will have up to 2 referral opportunities for each module, after which, if not passed, the module outcome will be irretrievably failed.

22.4. Students on a part time master's course can proceed to the next stage of the course with a maximum of 30 referred/deferred credits, if a module is deemed to be irretrievably failed at a progression or award point, the student would exit the course with any exit award permissible under the regulations, with no further assessment opportunities being available for any modules. The part-time course structure, including details of each stage, is approved as part of course approval.

23. Conferment of awards

23.1. Progression & Awards Boards will take account of the credit value of the exempted stage/level in judging a student's eligibility against the thresholds set for conferment of University awards. When calculating the final classification/result, only the modules assessed at the University will be counted – no grades/marks for the exempted stage(s)/level(s) will be awarded.

23.2. When a student has been given credit for prior learning or through a study abroad programme, Progression & Awards Boards will take account of that credit in judging the student's eligibility against the credit thresholds set for conferment of University awards.

23.3. Classification of awards will be calculated using the method for that award type as detailed in the sections below.

23.4. Where, for undergraduate students, the calculation method includes discounting of modules and the student has 60 or more credits at level 5 then discounting will be applied

in line with the undergraduate classification method (detailed below) using only those modules and credits studied at the University.

23.5. Where, due to recognition or prior learning, direct entry to level 6, or study abroad modules, undergraduate students have less than 60 credits at level 5 or only level 6 credits gained at the University the award classification will be calculated using the method used for 'top-up' degrees (detailed below below).

24. Award of Bachelors Degree

24.1. In order to complete a Degree with Honours students shall satisfy the requirements associated with such an award as set out in the course specification.

24.2. Students may be considered for an Honours degree, having been assessed in and been awarded 360 credits. Students must have been assessed in all modules. (Credit awarded through the Recognition of Prior Learning process is assessed credit).

24.3. Where a student has achieved at least 300 credits, the student will be eligible for the award of an Ordinary degree.

24.4. 'Top-up' degree students may be considered for an Honours degree, having been assessed in and awarded 120 credits. Student must have been assessed in all modules (Credit awarded through the Recognition of Prior Learning process is assessed credit).

24.5. 'Top-up' degree students who have been assessed in 120 credits, and have achieved at least 60 credits, will be eligible for the award of an Ordinary degree.

25. Classification of Bachelors Degrees

25.1. 'Top-up' degree classifications will be calculated using the weighted average module marks for the best 100 credits of whole modules at level 6.

25.2. For all other degrees the classification mark will be calculated using the weighted average module marks for the best 100 credits of whole modules at level 6 (weighted at 70%) combined with the best 100 credits of whole modules from the remaining credits at levels 5 and 6 (weighted at 30%). Classification averages are calculated to two decimal places.

25.3. The calculated overall classification mark will determine the Honours classification awarded, the classification boundaries are:

25.3.1. 69.50% or more: First Class

25.3.2. 59.50% – 69.49%: Second Class (First Division)
25.3.3. 49.50% - 59.49%: Second Class (Second Division)
25.3.4. 39.50%-49.49%: Third Class

26. Award of an Integrated Master's Degree

26.1. In order to complete an Integrated Master's course students shall satisfy the requirements associated with such an award as set out in the course specification.

26.2. Students may be considered for an Integrated Master's degree, having been assessed in and been awarded 480 credits. Students must have been assessed in all modules. (Credit awarded through the Recognition of Prior Learning process is assessed credit).

27. Classification of Integrated Master's Degrees

27.1. Integrated Master's degree classification mark will be calculated using results from levels 5, 6 and 7 as follows (classification averages are calculated to two decimal places):

27.1.1. the average module mark for level 7 (weighted at 50%); plus
27.1.2. the weighted average module marks for the best 100 credits of whole modules at level 6 (weighted at 30%); plus
27.1.3. the weighted average module marks for the best 100 credits of whole modules remaining at levels 5 and 6 (weighted 20%).

27.2. The calculated overall classification mark will determine the classification awarded, the classification boundaries are:

27.2.1. 69.50% or more: First Class
27.2.2. 59.50% – 69.49%: Second Class (First Division)
27.2.3. 49.50% - 59.49%: Second Class (Second Division)
27.2.4. 39.50% - 49.49%: Third Class

28. Award and classification of Foundation Degrees

28.1. A student will be awarded a 'Pass' for obtaining 120 credits at level 4 and 120 credits at level 5.

28.2. A Foundation Degree with 'Merit' will be awarded if a student has achieved a weighted level average of 59.5% at level 5.

28.3. A Foundation Degree with 'Distinction' will be awarded if a student has a weighted level average of 69.5% at level 5.

28.4. For students admitted with RPL credits or advanced standing, only the level 5 modules studied at Southampton Solent University will be considered in the classification.

29. Award and classification of Higher Nationals

29.1. In accordance with Pearson Education Limited regulations, modules are awarded a grade of Fail, Pass, Merit or Distinction. Where percentages are used the following will apply:

29.1.1.	Pass:	40% - 59.9%
29.1.2.	Merit:	60% - 69.9%
29.1.3.	Distinction:	70%+

29.2. A maximum grade of Pass will be awarded for a referred element that has been completed satisfactorily. Assessment elements passed at the first attempt or deferred will be awarded the earned mark and the overall module grade calculated as normal. Any referred elements that have been passed will be capped at 40% (pass) and the normal aggregation rules followed to determine the module grade.

29.3. The classification mark for HNC awards is determined by calculating the level average from all modules at level 4 using the numerical marks achieved for each module.

29.4. The classification mark for HND awards is determined by calculating the level average from all modules at level 5 using the numerical marks achieved for each module.

29.5. The calculated level average will determine the classification awarded, the classification boundaries are:

29.5.1. 69.50% or more: Distinction
29.5.2. 59.50% – 69.49%: Merit
29.5.3. 39.50% - 59.49%: Pass

30. Award and classification of Postgraduate Certificate

30.1. In order to obtain the award of Postgraduate Certificate (PgC) students must have been awarded 60 credits at level 7.

30.2. A Postgraduate Certificate award with Merit will be awarded if a student has achieved an average of 59.5% or higher across the 60 credits at level 7.

30.3. A Postgraduate Certificate award with Distinction will be awarded if a student has achieved an average of 69.5% or higher across the 60 credits at level 7.

30.4. The only classification available for a Postgraduate Certificate award received as an exit qualification is Pass.

31. Award and classification of Postgraduate Diploma

31.1. In order to obtain the award of Postgraduate Diploma (PgD) students must have been awarded 120 credits at level 7.

31.2. A Postgraduate Diploma award with Merit will be awarded if a student has achieved an average of 59.5% or higher across the 120 credits at level 7.

31.3. A Postgraduate Diploma award with Distinction will be awarded if a student has achieved an average of 69.5% or higher across the 120 credits at level 7.

31.4. The only classification available for a Postgraduate Diploma award received as an exit qualification is Pass.

32. Award and classification of Master's Award

32.1. In order to obtain the award of a Master's degree, students must have been awarded 180 credits.

32.2. A Master's degree will be awarded with Merit if a student has achieved a level average of 59.5% or higher.

32.3. A Master's degree will be awarded with Distinction if a student has achieved a level average of 69.5% or higher.

33. Undergraduate and Postgraduate exit awards

33.1. A student who withdraws or is withdrawn from a course, will be granted credit points for those modules completed successfully at the University or been awarded through the Recognition of Prior Learning, except where credit has been withdrawn as a result of an academic misconduct penalty.

33.2. Exiting students who have shown they have achieved the specified learning outcomes for an award at a lower level than that which they were originally registered on will be granted that award.

33.2.1. Foundation Certificate for successful completion of at least 120 credits at level 3 or higher.

33.2.2. Certificate of Higher Education for successful completion of at least 120 Level 4-6.

33.2.3. Diploma of Higher Education for successful completion of at least 240 credits, of Level 4-6 credits.

33.2.4. Bachelors degree for successful completion of at least 360 credits, of which a minimum of 90 credits must be at level 6 or higher (only applies to Integrated Masters courses);

33.2.5. Postgraduate Certificate of Higher Education for successful completion of at least 60 credits at level 7;

33.2.6. Postgraduate Diploma of Higher Education for successful completion of at least 120 credits at level 7.

33.3. Students who were admitted onto a course with advance standing and withdraw or is withdrawn from the course will not be eligible for an exit award at a lower level than the level they were admitted to.

34. Posthumous and Aegrotat awards

34.1. An award may be conferred posthumously. The relevant Progression and Award Board will consider each case on an individual basis. No classification shall be awarded in the case of a posthumous award.

34.2. An Aegrotat award may be conferred where a student was close to achieving an award but due to illness or other valid reason, as approved by the Academic Registrar, is unlikely to be able to complete their studies within the maximum registration period. The relevant Progression and Award Board will consider each case on an individual basis. Where a student is receiving an Aegrotat postgraduate or undergraduate/Foundation degree no classification shall be awarded.

Annex 1: Schedule of Awards and criteria to be used for the designation of university awards

Bachelor of Arts (BA), Bachelor of Science (BSc) and Bachelor of Music (BMus)

a. The award of Bachelor of Arts (BA) should be used for courses of study in art and design, the arts, humanities and social or business studies where it is appropriate.
b. The award of Bachelor of Science (BSc) should be used for courses of study that are substantially based on science, the social sciences or mathematics and their applications.
c. The award of Bachelor of Music (BMus) should be used for courses of study in music with a significant component of performance and/or composition.
d. BA, BSc and BMus courses must meet the qualification descriptors in full at level 6. The award type selected should reflect the major subject studied within the course.

Bachelor of Engineering (BEng) and Master of Engineering (MEng)

a. These awards designations are reserved for courses of study which provide a technologically broad education with an emphasis on engineering applications, primarily those courses that may also lead to registration with the Engineering Council.
b. The MEng is reserved for Integrated Master's courses in engineering spanning levels 4 to 7. MEng courses of study will provide a range and depth of specialist knowledge, within a research and industrial engineering environment, alongside a broader and more general academic base.
c. BEng courses must meet the qualification descriptors in full at level 6 and MEng courses must meet the level 6 and 7 qualification descriptors in full.

Bachelor of Laws (LLB) and Master of Laws (LLM)

a. These titles are reserved for courses of specialised study in law or (for the Bachelor degree) cases where it is combined with a minor subject.
b. LLB courses must meet the qualification descriptors in full at level 6 and LLM courses must meet the level 7 qualification descriptors in full.

Certificate of Higher Education (CertHE)

a. This title is used for both standalone courses and as an exit award that is awarded when students cannot continue with their course but have achieved the learning outcomes and gained a minimum of 120 credits at levels 4-6 .
b. Certificate of Higher Education courses must meet the qualifications descriptors in full at levels 4-6.

Diploma of Higher Education (DipHE)

a. This title is used for both standalone courses and as an exit award that is awarded when students cannot continue with their course but have achieved the learning outcomes and gained a minimum of 240 credits of which a maximum of 120 credits should be at level 4.

b. Diploma of Higher Education courses must meet the qualifications descriptors in full at level 5.

Foundation Degrees (FdA, FdSc, FdEng)

a. The titles Foundation Degree in Arts (FdA), Foundation Degree in Science (FdSc) and Foundation Degree in Engineering (FdEng) are for the University's Foundation Degree courses.
b. Foundation Degree courses must meet the qualifications descriptors in full at level 5.

Graduate Diploma (GradDip)

a. This title is used for courses, at level 6, designed as a conversion course for graduates in another discipline.
b. Graduate Diploma courses must meet the qualifications descriptors in full at level 6.

Higher National Certificate (HNC)

a. This title is used for awards awarded under the Licence Agreement with Pearsons.
b. HNC courses must meet the qualifications descriptors in full at level 4.

Higher National Diploma (HND)

a. This title is used for awards awarded under the Licence Agreement with Pearsons.
b. HND courses must meet the qualifications descriptors in full at level 4.

Master of Arts and Master of Science (MA and MSc)

a. The award of Master of Arts (MA) should be used for courses of study in art and design, the arts, humanities and social or business studies where it is appropriate.
b. The title Master of Science (MSc) should be used for courses of study that are substantially based on science, the social sciences or mathematics and their applications.
c. MA and MSc courses must meet the qualifications descriptors in full at level 7.

Master of Business Administration (MBA)

a. The award of MBA is used for generalist business courses at level 7 which focus on career development. These courses are distinguished by an emphasis on leadership and strategic management.
b. MBA courses must meet the qualifications descriptors in full at level 7.

Masters of Computing (MComp)

a. The MComp is reserved for courses of study which provide a technologically broad education with an emphasis on computing applications.

b. The MComp title is used for Integrated Master's courses of study spanning levels 4-7 and must meet the qualification descriptors in full at level 6 as well as level 7.

Master of Education (MEd)

a. The title is used for courses of specialised study in education that meet the full expectations of level 7 qualification descriptors.

Master in Professional Practice (MProf)

a. This designation is reserved for level 7 awards which reference and reflect upon professional work, with a substantial component of project work, which has the potential to result in a contribution to the enhancement of professional practice.

Master of Natural Science (MSci)

a. The MSci is reserved for courses of study which provide a technologically broad education with an emphasis on science applications.
b. The MSci title is used for Integrated Master's courses of study spanning levels 4-7 and must meet the qualification descriptors in full at level 6 as well as level 7.

Master by Research (MRes)

a. The MRes is a research based postgraduate course reserved for courses of study which contain a substantial research project.

Ordinary Degree

a. The Ordinary Degree is an undergraduate award for students who complete 300 credits, 60 of which will be at level 6. It is a non-honours award.

Postgraduate Certificate (PgCert)

a. This title is used for both standalone courses and as an exit award that is awarded when students cannot continue with their course but have achieved the learning outcomes and gained at least 60 level 7 credits.

Postgraduate Diploma (PgDip)

This title is used for both standalone courses and as an exit award that is awarded when students cannot continue with their course but have achieved the learning outcomes and gained at least 120 level 7 credits.
Professional doctorate (e.g. EdD / DBA / EngD / LLD)

a. This award is used where a student has completed both taught and research elements of a 540-credit award.
b. This award is a doctoral-level qualification (Level 8) that integrates advanced academic study and original research with professional practice.

Other Awards

Foundation Certificate (FdCert)

a. This will be granted as an exit award for students who withdraw, or are withdrawn, having successfully completed 120 credits at level 3 or have completed a course at level 3.

Award of Credit

a. This is used to award academic credit to an individual who has successfully completed a module or modules. This will be presented in the form of a transcript.

Certificate of Achievement

a. This is an exit award for HNC/D courses that is based on the cumulative total of credit that has been achieved.

Proposals to add a new award type to the list of Solent University awards will receive initial consideration by the Academic Strategy and Curriculum Committee (ASCC), before presentation to Education Committee for approval.

Proposals will be considered according to the following criteria:

a. avoidance of the unnecessary proliferation of awards.
b. evidence that the proposed awards would have currency (e.g., amongst other HEIs, potential students, employers and professional bodies).
c. a reasonable expectation that the award will have long term currency.
d. clear evidence of demand amongst current and prospective students.
e. any guidance contained in the relevant QAA subject benchmark statements.