



S P Jain
London School
of Management

SP Jain London School of Management

Academic Regulations

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1. Introduction

These Academic Regulations and their associated policies and procedures provide the framework for the development, management and delivery of programmes to students on programmes leading to awards of the SP Jain London School of Management ('SPJUK' or 'the School'), as well as for the progression of students through these programmes and the making of awards. The purpose of the Academic Regulations is to ensure the School discharges its responsibilities to all students fairly and effectively and sets and maintains the academic standards of its awards at the appropriate levels.

The Regulations are supported by a range of policies, procedures and guidelines as described throughout this document.

2. Glossary

Academic Integrity - The expectation that all members of the academic community approach academic and scholarly work honestly, by completing their own work, by attributing and acknowledging sources when necessary, and by not relying on dishonest means to gain advantage.

Academic Quality - A comprehensive term referring to how institutions manage and monitor teaching and learning activities and opportunities to ensure that students are positioned to progress and succeed and that there is a good academic experience.

Academic Standards - The standards set and maintained by institutions for their programmes and expected for their awards.

Admissions - The process of applying for, and gaining entry to, a programme of study.

Appeal - A petition to review a decision taken by the School, such as the mark given for a piece of assessed student work.

Assessment Regulations - The rules governing assessment of a programme of study including the marking scheme, the pass mark, the requirements for progression to subsequent levels or stages of a programme and the award and classification requirements (for instance, credits to be achieved and specific marks to be attained).

Award - A qualification, or the allocation of credit to a student.

Credit - A means of quantifying and recognising learning, used by most educational institutions that provide higher education programmes, expressed as 'numbers of credits' at a specific level. One credit is equivalent to the learning outcomes of 10 notional hours of study.

Dean - The leader in the higher education institution who has overall responsibility for maintaining academic standards and quality, and the success and well-being of the students.

Defer - Where an examination or submission of coursework is postponed for a finite period of time.

Degree - A higher education qualification at one of several levels.

Expectation - An expression of what higher education providers are expected to do, relating to a key matter identified as important for setting and maintaining threshold academic standards and enhancing academic quality.

External Examiner - An independent expert appointed by an institution to help set and maintain academic standards, including by scrutinising summative assessment instruments before they are given to students, commenting on student achievement in relation to the standards set for a given programme, and approving on changes to programmes.

External Review - A review conducted at an institution by a suitably qualified team of people not normally employed there.

Framework for Higher Education Qualifications (FHEQ) - The national reference point for academic standards in UK higher education. The framework sets out a hierarchy of qualification levels and describes the general achievement expected of holders of the main qualification type at each of the levels. UK degree-awarding bodies are required to use the framework in setting and maintaining academic standards. When awarding qualifications, they are expected to ensure that the requirements of the framework are met.

Interruption: An extended period of authorised absence from the programme.

Learning Outcome - the skills, knowledge and competencies that a student will be able to demonstrate upon completion of a particular assignment, module or programme.

Level - A level is one in a series of defined points or stages on a qualification framework that are numbered in ascending order. Qualifications at the same level share characteristics and require similar achievement.

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

Module - A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.

Office for Students (OfS) - a non-departmental public body of the Department for Education, acting as the regulator and competition authority for the higher education sector in England.

Programme - A specified programme of study, with its own aims and learning outcomes made up from a specified set of modules, which leads to a specifically named academic award.

Programme Specifications – A published statement about programme's intended learning

outcomes, and information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

Progression - Formal progress through an academic programme, meeting key academic requirements.

Qualification - A formally recognised academic award, such as a degree, diploma or certificate, granted on successful completion of a programme of study.

Quality Assurance (QA) - The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet UK expectations, and that the quality of the student learning experience is being safeguarded and improved.

Recognition of Prior Learning - Taking account of previous learning that has occurred in any of a range of contexts including school, college, university and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications.

Resit - A process where the student is allowed to take a second attempt at an assessment following a failure in the first attempt.

Retake – where a student retakes the module having failed the resit of the assessment only.

Sector-recognised standards – a document published by the OfS containing the sector-recognised standards that relate to the OfS's general ongoing condition B5 (Sector-recognised standards) as revised with effect from 1 May 2022.

Threshold Academic Standard - The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the subject benchmarking statements and national qualification frameworks. Threshold standards are distinct from the standards of performance that students need to achieve to gain any particular class of award, for example a first-class bachelor's degree.

Validation - A formal process through which an awarding institution initially approves a programme of study (in terms of its content, teaching/learning and assessment) for the purpose of leading to one of its qualifications. This applies both to programmes delivered at the institution itself and to programmes delivered at partner institutions.

3. Application and approval of the Regulations

The Academic Regulations and their associated policies, processes and procedures are reviewed annually and in response to changes in external sector policy or regulatory expectations. These Regulations apply to all awards made by SPJUK in the 2023-24 academic session.

The School's staff are responsible for implementing the Regulations. Students accept they are bound by the Regulations when they enrol. The Regulations are made available to students and staff and it is the responsibility of the Dean of the School to put in place arrangements for their development and support.

Approval of the Academic Regulations is the responsibility of Academic Board. On all matters where the Academic Regulations require to be interpreted, or are silent, Academic Board will recommend a decision. In the event that the decision of Academic Board is challenged, the decision will be escalated to the Board of Directors, whose decision will be final.

Exceptionally, variations to the Academic Regulations may need to be made. All variations to must be approved by Academic Board following consultation with students. SPJUK will inform students in writing at least 10 days before any variations come into effect.

4. Alignment with Sector Expectations

These Regulations are consistent with the relevant national reference points, including the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies and the Sector-recognised standards published by the OfS and the Higher Education Credit Framework for England.

As a registered provider with the OfS with new degree awarding powers, the School is responsible for the academic standards of all awards made in its name, and for the quality of the student learning experience on the programmes leading to those awards, wherever they are delivered. The School adheres to sector expectations as articulated in the OfS conditions of registration and the core practices of the UK Quality Code for Higher Education (2018). The School makes scrupulous use of external expertise in setting and assuring the standards of its awards, in line with the external examining principles published by the UK Standing Committee on Quality Assurance (2022).

The School awards also conform to the credit and qualifications frameworks which apply to higher education qualifications offered by UK degree-awarding bodies.

5. Quality Assurance Framework

The **Quality Assurance Framework** (QAF) establishes the overarching principles, framework and systems to ensure the quality of the academic programmes, their delivery and the student experience is upheld within SPJUK. The QAF affirms the commitment of the School to the ongoing process of consistent monitoring and continual improvement as a higher education institution and in the delivery of its programmes.

The School will ensure through its programme approval, annual monitoring and periodic review

processes that the academic standards of its taught programmes are aligned with the FHEQ and Sector- recognised standards published by the OfS. The School will ensure through its assessment processes that academic standards are maintained in accordance with these external reference points.

6. Roles and Responsibilities

The Academic Board is the School's senior academic authority and is responsible for approving these regulations and associated policies and procedures.

Operational responsibility for academic standards and quality, and for the correct and consistent application of these Regulations, rests with the Dean, supported the Registrar and Chief Operating Officer.

All students and staff are responsible for following these Regulations and the associated policies and procedures.

Programme Directors provide academic leadership and oversee the programme organisation, management, programme delivery and arrangements for the education and assessment of students in line with the Regulations. They are responsible with the wider programme team for the overall academic standards and quality of the provision and its monitoring, annual review and systematic enhancement.

7. General Regulations

7.1 Admission to SP Jain London School of Management programmes

The School will admit students to its programmes on the basis of the following principles:

- A reasonable expectation that the applicant will be able to fulfil the objectives of the programme and achieve the academic standard required for the award;
- the School's requirements for admission to a programme leading to a particular award;
- equality of opportunity for all applicants.

The minimum requirements for admission to a programme of study, including English Language requirements are specified in the general admissions requirements contained in the Admissions Policy.

The specific entry criteria for any given programme will be specified in the Programme Specification for that programme. In admitting individual students to its programmes, the School will have regard principally to the applicant's ability to achieve the aims and objectives of the programme.

Further information is provided in the School's **Admissions Policy**.

7.2 Recognition of Prior Learning (RPL)

The Recognition of Prior Learning (RPL) is defined as the assessment of previously acquired learning (whether certificated or experiential learning) within the context of the programme on which the student is currently enrolled. The term RPL covers the accreditation of both experiential and certificated prior learning.

Students may be awarded credit for prior learning (RPL) or prior experiential learning (RPEL) if they meet the criteria, as specified in the School's **Recognition of Prior Learning Policy and Procedure**.

The amount of general credit achieved or recognised elsewhere may not all be awarded as specific credit towards a particular award.

No more than 50% of the credit value of a programme may be awarded through the recognition of prior learning.

7.3 Initial Registration

All students are required to register with the School upon admission. Upon registration, every student is deemed to have declared their acceptance of the School Regulations, the terms and conditions and all associated School Policies and Procedures, for that academic year. It is the student's responsibility to ensure that registration is in accordance with these Regulations and with any specific Programme Specifications that apply.

7.4 Student name

Students should register with the legal name in their passport or other appropriate identification documents. A student may only change their name once they provide evidence that it has been legally changed through marriage or deed poll.

A student on a full-time programme of study at the School may not simultaneously attend any other full-time programme of study at SP Jain London or any other Higher Education Institution.

7.5 Annual Re-enrolment

Students must re-enrol each academic year. Upon re-enrolment, a student is deemed to have accepted any changes to the Academic Regulations and terms and conditions for that year of which they have previously been informed.

It will be deemed that the enrolment of students who fail to re-enrol at the beginning of subsequent academic years has lapsed, and notification will be sent to all relevant statutory bodies thereafter (including, but not necessarily limited to, Student Finance England and the UKVI for student visa holders).

7.6 Contact Details

It is the responsibility of the student to notify the School of any change to their personal contact details (such as home and term time addresses and mobile telephone numbers) as they occur.

7.7 Permission to Study in the United Kingdom

All international students, including those living in the UK but without permanent leave to remain, must provide documentary evidence of their valid immigration status.

Any changes to immigration permission must be notified immediately to the Registrar and supported with official documentation (changes include those that mean students no longer require visas, changes in immigration category, application refusals and Administrative/Judicial

Review outcomes). Any student who fails to comply with these requirements may have their registration and enrolment terminated, and cease to be a student of the School.

7.8 **Payment of tuition fees**

Students must pay their tuition fees in line with the School's **Tuition Fee Policy**. Students who do not pay by the required deadlines may be withdrawn from their studies.

7.9 **Attendance and Engagement**

Students are required to attend and engage with the learning, teaching and assessment requirements of their programme of study.

The School will publish semester, examination dates and hours of operation. Students are advised to check that their programme and modules are acceptable to them prior to registration, and understand their obligation to meet the attendance, learning and assessment requirements.

Students are required attend all forms of learning activity associated with their course of study and shall participate in their modules and programme as required by the School's **Student Attendance Monitoring and Engagement Policy**.

Students sponsored by the School for a UKVI student route visa have additional requirements in relation to attendance which are detailed in the Student Attendance Monitoring and Engagement Policy.

Each student is required to complete all assessment for the modules for which they are registered, as prescribed in the relevant programme specifications.

7.10 **Student Conduct**

Students are required to observe the **Student Code of Conduct** and ensure that their behaviour does not interfere in any way with the proper functioning or activities of the School, or those who study or work at the School; nor engage in actions that otherwise damage the reputation of the School. Any breach of the Student Code of Conduct shall be dealt with in accordance with the Student Disciplinary Policy and Procedure.

7.11 **Falsification of Documents**

Where a student secures admission to the School based on qualifications, documents or statements that are subsequently found to be false or cancelled, the School shall normally terminate the student's registration.

7.12 **Study abroad**

Students may undertake an exchange and study at another institution which has an appropriate articulation agreement with the School in accordance with the **Study Abroad Policy**.

Students on exchanges will pay fees to the School in the usual way. Upon return from the exchange the credit that the student has earned at the exchange institution will be recognised

but no marks will be transferred.

7.13 **Interruption of Study**

A period of interruption may be:

- taken by a student at that student's request; or
- required by the School on grounds of the student's health and/or well-being.

Where the School requires a student to interrupt on grounds relating to the student's health and/or well-being, the procedure as described in the **Fitness to Study Policy** shall be undertaken.

The School may only require a student to interrupt where it is satisfied that a period of interruption is in the best interests of the student. Under no circumstances shall such action be taken as a punitive measure.

Students who seek, or who are required, to interrupt their studies on health grounds will be required to provide evidence, to the satisfaction of the Registrar or in accordance with the Fitness to Study Policy, as appropriate, that they are fit to resume their studies before they re-join the programme.

An interruption is not to be confused with, or used as a substitute for, deferral of an assessment due to mitigating circumstances.

An interruption will not normally be permitted for a period of less than one term or semester

Where a student commences a period of interruption once a module has started but before completing all the assessment requirements for that module, no credit will be awarded and the student, upon their resumption of studies, will normally be required to re-join at the start of the uncompleted module(s).

The maximum period of enrolment specified below includes any periods of interruption.

During a period of interruption, a student is not normally entitled to access any of the School's services or systems, including IT, library, or social facilities, beyond such access that is permitted to members of the public.

Students who are on a UKVI student route visa will normally be required to go home during any interruption of study and their visa will be curtailed. The issue of a CAS to allow them to return to study will be at the School's discretion.

7.14 **Withdrawal from a Programme**

A student may be withdrawn from the programme of study before completion under the following processes:

1. Student-initiated withdrawal;
2. School-initiated withdrawal.

7.14.1 **Student-initiated withdrawal**

A student wishing to withdraw must complete and sign the withdrawal form or communicate in writing their intention to withdraw from their programme of study. The student must be advised by the School about any financial implications of withdrawal.

A student has the right to withdraw from a programme of study at any point during the academic year.

Students who withdraw will be entitled to a transcript indicating credit earned. The Examination Board will also consider them for the highest award for which they are eligible as at the date of withdrawal, based on credit earned as described below.

7.14.2 **School-initiated withdrawal**

The School reserves the right to withdraw a student under a range of different circumstances.

These include (but are not limited to):

- failure to progress;
- non-attendance;
- failure to return from a period of deferral;
- expiration of the maximum registration period;
- serious misconduct, including academic misconduct;
- failure to (re-) enrol;
- non-payment of fees;
- breaching the conditions of a student visa.

The procedures for withdrawing students under these circumstances are specified in the relevant procedures held by the Registry.

Students who are withdrawn will be entitled to a transcript indicating credit earned. The Examination Board will also consider them for the highest award for which they are eligible as at the date of withdrawal, based on credit earned as described below.

7.15 **Reapplication after withdrawal**

A student who has withdrawn from a programme may reapply to join the programme after one year. The School is not under any obligation to re-admit a student who has previously withdrawn from a programme.

A student who has been expelled will not be re-admitted under any circumstances.

8. Framework for taught programmes

The School's higher education provision is based on modules within a credit accumulation framework. The School's credit framework is aligned to the Higher Education Qualification Credit Framework for England published by the Quality Assurance Agency (QAA).

8.1. Credit

Credit is a means of quantifying and recording the achievement of assessed learning. The basic unit of credit relates to 10 hours of notional learning time.

Notional learning time is the number of hours which a student at a particular level is expected, on average, to spend to achieve the specified learning outcomes. Learning time may include both contact time with staff (for example, in timetabled teaching sessions) and self-directed learning (such as background reading and writing assignments). Thus, a module allocated 30 credits should require students to spend approximately 300 hours of learning time to achieve the learning outcomes for the module.

Credit given for the successful fulfilment of the requirements of a module can be awarded only once and cannot be double counted.

8.2. Modules

Modules are the building blocks for programmes of study and form the basis for assessment and the award of credit. They are offered at specified academic levels and lead to specified amounts of credit.

Each module will have clearly defined learning outcomes and assessment requirements which a student must satisfy to pass it and achieve the credit. The assessment requirements of a module will be proportionate to its credit value and level.

8.3. Core and optional modules

A core module is a module that all students registered on the programme must take. Optional modules are offered to students to provide an element of choice in the curriculum.

Programme specifications must include details of core and optional modules for the programme.

Where optional modules are included, staff should be cognisant of the viability thresholds in relation to the number of optional modules from which students may choose. Optional modules will only run where it is viable to do so; this should be made clear in the Programme Specification and all student-facing materials.

8.4. Programmes

A programme is defined as a selection or combination of modules, which together produce or deliver a set of specified learning outcomes leading to an award.

8.5. Mode of Study

The Programme Specification shall state whether a programme is available in Full-time (FT)

mode, Part-time (PT) mode, or both or by distance learning. Where a programme is delivered in two or more modes, applicants must state their intended mode of study at the point of application to the programme. Normally, a student wishing to change mode of study part-way through the programme may only do so between levels (e.g. between the second and third year of an undergraduate programme).

Students on a UKVI Student Route visa may only study on a full-time programme.

8.6 Module Enrolment

The Programme Specification describes, amongst other things, the structure of the programme and the modules which the programme comprises, including details of any optional modules.

Full-time students on undergraduate and postgraduate programmes are required in any given academic year to enrol on modules with an aggregate credit value of at least 120 and 180 credits respectively.

Students are required to enrol for their modules by the published deadline.

In the event that a student fails to select module choices, the School reserves the right to select modules on the student's behalf.

Students seeking to change a module must do so in accordance with procedures and deadlines determined by the Registrar.

A student will not normally be permitted to change a module selection once delivery of that module has started.

Where the procedure for a change of module is not followed, or a request is not accepted, the student will remain enrolled on the module, and will be subject to the assessment requirements of that module.

Requests to change a module submitted after the published deadline will only be considered where a part-time student has a verified conflict between a selected module and work obligations.

8.7 Duration of Study

The time-limit for a full-time student to complete their Programme should not be more than twice the approved duration of the Programme.

However, students sponsored for a UKVI student visa may only stay in the UK for the length of their visa. Extensions to complete their programme in the UK may only be granted at the School's discretion provided it is within immigration regulations.

Where a student changes mode of study during their programme, or transfers into the School under the Recognition of Prior Learning Policy and Procedure, the maximum period of enrolment shall be determined by the Registrar.

8.8 Programme changes and transfers

A student wishing to change from one programme to another within the School must do so in accordance with the published procedure:

- A student in their first year of study, should normally change their programme within the first two weeks of the academic year or, in the case of a continuing student, normally at the end of the academic year;
- Must gain the approval of the Programme Leader or nominee of both the current and proposed programmes.

Students who are on a UKVI Student Route visa are not generally allowed to change programmes in accordance with UKVI Regulations.

Students wishing to transfer to another institution must follow the published withdrawal procedures and should be aware that there may be programme fee and funding implications for them following a transfer. Students are also responsible for ensuring that they will be accepted by the institution to which they wish to transfer. A transfer of programme may also have student visa implications, students are advised to check the requirements of their visa prior to requesting a transfer.

9. Assessment

The marking and grading of student assessment will be in accordance with the **Assessment Validation, Grading and Moderation Policy and Procedures** and the **External Examiner Policy**. Students' performance will be assessed and marked in accordance with the published assessment criteria.

9.1 Eligibility for assessment

In order to be eligible for credit from the assessment of any module, students must have:

- enrolled on the relevant module;
- met any attendance requirements; and
- satisfied any requirements for assessment as stated in the syllabus.

Assessment information will be published in the module handbooks and on Blackboard and it is a student's responsibility to ensure that they obtain the information they require to present themselves for assessment.

9.2 Submission of coursework

Deadlines for the submission of coursework will normally be published in respect of each module within two weeks of the start of each academic semester. The submission dates for coursework and any subsequent changes must be notified to the Registrar.

In accordance with the **Assessment, Validation, Grading and Moderation Policy and Procedures**, assessment briefs must set clear instructions and deadlines for submission of work, and explain the consequences of late, incomplete or non-submission. Deadlines for submitting coursework will not be extended (unless the student has been affected by Mitigating Circumstances), and students must schedule their work accordingly. Students who

do not submit will be deemed to have failed the assessment.

Students may be required to submit coursework through the VLE and/or via text matching software, such as Turnitin. If a student fails to comply with this requirement, the School shall not be any obligation to mark the work.

In the event of major disruption to the VLE or Turnitin, which results in either not being accessible for significant periods on the submission deadline date, the submission deadline may be amended to the next working day when the VLE or Turnitin becomes available. Confirmation that major disruption has taken place will be provided to the Registrar.

9.3 **Late and non-submission**

Where a student does not submit or resubmit a piece of assessed work without an extension under the Mitigating Circumstance Procedure, they will be deemed to have failed the assessment.

9.4 **Late submission**

Late submission refers to work submitted after the published deadline.

Assessments that are submitted up to five working days after the published deadline must be marked as normal (to ensure students receive proper feedback) however the mark must be capped at 40% for undergraduate programmes and 50% for postgraduate programmes. The uncapped mark should be added as a note on the assessment (e.g. "uncapped mark = 67%").

9.5 **Non-Submission**

Assessments that are submitted more than five working days after the deadline shall not be marked and treated as a non-submission.

Assessments that are not submitted will receive a mark of 0%.

9.6 **Individual and group assessments**

Assessment may be designed for either individuals or groups. In the case of a group assessment, the assessment brief should include clear instructions for collaborative or group work, including whether and how the contribution of individuals will be assessed.

Where the modules are no longer taught, assessment shall normally be offered for one year after the discontinuation date. The Examination Boards will approve alternative forms of assessment beyond that point, if required.

9.7 **Special Arrangements for Students with a Disability or Additional Requirements**

Special arrangements may be made for the examination of a candidate with a disability or additional requirements that shall warrant such arrangements in accordance with the **Student Disability Policy**. There will be a published deadline each semester for students wishing to be assessed for additional requirements.

9.8 **Mitigating Circumstances**

A mitigating circumstance is a recognisably serious or significant short-term and unexpected

event, affecting a student's health or personal life which is beyond the student's control and which results in the student being unable to attend (in person or virtually), complete, or submit an assessment properly and/or on time. Students who have experienced, or are experiencing, mitigating circumstances may claim for an extension to the deadline for completing an assessment task, or a deferral of an assessment task according to the School's Mitigating Circumstances Policy.

Students may claim for an extension to the deadline for completing an assessment task, or a deferral of an assessment task, due to mitigating circumstances in accordance with the **Mitigating Circumstances Policy**.

9.9 Circumstances affecting students as a group

Where there are circumstances which have affected a group of students, the Dean and the Registrar will review the situation and make a determination for consideration by the external examiner.

9.10 Marking and moderation

The marking, moderation and external scrutiny of assessed work must be carried out in accordance with the **Assessment Validation, Grading and Moderation Policy and Procedure**. Reference should also be made to the **Generic Grade Descriptors** which are an appendix to the Assessment Validation, Grading and Moderation Policy and Procedure.

Anonymous marking and moderation where the examiners know only the student number must be undertaken unless it is not practicable to do so.

9.11 External Examiners

The appointment of all External Examiners is the responsibility of Academic Board. All reports from external examiners for taught programmes shall be received and scrutinised by Registrar and the Dean, who will prepare a report to Academic Board and respond to External Examiners on any concerns they have raised.

All decisions of the Examination Board must be endorsed by the External Examiner (s).

9.12 Examination regulations

The Registrar is responsible for all examination arrangements. Formal examination notification giving details of the examination schedule, venue and invigilation or proctoring arrangement will be published to the students normally no later than two weeks before the scheduled date of the examinations.

Examinations may be held during the day, in the evenings including weekends, and students are responsible for ensuring that they are aware of the schedule for their examinations.

Any request by a student to reschedule an examination must be submitted in writing to the Registrar, clearly stating the reasons for such a request and detailing any requests for special assistance.

All examinations will be invigilated, and students will remain under continuous supervision for

the duration of each examination. All incidents or abnormalities that occur during an examination shall be noted and reported by the Chief Invigilator.

9.13 Release of Academic Results

The Registrar is responsible for informing students of their results after they have been ratified by the Examination Board.

No discussion of individual results for overall modules or counselling of students should take place until after the results have been formally ratified and results lists have been published. Students should receive feedback on their coursework within two weeks as set out below.

Module grades will be retained electronically, and students will have access to their own grades achieved in all stages of their course.

9.14 Academic Misconduct

Academic misconduct is gaining or attempting to gain, or helping others to gain or attempt to gain, an unfair academic advantage in formal summative assessments which contribute to a module mark or grade. Allegations of academic misconduct arising at any stage of the assessment process should be dealt with according to the School's Academic Integrity Policy.

Allegations of academic misconduct should be investigated and resolved (including through hearings) before the relevant Examination Board takes place.

The School's Academic Integrity Policy does not apply to formative assessment, which does not contribute to a module mark or grade. Where academic misconduct is suspected in work submitted for formative assessment, this should be addressed by feedback from academic staff, thereby helping the student to avoid such misconduct in future.

9.15 Resits and retakes

A resit is where a student either fails to achieve a pass for a given module or fails to submit their work to the deadline (without an extension having been granted under the Mitigating Circumstance Policy) and is expected to undertake the assessment again.

Students who do not achieve the module pass mark at the first attempt are permitted one resit of any failed component. The mark for a resit will be capped at the pass mark (40% for undergraduate and 50% for master's programmes).

A student will not be entitled a resit in any component for which a pass or higher has already been awarded.

Where a resit involves the submission of coursework, the student will be given a deadline for making the submission. Late resubmission of a resit will be treated according to the regulations on late submission of assessed work.

If a student does not pass the module after the resit opportunities, that module may be

compensated according to the regulations on compensation set out below or trailed into the next level according to the regulations on trailing a module below. If the module is not eligible to be compensated or trailed, then the student may be given the opportunity to retake the module.

9.16 Compensation

Compensation is the process by which any student who fails a module is awarded credit for that module by the Examination Board with the consideration that the failure is marginal and balanced by the good performance in the other modules in their programme of study.

The Examination Board will have the power to recommend the award of a compensated pass in one module per level of study worth no more than 15 credits where the student has not been able to achieve the pass mark subject to the following:

- Providing modules at that level of the programme worth at least 120 credits have been undertaken;
- The mark for the module is 35% or above for undergraduate or 45% for postgraduate;
- The student's overall average mark for the year is more than 40% undergraduate/50% postgraduate

In such cases, a compensated pass will be recorded; the student will be awarded the credits for the modules and will be allowed to progress to the next level as if a pass score had originally been achieved in the module concerned.

Where a student has failed an assessment due to an issue of academic misconduct, no compensation shall be given for that module.

9.17 Appeals against assessment outcomes

Students may appeal against the decision of an Examination Board according to the **Appeals Policy**. This decision may be in the form of published or confirmed marks or grades, notification of progression (or non-progression) from one stage to another, and/or notification of a final award.

The Appeals Policy describe the arrangements whereby students may apply to the to the Office **of the Independent Adjudicator for Higher Education for an external review of the outcome**.

10. Progression and Awards

10.1 Progression

Progression from a level of study to the next higher level or to the award of a certificate, diploma or degree, will depend on meeting the requirements set out in the Programme Specification. Progression will normally require a student to achieve a pass mark in all the modules they have studied, notwithstanding the application of compensation and the trailing of modules, as specified below.

At the end of each academic session, normally equivalent to a full-time year of study, a student will be given a level mark and result, derived from the module marks at that level/stage of the programme, which represents a summary of the student's performance at that level/stage.

The level result shall be the weighted average of the module marks for all marked modules at that stage in the programme. It is calculated as follows, rounded to two decimal places:

Level mark = (sum of (module mark x credit)) / (credits at the level) Table: Worked example of a level mark.

Module	Credit value	Module mark	Credit x mark
1	50	50	2500
2	50	60	3000
3	20	70	1400
Sum of credits x marks			6900
Total number of credits			120
Level mark (sum of credits x marks divided by total number of credits)			57.5

10.2 Trailing modules

Trailing a module allows a student to retake a module in which they have failed to achieve a pass mark (following resits) at the same time as progressing to the next level of the programme (e.g. to retake a module at level 4 at the same time as progressing to level 5).

Students on taught programmes may trail a maximum of one module provided the module is at the same level or an adjacent level to the level the student is progressing to (i.e. a student may progress to Level 5 with a trailed level 4 module but not to Level 6).

In trailing or retaking a module, the student must attend all timetabled teaching sessions and the student's grade for the assessment(s) shall be capped at a pass.

A student who, for the first assessment opportunity within a trailed module, fails to achieve a pass mark for that module shall be expected to undertake a resit.

A trailed module must be passed before the student may progress to the next level at the end of the academic year. If a trailed module is subsequently failed, the student will be asked to withdraw or may not continue to study at the higher level until the full complement of credits at the lower level is achieved.

10.3 Awards

An award is a qualification granted to a student for successfully completing the requirements as set out in the approved Programme Specification.

Each award will have clearly defined credit requirements at each level which a student must satisfy. These requirements will be set by reference to the credit structure for the School's undergraduate and postgraduate awards set out below.

Only modules which are approved for a named award may contribute towards its credit requirements. Students may not substitute credit achieved in other modules for failure to achieve credit in modules valid for the named award unless they followed an approved exchange programme or as authorised by the Registrar.

The calculation of degrees and other classifications is normally undertaken automatically according to these Regulations, which gives an indicative classification for ratification by the

Examination Board.

Awards of SPJUK are conferred by Academic Board on the recommendation of the Examination Board. Examination Board is the sole body which may act on behalf of Academic Board in recommending the award of credit or granting an award.

An award may be granted only when the following conditions are fulfilled:

- The student has successfully completed the required number of credits at the level(s) specified for that award and within the prescribed timeframe (as specified in the list of SPJUK awards below), including any agreed extensions to the timeframe (except where an Examination Board determines otherwise, e.g. aegrotat awards);
- The student was registered on an award approved by the School at the time of their assessment and paid the appropriate tuition fees to the School;
- The award has been recommended by an appropriately convened Examination Board;
- The recommendation for the award has been signed by the Chair of the Examination Board confirming that the recommendations have received the written consent of the External Examiner;
- The student has no outstanding obligations to the School.

10.4 Determination of Awards

Students on a Bachelor's degree with Honours will receive their Honours classification according to table below. The final mark shall be derived by weighting Level 5 and Level 6 40/60.

70.00% or more	First Class Honours
60.00% to less than 70.00%	Upper Second Class Honours (2:1)
50.00% to less than 60.00%	Lower Second Class Honours (2:2)
40.00% to less than 50.00%	Third Class Honours
Less than 40.00%	Fail

Students on a Master's degree will receive their classification according to the table below. All marks will be included in the weighted average.

Table 5: classifications for Master's degree

70.00% or more	Distinction
60.00% to less than 70.00%	Merit
50.00% to less than 60.00%	Pass
Less than 50.00%	Fail

In exercising its powers to award a degree with Honours an Examination Board may raise the classification of the degree based on the average marks, as set out above, where the dominant quality of the full array of module marks is in a higher class.

Dominant quality for undergraduate students is defined as a minimum of 75 credits of the final year assessment including the final project. Dominance will automatically be considered where the final weighted average mark is no more than 1% below the higher grade. Average marks of

more than 1% below will not be considered for a dominant quality award. Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class

Dominant quality for postgraduate students is defined as least 90 credits in the higher classification including the final project or internship.

10.5 List of SPJUK Awards

Academic Award	Post nominal	FHEQ level	Minimum credits required	Standard duration (Full-time)	Maximum Duration (Full-time)
Bachelor of Business Administration	BBA	6	480 to include a minimum of 120 at level 6, 120 at level 5 and a maximum of 240 at level 4	4 years	8 years
Bachelor of Science Business Management and Technology	BSc	6	360 to include a minimum of 120 at level 6 and a maximum of 120 at level 4	3 years	6 years
Bachelor of Science Data Sciences	BSc	6	360 to include a minimum of 120 at level 6 and a maximum of 120 at level 4	3 years	6 years
Executive Master of Business Administration	EMBA	7	180 to include a minimum of 150 credits at level 7	18 months	3 years
Global Master of Business Administration	GMBA	7	180 to include a minimum of 150 credits at level 7	16 months	3 years
Master of Science in Global Business	MSc	7	180 to include a minimum of 150 credits at level 7	16 months	3 years
Master of Science in Financial Technologies	MSc	7	180 to include a minimum of 150 credits at level 7	12/16 months	3 years

10.6 Exit Awards

An exit award is a qualification which may be awarded upon completion of an intermediate point of studies in a longer programme of study but for which the student has not registered at the outset. For example, a student may be registered on a level 6 degree programme but may wish to exit that programme at level 5, for which they would receive a level 5 qualification.

In line with other kinds of awards, specific and separate statements about the intended learning

outcomes of exit awards should be approved as part of the programme approval process and exit awards should be made only where these outcomes are positively achieved.

The exit awards which SPJUK has approved are listed below along with the credit requirements for these awards. These exit awards shall not be classified.

Exit Award	Credit Requirement	Level Requirement
Certificate of Higher Education	120	at level 4 or above
Diploma of Higher Education	240	at level 4 or above of which a minimum of 120 credits must be at level 5 or above
Bachelor's Degree Ordinary	300	at level 4 or above of which a minimum of 120 credits must be at level 5 or above and a minimum of 60 credits must be at level 6
Postgraduate Certificate of Higher Education	60	at level 7
Postgraduate Diploma of Higher Education	120	at level 7

10.7 Award Certification

Students will be provided the certificate and the transcript once they have completed the programme.

The award will be made in the legal name of the student at the time of the award. The name on the award will not be changed unless a student has a gender recognition certificate.

A replacement certificate can be issued by the School only on receipt of a written request and on payment of the appropriate fee.

10.8 Aegrotat Awards

A student who has taken the full number of modules required for the award but was absent from the final assessment due to illness or other medical reasons may be provided an Aegrotat award. This shall only be made where there is no reasonable prospect of the student being able to return to complete the programme of study.

In case a student has not taken the full quota of academic credit, then the Examination Board will consider the evidence available from other assessments to determine the likelihood of the student achieving the required standard for an award. Where the Examination Board agrees that a student would have achieved the required standard, a recommendation for an Aegrotat award shall be made.

A student who agrees to accept the Aegrotat award will not be eligible to take the missed or failed assessments.

10.9 Posthumous Awards

The Academic Board may make a posthumous award to a student who dies prior to being able to complete their programme of study, or to a student who dies before their completed award can be conferred.

The Board will consider the evidence available from all assessments to determine the likelihood of the student achieving the required standard for an award.

If the Academic Board agrees that a student would have achieved the required standard, a posthumous award shall be made.

10.10 Revoking an Award

The School can revoke an award if any graduate was found to have been admitted to the programme, or granted an award, under false pretences or material non-disclosure and/or due to serious misconduct, such as engaging in contract cheating.

Before revoking the award, the Academic Board will nominate a senior member of staff to undertake an investigation and report to the Board.

The outcome of the investigation will be communicated within one month of the completion of the investigation.

11. Sources of further information

The Academic Regulations are supported by the following policies and procedures:

- Academic Integrity Policy
- Admissions Policy
- Assessment, Validation, Grading and Moderation Policy
- External Examiner Policy
- Fitness to Study Policy
- Mitigating Circumstances Policy
- Programme, Development, Approval, Review and Discontinuation Policy
- Quality Assurance Framework
- Recognition of Prior Learning Policy
- Student Code of Conduct
- Student Disability Policy
- Student Support Policy
- Study Abroad Policy
- Work Based Learning Policy