

Issued by the Standards and Enhancement Office,
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Technical updates of this document are undertaken on an annual basis to reflect changes to the ey

Where a postgraduate student gains the full number of credits required to complete an academic stage, is deemed to have completed that stage and may start to study the next academic stage.

A Professional, Statutory or Regulatory Body. This includes, but is not limited to, accrediting bodies and statutory bodies that deal with legal requirements and immigration.

Any reference to Senate in these regulations shall be deemed to include a reference to any committee of Senate to which Senate has delegated the relevant authority.

an amount of academic study and credit that normally corresponds to a phase of the programme as outlined in the Programme Specification.

- 1.1 There shall be course regulations in a form approved by Senate and incorporated into the programme specification. In course regulations, any deviation from, or modification to these regulations in respect of any programme shall require the approval of Senate.

 - 2.1 Throughout all postgraduate programmes one credit is associated with ten hours of notional learning time. The distribution of the total notional learning time for a module will be part of the module specification approved at the time of validation.
 - 2.2 Normally, full time students will not be permitted to study with attendance for more than 75 credits in one semester, and part time students no more than 60 in an academic year, unless this has been approved by the relevant Programme Leader and Assessment Board.
 - 2.3 Where a module is defined, atypically, as a pre-requisite module in the relevant programmes specification, students must normally pass such a module before being allowed to proceed to take any linked further module(s). Exceptions may be allowed at the discretion of the Assessment Board, on the advice of the tutor(s) for the linked further module(s).
 - 2.4 Credit-bearing modules shall be designated as FHEQ Level 7 or Level 8 and sometimes Level 6 as defined in the Framework for Higher Education Qualifications (FHEQ).
 - 2.5 Modules may be designated as Core (compulsory) or Optional within a programme.
 - 2.6 A student may normally only withdraw from a module within the first two weeks of the module commencing and with the approval of the module tutor and programme leader. A student will normally be required to take an alternate module for the appropriate number of credits and at the appropriate level of study, unless the student has withdrawn from the programme or suspended their studies. Withdrawal without permission and/or beyond this point without good reason will be recorded at an Assessment Board as a failure in the module (including any project or dissertation module).
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- 3.1 A programme of study leading to a Postgraduate Certificate shall consist of a minimum of 60 credits including a minimum of 40 credits at FHEQ Level 7 and a maximum of 20 credits at no lower than FHEQ Level 6.
 - 3.2 A programme of study leading to a Postgraduate Diploma shall consist of a minimum of 120 credits including a minimum of 90 credits at FHEQ Level 7 and a maximum of 30 credits at no lower than FHEQ Level 6.

- 5.6 The normal planned duration of the Postgraduate Certificate in Education is 1 year of full-time study (or its part-time equivalent).
- i. The student's marks for each module; and that
 - ii. The student has achieved the credits and any other requirements as defined in the validated programme documentation and can therefore be awarded the end qualification of a Postgraduate Continuing Professional Development Certificate; or
 - iii. The student not be awarded the end qualification; and/or
 - iv. The student be awarded an intermediate qualification and be deemed to have completed their studies; or
 - v. The student not be awarded a qualification and be deemed to have completed their studies.
- 5.7 The maximum period of registration is normally approximately twice the planned duration for the Postgraduate Certificate, Postgraduate Diploma and the Master's Degree. The maximum period of registration will normally include any sabbatical periods taken out by a student. The Academic Registrar, may, having regard for the standard of the award and the course objectives and regulations, and on the advice of the Chair of the Assessment Board, use discretion to extend a student's registration period.
- 5.8 Where a PSRB requires that the maximum period of registration shall be different than that defined in these regulations, the requirement of the PSRB shall apply. Students shall be informed where the maximum period of registration is shorter than that outlined in 5.4
- 6.1 Assessment Boards will accept the forms of assessment which are approved for the programmes and modules and which are specified in the relevant programme and/or module specifications as approved by Senate.
- 6.2 The method of assessment for each module, including the weighting for each element of the assessment, shall be notified to students.
- 6.3 In exceptional circumstances, with the approval of the Chair of the relevant Assessment Board, an alternative form of assessment to that outlined in the approved programme documentation, which covers the same Learning Outcomes, may be approved for students with individual need. This shall be supported by appropriate evidence and adjustments shall be reasonable and ones that can be made without endangering the safety of the award or unduly providing any student with an advantage or disadvantage.
- 6.4 The minimum mark for a pass in each module shall be 50%. Where a student satisfies the examiners in a module, s/he shall be awarded the appropriate credits at the specified level. This shall normally be calculated through a simple weighted mean of the assessment components, so long as an attempt has been made in each component. Where a PSRB requires a pass mark in each component, this shall be recorded in the relevant modules specification and notified to students.

- 6.5 A student who passes a module in which he/she has previously failed, shall be credited with the minimum mark for a pass at module level unless capping at the component level enables a better overall outcome for the student. This will not be the case where the assessment regulations for the programme explicitly specify otherwise.
- 6.6 A student shall normally be permitted one attempt to redeem unsatisfactory performance in a module.
- 6.7 Normally, only University of Bolton modules may be used to calculate the classification of an award. Where a student has previously obtained a University (of Bolton) exit award or end qualification, the marks for modules from that previous qualification cannot be used to calculate the classification of a further University (of Bolton) end qualification, unless the student agrees to surrender their previous qualification, to avoid double counting of module marks.
- 6.8 Where a programme of study includes one or more periods of industrial/professional training or periods of study/work experience either in the UK or abroad, the student's performance may also be assessed in these periods and may contribute to the final assessment. Such periods shall be detailed in the relevant programme specification.
- 6.9 A student who has been awarded credit in a module shall not be permitted to be reassessed in that module with a view to improving his/her mark.
- 6.10 If students (by reasons of absence, non-submission of work, or poor performance) do not satisfy an Assessment Board in assessment components for any module(s) and it is established to the satisfaction of the Assessment Board via the University's Mitigating Circumstances Regulations and Procedures that this was due to proven illness or other circumstances found valid on production of evidence, then the Board shall use its discretion to ensure that the students are not disadvantaged or advantaged as a result.

Extensions

6.11

Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment;

More than 7 calendar days late = This will be counted as non-submission and no marks will be recorded.

- 6.14 All assessed work should be submitted as specified in the Student Handbook, Module Guide or equivalent. Coursework not submitted will be recorded as unsatisfactory.
- 6.15 Where assessments are graded Pass/Fail only, they will not be accepted beyond the deadline date for submission and will be recorded as a Fail. Students may request an extension to the original published deadline dates as described above.

Word Limits

- 6.16 Any relevant word limit for an assessment component shall be specified in the assessment brief. Students shall be informed in the programme handbook of any penalties to be applied if they exceed the specified word limit in a written assessment. This limit shall not include rubric associated with tables, figures, diagrams or appendices and reference lists at the end of the assessment but will include any direct quotations.
- 6.17 Where a word limit is specified for a written assessment, students shall include the number of words at the end of the assessment.
- 6.18 Students who exceed a specified word limit for a written assessment shall be subject to the following penalty system.

Up to 10% over the specified = no penalty

10 – 20% over the specified indicative word length = 5 marks subtracted but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment.

More than 20% over the indicative word length = if the assessment would normally

- 7.3 Attendance shall be recorded for all elements of a programme of study. Students with poor attendance shall be reported to the relevant personal tutor for action who will pursue this in line with University and/or PSRB policy.
- 7.4 Students who fail to give formal notice in writing of their intention to withdraw from their programme or its elements and who do not complete assessments will

the circumstances defined in the Academic Regulations on the Awards of the University.

- 10.2 To qualify for an award, a candidate must:
- i. have enrolled with the University before proceeding to the prescribed programme of study; and
 - ii. have paid all prescribed fees and charges; and
 - iii. in accordance with 11.2, 11.3, 11.4 and 11.5 below have satisfactorily completed a full-time or part-time programme of study, within the maximum period of time defined above.
- 10.3 A student who has satisfied the examiners in at least 60 credits at FHEQ Level 7 or

derived from those in the University's General Assessment Guidelines for postgraduate level assessments:

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

- 11.2 Where the average falls into one of the following bands: 58.00- 59.49 or 68.00-69.49; and a student has achieved marks clearly in a classification category higher than their average for 50% or more of the awarded credit, then they shall be awarded a qualification in the classification category one higher than that indicated by their average.

1. Qualification descriptors set out the generic outcomes and attributes expected for the award of a particular type of qualification (for example a bachelors' degree with honours). They describe the minimum acceptable level of achievement that a student has to demonstrate to be eligible for an award. They are 'generic' because they describe the outcomes and attributes expected from any subject of study, rather than from any particular subject, and so are applicable across subjects and modes of study.
2. The qualification descriptors set out below describe the threshold academic standard for those qualification types in terms of the levels of knowledge and understanding and the types of abilities that holders of the relevant qualification are expected to have.
3. The qualification descriptors are in two parts. The first part is a statement of outcomes, achievement of which is assessed and which a student should be able to demonstrate for the award of the qualification. This is a statement of the threshold academic standard for the qualification. This part is of particular relevance to providers in designing, approving, assessing and reviewing academic programmes. The second part of the descriptor is a statement of the wider abilities that a typical student would be expected to have developed. It assists providers to understand the general capabilities expected of holders of the qualification.
4. Each qualification descriptor sets out the outcomes for the typical or main qualification type at each level. At most levels there is more than one type of qualification that may be achieved (for example postgraduate diplomas and certificates in addition to master's degrees at Level 7). Within each level, the various types of qualifications involve different volumes of learning (for example master's degrees entail more learning than postgraduate certificates). As a consequence, there are differences in the range and nature of outcomes and attributes expected of students. Not all of the qualification types at each level therefore meet all of the expectations of the qualification descriptor. Where a qualification type has a smaller volume of learning than the main qualification type, the qualification descriptor for the degree is used as a reference point and the sub-degree qualification is expected to meet the descriptor in part. This is also the approach taken for individual modules, where credit is awarded for completion of a smaller volume of learning than the main qualification type.

1. The descriptor provided for this level is for any masters' degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 7, including postgraduate certificates and postgraduate diplomas.
2. Masters' degrees are awarded to students who have demonstrated:
 - x a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
 - x a comprehensive understanding of techniques applicable to their own research or advanced scholarship
 - x originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in

¹ The content of Annex A is drawn from 'Sector-recognised standards', effective from 1 May 2022. See [Sector-recognised standards \(officeforstudents.org.uk\)](https://www.officeforstudents.org.uk).

the discipline

x conceptual understanding that enables the student:

to evaluate critically current research and advanced scholarship in the discipline

to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

3. Typically, holders of the qualification will be able to:

x deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

x demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

x continue to advance their knowledge and understanding, and to develop new skills to a high level.

4. And holders will have:

x the qualities and transferable skills necessary for employment requiring:

the exercise of initiative and personal responsibility

decision-making in complex and unpredictable situations

the independent learning ability required for continuing professional development.

Much of the study undertaken for masters' degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems. They have the qualities needed for

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x the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems

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1. The University's _____, published separately, are used by staff when marking students' written work. Those detailed and comprehensive Guidelines are incorporated within the University's Module Guide Template and Assessment Feedback Proforma, as appropriate to the Level of the module concerned.
 2. Students' assessed work (except for Pass/Fail assessments and modules) is given a numerical mark which reflects the extent to which it meets the relevant assessment criteria. Module marks are then calculated by combining the marks for individual pieces of assessed work, as defined in the assessment pattern from the module specification.
 3. Finally, a student's individual module marks are combined according to any rules specified in the validated programme documentation to arrive at an average mark, which in turn determines the final classification, using the formula described in Section 11 in the Regulations.
 4. As a result of the foregoing, graduates whose final average marks and classification fall into the _____.

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